

## **Paul Warwick – Publications list @ September 2011**

**Warwick, P.** (1994) Portable computers, *Questions: Exploring Science and Technology 3-13, Vol.7, Issue 2*

McFarlane, A.E., Friedler, Y., **Warwick, P.** & Chaplain, R. (1995) Developing an understanding of the meaning of line graphs in primary science investigations, using portable computers and data logging software, *Journal of Computers in Mathematics and Science Education, 14(4), 461-480*

**Warwick, P.** & McFarlane, A. (1995) IT in Primary Investigations, *Primary Science Review, 36*

**Warwick, P.** and Revell, A. (1996) Where the firdle bug roams, *Exploring Science & Technology, 8, 4.*

**Warwick, P.** and Sparks Linfield, R. (1996) Plant growth and children's ideas, *Primary Science Review, 43, 26-29.*

Sparks Linfield, R. and **Warwick, P.** (1996) Assessment in the early years: some examples from science, in D. Whitebread (ed.) *Teaching and Learning in the Early Years*, London: Routledge (pp81-100)

Sparks Linfield, R. and **Warwick, P.** (1997) 'I love science but I hate the writing up', *Primary Science and Technology Today*, January, pp. 4-7.

Sparks Linfield, R., **Warwick, P.**, Stephenson, P. and Docherty, J. (1997) Is it fair? *Primary Science and Technology Today, 7, 4-5.*

Sparks Linfield, R. and **Warwick, P.** (1998) Language for science, in E. BEARNE (ed.) *Use of Language Across the Primary Curriculum*, London: Routledge (pp.127-138).

**Warwick, P.** and McFarlane, A. (1998) *Data-Logging in the Primary School*, Leicester: SCICentre (pp.36 with accompanying video).

**Warwick, P.** & Sparks Linfield, R. (1999) Revising for science can be fun, *Primary Maths and Science 14*, (pp.30-32).

**Warwick, P.**, Sparks Linfield, R. & Stephenson, P. (1999) A comparison of primary pupils' ability to express procedural understanding in science through speech and writing, *International Journal of Science Education, 21, 8, 823-838.*

**Warwick, P.** & Sparks Linfield, R. (eds.) (2000), *Science 3-13: The Past, The Present and Possible Future* (in the series 'Primary Directions'), London: Routledge Falmer

(This publication includes the chapter: **Warwick, P.** (2000) Developing a scientific way of working with younger children)

**Warwick, P.** (2000) Understanding the Science of Classroom Activities: Moving and Falling Objects, *Primary Science Review*, 62, 25-27.

**Warwick, P.** & Stephenson, P. (2000) Understanding the Science of Classroom Activities: Heat and Changing Materials, *Primary Science Review*, 63, 4-7.

**Warwick, P.** (2000) Understanding the Science of Classroom Activities: Light, *Primary Science Review*, 64, 23-25.

Stephenson, P. & **Warwick, P.** (2000) Developing Trainee Teachers' Knowledge and Understanding of Science: The perspective of the trainee teacher in the UK, *SCICentre and ASET Conference Report*. Leicester: SCICentre.

Stephenson, P. & **Warwick, P.** (2000) Developing Trainee Teachers' Science Subject Knowledge and Understanding, *Science Teacher Education*, 1. Hatfield: Association for Science Education.

**Warwick, P.** (2000) Information and Communications Technology in Science teaching and learning: setting the scene for trainees in Initial Teacher Training, *SCICentre and ASET Conference Report*. Leicester: SCICentre.

Bourne, J. & **Warwick, P.** (2000) *Science Writing Frames: some case studies*, Ipswich: Suffolk County Council, (pp 45).

Stephenson, P. & **Warwick, P.** (2001) Peer tutoring in the primary science classroom, *Investigating: Australian Primary and Junior Science Journal*, 2, Vol 17, 11-13

Stephenson, P. & **Warwick, P.** (2001) The science of health, *Investigating: Australian Primary and Junior Science Journal*, 2, Vol 17, 27-30

Stephenson, P. and **Warwick, P.** (2001) Improving Pupils' Experience of Learning Science During Cross Phase Transfer, *Investigating: Australian Primary and Junior Science Journal*, 4, Vol 17, 13-16

Stephenson, P. and **Warwick, P.** (2001) Understanding the Science of Moving and Falling Objects, *Investigating: Australian Primary and Junior Science Journal*, 4, Vol 17, 30-33

Stephenson, P. and **Warwick, P.** (2002) Using concept cartoons to support progression in students' understanding of light, *Physics Education*, 37 (2)

Shallcross, T., Spink, E., Stephenson, P. & **Warwick, P.**, (2002) How Primary Student Teachers Perceive the Development of their own Scientific Knowledge; Links between Confidence, Content and Competence? *International Journal of Science Education*, Vol 24, No12, 1293-1312

Pollard, A. with Collins, J., Simco, N., Swaffield, S., Warin, J. and **Warwick, P.** (2002) *Reflective Teaching: Effective and Evidence-informed Professional Practice* (London: Continuum)

Sparks Linfield, R. and **Warwick, P.** (2003) 'Is it like the school bus?: assessment in the early years, in D. Whitebread (ed.) *Teaching and Learning in the Early Years: 2nd. Edition* (London: Routledge)

**Warwick, P.**, Stephenson, P., Webster, J. & Bourne, J. (2003) Developing pupils' written expression of procedural understanding through the use of writing frames in science: findings from a case study approach, *International Journal of Science Education*, Vol. 25, No.2, 173-192

**Warwick, P.** and Maloch, B. (2003) Scaffolding speech and writing in the primary classroom: a consideration of work with literature and science pupil groups in the USA and UK, *Reading, Literacy and Language*, Vol 37, No 2, 54-63

Pollard, A. with Collins, J., Simco, N., Swaffield, S., Warin, J. and **Warwick, P.** (2005) *Reflective Teaching: 2<sup>nd</sup>. edition* (London: Continuum)

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**Warwick, P.** and Siraj-Blatchford, J. (2006) Using data comparison and interpretation to develop procedural understandings in the primary classroom: case study evidence from action research, *International Journal of Science Education*, Vol 28, No.5, pp443-467

**Warwick, P.** and Cunningham, P. (2006) Progressive alternatives? Teachers' experience of autonomy and accountability in the school community, *Education 3-13*, Vol 34, No.1, pp27-36

**Warwick, P.** and Siraj-Blatchford, J. (2006) Using data comparison and interpretation to develop procedural understandings in the primary classroom: case study evidence from action research, *International Journal of Science Education*, Vol 28, No.5, pp443-467

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Kershner, R. & **Warwick, P.** (2006) *Replacement or transformation? Teacher research into learning processes associated with interactive whiteboard use in primary classrooms*. Paper presented at BERA 2006 Annual Conference, Warwick University, 6-9 September

**Warwick, P.**, Wilson, E. & Winterbottom, M. (eds) (2006) *ICT and Primary Science*. (Buckingham: Open University Press/McGraw Hill)

(This publication includes the chapter: **Warwick, P.** & Kershner, R. (2006) 'Is there a picture of beyond?' Mind mapping, ICT and collaborative learning in primary science)

**Warwick, P.** (2007) A return to reflective practice, *Into Teaching*, Part 15

**Warwick, P.** (2007) Echoes of Plowden? Opportunities and pressures evident in teachers' experience of autonomy and accountability in one school community, *Forum*, 49, 1&2, 33-38

Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin, J. & **Warwick, P.** (2008) *Reflective Teaching: 3<sup>rd</sup>. Edition*. London: Continuum

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**Warwick, P.** & Kershner, R. (2008) *Primary teachers' understanding of the interactive whiteboard as a tool for children's collaborative learning and knowledge-building*. *Learning, Media and Technology*, Vol. 33, No. 4, 269–287

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**WARWICK, P.**, Mercer, N., Kershner, R. and Kleine Staarman, J. (2010) The vicarious presence of the teacher in pupil's learning of science in collaborative group activity at the interactive whiteboard. *Computers and Education*, 55, 350-362

Mercer, N., **Warwick, P.**, Kershner, R. and 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

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