

Paul Warwick – Full List of Publications

- Vermunt, J. D., Vriki, M., **Warwick, P.** & Mercer, N. (2017) Connecting Teacher Identity Formation to Patterns in Teacher Learning. In D.J. Clandinin & J. Husu (Eds) *The Sage Handbook of Research on Teacher Education*, Chapter 8. London: Sage. pp143-159
- Hennessy, S., Dragovic, T. & **Warwick, P.** (2017) A Research-Informed, School-Based Professional Development Workshop Programme to Promote Dialogic Teaching with Interactive Technologies. *Professional Development in Education*. [Online first](#).
- Vriki, M., **Warwick, P.**, Vermunt, J.D., Mercer, N. & van Halem, N. (2017) Teacher learning in the context of Lesson Study: A video-based analysis of teacher discussions. *Teaching and Teacher Education*. 61, 211-224
- Mercer, N., **Warwick, P.** & Ahmed, A. (2016) An Oracy Assessment Toolkit: linking research and development in the assessment of students' spoken language skills at age 11-12. *Learning & Instruction*. 48, 51-60
- Klassen, R., Durksen, T., Kim, L. E., Patterson, F., Rowett, E., Warwick, J., **Warwick, P.** & Wolpert, M. A. (2016). Developing a Proof-of-Concept Selection Test for Entry into Primary Teacher Education Programs. *International Journal of Assessment Tools in Education (IJATE)*, 4, 2, 96-114
- Hassler, B., Major, L., **Warwick, P.**, Watson, S., Hennessy, S., & Nicholl, B. (2016) Perspectives on Technology, Resources and Learning: productive classroom practices, effective teacher professional development. Cambridge: Faculty of Education University of Cambridge. (Report commissioned by ARM, www.arm.com)
- **Warwick, P.**, Vriki, M., Vermunt, J., Mercer, N. & van Halem, N. (2016) Connecting observations of student and teacher learning outcomes: an examination of Lesson Study discussions in mathematics. *ZDM: The International Journal on Mathematics Education*. 48(4), 555-569
- Danielsson, A. & **Warwick, P.** (2015) Identity and Discourse: Gee's discourse analysis as a way of approaching the constitution of primary science teacher identities, in L. Avraamidou (ed) *Studying Science Teacher Identity: theoretical, methodological and empirical explorations*. Rotterdam: Sense Publishers

- Danielsson, A. & **Warwick, P.** (2014) ‘All we did was things like forces and motion...’: multiple discourses in the development of primary science teachers. *International Journal of Science Education*. 36:1, 103-128
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- 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
- 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.** (2014) ‘You have to give them some science facts’: 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*, Vol 2, 1, 42-51
- 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
- Shaw, S., Johnson M. and **Warwick, P.** (2013) Understanding Assessment for Learning: values and practices across diverse contexts. *Research Matters*, 15, 17-28 (Journal of the Cambridge Assessment Network).

- **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
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- 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
- 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, Vol 42, 2, 201-216*
- **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.
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- 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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 - (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)
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- **Warwick, P.**, Stephenson, P., Webster, J. & Bourne, J. (2003) Developing pupils' written expression of procedural understanding through the use of writing frames in

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