

Christopher Charles Deneen

List of Publications by Year in descending order

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Version: 2024-02-01

18
papers

523
citations

933447

10
h-index

940533

16
g-index

18
all docs

18
docs citations

18
times ranked

370
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Analysis of the technology acceptance model in examining students' behavioural intention to use an e-portfolio system. <i>Australasian Journal of Educational Technology</i> , 2011, 27, . | 3.5 | 182 |
| 2 | Patterns of resistance in managing assessment change. <i>Assessment and Evaluation in Higher Education</i> , 2014, 39, 577-591. | 5.6 | 58 |
| 3 | The impact of conceptions of assessment on assessment literacy in a teacher education program. <i>Cogent Education</i> , 2016, 3, 1225380. | 1.5 | 42 |
| 4 | Development and psychometric testing of a Clinical Reasoning Evaluation Simulation Tool (CREST) for assessing nursing students' abilities to recognize and respond to clinical deterioration. <i>Nurse Education Today</i> , 2018, 62, 74-79. | 3.3 | 39 |
| 5 | Understanding outcome-based education changes in teacher education: evaluation of a new instrument with preliminary findings. <i>Asia-Pacific Journal of Teacher Education</i> , 2013, 41, 441-456. | 1.9 | 36 |
| 6 | Value, practice and proficiency: Teachers' complex relationship with assessment for learning. <i>Teaching and Teacher Education</i> , 2019, 80, 39-47. | 3.2 | 30 |
| 7 | Humor in the workplace: A regulating and coping mechanism in socialization. <i>Discourse and Communication</i> , 2012, 6, 163-179. | 1.7 | 28 |
| 8 | Developing student feedback literacy through self and peer assessment interventions. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 444-457. | 5.6 | 25 |
| 9 | Students'™ conceptions of eportfolios as assessment and technology. <i>Innovations in Education and Teaching International</i> , 2018, 55, 487-496. | 2.5 | 21 |
| 10 | Chinese award-winning tutors'™ perceptions and practices of classroom-based assessment. <i>Assessment and Evaluation in Higher Education</i> , 2016, 41, 1144-1158. | 5.6 | 12 |
| 11 | Middle leaders'™ perceptions and actions on assessment: the technical, tactical and ethical. <i>School Leadership and Management</i> , 2020, 40, 45-63. | 1.6 | 12 |
| 12 | Negotiating self- and peer-feedback with the use of reflective journals: an analysis of undergraduates'™ engagement with feedback. <i>Assessment and Evaluation in Higher Education</i> , 2020, 45, 431-446. | 5.6 | 11 |
| 13 | Aligning and sustaining meritocracy, curriculum, and assessment validity in Singapore. <i>Assessment Matters</i> , 2015, 8, 31-52. | 0.4 | 10 |
| 14 | “Sandwiched”™ or “filtering”™: middle leaders'™ agency in innovation enactment. <i>Journal of Higher Education Policy and Management</i> , 2020, 42, 332-346. | 2.3 | 7 |
| 15 | Connecting teacher and student assessment literacy with self-evaluation and peer feedback. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 214-226. | 5.6 | 5 |
| 16 | Technology-Enhanced Feedback. , 0, , 335-356. | | 3 |
| 17 | Freedom to innovate. <i>Educational Philosophy and Theory</i> , 2021, 53, 1127-1135. | 1.8 | 2 |
| 18 | Through the Power of His Coffee Mug: Negotiating a Gendered, Professional Identity in Primary School. <i>International Journal of Learning</i> , 2011, 17, 195-204. | 0.1 | 0 |