Jo Lunn-Brownlee

List of Publications by Citations

62 papers	**1,033** citations	**17** h-index	**30** g-index
65 ext. papers	**1,187** ext. citations	**1.8** avg, IF	**4.45** L-index

#	Paper	IF	Citations
62	Changing Epistemological Beliefs in Pre-service Teacher Education Students. *Teaching in Higher Education*, **2001**, 6, 247-268	1.4	131
61	Changing Teachers' Epistemic Cognition: A New Conceptual Framework for Epistemic Reflexivity. *Educational Psychologist*, **2017**, 52, 242-252	6.8	68
60	Personal epistemology and relational pedagogy in early childhood teacher education programs. *Early Years*, **2006**, 26, 17-29	0.6	64
59	Moving Beyond Reflection: Reflexivity and Epistemic Cognition in Teaching and Teacher Education. *Educational Psychologist*, **2017**, 52, 234-241	6.8	51
58	Teacher Education Students' Epistemological Beliefs: Developing a Relational Model of Teaching. *Research in Education*, **2004**, 72, 1-17	0.6	50
57	Opportunities for Authentic Experience and Reflection: A Teaching Programme Designed to Change Attitudes Towards Disability for Pre-service Teachers. *Support for Learning*, **2000**, 15, 99-105	0.7	42
56	Childcare workers and centre directors beliefs about infant childcare quality and professional training. *Early Child Development and Care*, **2009**, 179, 453-475	0.9	38
55	Students' Perceptions of Teaching and Learning: The influence of students' approaches to learning and teachers' approaches to teaching. *Teachers and Teaching: Theory and Practice*, **2001**, 7, 173-187	2	36
54	Cognition and Recreational Computer Games. *Journal of Research on Technology in Education*, **1999**, 32, 203-216		36
53	Working with toddlers in child care: Practitioners beliefs about their role. *Early Childhood Research Quarterly*, **2007**, 22, 347-362	3.3	34
52	Who Wants to Work in Child Care?: Pre-Service Early Childhood Teachers' Consideration of Work in the Childcare Sector. *Australasian Journal of Early Childhood*, **2011**, 36, 85-94	1	33
51	Change in knowledge of learning and teaching through journal writing. *Research Papers in Education*, **1998**, 13, 291-318	1.6	31
50	Respecting children agency for learning and rights to participation in child care programs. *International Journal of Early Childhood*, **2005**, 37, 49-60	3.1	30
49	Elementary Teachers Conceptions of Inquiry Teaching: Messages for Teacher Development. *Journal of Science Teacher Education*, **2012**, 23, 159-175	1.1	29
48	Working with toddlers in child care: Personal epistemologies and practice. *European Early Childhood Education Research Journal*, **2004**, 12, 55-70	1	28
47	Changing personal epistemologies in early childhood pre-service teachers using an integrated teaching program. *Higher Education Research and Development*, **2011**, 30, 477-490	1.9	18
46	Epistemological Beliefs in Pre-service Teacher Education Students. *Higher Education Research and Development*, **2001**, 20, 281-291	1.9	18

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45	Approaches to Inquiry Teaching: Elementary teacher's perspectives. *International Journal of Science Education*, **2014**, 36, 1733-1750	2.2	16
44	Caregivers' Epistemological Beliefs in Toddler Programs. *Early Child Development and Care*, **2002**, 172, 503-516	0.9	16
43	Caregivers' Beliefs about Practice in Infant Child Care Programmes. *International Journal of Early Years Education*, **2000**, 8, 155-165	0.7	16
42	Critical values education in the early years: Alignment of teachers personal epistemologies and practices for active citizenship. *Teaching and Teacher Education*, **2016**, 59, 261-273	2.9	15
41	Educational policy for citizenship in the early years in Australia. *Journal of Education Policy*, **2011**, 26, 641-653	1.7	15
40	Measuring and Manipulating Epistemological Beliefs in Early Childhood Education Students. *International Journal of Pedagogies and Learning*, **2005**, 1, 6-17		15
39	How Does Initial Teacher Education Research Frame the Challenge of Preparing Future Teachers for Student Diversity in Schools? A Systematic Review of Literature. *Review of Educational Research*, **2021**, 91, 112-158	10.3	15
38	Teachers and children personal epistemologies for moral education: Case studies in early years elementary education. *Teaching and Teacher Education*, **2012**, 28, 440-450	2.9	14
37	Young children's beliefs about including others in their play: Social and moral reasoning about inclusion and exclusion. *Australasian Journal of Early Childhood*, **2012**, 37, 137-146	1	13
36	Understanding first year university students: personal epistemology and learning. *Teaching Education*, **2009**, 20, 243-256	0.7	13
35	Early years teachers epistemic beliefs and beliefs about children moral learning. *Teachers and Teaching: Theory and Practice*, **2012**, 18, 263-275	2	11
34	An Investigation of Preservice Teachers Beliefs About the Certainty of Teaching Knowledge. *Australian Journal of Teacher Education*, **2018**, 43, 94-111	1.4	11
33	Evaluative decision-making for high-quality professional development: cultivating an evaluative stance. *Professional Development in Education*, **2015**, 41, 419-432	1.4	10
32	Practices for teaching moral values in the early years: a call for a pedagogy of participation. *Education, Citizenship and Social Justice*, **2011**, 6, 109-124	0.8	10
31	Preparing Teachers to Support Inclusion: The benefits of interaction between a group of preservice teachers and a teaching assistant who is disabled. *Teaching Education*, **2001**, 12, 347-357	0.7	9
30	Researching teacher educators preparedness to teach to and about diversity: investigating epistemic reflexivity as a new conceptual framework. *Asia-Pacific Journal of Teacher Education*, **2019**, 47, 230-250	1.2	9
29	Changes in children reasoning about the social inclusion of aggressive children over the early years of elementary school. *International Journal of Inclusive Education*, **2017**, 21, 991-1010	1.5	8
28	Epistemological beliefs in child care: implications for vocational education. *British Journal of Educational Psychology*, **2008**, 78, 457-71	3.2	8

27	Promoting social inclusion in the early years of elementary school: a focus on children's epistemic beliefs for moral reasoning. *International Journal of Inclusive Education*, **2017**, 21, 507-520	1.5	7
26	Epistemic beliefs and beliefs about teaching practices for moral learning in the early years of school: relationships and complexities. *Education 3-13*, **2015**, 43, 164-183	0.5	6
25	Moral and Social Development: Teachers' Knowledge of Children's Learning and Teaching Strategies in the Early Years. *Australasian Journal of Early Childhood*, **2011**, 36, 6-14	1	6
24	Child care students' practical conceptions of learning1 1. Funded by the ARC for 2006–2008. View all notes. *Studies in Continuing Education*, **2008**, 30, 119-128	1.7	6
23	Young children's moral evaluations of inclusion and exclusion in play in ethnic and aggressive stereotypic peer contexts. *International Journal of Inclusive Education*, **2019**, 1-19	1.5	5
22	Seeking a reflexive space for teaching to and about diversity: emergent properties of enablement and constraint for teacher educators. *Teachers and Teaching: Theory and Practice*, **2019**, 25, 259-273	2	5
21	Middle years students' engagement with science in rural and urban communities in Australia: exploring science capital, place-based knowledges and familial relationships. *Pedagogy, Culture and Society*, **2021**, 29, 43-60	1	5
20	Understanding children's epistemic beliefs in elementary education. *Education 3-13*, **2017**, 45, 191-208	0.5	4
19	Epistemic Climates for Active Citizenship: Dialogically Organised Classrooms and Children's Internal Dialogue. *International Perspectives on Early Childhood Education and Development*, **2018**, 69-87	0.2	4
18	Imbalances between workforce policy and employment for early childhood graduate teachers: Complexities and considerations. *Australasian Journal of Early Childhood*, **2020**, 45, 82-94	1	4
17	Teaching for Active Citizenship **2016**,		4
16	Pre-service teachers' epistemic perspectives about philosophy in the classroom: it is not a bunch of 'hippie stuff'. *Teachers and Teaching: Theory and Practice*, **2014**, 20, 170-188	2	3
15	Doing the right thing in the early years of primary school: a longitudinal study of children's reasoning about right and wrong. *Australian Educational Researcher*, **2019**, 46, 863-878	2	1
14	Reasoning about social inclusion over the early years of primary school: a focus on epistemic cognition. *European Early Childhood Education Research Journal*, **2019**, 27, 616-629	1	1
13	Teacher education and teaching for diversity: a call to action. *Teaching Education*, 1-20	0.7	1
12	Middle school students' science epistemic beliefs – Implications for measurement. *International Journal of Educational Research*, **2021**, 105, 101719	2.1	1
11	Children's epistemic reasoning about social inclusion of aggressive peers in a culturally diverse school. *British Educational Research Journal*,	1.6	1
10	How do rural Australian students' ethnogeographies related to people and place influence their STEM career aspirations?. *International Journal of Science Education*, 1-18	2.2	1

LIST OF PUBLICATIONS

9	"We don't read in science": student perceptions of literacy and learning science in middle school. *Cambridge Journal of Education*, **2021**, 51, 451-466	1.7	1
8	Taking an evaluative stance to decision-making about professional development options in early childhood education and care. *Early Years*, **2015**, 35, 411-426	0.6	0
7	The development of children's epistemic beliefs across the early years of elementary school. *British Journal of Educational Psychology*, **2020**, 90, 266-281	3.2	0
6	Exploring intercultural competence through the lens of self-authorship. *Early Years*, **2017**, 37, 217-234	0.6	
5	Teaching perspectives of philosophical inquiry: Changes to secondary teachers' understanding of student learning and pedagogical practices. *Thinking Skills and Creativity*, **2020**, 38, 100711	3	
4	Supporting elementary school children to engage in collaborative argumentation: developing a kaleidoscope framework of inquiry dialogue. *Teachers and Teaching: Theory and Practice*, **2020**, 26, 543-557	2	
3	Educators reflecting on sleep and rest time dilemmas in ECEC: where is the 'critical' in reflective practices?. *Australian Educational Researcher*, **2021**, 48, 697-719	2	
2	What influences teachers' support for children's reasoning about social inclusion in primary school education classrooms?. *Australian Educational Researcher*, 1	2	
1	Understanding relationships between epistemic cognition and executive functioning: Implications for measurement and practice in early childhood. *Australasian Journal of Early Childhood*, 183693912210893	1	