

Julian G Elliott

List of Publications by Year in descending order

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Version: 2024-02-01

109
papers

5,517
citations

101543

36
h-index

95266

68
g-index

119
all docs

119
docs citations

119
times ranked

6398
citing authors

#	ARTICLE	IF	CITATIONS
1	Living Systematic Reviews. <i>Methods in Molecular Biology</i> , 2022, 2345, 121-134.	0.9	16
2	Awareness, value and use of the Australian living guidelines for the clinical care of people with COVID-19: an impact evaluation. <i>Journal of Clinical Epidemiology</i> , 2022, 143, 11-21.	5.0	10
3	Perspectives of patients, family members, health professionals and the public on the impact of COVID-19 on mental health. <i>Journal of Mental Health</i> , 2022, 31, 524-533.	1.9	2
4	The Australian living guidelines for the clinical care of people with COVID-19: What worked, what didn't and why, a mixed methods process evaluation. <i>PLoS ONE</i> , 2022, 17, e0261479.	2.5	11
5	Care of older people and people requiring palliative care with COVID-19: guidance from the Australian National COVID-19 Clinical Evidence Taskforce. <i>Medical Journal of Australia</i> , 2022, 216, 203-208.	1.7	7
6	Accuracy and Efficiency of Machine Learning-Assisted Risk-of-Bias Assessments in Real-World Systematic Reviews. <i>Annals of Internal Medicine</i> , 2022, 175, 1001-1009.	3.9	6
7	Machine learning reduced workload with minimal risk of missing studies: development and evaluation of a randomized controlled trial classifier for Cochrane Reviews. <i>Journal of Clinical Epidemiology</i> , 2021, 133, 140-151.	5.0	87
8	Weekly updates of national living evidence-based guidelines: methods for the Australian living guidelines for care of people with COVID-19. <i>Journal of Clinical Epidemiology</i> , 2021, 131, 11-21.	5.0	50
9	An evaluation of Cochrane Crowd found that crowdsourcing produced accurate results in identifying randomized trials. <i>Journal of Clinical Epidemiology</i> , 2021, 133, 130-139.	5.0	65
10	Rapid and Living Guidance for COVID-19. <i>Annals of Internal Medicine</i> , 2021, 174, 1171-1172.	3.9	6
11	The views of health guideline developers on the use of automation in health evidence synthesis. <i>Systematic Reviews</i> , 2021, 10, 16.	5.3	20
12	Decision makers need constantly updated evidence synthesis. <i>Nature</i> , 2021, 600, 383-385.	27.8	57
13	What's in a name: the effect of category labels on teachers' beliefs. <i>European Journal of Special Needs Education</i> , 2020, 35, 115-127.	3.0	9
14	International Survey to Establish Prioritized Outcomes for Trials in People With Coronavirus Disease 2019. <i>Critical Care Medicine</i> , 2020, 48, 1612-1621.	0.9	12
15	Core Outcomes Set for Trials in People With Coronavirus Disease 2019. <i>Critical Care Medicine</i> , 2020, 48, 1622-1635.	0.9	47
16	Clinical care of pregnant and postpartum women with COVID-19: Living recommendations from the National COVID-19 Clinical Evidence Taskforce. <i>Australian and New Zealand Journal of Obstetrics and Gynaecology</i> , 2020, 60, 840-851.	1.0	36
17	The dyslexia debate: life without the label. <i>Oxford Review of Education</i> , 2020, 46, 487-500.	2.0	14
18	It's Time to Be Scientific About Dyslexia. <i>Reading Research Quarterly</i> , 2020, 55, S61.	3.3	34

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19	Research studies on dyslexia: participant inclusion and exclusion criteria. <i>European Journal of Special Needs Education</i> , 2020, 35, 587-602.	3.0	16
20	Breathing life into Australian diabetes clinical guidelines. <i>Medical Journal of Australia</i> , 2020, 212, 250.	1.7	28
21	Children's solving of 'Tower of Hanoi' tasks: dynamic testing with the help of a robot. <i>Educational Psychology</i> , 2020, 40, 1136-1163.	2.7	5
22	Population Pharmacokinetics and Pharmacodynamics of Disulfiram on Inducing Latent HIV-1 Transcription in a Phase IIb Trial. <i>Clinical Pharmacology and Therapeutics</i> , 2019, 105, 692-702.	4.7	29
23	Recruiting people with HIV to an online self-management support randomised controlled trial: barriers and facilitators. <i>Sexual Health</i> , 2019, 16, 340.	0.9	1
24	Dynamic testing: Can a robot as tutor be of help in assessing children's potential for learning?. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 540-554.	5.1	8
25	Routine versus Targeted Viral Load Strategy among Patients Starting Antiretroviral in Hanoi, Vietnam. <i>Journal of the International AIDS Society</i> , 2019, 22, e25258.	3.0	5
26	Living Guidelines for Absolute Cardiovascular Disease Risk Assessment and Management. <i>Heart Lung and Circulation</i> , 2019, 28, 829-832.	0.4	7
27	When 'best practice' meets the pedagogical nexus: recontextualisation, reframing and resilience. <i>Comparative Education</i> , 2019, 55, 1-8.	2.7	24
28	Feasibility and acceptability of living systematic reviews: results from a mixed-methods evaluation. <i>Systematic Reviews</i> , 2019, 8, 325.	5.3	41
29	What did PISA and TIMSS ever do for us?: the potential of large scale datasets for understanding and improving educational practice. <i>Comparative Education</i> , 2019, 55, 133-155.	2.7	29
30	Practitioner Review: School refusal: developments in conceptualisation and treatment since 2000. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019, 60, 4-15.	5.2	81
31	Towards a new model for producing evidence-based guidelines: a qualitative study of current approaches and opportunities for innovation among Australian guideline developers. <i>F1000Research</i> , 2019, 8, 956.	1.6	5
32	The effect of antiretroviral intensification with dolutegravir on residual virus replication in HIV-infected individuals: a randomised, placebo-controlled, double-blind trial. <i>Lancet HIV</i> , 2018, 5, e221-e230.	4.7	34
33	Dynamic assessment: a case of unfulfilled potential?. <i>Educational Review</i> , 2018, 70, 7-17.	3.7	27
34	Variation in cell-associated unspliced HIV RNA on antiretroviral therapy is associated with the circadian regulator brain-and-muscle-ARNT-like-1. <i>Aids</i> , 2018, 32, 2119-2128.	2.2	28
35	The systematic development of a complex intervention: HealthMap, an online self-management support program for people with HIV. <i>BMC Infectious Diseases</i> , 2018, 18, 615.	2.9	6
36	Facilitating Web-Based Collaboration in Evidence Synthesis (TaskExchange): Development and Analysis. <i>JMIR Research Protocols</i> , 2018, 7, e188.	1.0	3

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37	Progress in the inductive strategy-use of children from different ethnic backgrounds: a study employing dynamic testing. <i>Educational Psychology</i> , 2017, 37, 173-191.	2.7	18
38	Living systematic reviews: 4. Living guideline recommendations. <i>Journal of Clinical Epidemiology</i> , 2017, 91, 47-53.	5.0	184
39	Living systematic review: 1. Introductionâ€”the why, what, when, and how. <i>Journal of Clinical Epidemiology</i> , 2017, 91, 23-30.	5.0	406
40	Living systematic reviews: 2. Combining human and machine effort. <i>Journal of Clinical Epidemiology</i> , 2017, 91, 31-37.	5.0	246
41	Living systematic reviews: 3. Statistical methods for updating meta-analyses. <i>Journal of Clinical Epidemiology</i> , 2017, 91, 38-46.	5.0	102
42	Progression paths in childrenâ€™s problem solving: The influence of dynamic testing, initial variability, and working memory. <i>Journal of Experimental Child Psychology</i> , 2017, 153, 83-109.	1.4	20
43	Dynamic testing and test anxiety amongst gifted and averageâ€”ability children. <i>British Journal of Educational Psychology</i> , 2017, 87, 75-89.	2.9	11
44	Time from HIV diagnosis to commencement of antiretroviral therapy as an indicator to supplement the HIV cascade: Dramatic fall from 2011 to 2015. <i>PLoS ONE</i> , 2017, 12, e0177634.	2.5	17
45	Producing Cochrane systematic reviewsâ€”a qualitative study of current approaches and opportunities for innovation and improvement. <i>Systematic Reviews</i> , 2017, 6, 147.	5.3	16
46	Process-Oriented Measurement Using Electronic Tangibles. <i>Journal of Education and Learning</i> , 2016, 6, 155.	0.4	4
47	Quantifying Adaptive and Innate Immune Responses in HIV-Infected Participants Using a Novel High Throughput Assay. <i>PLoS ONE</i> , 2016, 11, e0166549.	2.5	6
48	Clustered randomised controlled trial of two education interventions designed to increase physical activity and well-being of secondary school students: the MOVE Project. <i>BMJ Open</i> , 2016, 6, e009318.	1.9	38
49	Leadersâ€™ smiles reflect cultural differences in ideal affect.. <i>Emotion</i> , 2016, 16, 183-195.	1.8	43
50	Dynamic testing and transfer: An examination of children's problem-solving strategies. <i>Learning and Individual Differences</i> , 2016, 49, 110-119.	2.7	24
51	Chronic Disease Self-Management by People With HIV. <i>Qualitative Health Research</i> , 2016, 26, 863-870.	2.1	35
52	HealthMap: a cluster randomised trial of interactive health plans and self-management support to prevent coronary heart disease in people with HIV. <i>BMC Infectious Diseases</i> , 2016, 16, 114.	2.9	12
53	The HIV care cascade: a systematic review of data sources, methodology and comparability. <i>Journal of the International AIDS Society</i> , 2015, 18, 20634.	3.0	92
54	Teacher Expertise. , 2015, , 56-59.		0

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55	Can Intelligence Testing Inform Educational Intervention for Children with Reading Disability?. <i>Journal of Intelligence</i> , 2015, 3, 137-157.	2.5	25
56	Modeling the Effects of Vorinostat In Vivo Reveals both Transient and Delayed HIV Transcriptional Activation and Minimal Killing of Latently Infected Cells. <i>PLoS Pathogens</i> , 2015, 11, e1005237.	4.7	46
57	Informatics: Make sense of health data. <i>Nature</i> , 2015, 527, 31-32.	27.8	22
58	Short-term administration of disulfiram for reversal of latent HIV infection: a phase 2 dose-escalation study. <i>Lancet HIV</i> , 2015, 2, e520-e529.	4.7	213
59	The differential effects of labelling: how do "dyslexia" and "reading difficulties" affect teachers' beliefs. <i>European Journal of Special Needs Education</i> , 2015, 30, 323-337.	3.0	35
60	The Effect of Dynamic Testing With Electronic Prompts and Scaffolds on Children's Inductive Reasoning: A Microgenetic Study. <i>Journal of Cognitive Education and Psychology</i> , 2015, 14, 231-251.	0.2	17
61	Associations between surface markers on blood monocytes and carotid atherosclerosis in HIV-positive individuals. <i>Immunology and Cell Biology</i> , 2014, 92, 133-138.	2.3	59
62	Living Systematic Reviews: An Emerging Opportunity to Narrow the Evidence-Practice Gap. <i>PLoS Medicine</i> , 2014, 11, e1001603.	8.4	395
63	Activation of HIV Transcription with Short-Course Vorinostat in HIV-Infected Patients on Suppressive Antiretroviral Therapy. <i>PLoS Pathogens</i> , 2014, 10, e1004473.	4.7	437
64	Title and Abstract Screening and Evaluation in Systematic Reviews (TASER): a pilot randomised controlled trial of title and abstract screening by medical students. <i>Systematic Reviews</i> , 2014, 3, 121.	5.3	18
65	National Responses to Hiv/Aids and Non-Communicable Diseases in Developing Countries: Analysis of Strategic Parallels and Differences. <i>Journal of Public Health Research</i> , 2014, 3, jphr.2014.99.	1.2	19
66	Lessons from abroad: whatever happened to pedagogy?. <i>Comparative Education</i> , 2014, 50, 27-44.	2.7	31
67	Children with low working memory and children with ADHD: same or different?. <i>Frontiers in Human Neuroscience</i> , 2014, 8, 976.	2.0	60
68	A "picture" of children's potential for learning: Looking into strategy changes and working memory by dynamic testing. <i>Learning and Individual Differences</i> , 2012, 22, 144-150.	2.7	35
69	Multiple contexts, motivation and student engagement in the USA and Russia. <i>European Journal of Psychology of Education</i> , 2012, 27, 161-175.	2.6	11
70	Social meanings of adherence to antiretroviral therapy in Cambodia. <i>Culture, Health and Sexuality</i> , 2011, 13, 685-697.	1.8	1
71	The socially skilled teacher and the development of tacit knowledge. <i>British Educational Research Journal</i> , 2011, 37, 83-103.	2.5	62
72	Computerized Dynamic Testing: A Study of the Potential of an Approach Using Sensor Technology. <i>Journal of Cognitive Education and Psychology</i> , 2011, 10, 178-194.	0.2	13

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73	Dynamic testing with tangible electronics: Measuring children's change in strategy use with a series completion task. <i>British Journal of Educational Psychology</i> , 2011, 81, 579-605.	2.9	64
74	An Evaluation of a Classroom-Based Intervention to Help Overcome Working Memory Difficulties and Improve Long-Term Academic Achievement. <i>Journal of Cognitive Education and Psychology</i> , 2010, 9, 227-250.	0.2	45
75	The Diagnostic Utility of Executive Function Assessments in the Identification of ADHD in Children. <i>Child and Adolescent Mental Health</i> , 2010, 15, 37-43.	3.5	79
76	International orthodoxy versus national realities: inclusive schooling and the education of children with disabilities in Lesotho. <i>Comparative Education</i> , 2010, 46, 137-150.	2.7	36
77	The Cognitive and Behavioral Characteristics of Children With Low Working Memory. <i>Child Development</i> , 2009, 80, 606-621.	3.0	351
78	The nature of teacher authority and teacher expertise. <i>Support for Learning</i> , 2009, 24, 197-203.	0.4	23
79	Neocolonialism in education: Cooperative Learning in an Asian context. <i>Comparative Education</i> , 2009, 45, 109-130.	2.7	151
80	La motivation des "Ã©lÃ©ves": le rÃ´le des facteurs sociaux. <i>Revue Internationale D'education</i> , 2009, , 113-123.	0.1	0
81	Does Dyslexia Exist?. <i>Journal of Philosophy of Education</i> , 2008, 42, 475-491.	0.8	75
82	Evaluating the validity of the Automated Working Memory Assessment. <i>Educational Psychology</i> , 2008, 28, 725-734.	2.7	158
83	Teacher authority, tacit knowledge, and the training of teachers. <i>Advances in Learning and Behavioral Disabilities</i> , 2008, , 75-88.	0.3	7
84	The impact of the west on post-Soviet Russian education: change and resistance to change. <i>Comparative Education</i> , 2007, 43, 93-112.	2.7	47
85	There's more to teaching than instruction: seven strategies for dealing with the practical side of teaching. <i>Educational Studies</i> , 2006, 32, 101-118.	2.4	26
86	Lists, inventories, groups, taxonomies and frameworks. , 2005, , 33-43.		0
87	Frameworks dealing with instructional design. , 2005, , 44-118.		0
88	Frameworks dealing with productive thinking. , 2005, , 119-184.		0
89	Frameworks dealing with cognitive structure and/or development. , 2005, , 185-249.		0
90	Seven "all-embracing" frameworks. , 2005, , 250-295.		0

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91	The nature of thinking and thinking skills. , 2005, , 8-32.		0
92	Moving from understanding to productive thinking: implications for practice. , 2005, , 296-318.		0
93	Thinking skills frameworks for use in education and training. British Educational Research Journal, 2005, 31, 367-390.	2.5	63
94	Dynamic Assessment in Educational Settings: Realising potential. Educational Review, 2003, 55, 15-32.	3.7	133
95	Teachers' beliefs about student motivation: similarities and differences across cultures. Comparative Education, 2003, 39, 367-389.	2.7	30
96	Educational Motivation and Engagement: Qualitative accounts from three countries. British Educational Research Journal, 2002, 28, 265-289.	2.5	48
97	The culture and contexts of achievement motivation. New Directions for Child and Adolescent Development, 2002, 2002, 7-26.	2.2	12
98	Motivation in the Junior Years: International perspectives on children's attitudes, expectations and behaviour and their relationship to educational achievement. Oxford Review of Education, 2001, 27, 37-68.	2.0	25
99	The psychological assessment of learning potential. British Journal of Educational Psychology, 2001, 71, 647-665.	2.9	37
100	'The Kids are Doing All Right': Differences in parental satisfaction, expectation and attribution in St Petersburg, Sunderland and. Cambridge Journal of Education, 2001, 31, 179-204.	2.4	16
101	The Psychological Assessment of Children with Learning Difficulties. British Journal of Special Education, 2000, 27, 59-66.	0.4	32
102	Motivation to Learn: The pedagogical nexus in the Russian school: Some implications for transnational research and policy borrowing. Educational Studies, 2000, 26, 115-136.	2.4	54
103	Practitioner Review: School Refusal: Issues of Conceptualisation, Assessment, and Treatment. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1999, 40, 1001-1012.	5.2	83
104	Factors Influencing Educational Motivation: a study of attitudes, expectations and behaviour of children in Sunderland, Kentucky and St Petersburg. British Educational Research Journal, 1999, 25, 75-94.	2.5	40
105	Locus of control, personal control, and the counselling of children with learning and/or behaviour problems. British Journal of Guidance and Counselling, 1997, 25, 27-46.	1.2	10
106	Locus of control in behaviourally disordered children. British Journal of Educational Psychology, 1996, 66, 47-57.	2.9	5
107	Teacher in-service and the promotion of positive behaviour in school. Journal of in-Service Education, 1991, 17, 111-119.	0.3	2
108	Children in Difficulty. , 0, , .		25

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109	Children in Difficulty. , 0, , .		17