

# Jo Lunn-Brownlee

## List of Publications by Year in Descending Order

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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.

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	Middle school students' science epistemic beliefs: Implications for measurement. <i>International Journal of Educational Research</i> , <b>2021</b> , 105, 1017-19	2.1	1
61	How Does Initial Teacher Education Research Frame the Challenge of Preparing Future Teachers for Student Diversity in Schools? A Systematic Review of Literature. <i>Review of Educational Research</i> , <b>2021</b> , 91, 112-158	10.3	15
60	Educators reflecting on sleep and rest time dilemmas in ECEC: where is the 'critical' in reflective practices?. <i>Australian Educational Researcher</i> , <b>2021</b> , 48, 697-719	2	
59	Middle years students' engagement with science in rural and urban communities in Australia: exploring science capital, place-based knowledges and familial relationships. <i>Pedagogy, Culture and Society</i> , <b>2021</b> , 29, 43-60	1	5
58	'We don't read in science'—student perceptions of literacy and learning science in middle school. <i>Cambridge Journal of Education</i> , <b>2021</b> , 51, 451-466	1.7	1
57	Teaching perspectives of philosophical inquiry: Changes to secondary teachers' understanding of student learning and pedagogical practices. <i>Thinking Skills and Creativity</i> , <b>2020</b> , 38, 1007-11	3	
56	Supporting elementary school children to engage in collaborative argumentation: developing a kaleidoscope framework of inquiry dialogue. <i>Teachers and Teaching: Theory and Practice</i> , <b>2020</b> , 26, 543-557	2	
55	Imbalances between workforce policy and employment for early childhood graduate teachers: Complexities and considerations. <i>Australasian Journal of Early Childhood</i> , <b>2020</b> , 45, 82-94	1	4
54	The development of children's epistemic beliefs across the early years of elementary school. <i>British Journal of Educational Psychology</i> , <b>2020</b> , 90, 266-281	3.2	0
53	Doing the right thing in the early years of primary school: a longitudinal study of children's reasoning about right and wrong. <i>Australian Educational Researcher</i> , <b>2019</b> , 46, 863-878	2	1
52	Reasoning about social inclusion over the early years of primary school: a focus on epistemic cognition. <i>European Early Childhood Education Research Journal</i> , <b>2019</b> , 27, 616-629	1	1
51	Young children's moral evaluations of inclusion and exclusion in play in ethnic and aggressive stereotypic peer contexts. <i>International Journal of Inclusive Education</i> , <b>2019</b> , 1-19	1.5	5
50	Researching teacher educators' preparedness to teach to and about diversity: investigating epistemic reflexivity as a new conceptual framework. <i>Asia-Pacific Journal of Teacher Education</i> , <b>2019</b> , 47, 230-250	1.2	9
49	Seeking a reflexive space for teaching to and about diversity: emergent properties of enablement and constraint for teacher educators. <i>Teachers and Teaching: Theory and Practice</i> , <b>2019</b> , 25, 259-273	2	5
48	An Investigation of Preservice Teachers' Beliefs About the Certainty of Teaching Knowledge. <i>Australian Journal of Teacher Education</i> , <b>2018</b> , 43, 94-111	1.4	11
47	Epistemic Climates for Active Citizenship: Dialogically Organised Classrooms and Children's Internal Dialogue. <i>International Perspectives on Early Childhood Education and Development</i> , <b>2018</b> , 69-87	0.2	4
46	Understanding children's epistemic beliefs in elementary education. <i>Education 3-13</i> , <b>2017</b> , 45, 191-208	0.5	4

45	Exploring intercultural competence through the lens of self-authorship. <i>Early Years</i> , <b>2017</b> , 37, 217-234	0.6	
44	Changes in children's reasoning about the social inclusion of aggressive children over the early years of elementary school. <i>International Journal of Inclusive Education</i> , <b>2017</b> , 21, 991-1010	1.5	8
43	Moving Beyond Reflection: Reflexivity and Epistemic Cognition in Teaching and Teacher Education. <i>Educational Psychologist</i> , <b>2017</b> , 52, 234-241	6.8	51
42	Changing Teachers' Epistemic Cognition: A New Conceptual Framework for Epistemic Reflexivity. <i>Educational Psychologist</i> , <b>2017</b> , 52, 242-252	6.8	68
41	Promoting social inclusion in the early years of elementary school: a focus on children's epistemic beliefs for moral reasoning. <i>International Journal of Inclusive Education</i> , <b>2017</b> , 21, 507-520	1.5	7
40	Critical values education in the early years: Alignment of teachers' personal epistemologies and practices for active citizenship. <i>Teaching and Teacher Education</i> , <b>2016</b> , 59, 261-273	2.9	15
39	Teaching for Active Citizenship <b>2016</b> ,		4
38	Evaluative decision-making for high-quality professional development: cultivating an evaluative stance. <i>Professional Development in Education</i> , <b>2015</b> , 41, 419-432	1.4	10
37	Taking an evaluative stance to decision-making about professional development options in early childhood education and care. <i>Early Years</i> , <b>2015</b> , 35, 411-426	0.6	0
36	Epistemic beliefs and beliefs about teaching practices for moral learning in the early years of school: relationships and complexities. <i>Education 3-13</i> , <b>2015</b> , 43, 164-183	0.5	6
35	Pre-service teachers' epistemic perspectives about philosophy in the classroom: it is not a bunch of Bippie stuff! <i>Teachers and Teaching: Theory and Practice</i> , <b>2014</b> , 20, 170-188	2	3
34	Approaches to Inquiry Teaching: Elementary teacher's perspectives. <i>International Journal of Science Education</i> , <b>2014</b> , 36, 1733-1750	2.2	16
33	Teachers' and children's personal epistemologies for moral education: Case studies in early years elementary education. <i>Teaching and Teacher Education</i> , <b>2012</b> , 28, 440-450	2.9	14
32	Young children's beliefs about including others in their play: Social and moral reasoning about inclusion and exclusion. <i>Australasian Journal of Early Childhood</i> , <b>2012</b> , 37, 137-146	1	13
31	Elementary Teacher's Conceptions of Inquiry Teaching: Messages for Teacher Development. <i>Journal of Science Teacher Education</i> , <b>2012</b> , 23, 159-175	1.1	29
30	Early years teachers' epistemic beliefs and beliefs about children's moral learning. <i>Teachers and Teaching: Theory and Practice</i> , <b>2012</b> , 18, 263-275	2	11
29	Who Wants to Work in Child Care?: Pre-Service Early Childhood Teachers' Consideration of Work in the Childcare Sector. <i>Australasian Journal of Early Childhood</i> , <b>2011</b> , 36, 85-94	1	33
28	Moral and Social Development: Teachers' Knowledge of Children's Learning and Teaching Strategies in the Early Years. <i>Australasian Journal of Early Childhood</i> , <b>2011</b> , 36, 6-14	1	6

27	Practices for teaching moral values in the early years: a call for a pedagogy of participation. <i>Education, Citizenship and Social Justice</i> , <b>2011</b> , 6, 109-124	0.8	10
26	Educational policy for citizenship in the early years in Australia. <i>Journal of Education Policy</i> , <b>2011</b> , 26, 641-653	1.7	15
25	Changing personal epistemologies in early childhood pre-service teachers using an integrated teaching program. <i>Higher Education Research and Development</i> , <b>2011</b> , 30, 477-490	1.9	18
24	Understanding first year university students: personal epistemology and learning. <i>Teaching Education</i> , <b>2009</b> , 20, 243-256	0.7	13
23	Childcare workers and centre directors' beliefs about infant childcare quality and professional training. <i>Early Child Development and Care</i> , <b>2009</b> , 179, 453-475	0.9	38
22	Child care students' practical conceptions of learning <sup>1</sup> . Funded by the ARC for 2006-2008. View all notes. <i>Studies in Continuing Education</i> , <b>2008</b> , 30, 119-128	1.7	6
21	Epistemological beliefs in child care: implications for vocational education. <i>British Journal of Educational Psychology</i> , <b>2008</b> , 78, 457-71	3.2	8
20	Working with toddlers in child care: Practitioners' beliefs about their role. <i>Early Childhood Research Quarterly</i> , <b>2007</b> , 22, 347-362	3.3	34
19	Personal epistemology and relational pedagogy in early childhood teacher education programs. <i>Early Years</i> , <b>2006</b> , 26, 17-29	0.6	64
18	Measuring and Manipulating Epistemological Beliefs in Early Childhood Education Students. <i>International Journal of Pedagogies and Learning</i> , <b>2005</b> , 1, 6-17		15
17	Respecting children's agency for learning and rights to participation in child care programs. <i>International Journal of Early Childhood</i> , <b>2005</b> , 37, 49-60	3.1	30
16	Teacher Education Students' Epistemological Beliefs: Developing a Relational Model of Teaching. <i>Research in Education</i> , <b>2004</b> , 72, 1-17	0.6	50
15	Working with toddlers in child care: Personal epistemologies and practice. <i>European Early Childhood Education Research Journal</i> , <b>2004</b> , 12, 55-70	1	28
14	Caregivers' Epistemological Beliefs in Toddler Programs. <i>Early Child Development and Care</i> , <b>2002</b> , 172, 503-516	0.9	16
13	Preparing Teachers to Support Inclusion: The benefits of interaction between a group of preservice teachers and a teaching assistant who is disabled. <i>Teaching Education</i> , <b>2001</b> , 12, 347-357	0.7	9
12	Students' Perceptions of Teaching and Learning: The influence of students' approaches to learning and teachers' approaches to teaching. <i>Teachers and Teaching: Theory and Practice</i> , <b>2001</b> , 7, 173-187	2	36
11	Changing Epistemological Beliefs in Pre-service Teacher Education Students. <i>Teaching in Higher Education</i> , <b>2001</b> , 6, 247-268	1.4	131
10	Epistemological Beliefs in Pre-service Teacher Education Students. <i>Higher Education Research and Development</i> , <b>2001</b> , 20, 281-291	1.9	18

9	Opportunities for Authentic Experience and Reflection: A Teaching Programme Designed to Change Attitudes Towards Disability for Pre-service Teachers. <i>Support for Learning</i> , <b>2000</b> , 15, 99-105	0.7	42
8	Caregivers' Beliefs about Practice in Infant Child Care Programmes. <i>International Journal of Early Years Education</i> , <b>2000</b> , 8, 155-165	0.7	16
7	Cognition and Recreational Computer Games. <i>Journal of Research on Technology in Education</i> , <b>1999</b> , 32, 203-216		36
6	Change in knowledge of learning and teaching through journal writing. <i>Research Papers in Education</i> , <b>1998</b> , 13, 291-318	1.6	31
5	Teacher education and teaching for diversity: a call to action. <i>Teaching Education</i> , 1-20	0.7	1
4	What influences teachers' support for children's reasoning about social inclusion in primary school education classrooms?. <i>Australian Educational Researcher</i> , 1	2	
3	Children's epistemic reasoning about social inclusion of aggressive peers in a culturally diverse school. <i>British Educational Research Journal</i> ,	1.6	1
2	How do rural Australian students' ethnogeographies related to people and place influence their STEM career aspirations?. <i>International Journal of Science Education</i> , 1-18	2.2	1
1	Understanding relationships between epistemic cognition and executive functioning: Implications for measurement and practice in early childhood. <i>Australasian Journal of Early Childhood</i> , 183693912210893		1