

Rebecca Jesson

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9418923/publications.pdf>

Version: 2024-02-01

41
papers

514
citations

687363

13
h-index

752698

20
g-index

42
all docs

42
docs citations

42
times ranked

285
citing authors

#	ARTICLE	IF	CITATIONS
1	In school and out of school digital use and the development of children's self-regulation and social skills. <i>British Journal of Educational Psychology</i> , 2022, 92, 236-257.	2.9	6
2	Relationships between self-regulation, social skills and writing achievement in digital schools. <i>Reading and Writing</i> , 2022, 35, 1201-1219.	1.7	4
3	Pacific Parental Engagement and Intergenerational Storytelling in Aotearoa New Zealand. <i>New Zealand Journal of Educational Studies</i> , 2022, 57, 125-141.	1.1	4
4	The conundrum research-practice partnerships face with system variability. <i>Studies in Educational Evaluation</i> , 2021, 70, 101048.	2.3	5
5	The Summer Learning Journey: Ameliorating the summer learning effect using blogging. <i>Computers and Education</i> , 2020, 145, 103738.	8.3	4
6	Writing interventions that respond to context: Common features of two research practice partnership approaches in New Zealand. <i>Teaching and Teacher Education</i> , 2019, 86, 102902.	3.2	5
7	T-shaped literacy skills: An emerging research-practice hypothesis for literacy instruction. <i>Set Research Information for Teachers</i> , 2019, , 15.	0.2	4
8	Improving Achievement Using Digital Pedagogy: Impact of a Research Practice Partnership in New Zealand. <i>Journal of Research on Technology in Education</i> , 2018, 50, 183-199.	6.5	19
9	A mixed-methods study to identify effective practices in the teaching of writing in a digital learning environment in low income schools. <i>Computers and Education</i> , 2018, 119, 14-30.	8.3	26
10	How digital environments in schools might be used to boost social skills: Developing a conditional augmentation hypothesis. <i>Computers and Education</i> , 2018, 126, 311-323.	8.3	21
11	Patterns of literacy learning in German primary schools over the summer and the influence of home literacy practices. <i>Journal of Research in Reading</i> , 2017, 40, 233-253.	2.0	14
12	Log on and blog. <i>English Teaching</i> , 2017, 16, 222-237.	0.6	3
13	How teachers might open dialogic spaces in writing instruction. <i>International Journal of Educational Research</i> , 2016, 80, 164-176.	2.2	9
14	Creating dialogic spaces: Talk as a mediational tool in becoming a writer. <i>International Journal of Educational Research</i> , 2016, 80, 155-163.	2.2	20
15	The opportunities to build on existing expertise in writing classrooms: a study of writing lessons in New Zealand primary schools. <i>Education 3-13</i> , 2016, 44, 604-616.	1.0	4
16	Opportunity to learn about disciplinary literacy in senior secondary English classrooms in New Zealand. <i>Curriculum Journal</i> , 2016, 27, 204-228.	1.5	18
17	Mapping the landscape of writing instruction in New Zealand primary school classrooms. <i>Reading and Writing</i> , 2016, 29, 981-1011.	1.7	32
18	Raising literacy levels using digital learning: a design-based approach in New Zealand. <i>Curriculum Journal</i> , 2015, 26, 198-223.	1.5	23

#	ARTICLE	IF	CITATIONS
19	Reconsidering home learning in the digital learning environment: The perspectives of parents, students, and teachers. <i>Set Research Information for Teachers</i> , 2015, , 35-42.	0.2	2
20	Can gains from early literacy interventions be sustained? The case of Reading Recovery. <i>Journal of Research in Reading</i> , 2014, 37, 102-117.	2.0	14
21	Evaluation in effective research-practice partnerships. <i>Advances in Program Evaluation</i> , 2013, , 73-88.	0.2	3
22	From research to policy and practice: a review of <i>The Routledge International Handbook of English, Language and Literacy Teaching</i> . <i>Literacy</i> , 2013, 47, 165-167.	0.9	0
23	Testing the effectiveness of an intervention model based on data use: a replication series across clusters of schools. <i>School Effectiveness and School Improvement</i> , 2012, 23, 203-228.	2.9	56
24	From research to policy and practice: a review of <i>The Routledge International Handbook of English, Language and Literacy Teaching</i> . <i>Literacy</i> , 2011, , n/a-n/a.	0.9	0
25	Building capacity in a self-managing schooling system: the New Zealand experience. <i>Journal of Educational Administration</i> , 2011, 49, 720-738.	1.5	13
26	Sustaining continued acceleration in reading comprehension achievement following an intervention. <i>Educational Assessment, Evaluation and Accountability</i> , 2009, 21, 81-100.	2.3	43
27	Biliteracy and language development in Samoan bilingual classrooms: the effects of increasing English reading comprehension. <i>International Journal of Bilingual Education and Bilingualism</i> , 2009, 12, 513-531.	2.1	9
28	Agency and Platform: The Relationships between Talk and Writing. , 2009, , 246-259.		12
29	What educational reform means: lessons from teachers, research and policy working together for student success. <i>Educational Research for Policy and Practice</i> , 2007, 6, 31-54.	1.9	18
30	Early Literacy Learning: a tribute to Marie Clay. <i>Educational Psychology</i> , 1992, 12, 171-176.	2.7	1
31	Te Kohanga Reo Hei Tikanga Ako i te Reo Maori: Te Kohanga Reo as a context for language learning. <i>Educational Psychology</i> , 1992, 12, 333-346.	2.7	29
32	The shifting focus of maternal tutoring across different difficulty levels on a problem-solving task. <i>British Journal of Developmental Psychology</i> , 1990, 8, 147-155.	1.7	27
33	Pupil Speech during Morning News: the effects of reducing teacher questions and increasing pauses and praise. <i>Educational Psychology</i> , 1989, 9, 311-320.	2.7	4
34	A History of Errors in the Analysis of Oral Reading Behaviour. <i>Educational Psychology</i> , 1988, 8, 21-30.	2.7	4
35	Peer Tutoring of Comprehension Strategies. <i>Educational Psychology</i> , 1988, 8, 67-80.	2.7	10
36	The Effect of Adult Proximity and Serving Style on Pre-schoolers' Language and Eating Behaviour. <i>Educational Psychology</i> , 1983, 3, 137-148.	2.7	4

#	ARTICLE	IF	CITATIONS
37	Training Low Progress Readers to Use Contextual Cues: generalised effects on comprehension, oral accuracy and rate. Educational Psychology, 1981, 1, 221-229.	2.7	2
38	The Influence of Immediate Teacher Correction on Self-Corrections and Proficient Oral Reading. Journal of Literacy Research, 1981, 13, 367-371.	0.6	10
39	Partnering with practitioners. The New Zealand Annual Review of Education, 0, 26, 184-189.	0.0	0
40	Designing Better Schools for Culturally and Linguistically Diverse Children. , 0, , .		19
41	An Integrative Review on the Research on the Impact of Teacher Inquiry on Student Achievement. The New Zealand Annual Review of Education, 0, 24, 21.	0.0	0