Gavin T L Brown

List of Publications by Year
in descending order

146 papers	4,393 citations	117625 34 h-index	144013 57 g-index
159 all docs	159 docs citations	159 times ranked	2033 citing authors

#	Article	IF	Citations
1	Teacher assessment literacy in practice: A reconceptualization. Teaching and Teacher Education, 2016, 58, 149-162.	3.2	307
2	Teachers' conceptions of assessment: implications for policy and professional development. Assessment in Education, 2004, 11, 301-318.	1.2	255
3	The Future of Student Self-Assessment: a Review of Known Unknowns and Potential Directions. Educational Psychology Review, 2016, 28, 803-830.	8.4	175
4	Student Self-Assessment. , 2013, , 367-393.		140
5	A cyclical self-assessment process: towards a model of how students engage in self-assessment. Assessment and Evaluation in Higher Education, 2017, 42, 1247-1262.	5.6	135
6	Assessment for student improvement: understanding Hong Kong teachersâ€™ conceptions and practices of assessment. Assessment in Education, 2009, 16, 347-363.	1.2	115
7	Opportunities and obstacles to consider when using peer- and self-assessment to improve student learning: Case studies into teachers' implementation. Teaching and Teacher Education, 2013, 36, 101-111.	3.2	110
8	Studentsâ€™ conceptions of assessment: Links to outcomes. Assessment in Education, 2008, 15, 3-17.	1.2	103
9	Teachersâ€™ conceptions of assessment in Chinese contexts: A tripartite model of accountability, improvement, and irrelevance. International Journal of Educational Research, 2011, 50, 307-320.	2.2	101
10	Teachers' Conceptions of Assessment: Validation of an Abridged Version. Psychological Reports, 2006, 99, 166-170.	1.7	96
11	Accuracy in the scoring of writing: Studies of reliability and validity using a New Zealand writing assessment system. Assessing Writing, 2004, 9, 105-121.	3.4	95
12	Measuring Attitude with Positively Packed Self-Report Ratings: Comparison of Agreement and Frequency Scales. Psychological Reports, 2004, 94, 1015-1024.	1.7	92
13	Queensland teachersâ€™ conceptions of assessment: The impact of policy priorities on teacher attitudes. Teaching and Teacher Education, 2011, 27, 210-220.	3.2	91
14	Student conceptions of feedback: Impact on selfâ€regulation, selfâ€efficacy, and academic achievement. British Journal of Educational Psychology, 2016, 86, 606-629.	2.9	91
15	Toward an Understanding of Preservice English as a Foreign Language Teachersâ€™ Acceptance of Computer-Assisted Language Learning 2.0 in the Peopleâ€™s Republic of China. Journal of Educational Computing Research, 2018, 56, 74-104.	5.5	86
16	Accuracy in student self-assessment: directions and cautions for research. Assessment in Education, 2015, 22, 444-457.	1.2	81
17	Understanding classroom feedback practices: A study of New Zealand student experiences, perceptions, and emotional responses. Educational Assessment, Evaluation and Accountability, 2014, 26, 107-133.	2.3	71
18	Prospective Teachers' Conceptions of Assessment: A Cross-Cultural Comparison. Spanish Journal of Psychology, 2012, 15, 75-89.	2.1	68

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19	Teacher beliefs about feedback within an assessment for learning environment: Endorsement of improved learning over student well-being. Teaching and Teacher Education, 2012, 28, 968-978.	3.2	65
20	Using multi-group confirmatory factor analysis to evaluate cross-cultural research: identifying and understanding non-invariance. International Journal of Research and Method in Education, 2017, 40, 66-90.	1.9	63
21	Use of interactive–informal assessment practices: New Zealand secondary students' conceptions of assessment. Learning and Instruction, 2009, 19, 97-111.	3.2	62
22	Teachers' reasons for using peer assessment: positive experience predicts use. European Journal of Psychology of Education, 2017, 32, 133-156.	2.6	61
23	Secondary school students' conceptions of learning and their relationship to achievement. Learning and Individual Differences, 2010, 20, 167-176.	2.7	60
24	The future of self-assessment in classroom practice: Reframing self- assessment as a core competency. Frontline Learning Research, 2014, , .	0.8	60
25	The complexity of teachers' conceptions of assessment: tensions between the needs of schools and students. Assessment in Education, 2009, 16, 365-381.	1.2	59
26	Self-regulation of assessment beliefs and attitudes: a review of the Students' Conceptions of Assessment inventory. Educational Psychology, 2011, 31, 731-748.	2.7	57
27	Illustrating assessment: how Hong Kong university students conceive of the purposes of assessment. Studies in Higher Education, 2013, 38, 1037-1057.	4.5	55
28	Measuring connectedness to nature in preschool children in an urban setting and its relation to psychological functioning. PLoS ONE, 2018, 13, e0207057.	2.5	49
29	Conducting Online Surveys in China. Social Science Computer Review, 2018, 36, 721-734.	4.2	47
30	Teachers' conceptions of assessment: Comparing primary and secondary teachers in New Zealand. Assessment Matters, 2011, 3, 45-70.	0.4	46
31	Students' Conceptions of Assessment. European Journal of Psychological Assessment, 2009, 25, 30-38.	3.0	45
32	Not playing the game: student assessment resistance as a form of agency. Australian Educational Researcher, 2018, 45, 125-140.	2.3	44
33	Chinese teachers' conceptions of assessment for and of learning: Six competing and complementary purposes. Cogent Education, 2015, 2, 993836.	1.5	43
34	Achievement emotions in higher education: A diary study exploring emotions across an assessment event. Contemporary Educational Psychology, 2015, 42, 82-96.	2.9	43
35	The impact of conceptions of assessment on assessment literacy in a teacher education program. Cogent Education, 2016, 3, 1225380.	1.5	42
36	Teachers' conceptions of excellent teaching and its relationships to self-reported teaching practices. Teaching and Teacher Education, 2012, 28, 936-947.	3.2	39

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37	The effect of high-stakes examination systems on teacher beliefs: Egyptian teachers' conceptions of assessment. Assessment in Education, 2014, 21, 16-33.	1.2	39
38	TEACHERS' CONCEPTIONS OF ASSESSMENT: VALIDATION OF AN ABRIDGED VERSION. Psychological Reports, 2006, 99, 166.	1.7	39
39	Technology for School-Based Assessment and Assessment for Learning: Development Principles from New Zealand. Journal of Educational Technology Systems, 2007, 36, 189-201.	5.8	37
40	Ecological rationality in teachers' conceptions of assessment across samples from Cyprus and New Zealand. European Journal of Psychology of Education, 2011, 26, 319-337.	2.6	36
41	Understanding outcome-based education changes in teacher education: evaluation of a new instrument with preliminary findings. Asia-Pacific Journal of Teacher Education, 2013, 41, 441-456.	1.9	36
42	Teachers' Conceptions of Assessment: A Global Phenomenon or a Global Localism. Frontiers in Education, 2019, 4, .	2.1	33
43	Association of Neonatal Hypoglycemia With Academic Performance in Mid-Childhood. JAMA - Journal of the American Medical Association, 2022, 327, 1158.	7.4	32
44	Analysis of New Zealand primary and secondary student peer- and self-assessment comments: applying Hattie and Timperley's feedback model. Assessment in Education, 2015, 22, 265-281.	1.2	30
45	Value, practice and proficiency: Teachers' complex relationship with assessment for learning. Teaching and Teacher Education, 2019, 80, 39-47.	3.2	30
46	Assessment for learning in the Hong Kong assessment reform: A case of policy borrowing. Studies in Educational Evaluation, 2021, 68, 100985.	2.3	30
47	Teachers' reasons for using self-assessment: a survey self-report of Spanish teachers. Assessment in Education, 2014, 21, 365-383.	1.2	29
48	Swedish student perceptions of achievement practices: The role of intelligence. Intelligence, 2018, 69, 94-103.	3.0	29
49	Student self-assessment: why do they do it?. Educational Psychology, 2020, 40, 509-532.	2.7	27
50	Assessment policy and practice effects on New Zealand and Queensland teachers' conceptions of teaching. Journal of Education for Teaching, 2009, 35, 61-75.	2.0	26
51	Is Assessment for Learning Really Assessment?. Frontiers in Education, 2019, 4, .	2.1	25
52	Students' formative assessment perceptions, feedback use and mathematics performance in secondary schools in Tanzania. Assessment in Education, 2019, 26, 278-302.	1.2	25
53	Academic difficulties encountered by East Asian international university students in New Zealand. Higher Education Research and Development, 2013, 32, 915-931.	2.9	24
54	Hong Kong tertiary students' conceptions of assessment of academic ability. Higher Education Research and Development, 2014, 33, 1063-1077.	2.9	24

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55	The Validity of Examination Essays in Higher Education: Issues and Responses. Higher Education Quarterly, 2010, 64, 276-291.	2.7	23
56	Comparing OECD PISA Reading in English to Other Languages: Identifying Potential Sources of Non-Invariance. International Journal of Testing, 2016, 16, 71-93.	0.3	23
57	Factors influencing early adolescents' mathematics achievement: High-quality teaching rather than relationships. Learning Environments Research, 2013, 16, 49-69.	2.8	22
58	High-stakes examination preparation that controls teaching: Chinese prospective teachers' conceptions of excellent teaching and assessment. Journal of Education for Teaching, 2013, 39, 541-556.	2.0	22
59	The impact of an assessment policy upon teachers' self-reported assessment beliefs and practices: A quasi-experimental study of Indian teachers in private schools. International Journal of Educational Research, 2015, 71, 50-64.	2.2	22
60	Tongan students' attitudes towards their subjects in new zealand relative to their academic achievement. Asia Pacific Education Review, 2007, 8, 117-128.	2.5	21
61	Understanding Chinese university student conceptions of assessment: cultural similarities and jurisdictional differences between Hong Kong and China. Social Psychology of Education, 2016, 19, 151-173.	2.5	21
62	Evaluating the Quality of Higher Education Instructor-Constructed Multiple-Choice Tests: Impact on Student Grades. Frontiers in Education, 2017, 2, .	2.1	21
63	Teacher AfL perceptions and feedback practices in mathematics education among secondary schools in Tanzania. Studies in Educational Evaluation, 2018, 59, 1-9.	2.3	21
64	Students' conceptions of eportfolios as assessment and technology. Innovations in Education and Teaching International, 2018, 55, 487-496.	2.5	21
65	Portuguese university students' conceptions of assessment: taking responsibility for achievement. Higher Education, 2020, 79, 377-394.	4.4	18
66	Schooling Beyond COVID-19: An Unevenly Distributed Future. Frontiers in Education, 2020, 5, .	2.1	18
67	Retrospective case studies of successful Chinese learners of English: Continuity and change in self-identities over time and across contexts. System, 2018, 72, 124-138.	3.4	15
68	Motivational Profiles in TIMSS Mathematics. IEA Research for Education, 2019, , .	0.6	15
69	Cultural differences in tertiary students' conceptions of learning as a duty and student achievement. International Journal of Quantitative Research in Education, 2013, 1, 167.	0.1	13
70	Assessment for learning and for accountability in classrooms: The experience of four Hong Kong primary school curriculum leaders. Asia Pacific Education Review, 2017, 18, 41-51.	2.5	13
71	Teachers' conceptions of assessment: Comparing two inventories with Ecuadorian teachers. Studies in Educational Evaluation, 2017, 55, 68-74.	2.3	13
72	Does connectedness to nature improve the eating behaviours of pre-schoolers? Emerging evidence from the Play&Grow randomised controlled trial in Hong Kong. Appetite, 2020, 154, 104781.	3.7	13

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73	Conceptions of assessment when the teaching context and learner population matter: compulsory school versus non-compulsory adult education contexts. European Journal of Psychology of Education, 2015, 30, 331-347.	2.6	12
74	Middle leadersâ€™ perceptions and actions on assessment: the technical, tactical and ethical. School Leadership and Management, 2020, 40, 45-63.	1.6	12
75	Tensions between knowledge transmission and student-focused teaching approaches to assessment purposes: helping students improve through transmission. Teachers and Teaching: Theory and Practice, 2016, 22, 350-367.	1.9	11
76	Chinese secondary school studentsâ€™ conceptions of assessment and achievement emotions: endorsed purposes lead to positive and negative feelings. Asia Pacific Journal of Education, 2018, 38, 91-109.	2.1	11
77	Relationships between parenting practices and perceptions of child behaviour among Korean immigrant mothers and fathers. International Journal of Psychology, 2018, 53, 402-410.	2.8	11
78	Assessing instructional leadership: a longitudinal study of new principals. Journal of Educational Administration, 2012, 50, 753-772.	1.5	10
79	Iranian university studentsâ€™ conceptions of assessment: Using assessment to self-improve. Assessment Matters, 2014, 6, 5-33.	0.4	10
80	The impact of training students how to write introductions for academic essays: an exploratory, longitudinal study. Assessment and Evaluation in Higher Education, 2012, 37, 653-670.	5.6	9
81	Comparing the self-efficacy and writing-related abilities of native and non-native English-speaking students. Cogent Education, 2016, 3, 1179164.	1.5	9
82	Doctoral Education in Quantitative Research Methods: Some Thoughts about Preparing Future Scholars. Frontiers in Applied Mathematics and Statistics, 2017, 3, .	1.3	9
83	Relationships between intelligence, executive function and academic achievement in children born very preterm. Early Human Development, 2020, 148, 105122.	1.8	9
84	Student Conceptions of Assessment: Regulatory Responses to Our Practices. ECNU Review of Education, 2022, 5, 116-139.	1.9	9
85	Beyond rhetoric: Leveraging learning from New Zealand's assessment tools for teaching and learning for South Africa. Education As Change, 2013, 17, 131-147.	0.5	8
86	Assessment as an Emotional Practice: Emotional Challenges Faced by L2 Teachers Within Assessment. , 2018, , 205-222.		8
87	Comparing four contemporary statistical software tools for introductory data science and statistics in the social sciences. Teaching Statistics, 2021, 43, S157.	0.9	8
88	How do undergraduates perceive the use of assessment? A study in higher education. European Journal of Higher Education, 2022, 12, 1-17.	2.7	8
89	Tongan secondary studentsâ€™ conceptions of schooling in New Zealand relative to their academic achievement. Asia Pacific Education Review, 2013, 14, 345-357.	2.5	7
90	Reflecting on personal data in a health course: Integrating wearable technology and ePortfolio for eHealth. Australasian Journal of Educational Technology, 2019, 35, .	3.5	7

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91	AsTTle â€" A national testing system for formative assessment: How the national testing policy ended up helping schools and teachers. Advances in Program Evaluation, 2013, , 39-56.	0.2	6
92	Investigating students' perceived cognitive needs in university academic reading: a latent variable approach. Journal of Research in Reading, 2019, 42, 411-431.	2.0	6
93	The contributions of intelligence and executive function to behaviour problems in schoolâ€age children born very preterm. Acta Paediatrica, International Journal of Paediatrics, 2021, 110, 1827-1834.	1.5	6
94	The Relationship of Motivation with Achievement in Mathematics. IEA Research for Education, 2019, , 9-23.	0.6	6
95	Student Information Literacy: Psychometric Validation of a Self-Efficacy Report. Psychological Reports, 2005, 96, 1044-1048.	1.7	5
96	Methods in Feedback Research. , 0, , 97-120.		5
97	Changing the Quality of Teachersâ€™ Written Tests by implementing an Authentic Assessment Teachersâ€™ Training Program. International Journal of Instruction, 2021, 14, 987-1000.	1.3	5
98	The Influence of Connectedness to Nature on Psychological Well-Being: Evidence from the Randomized Controlled Trial Play&Grow. Challenges, 2021, 12, 12.	1.7	5
99	Manipulating the consequences of tests: how Shanghai teens react to different consequences. Educational Research and Evaluation, 2020, 26, 221-251.	1.6	5
100	Bifactor Invariance Analysis of Student Conceptions of Assessment Inventory. Psico-USF, 2019, 24, 737-750.	0.2	5
101	An Analysis of the Factorial Structure of the Teacher Communication Behavior Questionnaire with Brazilian High School Science Students. Psicologia: Teoria E Pesquisa, 2014, 30, 223-234.	0.1	5
102	AvaliaÃ§Ã£o no ensino superior: concepÃ§Ãµes mÃºltiplas de estudantes brasileiros. Estudos Em AvaliaÃ§Ã£o Educacional, 2013, 24, 172-193.	0.2	5
103	Learning about writing: A consideration of the recently revised asTTle: Writing. Curriculum Matters, 2015, 11, 134-154.	0.1	5
104	The Effect of Conceptions of Assessment upon Reading Achievement: An Evaluation of the Influence of Self-efficacy and Interest. Interdisciplinary Education and Psychology, 2017, 1, .	0.8	5
105	Score Reporting Issues for Licensure, Certification, and Admissions Programs. , 2018, , 77-90.		5
106	What supervisors expect of education masters students before they engage in supervised research: a Delphi study. International Journal of Quantitative Research in Education, 2014, 2, 69.	0.1	4
107	The Future of Assessment as a Human and Social Endeavor: Addressing the Inconvenient Truth of Error. Frontiers in Education, 2017, 2, .	2.1	4
108	The Impact of Undergraduate Research Journals on the Scholarly World: Present but Small. Education Sciences, 2020, 10, 338.	2.6	4

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109	Teacher rating versus measured academic achievement: Implications for paediatric research. Journal of Paediatrics and Child Health, 2020, 56, 1090-1096.	0.8	4
110	Assessments cause and contribute to learningIf only we let them. , 2021, , 38-52.		4
111	Confirmatory Factor Analysis of the Parenting Styles and Dimensions Questionnaire (PSDQ) in a Sample of Korean Immigrant Parents in New Zealand. Current Psychology, 2020, 39, 2074-2086.	2.8	3
112	Responding to Assessment for Learning. The New Zealand Annual Review of Education, 0, 26, 18-28.	0.0	3
113	STUDENT INFORMATION LITERACY: PSYCHOMETRIC VALIDATION OF A SELF-EFFICACY REPORT. Psychological Reports, 2005, 96, 1044.	1.7	3
114	Experiences of parents whose children participated in a longitudinal follow‐up study. Health Expectations, 2022, 25, 1352-1362.	2.6	3
115	An Analysis of an Assessment Tool for 5-year Old Students Entering Elementary School: The School Entry Assessment Kit. New Zealand Journal of Educational Studies, 2015, 50, 87-105.	1.1	2
116	A comparative study of two interventions to support reading comprehension in primary-aged students. International Journal of Comparative Education and Development, 2018, 20, 67-87.	1.1	2
117	Technologies and infrastructure: costs and obstacles in developing large-scale computer–based testing. Education Inquiry, 2019, 10, 4-20.	2.9	2
118	The Relationship of Graduate Attributes and Academic Ability: A Case Study of Foundation Certificate Students. New Zealand Journal of Educational Studies, 2020, 55, 197-205.	1.1	2
119	School readiness screening and educational achievement at 9–10 years of age. Journal of Paediatrics and Child Health, 2021, 57, 1929-1935.	0.8	2
120	Students' use of online feedback in a first-year tertiary biology course. Assessment Matters, 0, 11, 99-121.	0.4	2
121	STUDENT INFORMATION LITERACY: PSYCHOMETRIC VALIDATION OF A SELF-EFFICACY REPORT. Psychological Reports, 2005, 96, 1044.	1.7	2
122	Understanding Change in Self-reported Undergraduate Attributes: A Repeated Measures Survey of Students in Education. New Zealand Journal of Educational Studies, 2020, 55, 337-361.	1.1	1
123	Setting Standards With Multiple-Choice Tests: A Preliminary Intended-User Evaluation of SmartStandardSet. Frontiers in Education, 2021, 6, .	2.1	1
124	Concepções de avaliação de alunos universitários: uma revisão da literatura. Estudos Em Avaliação Educacional, 2012, 23, 204-231.	0.2	1
125	Involving Students in Assessment. , 2017, , 57-72.		1
126	Assessment and Parents. , 2016, , 1-6.		1

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127	Leading school-based assessment for educational improvement: Rethinking accountability. RIV Rassegna Italiana Di Valutazione, 2016, , 70-81.	0.1	1
128	Feedback, Grading, and Reporting. , 2017, , 73-86.		1
129	Insights from Motivational Profiles in TIMSS Mathematics. IEA Research for Education, 2019, , 85-95.	0.6	1
130	Community Education in New Zealand. Advances in Higher Education and Professional Development Book Series, 2019, , 135-154.	0.2	1
131	Methodology: Cluster Analysis of Motivation Variables in the TIMSS Data. IEA Research for Education, 2019, , 25-40.	0.6	1
132	Introduction to Motivational Profiles in TIMSS Mathematics. IEA Research for Education, 2019, , 1-7.	0.6	1
133	How Chinese higher education students perceive and engage in self-assessment within the Integrated Quality Assessment (IQA) system: Threats to the validity of IQA self-assessment. Assessment Matters, 2021, 15, 31-54.	0.4	1
134	Setting students free with tablets: a multi-method evaluation of an educational technology intervention. International Journal of Social Media and Interactive Learning Environments, 2016, 4, 137.	0.4	0
135	Improvement and Accountability Functions of Assessment: Impact on Teachers Thinking and Action. , 2016, , 1-6.		0
136	Improvement and Accountability Functions of Assessment: Impact on Teachers' Thinking and Action. , 2016, , 1-6.		0
137	Improvement and Accountability Functions of Assessment: Impact on Teachers' Thinking and Action. , 2017, , 1109-1114.		0
138	Assessment and Parents. , 2017, , 60-65.		0
139	Purposes and Functions of Assessment. , 2017, , 1-12.		0
140	Objectively Scored Assessments. , 2017, , 87-108.		0
141	Implementing Self-Assessment in Classrooms and Schools. , 2018, , 102-123.		0
142	Challenges When Implementing Self-Assessment. , 2018, , 38-60.		0
143	Unpacking Common Self-Assessment Practices. , 2018, , 61-101.		0
144	Self-Assessment, Self-Regulated Learning, and Formative Assessment. , 2018, , 15-37.		0

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145	Cluster Analysis Results for TIMSS 2015 Mathematics Motivation by Grade and Jurisdiction. IEA Research for Education, 2019, , 41-71.	0.6	0
146	Cross-cultural study of test effort in PISA. Educational Research and Evaluation, 2020, 26, 217-220.	1.6	0