

Jill E Willis

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/95992/publications.pdf>

Version: 2024-02-01

33
papers

474
citations

840776

11
h-index

752698

20
g-index

33
all docs

33
docs citations

33
times ranked

280
citing authors

#	ARTICLE	IF	CITATIONS
1	Conceptualising teachers'™ assessment literacies in an era of curriculum and assessment reform. <i>Australian Educational Researcher</i> , 2013, 40, 241-256.	2.3	105
2	Affiliation, autonomy and Assessment for Learning. <i>Assessment in Education</i> , 2011, 18, 399-415.	1.2	44
3	Diverse perspectives on student agency in classroom assessment. <i>Australian Educational Researcher</i> , 2018, 45, 1-12.	2.3	38
4	The pursuit of teacher quality: identifying some of the multiple discourses of quality that impact the work of teacher educators. <i>Asia-Pacific Journal of Teacher Education</i> , 2019, 47, 251-264.	1.9	34
5	Designing out barriers to student access and participation in secondary school assessment. <i>Australian Educational Researcher</i> , 2018, 45, 103-124.	2.3	24
6	Assessment for learning as a participative pedagogy. <i>Assessment Matters</i> , 2010, 2, 65-84.	0.4	23
7	Supporting teacher responsiveness in assessment for learning through disciplined noticing. <i>Curriculum Journal</i> , 2018, 29, 464-478.	1.5	21
8	Looking for leadership: the potential of dialogic reflexivity with rural early-career teachers. <i>Teachers and Teaching: Theory and Practice</i> , 2017, 23, 794-809.	1.9	18
9	Policies, Programs, and Practices: Exploring the Complex Dynamics of Assessment Education in Teacher Education Across Four Countries. <i>Frontiers in Education</i> , 2019, 4, .	2.1	18
10	Preparing teachers to mentor beginning teachers: an Australian case study. <i>International Journal of Mentoring and Coaching in Education</i> , 2017, 6, 164-177.	1.1	15
11	Teachers using annotations to engage students in assessment conversations: recontextualising knowledge. <i>Curriculum Journal</i> , 2014, 25, 495-515.	1.5	14
12	Assessment for Learning " Why the Theory Needs the Practice. <i>International Journal of Pedagogies and Learning</i> , 2007, 3, 52-59.	0.3	13
13	A cognitive processing framework for learning analytics. , 2014, , .		12
14	Mentors for beginning teachers as middle leaders: the messy work of recontextualising. <i>School Leadership and Management</i> , 2019, 39, 334-351.	1.6	10
15	Conditions that mediate teacher agency during assessment reform. <i>English Teaching</i> , 2019, 18, 233-248.	0.6	8
16	Evaluating teacher and learner readiness to use Facebook in an Australian vocational setting. <i>Studies in Continuing Education</i> , 2019, 41, 61-75.	1.9	8
17	Assessment as a Generative Dance. <i>The Enabling Power of Assessment</i> , 2014, , 23-37.	0.5	8
18	Classroom Assessment Practices and Teacher Learning: An Australian Perspective. , 2018, , 19-37.		7

#	ARTICLE	IF	CITATIONS
19	A happy compromise: collaborative approaches to school library designing. Australian Library Journal, 2015, 64, 321-334.	0.4	6
20	Early Career Teachers in Rural Schools: Plotlines of Resilience. , 2018, , 131-146.		6
21	Using annotations to inform an understanding of achievement standards. Assessment Matters, 2014, 6, 112-136.	0.4	6
22	Students Reimagining School Libraries as Spaces of Learning and Wellbeing. , 2019, , 121-137.		5
23	High School Spaces and Student Transitioning: Designing for Student Wellbeing. , 2019, , 97-119.		5
24	Sociocultural affordances of online peer engagement. Journal of Learning Design, 2013, 6, .	0.8	5
25	Making Meaning of Assessment Policy in Australia Through Teacher Assessment Conversations. The Enabling Power of Assessment, 2016, , 35-53.	0.5	4
26	Recognising the impact of highly accomplished and lead teachers. Australian Educational Researcher, 2022, 49, 691-709.	2.3	3
27	The Emotional Work of Being an Assessor: A Reflective Writing Analytics Inquiry into Digital Self-assessment. , 2020, , 93-113.		3
28	Learning to be expert writers: feedback in secondary English. Assessment in Education, 2021, 28, 101-117.	1.2	2
29	Imagining ourselves as twenty-first-century learners. , 2016, , 83-94.		2
30	Learning through feedback loop metaphors. Curriculum Matters, 2014, 10, 193-212.	0.1	2
31	Ethical Challenges and Guiding Principles in Facilitating Personal Digital Reflection. Philosophical Studies Series, 2020, , 151-173.	1.9	2
32	Cultivating reflective teachers: Challenging power and promoting pedagogy of self-assessment in Australian, Bhutanese, and Canadian teacher education programs. Power and Education, 2023, 15, 5-22.	0.6	2
33	Quality Assurance Through Assessment. , 2019, , 1-10.		1