

Ann MacPhail

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

114
papers

2,154
citations

24
h-index

41
g-index

121
ext. papers

2,392
ext. citations

2.2
avg, IF

5.63
L-index

#	Paper	IF	Citations
114	Teaching Games for Understanding and Situated Learning: Rethinking the Bunker-Thorpe Model. <i>Journal of Teaching in Physical Education</i> , 2002 , 21, 177-192	2.2	192
113	Alternative assessment in physical education: a review of international literature. <i>Sport, Education and Society</i> , 2013 , 18, 57-76	2.6	95
112	Throwing and Catching as Relational Skills in Game Play: Situated Learning in a Modified Game Unit. <i>Journal of Teaching in Physical Education</i> , 2008 , 27, 100-115	2.2	73
111	Adopting a models-based approach to teaching physical education. <i>Physical Education and Sport Pedagogy</i> , 2018 , 23, 294-310	3.8	71
110	The professional developmental needs of higher education-based teacher educators: an international comparative needs analysis. <i>European Journal of Teacher Education</i> , 2017 , 40, 127-140	4.2	67
109	Nominal Group Technique: A useful method for working with young people. <i>British Educational Research Journal</i> , 2001 , 27, 161-170	1.6	64
108	Young People's Socialisation into Sport: A Case Study of an Athletics Club. <i>Sport, Education and Society</i> , 2003 , 8, 251-267	2.6	63
107	Irish physical educators' attitude toward teaching students with special educational needs. <i>European Physical Education Review</i> , 2006 , 12, 75-97	2.8	60
106	Sport Education: Promoting Team Affiliation through Physical Education. <i>Journal of Teaching in Physical Education</i> , 2004 , 23, 106-122	2.2	59
105	Children's experiences of fun and enjoyment during a season of sport education. <i>Research Quarterly for Exercise and Sport</i> , 2008 , 79, 344-55	1.9	57
104	Leading by Example: Teacher Educators' Professional Learning Through Communities of Practice. <i>Quest</i> , 2014 , 66, 39-56	2.2	53
103	Physical education teacher educators: A 25-year scoping review of literature. <i>Teaching and Teacher Education</i> , 2015 , 51, 162-181	2.9	50
102	We had to do intelligent thinking during recent PE—students' and teachers' experiences of assessment for learning in post-primary physical education. <i>Assessment in Education</i> , 2010 , 17, 23-39	1.3	50
101	Young People's Socialisation into Sport: Experiencing the Specialising Phase. <i>Leisure Studies</i> , 2006 , 25, 57-74	2	47
100	Learning to teach sport education: The experiences of a pre-service teacher. <i>European Physical Education Review</i> , 2007 , 13, 229-246	2.8	45
99	The use of drawings as an evaluative tool: students' experiences of sport education. <i>Physical Education and Sport Pedagogy</i> , 2004 , 9, 87-108	3.8	44
98	A cross-cultural investigation of the use of teaching styles. <i>Research Quarterly for Exercise and Sport</i> , 2005 , 76, 193-201	1.9	41

97	The professional development of higher education-based teacher educators: needs and realities. <i>Professional Development in Education</i> , 2019 , 45, 848-861	1.4	38
96	What young people say about physical activity: the Children's Sport Participation and Physical Activity (CSPPA) study. <i>Sport, Education and Society</i> , 2015 , 20, 442-462	2.6	34
95	It's the other assessment that is the key—three Norwegian physical education teachers' engagement (or not) with assessment for learning. <i>Sport, Education and Society</i> , 2015 , 20, 624-640	2.6	34
94	What examining teaching metaphors tells us about pre-service teachers' developing beliefs about teaching and learning. <i>Physical Education and Sport Pedagogy</i> , 2014 , 19, 149-163	3.8	27
93	Preparing physical education preservice teachers to design instructionally aligned lessons through constructivist pedagogical practices. <i>Teaching and Teacher Education</i> , 2013 , 33, 100-112	2.9	25
92	The rhetoric and reality of research reputation: Our coat and no knickers— <i>Studies in Higher Education</i> , 2015 , 40, 806-820	2.6	24
91	Listening to Young People's Voices: Youth Sports Leaders' Advice on Facilitating Participation in Sport. <i>European Physical Education Review</i> , 2003 , 9, 57-73	2.8	24
90	Teacher empowerment through engagement in a learning community in Ireland: working across disadvantaged schools. <i>Professional Development in Education</i> , 2017 , 43, 334-352	1.4	23
89	Physical education teacher educators' views regarding the purpose(s) of school physical education. <i>Sport, Education and Society</i> , 2017 , 22, 812-824	2.6	22
88	Teachers' views on the construction, management and delivery of an externally prescribed physical education curriculum: Higher Grade Physical Education. <i>Physical Education and Sport Pedagogy</i> , 2007 , 12, 43-60	3.8	22
87	Athlete and Researcher: Undertaking and Pursuing an Ethnographic Study in a Sports Club. <i>Qualitative Research</i> , 2004 , 4, 227-245	2.2	22
86	Teaching and Learning Sport Education: A Self-Study Exploring the Experiences of a Teacher Educator and Pre-Service Teachers. <i>Journal of Teaching in Physical Education</i> , 2017 , 36, 232-243	2.2	21
85	The social construction of higher grade physical education: the impact on teacher curriculum decision-making. <i>Sport, Education and Society</i> , 2004 , 9, 53-73	2.6	21
84	A student-centred digital technology approach: The relationship between intrinsic motivation, learning climate and academic achievement of physical education pre-service teachers. <i>European Physical Education Review</i> , 2020 , 26, 241-262	2.8	20
83	Professional learning as a physical education teacher educator. <i>Physical Education and Sport Pedagogy</i> , 2011 , 16, 435-451	3.8	19
82	Between hope and happening: Problematizing the M and the P in models-based practice. <i>Physical Education and Sport Pedagogy</i> , 2021 , 26, 111-122	3.8	18
81	Standing on the periphery—Cooperating teachers' perceptions and responses to the role of supervision. <i>European Physical Education Review</i> , 2015 , 21, 222-237	2.8	16
80	Pre-service teachers' entry onto a physical education teacher education programme, and associated interests and dispositions. <i>European Physical Education Review</i> , 2015 , 21, 51-65	2.8	16

79	Pupils' and teachers' perceptions of a culminating festival within a sport education season in Irish primary schools. <i>Physical Education and Sport Pedagogy</i> , 2009 , 14, 391-406	3.8	16
78	Helping Pre-Service and Beginning Teachers Examine and Reframe Assumptions About Themselves as Teachers and Change Agents: "Who is Going to Listen to You Anyway?" <i>Quest</i> , 2012 , 64, 299-312	2.2	16
77	The development of assessment policy in Ireland: a story of junior cycle reform. <i>Assessment in Education</i> , 2018 , 25, 310-326	1.3	15
76	Negotiating the complexity of teaching: a rhizomatic consideration of pre-service teachers' school placement experiences. <i>Physical Education and Sport Pedagogy</i> , 2019 , 24, 447-462	3.8	15
75	The implementation of a revised physical education syllabus in Ireland: circumstances, rewards and costs. <i>European Physical Education Review</i> , 2005 , 11, 287-308	2.8	15
74	"The grade alone provides no learning" - investigating assessment literacy among Norwegian physical education teachers. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2016 , 7, 21-36		15
73	The professional learning needs and priorities of higher-education-based teacher educators in England, Ireland and Scotland. <i>Journal of Education for Teaching</i> , 2018 , 44, 133-148	3.4	13
72	"Drawing conclusions: Irish primary school children's understanding of physical education and physical activity opportunities outside of school. <i>European Physical Education Review</i> , 2018 , 24, 449-466	2.8	13
71	Too much freedom and autonomy in the enactment of assessment? Assessment in physical education in Ireland. <i>Irish Educational Studies</i> , 2017 , 36, 237-252	0.8	13
70	Looking across and within: studying ourselves as teacher educators. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2015 , 6, 299-311		13
69	Moving towards quality physical education: Physical education provision in Singapore. <i>European Physical Education Review</i> , 2009 , 15, 201-223	2.8	13
68	Exploring primary pre-service teachers' use of "assessment for learning" while teaching primary physical education during school placement. <i>Physical Education and Sport Pedagogy</i> , 2020 , 25, 539-554	3.8	13
67	A Preservice Teacher's Delivery of Sport Education: Influences, Difficulties and Continued Use. <i>Journal of Teaching in Physical Education</i> , 2013 , 32, 166-185	2.2	12
66	A career in teaching: decisions of the heart rather than the head. <i>Irish Educational Studies</i> , 2009 , 28, 177-191		12
65	Developing a pedagogy of teacher education using self-study: A rhizomatic examination of negotiating learning and practice. <i>Teaching and Teacher Education</i> , 2020 , 88, 102969	2.9	12
64	Learning to teach sport education: investigating a pre-service teacher's knowledge development. <i>Sport, Education and Society</i> , 2019 , 24, 51-65	2.6	12
63	Physical activity experiences of young people in an area of disadvantage: "There's nothing there for big kids, like us" <i>Sport, Education and Society</i> , 2016 , 21, 1161-1175	2.6	11
62	Becoming a physical education teacher during formalised school placement: A rollercoaster of emotions. <i>European Physical Education Review</i> , 2019 , 25, 893-909	2.8	11

61	Inclusive education: Ireland's education provision for children with special educational needs. <i>Irish Educational Studies</i> , 2006 , 25, 53-62	0.8	11
60	The constraints on school provision of post-primary physical education in Ireland: principals' and teachers' views and experiences. <i>Irish Educational Studies</i> , 2005 , 24, 77-91	0.8	11
59	An integrated blended learning approach for physical education teacher education programmes: teacher educators' and pre-service teachers' experiences. <i>Physical Education and Sport Pedagogy</i> , 2020 , 1-16	3.8	11
58	The effects of individual dispositions and workplace factors on the lives and careers of physical education teachers: twelve years on from graduation. <i>Sport, Education and Society</i> , 2019 , 24, 38-50	2.6	11
57	Challenges for Irish teacher educators in being active users and producers of research. <i>European Journal of Teacher Education</i> , 2019 , 42, 492-506	4.2	10
56	Curriculum dissemination and implementation in Ireland: principal and teacher insight. <i>Irish Educational Studies</i> , 2010 , 29, 25-40	0.8	10
55	Becoming a Teacher Educator: Legitimate Participation and the Reflexivity of Being Situated. <i>Self-study of Teaching and Teacher Education Practices</i> , 2014 , 47-62	0.3	10
54	Interrogating the enactment of a service-learning course in a physical education teacher education programme: Less is more?. <i>European Physical Education Review</i> , 2019 , 25, 876-892	2.8	9
53	Active citizenship through sport education. <i>Education 3-13</i> , 2010 , 38, 203-215	0.5	9
52	Student discourse on physical activity and sport among Irish young people. <i>Irish Educational Studies</i> , 2007 , 26, 195-210	0.8	9
51	Teacher educators' professional trajectories: evidence from Ireland, Israel, Norway and the Netherlands. <i>European Journal of Teacher Education</i> , 2020 , 1-18	4.2	9
50	'I want to do it all day!' Students' experiences of classroom movement integration. <i>International Journal of Educational Research</i> , 2019 , 94, 52-65	2.1	9
49	Lifestyles and gendered patterns of leisure and sporting interests among Irish adolescents. <i>Sport, Education and Society</i> , 2009 , 14, 281-299	2.6	8
48	The (mis)alignment between young people's collective physical activity experience and physical education curriculum development in Ireland. <i>Curriculum Studies in Health and Physical Education</i> , 2020 , 11, 204-221	1.3	8
47	Original intentions and unintended consequences: the contentious role of assessment in the development of Leaving Certificate Physical Education in Ireland. <i>Curriculum Studies in Health and Physical Education</i> , 2019 , 10, 71-90	1.3	8
46	Linking Teacher Socialization Research With a PETE Program: Insights From Beginning and Experienced Teachers. <i>Journal of Teaching in Physical Education</i> , 2016 , 35, 169-180	2.2	7
45	Cultivating relationships with school placement stakeholders: the perspective of the cooperating teacher. <i>European Journal of Teacher Education</i> , 2016 , 39, 287-301	4.2	7
44	The Influence of Organizational Socialization in Preservice Teachers' Delivery of Sport Education. <i>Journal of Teaching in Physical Education</i> , 2017 , 36, 477-484	2.2	7

43	Negotiating ethically important moments in research with young people: reflections of a novice researcher. <i>Leisure Studies</i> , 2017 , 36, 170-181	2	6
42	One Teacher's Experience of Teaching Physical Education and Another School Subject: An Inter-Role Conflict?. <i>Research Quarterly for Exercise and Sport</i> , 2018 , 89, 235-245	1.9	6
41	Physical education and sport pedagogy and the three As: apprenticeship, academia and administration. <i>Sport, Education and Society</i> , 2017 , 22, 669-683	2.6	6
40	An exploration of the influence of professional relationships on the career pathways of physical education teacher educators. <i>European Physical Education Review</i> , 2019 , 25, 913-928	2.8	5
39	Irish primary school teachers' experiences with Sport Education. <i>Irish Educational Studies</i> , 2012 , 31, 207-228		5
38	Subject Choice in Scottish Secondary School Physical Education: Higher Grade Physical Education. <i>European Physical Education Review</i> , 2002 , 8, 305-326	2.8	5
37	Transformative Teaching and Learning Through Engaged Practice: Lecturers and Students' Experiences in a University and Underserved Community Partnership in Ireland. <i>Journal of Transformative Education</i> , 2019 , 17, 228-250	0.9	5
36	Conceptualising examinable physical education in the Irish context: Leaving Certificate Physical Education. <i>Sport, Education and Society</i> , 2020 , 25, 788-801	2.6	5
35	Promoting instructional alignment in physical education teacher education. <i>Physical Education and Sport Pedagogy</i> , 1-12	3.8	5
34	Lessons learned from a community engagement initiative within Irish higher education. <i>Irish Educational Studies</i> , 2018 , 37, 113-126	0.8	4
33	Reconstructing a supervisory identity: The case of an experienced physical education cooperating teacher. <i>European Physical Education Review</i> , 2018 , 24, 240-254	2.8	4
32	A framework for lifelong involvement in sport and physical activity: the Irish perspective. <i>Leisure Studies</i> , 2010 , 29, 85-100	2	4
31	Physical activity parenting practices in Ireland: a qualitative analysis. <i>Sport, Education and Society</i> , 2021 , 26, 281-294	2.6	4
30	Redesigning physical education in Ireland 2018 , 171-181		4
29	Teacher agency in enacting physical education in a period of curriculum change and reform in Ireland. <i>Curriculum Journal</i> , 2021 , 32, 48-66	1.3	4
28	The role of the critical friend in supporting and enhancing professional learning and development. <i>Professional Development in Education</i> , 1-14	1.4	4
27	Relationship Between Personal and Social Responsibility and the Roles Undertaken in Sport Education. <i>Journal of Teaching in Physical Education</i> , 2021 , 40, 76-85	2.2	4
26	Developing commitments and capacity to learn with, and from, each other 2020 , 179-191		3

25	Children's Experiences of Fun and Enjoyment During a Season of Sport Education		3
24	Expedition (auto)ethnography: an adventurer-researcher's journey. <i>Journal of Adventure Education and Outdoor Learning</i> , 2019 , 19, 187-201	1.1	3
23	Giving birth to a supervisory identity built upon pedagogical perspectives on teaching: The case of a novice physical education cooperating teacher. <i>European Physical Education Review</i> , 2020 , 26, 353-374	2.8	3
22	Aligning the principles of assessment for learning to learning in physical education: A review of literature. <i>Physical Education and Sport Pedagogy</i> , 2021 , 26, 388-401	3.8	3
21	The complexity of professional identity: Chinese university teachers teaching in physical education teacher education (PETE) programmes. <i>European Journal of Teacher Education</i> , 1-20	4.2	3
20	Development and initial validation of the Teaching Multiple School Subjects Role Conflict Scale (TMSS-RCS). <i>European Physical Education Review</i> , 2019 , 25, 1017-1035	2.8	2
19	Promoting professional learning through ongoing and interactive support: three cases within physical education. <i>Professional Development in Education</i> , 2015 , 41, 452-466	1.4	2
18	The intersection of ethos and opportunity: an ethnography exploring the role of the physical curriculum in cultivating physical capital in the elite educated student. <i>Sport, Education and Society</i> , 2020 , 25, 990-1001	2.6	2
17	Research lives of physical education teacher educators. <i>Curriculum Studies in Health and Physical Education</i> , 2018 , 9, 90-103	1.3	2
16	The story of representation (or not) in contributing to the development of a school subject curriculum. <i>Irish Educational Studies</i> , 2015 , 34, 225-243	0.8	2
15	DISCOVERING THE COACHING SELF THROUGH ETHNOGRAPHY: COACH AS A COMMITTED VOLUNTEER. <i>Studies in Educational Ethnography</i> , 93-110		2
14	Seizing the opportunity to redesign physical education teacher education: blending paradigms to create transformative experiences in teacher education. <i>Sport, Education and Society</i> , 1-14	2.6	2
13	Professional learning and development needs of Chinese university-based physical education teacher educators. <i>European Journal of Teacher Education</i> , 1-17	4.2	2
12	A rhizomatic exploration of a professional development non-linear approach to learning and teaching: Two teachers' learning journeys in 'becoming different'. <i>Teaching and Teacher Education</i> , 2022 , 115, 103730	2.9	2
11	Self-Study Methodology: An Emerging Approach for Practitioner Research in Europe. <i>Springer International Handbooks of Education</i> , 2019 , 1-30	0.2	1
10	The relationships among personal accomplishment, resilience and teachers' experience of teaching multiple school subjects role conflict. <i>European Physical Education Review</i> , 2021 , 27, 613-635	2.8	1
9	Other voices in the adventure expedition assemblage. <i>Annals of Leisure Research</i> , 2020 , 1-18	1.5	1
8	Chinese higher education-based physical education teacher educators' professional learning needs for involvement in research activities. <i>Professional Development in Education</i> , 1-17	1.4	1

7	Nurturing Solidarity: Considering the Internationalization of Research Activities in Kinesiology as a Moral Practice. <i>International Journal of Kinesiology in Higher Education</i> , 2021 , 5, 56-67	0.6	1
6	The complexity, tensions and struggles in developing learning communities throughout a Sport Education season. <i>European Physical Education Review</i> , 2019 , 25, 1075-1092	2.8	1
5	Engaging with academic and institutional changes: physical education and sport pedagogy interest and ability to 'survive and thrive' <i>Sport, Education and Society</i> , 2020 , 25, 859-871	2.6	1
4	Self-Study Methodology: An Emerging Approach for Practitioner Research in Europe. <i>Springer International Handbooks of Education</i> , 2020 , 1373-1401	0.2	0
3	Moving people, moving forward. Papers from the AIESEP 2011 International Conference. <i>Physical Education and Sport Pedagogy</i> , 2012 , 17, 227-229	3.8	
2	Decentering the 'Self' in self-study of professional practices: a working research assemblage. <i>Advances in Research on Teaching</i> , 2018 , 59-73	0.3	
1	Teacher educators' engagement with school-based assessments across Irish teacher education programmes. <i>Irish Educational Studies</i> , 1-18	0.8	