

Niall Seery

List of Publications by Year in Descending Order

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Version: 2024-04-27

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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.

31
papers

276
citations

8
h-index

15
g-index

52
ext. papers

356
ext. citations

1.5
avg, IF

3.93
L-index

#	Paper	IF	Citations
31	The Importance of Spatial Ability Within Technology Education. <i>Contemporary Issues in Technology Education</i> , 2022 , 165-182	0.1	
30	Exploring the Prototypical Definitions of Intelligent Engineers Held by Irish and Swedish Higher Education Engineering Students. <i>Psychological Reports</i> , 2021 , 332941211000667	1.6	1
29	Exploring problem conceptualization and performance in STEM problem solving contexts. <i>Instructional Science</i> , 2020 , 48, 395-425	2	7
28	Framing the constructive alignment of design within technology subjects in general education. <i>International Journal of Technology and Design Education</i> , 2020 , 31, 867	1.1	2
27	Pedagogy Involving Social and Cognitive Interaction Between Teachers and Pupils. <i>Contemporary Issues in Technology Education</i> , 2020 , 297-310	0.1	
26	An exploration into the criteria used in assessing design activities with adaptive comparative judgment in technology education. <i>Irish Educational Studies</i> , 2020 , 1-19	0.8	3
25	An exploration of the variables contributing to graphical education students' CAD modelling capability. <i>International Journal of Technology and Design Education</i> , 2020 , 30, 389-411	1.1	1
24	Agendas, influences, and capability: Perspectives on practice in design and technology education. <i>International Journal of Technology and Design Education</i> , 2019 , 29, 143-159	1.1	9
23	Implicit theories of intelligence in STEM education: perspectives through the lens of technology education students. <i>International Journal of Technology and Design Education</i> , 2019 , 29, 75-106	1.1	8
22	Operationalising pedagogical content knowledge research in technology education: Considerations for methodological approaches to exploring enacted practice. <i>British Educational Research Journal</i> , 2019 , 45, 755-769	1.6	3
21	Integrating learners into the assessment process using adaptive comparative judgement with an ipsative approach to identifying competence based gains relative to student ability levels. <i>International Journal of Technology and Design Education</i> , 2019 , 29, 701-715	1.1	9
20	Reconceptualising PCK research in D&T education: proposing a methodological framework to investigate enacted practice. <i>International Journal of Technology and Design Education</i> , 2019 , 29, 473-491	1.1	10
19	Investigating the use of spatial reasoning strategies in geometric problem solving. <i>International Journal of Technology and Design Education</i> , 2019 , 29, 341-362	1.1	21
18	The importance of supporting technological knowledge in post-primary education: a cohort study. <i>Research in Science and Technological Education</i> , 2019 , 37, 36-53	1	7
17	Spatial cognition in engineering education: developing a spatial ability framework to support the translation of theory into practice. <i>European Journal of Engineering Education</i> , 2019 , 44, 164-178	1.5	6
16	A Heuristic Framework of Spatial Ability: a Review and Synthesis of Spatial Factor Literature to Support its Translation into STEM Education. <i>Educational Psychology Review</i> , 2018 , 30, 947-972	7.1	44
15	Exploring the Use of Electroencephalography to Gather Objective Evidence of Cognitive Processing During Problem Solving. <i>Journal of Science Education and Technology</i> , 2018 , 27, 114-130	2.8	8

14	Heuristics and CAD modelling: an examination of student behaviour during problem solving episodes within CAD modelling activities. <i>International Journal of Technology and Design Education</i> , 2018 , 28, 939-956	1.1	5
13	The Psychological Domain 2018 , 511-529		
12	Assessment and Learning: The Proximal and Distal Effects of Comparative Judgment. <i>Springer International Handbooks of Education</i> , 2018 , 735-748	0.2	2
11	The experiential domain: developing a model for enhancing practice in D&T education. <i>International Journal of Technology and Design Education</i> , 2018 , 28, 85-99	1.1	4
10	Multidisciplinary teaching: The emergence of an holistic STEM teacher 2018 ,		2
9	Visualization, inductive reasoning, and memory span as components of fluid intelligence: Implications for technology education. <i>International Journal of Educational Research</i> , 2018 , 90, 64-77	2.1	16
8	Assessment and Learning: The Proximal and Distal Effects of Comparative Judgment. <i>Encyclopedia of Earth Sciences Series</i> , 2017 , 1-14	0	3
7	Modelling as a Form of Critique. <i>Contemporary Issues in Technology Education</i> , 2017 , 255-273	0.1	6
6	The Psychological Domain. <i>Advances in Early Childhood and K-12 Education</i> , 2017 , 109-127	0.2	
5	Promoting deep learning in a teacher education programme through self- and peer-assessment and feedback. <i>European Journal of Teacher Education</i> , 2012 , 35, 179-197	4.2	45
4	The validity and value of peer assessment using adaptive comparative judgement in design driven practical education. <i>International Journal of Technology and Design Education</i> , 2012 , 22, 205-226	1.1	42
3	Student interests and undergraduate performance: the importance of student-course alignment. <i>Irish Educational Studies</i> , 2011 , 30, 345-363	0.8	3
2	The Role of Observational Sketching in Forming and Manipulating Graphical Libraries		4
1	The development of pre-service design educator's capacity to make professional judgments on design capability using Adaptive Comparative Judgment		2