

Paul Warwick

Publications from January 2010

Warwick P., Shaw, S. & Johnson, M. (2014) Assessment for Learning in International Contexts: approaches and challenges in researching teacher values and practices. *The Curriculum Journal*. Available 'online first' at [Taylor & Francis](#)

Pollard, A., with Black-Hawkins, K., Cliff-Hodges, G., Dudley, P., James, M., Linklater, H., Swaffield, S., Swann, M., Turner, F., **Warwick, P.**, Winterbottom, M. & Wolpert, M. A. (2014) *Reflective Teaching in Schools*. London: Bloomsbury (reflective teaching.co.uk)

Hennessy, S., **Warwick, P.**, Brown, L., Rawlins, D. & Neale, C. (2014) *Developing interactive teaching and learning using the IWB: a resource for teachers* Maidenhead: Open University Press. Details at [McGraw-Hill](#).

Hennessy, S. & **Warwick, P.** (2014) Using Theory in Research to Stimulate New Ways of Framing and Supporting Classroom Dialogue, in S. Hennessy, *Bridging between Research and Practice: supporting Professional Development through Collaborative Studies of Classroom Teaching with Technology*. Rotterdam: Sense Publishers. pp 265-282

Danielsson, A. & **Warwick, P.** (2013) Primary science teaching as a constellation of practices: the complex identity negotiations of primary student teachers in the context of teaching science. *Research in Science Education*, Vol 44, 2, 289-305

Warwick, P., Mercer, N., & Kershner, R. (2013) 'Wait, let's just think about this': using the interactive whiteboard and talk rules to scaffold learning for co-regulation in collaborative science activities. *Learning, Culture and Social Interaction* ~ available initially online at <http://www.sciencedirect.com/science/article/pii/S2210656113000056>

Flitton, L. & **Warwick P.** (2013) From classroom analysis to whole school professional development: promoting talk as a tool for learning across school departments. *Professional Development in Education*, 39, 1, 99-121

Warwick, P. & Dawes, L. (2013) 'It's not just a magic show': creativity and primary science. In R. Jones & D. Wyse (eds) *Creativity and the Primary Curriculum*. Abingdon: Routledge.

Warwick, J., **Warwick, P.**, Linklater, H. & Coltman, P. (2013) Developing primary trainee teachers' professional identity on an initial teacher education course: linking course structure, professional relationships and pedagogic understanding. In M. Evans (ed) *Teacher Education and Pedagogy: theory, policy and practice*. Cambridge: Cambridge University Press

Warwick, P. & Chaplain, R. (2013) Research with younger children: issues and approaches. In E. Wilson (ed) *School-based Research: a guide for education students, 2nd. Edition*. London: Sage

Danielsson, A. & **Warwick, P.** (2012) 'All we did was things like forces and motion...': multiple discourses in the development of primary science teachers. *International Journal of Science Education*. Available initially online at: <http://www.tandfonline.com/doi/full/10.1080/09500693.2012.734639>

Warwick, J., **Warwick, P.** & Hopper, B. (2012) A male only support group in Early Year and Primary initial teacher education: moving them beyond the 'freak show'. *Teacher Development*, 16, 1, 55-76 (Available online: <http://www.tandfonline.com/doi/abs/10.1080/13664530.2012.669602>)

Kershner, R., Mercer, N., **Warwick, P.** & Kleine Staarman, J. (2012). Primary children's management of themselves and others in collaborative groupwork: 'Sometimes it takes patience...'. *Education 3-13, iFirst article*, 1-16 (Available online: <http://www.tandfonline.com/doi/abs/10.1080/03004279.2012.670255>)

Warwick, P., Hennessy, S. & Mercer, N. (2011) Promoting teacher and school development through co-enquiry: developing interactive whiteboard use in a 'dialogic classroom'. *Teachers and Teaching: theory and practice*, 17, 3, 303-324

Hennessy, S., **Warwick, P.** & Mercer, N. (2011) A dialogic inquiry approach to working with teachers in developing classroom dialogue. *Teachers College Record*, 113, 9, 1906-1959.

Dawes, L. (2011) *Talking Points: discussion activities in the primary classroom*. London: David Fulton (science knowledge sections by **P. Warwick**)

Kershner, R., Mercer, N., **Warwick, P.**, & Kleine Staarman, J. (2010). Can the interactive whiteboard support young children's collaborative communication and thinking in classroom science activities? *Computer-supported Collaborative Learning*, 5, 359-383.

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Warwick, P., Mercer, N., Kershner, R. & Kleine Staarman, J. (2010) Interactive Whiteboards and collaborative pupil learning in primary science. *The Ultimate Guide to Interactive Whiteboards* (pp. 8-9). Melbourne : Dataworks Australia and Engage Learning. (Practitioner publication: not refereed)

Hennessy, S. & **Warwick, P.** (Eds) (2010) Research into School Teaching and Learning with Whole-Class Interactive Technologies. *Technology, Pedagogy and Education (Special Edition)*, 19, 2: includes editorial article 'Research into Teaching with Whole-Class Interactive Technologies', p127-131

Hennessy, S., **Warwick, P.**, Mercer, N., Brown, L., Neale, C., & Rawlins, D. (2010). Using the interactive whiteboard to support classroom dialogue. In J. Douglas (Ed.), *The Ultimate Guide to Interactive Whiteboards* (pp. 12-16). Melbourne, Australia and New Zealand: Dataworks Australia and Engage Learning. (Practitioner publication: not refereed)

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Mercer, N., Kershner, R., **Warwick, P.** & Kleine Staarman, J. (2010) Can the interactive whiteboard help to provide a 'dialogic space' for children's collaborative activity? *Language and Education*, 24, 5, 367-384

In Press, Submitted and in Preparation

Submitted

Danielsson, A. & **Warwick, P.** - Gee's discourse analysis as a way of approaching the constitution of primary science teacher identities, in L. Avraamidou (ed) *Studying Science Teacher Identity*. Rotterdam: Sense Publishers

Warwick, P., Vriki, M., Vermunt, J. & Mercer, N. - Connecting observations of student and teacher learning outcomes: an examination of Lesson Study discussions in mathematics. *ZDM: The International Journal on Mathematics Education*.

Mercer, N., **Warwick, P.** & Ahmed, A. - An Oracy Assessment Toolkit: linking research and development in the assessment of students' spoken language skills at age 11-12. *Learning and Instruction*

Hennessy, S., Dragovic, T. & **Warwick, P.** - Promoting dialogic teaching with interactive technologies through a research-informed professional development workshop programme. *Professional Development in Education*

In preparation

Warwick, P., Vriki, M., Vermunt, J. & Mercer, N. - Pupil voice in Lesson Study

Vriki, M., Warwick, P., Vermunt, J. & Mercer, N. - A longitudinal study of teacher involvement in a Lesson Study programme