

# Bronwen Cowie

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8893832/publications.pdf>

Version: 2024-02-01

84  
papers

1,273  
citations

516215

16  
h-index

414034

32  
g-index

89  
all docs

89  
docs citations

89  
times ranked

815  
citing authors

#	ARTICLE	IF	CITATIONS
1	The characteristics of formative assessment in science education. <i>Science Education</i> , 2001, 85, 536-553.	1.8	280
2	A Model of Formative Assessment in Science Education. <i>Assessment in Education</i> , 1999, 6, 101-116.	0.7	193
3	Pupil commentary on assessment for learning. <i>Curriculum Journal</i> , 2005, 16, 137-151.	1.0	66
4	Exploring the challenge of developing student teacher data literacy. <i>Assessment in Education</i> , 2017, 24, 147-163.	0.7	46
5	An evaluation of characteristics of environmental education practice in New Zealand schools. <i>Environmental Education Research</i> , 2008, 14, 35-51.	1.6	41
6	New Zealand Teachers' Experiences in Implementing the Technology Curriculum. <i>International Journal of Technology and Design Education</i> , 2004, 14, 101-119.	1.7	38
7	Student commentary on classroom assessment in science: a sociocultural interpretation. <i>International Journal of Science Education</i> , 2005, 27, 199-214.	1.0	38
8	RE-ENGAGING STUDENTS IN SCIENCE: ISSUES OF ASSESSMENT, FUNDS OF KNOWLEDGE AND SITES FOR LEARNING. <i>International Journal of Science and Mathematics Education</i> , 2011, 9, 347-366.	1.5	34
9	The effect of guided note taking during lectures on Thai university students' understanding of electromagnetism. <i>Research in Science and Technological Education</i> , 2009, 27, 75-94.	1.4	30
10	Expanding Notions of Assessment for Learning. , 2013, , .		30
11	Collaborative research for assessment for learning. <i>Teaching and Teacher Education</i> , 2010, 26, 979-986.	1.6	27
12	Culturally Responsive Pedagogy: Connecting New Zealand Teachers of Science with their Māori Students. <i>Australian Journal of Indigenous Education</i> , 2010, 39, 118-127.	0.5	26
13	â€œGetting stuckâ€™ in analogue electronics: threshold concepts as an explanatory model. <i>European Journal of Engineering Education</i> , 2011, 36, 435-447.	1.5	21
14	Supporting teacher responsiveness in assessment for learning through disciplined noticing. <i>Curriculum Journal</i> , 2018, 29, 464-478.	1.0	21
15	Keeping in touch with learning: the use of an interactive whiteboard in the junior school. <i>Technology, Pedagogy and Education</i> , 2010, 19, 237-243.	3.3	20
16	Preparing assessment-capable teachers: What should preservice teachers know and be able to do?. <i>Assessment Matters</i> , 2010, 2, 43-64.	0.4	20
17	An Ecological Approach to Understanding Assessment for Learning in Support of Student Writing Achievement. <i>Frontiers in Education</i> , 2018, 3, .	1.2	18
18	Focusing on the Classroom: Assessment for Learning. , 2012, , 679-690.		18

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19	Equity, Ethics and Engagement: Principles for Quality Formative Assessment in Primary Science Classrooms. <i>Cultural Studies of Science Education</i> , 2015, , 117-133.	0.2	17
20	Leveraging disciplinary practices to support students' active participation in formative assessment. <i>Assessment in Education</i> , 2015, 22, 247-264.	0.7	17
21	SCIENTISTS TALKING TO STUDENTS THROUGH VIDEOS. <i>International Journal of Science and Mathematics Education</i> , 2014, 12, 445-465.	1.5	15
22	Developing Pedagogical Content Knowledge for the New Sciences: The example of biotechnology. <i>Teaching Education</i> , 2006, 17, 143-155.	0.9	14
23	Exploring the value of "horizontal" learning in early years science classrooms. <i>Early Years</i> , 2011, 31, 285-295.	0.6	13
24	Developing "Butterfly Warriors": a Case Study of Science for Citizenship. <i>Research in Science Education</i> , 2013, 43, 2153-2177.	1.4	12
25	Engaging Primary Students in Learning about New Zealand Birds: A socially relevant context. <i>International Journal of Science Education</i> , 2013, 35, 1344-1366.	1.0	12
26	Accountability through access, authenticity and advocacy when researching with young children. <i>International Journal of Inclusive Education</i> , 2017, 21, 234-247.	1.5	12
27	Adoption of innovative e-learning support for teaching: A multiple case study at the University of Waikato. <i>Australasian Journal of Educational Technology</i> , 2011, 27, .	2.0	10
28	A STEM extended learning project to raise awareness of social justice in a Year 3 primary classroom. <i>International Journal of Science Education</i> , 2019, 41, 471-489.	1.0	9
29	MAGNETISM TEACHING SEQUENCES BASED ON AN INDUCTIVE APPROACH FOR FIRST-YEAR THAI UNIVERSITY SCIENCE STUDENTS. <i>International Journal of Science and Mathematics Education</i> , 2010, 8, 891-910.	1.5	8
30	Chinese Preservice Teachers' Beliefs about Assessment. <i>Educational Practice and Theory</i> , 2016, 38, 77-93.	0.2	8
31	Assessment as a Generative Dance. <i>The Enabling Power of Assessment</i> , 2014, , 23-37.	0.5	8
32	Lecturer-student views on successful online learning environments. <i>Waikato Journal of Education</i> , 2014, 15, .	0.1	8
33	Laptops for teachers: practices and possibilities. <i>Teacher Development</i> , 2011, 15, 241-255.	0.4	7
34	Scoping the meaning of "critical" in mathematical thinking for Initial Teacher Education. <i>Policy Futures in Education</i> , 2017, 15, 713-728.	1.2	7
35	Teaching and Learning in the Ict Environment. , 2009, , 791-801.		7
36	Young children visiting museums: exhibits, children and teachers co-author the journey. <i>Children's Geographies</i> , 2018, 16, 558-570.	1.6	6

#	ARTICLE	IF	CITATIONS
37	The characteristics of formative assessment in science education. <i>Science Education</i> , 2001, 85, 536.	1.8	6
38	Taking video cameras into the classroom. <i>Waikato Journal of Education</i> , 2015, 15, .	0.1	6
39	New Wine or New Bottles. , 0, , 253-273.		6
40	Senior High School Student Biology Learning in Interactive Teaching. <i>Research in Science Education</i> , 2010, 40, 267-289.	1.4	5
41	The distribution of leadership as an influence on the implementation of a national policy initiative: the example of the Laptops for Teachers scheme. <i>School Leadership and Management</i> , 2011, 31, 47-63.	1.0	5
42	Multiperspectivism as a threshold concept in understanding diversity and inclusion for future teachers. <i>Australian Educational Researcher</i> , 2020, 47, 893-909.	1.6	5
43	Cycles of negotiation and reflection: a negotiated intervention to promote online teacher development. <i>Educational Action Research</i> , 2011, 19, 345-361.	0.8	4
44	Digital Tools Disrupting Tertiary Studentsâ€™ Notions of Disciplinary Knowledge: Cases in History and Tourism. <i>Education Sciences</i> , 2014, 4, 87-107.	1.4	4
45	The what, when & how factors: reflections on classroom assessment in the service of inquiry. <i>International Journal of Science Education</i> , 2021, 43, 449-465.	1.0	4
46	The honey bees game: engaging and inspiring the community with STEM. <i>Research in Science and Technological Education</i> , 2021, 39, 225-244.	1.4	4
47	â€œMaths outside of mathsâ€ Pre-service teachersâ€™ awareness of mathematical and statistical thinking across teachersâ€™ professional work. <i>Australian Journal of Teacher Education</i> , 2020, 45, 1-18.	0.4	4
48	Teacher-researcher relationships and collaborations in research. <i>Waikato Journal of Education</i> , 2015, 15, .	0.1	4
49	Initial teacher education and the a New Zealand curriculum. <i>Waikato Journal of Education</i> , 2015, 15, .	0.1	4
50	Professional Learning Interventionn in Mathematics: A Case of Developing Portfolio Assessment. <i>Australian Journal of Teacher Education</i> , 2019, 44, 99-118.	0.4	4
51	Threshold concept theory as an enabling constraint: a facilitated practitioner action research study. <i>Educational Action Research</i> , 2017, 25, 438-452.	0.8	3
52	Explicating the Value of Standardized Educational Achievement Data and a Protocol for Collaborative Analysis of This Data. <i>Frontiers in Education</i> , 2021, 6, .	1.2	3
53	Patchworks of professional practices: Teacher collaboration in innovative learning environments. <i>Teachers and Teaching: Theory and Practice</i> , 2021, 27, 625-641.	0.9	3
54	Challenges, Tensions and Possibilities: An Analysis of Assessment Policy and Practice in New Zealand. <i>The Enabling Power of Assessment</i> , 2016, , 287-304.	0.5	3

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55	Moving Beyond Deconstruction and Reconstruction: Teacher Knowledge-as-Action. , 2011, , 51-63.		3
56	Towards a systems view of science education in New Zealand. Curriculum Matters, 0, 13, 63-79.	0.1	3
57	Tight&loose: Understanding variability, trade&offs and felt accountability across the curriculum&pedagogy&assessment dynamic. Curriculum Journal, 2022, 33, 587-601.	1.0	3
58	Evaluation approaches for a national ICT initiative: the example of laptops for New Zealand teachers. Educational Research for Policy and Practice, 2011, 10, 3-15.	1.2	2
59	TEACHING AND LEARNING ABOUT MATTER IN GRADE 6 CLASSROOMS: A CONCEPTUAL CHANGE APPROACH. International Journal of Science and Mathematics Education, 2012, 10, 121-137.	1.5	2
60	Networked Environments That Create Hybrid Spaces for Learning Science. E-Learning and Digital Media, 2014, 11, 88-104.	1.5	2
61	Use of Digital Videos in New Zealand Science Classrooms: Opportunities for Teachers and Students. Curriculum and Teaching, 2016, 31, 71-86.	0.1	2
62	Finding out about Fossils in an Early Years Classroom. , 2012, , 159-169.		2
63	Special section editorial: Metaphors and metaphorical understanding. Curriculum Matters, 2014, 10, 114-117.	0.1	2
64	Funds of Knowledge and Relations as a Curriculum and Assessment Resource in Multicultural Primary Science Classrooms: A Case Study from Aotearoa New Zealand. Springer International Handbooks of Education, 2022, , 1-32.	0.1	2
65	Using colleague coaching to develop teacher data literacy. Professional Development in Education, 0, , 1-14.	1.7	2
66	But the Learning Has Already Passed: Rethinking the Role of Time in E-Mediated Learning Settings. E-Learning and Digital Media, 2014, 11, 176-190.	1.5	1
67	Using a Digital Platform to Mediate Intentional and Incidental Science Learning. , 2018, , 171-182.		1
68	Curriculum mapping as a boundary encounter: meeting the demands of multiple agendas. Educational Research for Policy and Practice, 0, , 1.	1.2	1
69	Classroom Assessment: Making Space for Diversity. , 2013, , 249-265.		1
70	The Implementation of e-Networks to Support Inquiry Learning in Science. , 2015, , 201-213.		1
71	Leadership in technology education. Curriculum Matters, 2007, 3, 176-188.	0.1	1
72	Multimodal ways of eliciting students' voice. Waikato Journal of Education, 2015, 15, .	0.1	1

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73	Technological Infrastructure and Implementation Environments. , 2011, , 40-52.		1
74	The Materiality of Materials and Artefacts Used in Science Classrooms. Cultural Studies of Science Education, 2019, , 25-37.	0.2	1
75	On their own terms? Opening up senior science learning for non-specialist science students. International Journal of Science Education, 0, , 1-20.	1.0	1
76	Software literacy in shaping what we know in a software-saturated society. The New Zealand Annual Review of Education, 0, 26, 43-51.	0.0	0
77	Collaborative practices using computers and the internet in science classrooms. Waikato Journal of Education, 2014, 16, .	0.1	0
78	Assessment of Doing Science. , 2014, , 1-7.		0
79	Children Learning Science in and for a Participatory Culture. , 2015, , 175-191.		0
80	Narrative Assessment: A Sociocultural View. , 2016, , 1-5.		0
81	Looking for Synergies to Meet the Challenges of Teacher Education. Teacher Education, Learning Innovation and Accountability, 2018, , 187-200.	1.1	0
82	Tracing Online Lecturer Orchestration of Multiple Roles and Scaffolds Over Time. , 2018, , 258-275.		0
83	Tracing Online Lecturer Orchestration of Multiple Roles and Scaffolds over Time. , 0, , 1-23.		0
84	Funds of Knowledge and Relations as a Curriculum and Assessment Resource in Multicultural Primary Science Classrooms: A Case Study from Aotearoa New Zealand. Springer International Handbooks of Education, 2022, , 1001-1032.	0.1	0