

## Teacher Beliefs publications

1. Tay, H. Y., Tan, K. H. K., Deneen, C. C., Leong, W. S., Fulmer, G. W., & Brown, G. T. L. (2020). Middle leaders' perceptions and actions on assessment: The technical, tactical and ethical. *School Leadership & Management*, 40(1), 45-63. <https://doi.org/10.1080/13632434.2019.1582016>
2. Deneen, C. C., Fulmer, G. W., Brown, G. T. L., Tay, H. W., Tan, K., & Leong, W. S. (2019). Value, practice and proficiency: Teachers' complex relationship with Assessment for Learning. *Teaching and Teacher Education*, 80, 39-47. <https://doi.org/10.1016/j.tate.2018.12.022>
3. \*Kyaruzi, F., Strijbos, J. W., Ufer, S., & Brown, G. T. L. (2018). Teacher AfL perceptions and feedback practices in mathematics education among secondary schools in Tanzania. *Studies in Educational Evaluation*, 59, 1-9. <https://doi.org/10.1016/j.stueduc.2018.01.004>
4. Brown, G. T. L., Gebril, A., Michaelides, M., & Remesal, A. (2018). Assessment as an emotional practice: Emotional challenges faced by L2 teachers within assessment. In J. d. D. Martinez Agudo (Ed.). *Emotions in second language teaching: Research perspectives and teacher education* (pp. 205-222). Cham, Switzerland: Springer. [https://doi.org/10.1007/978-3-319-75438-3\\_12](https://doi.org/10.1007/978-3-319-75438-3_12)
5. Brown, G. T. L. (2017). What we know we don't know about teacher education. In D. J. Clandinin & J. Husu (Eds.) *The SAGE international handbook of research on teacher education* (pp. 123-138). Thousand Oaks, CA: Sage.
6. Brown, G. T. L., & Remesal, A. (2017). Teachers' conceptions of assessment: Comparing two inventories with Ecuadorian teachers. *Studies in Educational Evaluation*, 55, 68-74. <https://doi.org/10.1016/j.stueduc.2017.07.003>
7. \*Xu, Y., & Brown, G. T. L. (2017). University English teacher assessment literacy: A survey-test report from China. *Papers in Language Testing and Assessment*, 6(1), 133-158.
8. Hui, S.K.F., Brown, G. T. L. & Chan, S.W.M. (2017). Assessment for learning and for accountability in classrooms: The experience of four Hong Kong primary school curriculum leaders. *Asia Pacific Education Review*, 18(1), 41-51. <https://doi.org/10.1007/s12564-017-9469-6>
9. Panadero, E., & Brown, G. T. L. (2017). Teachers' reasons for using peer assessment: Positive experience predicts use. *European Journal of Psychology of Education*, 32(1), 133-156. <https://doi.org/10.1007/s10212-015-0282-5>
10. Deneen, C. C., & Brown, G. T. L. (2016). The impact of conceptions of assessment on assessment literacy in a teacher education program. *Cogent Education*, 3, 1225380. <https://doi.org/10.1080/2331186X.2016.1225380>
11. \*Xu, Y., & Brown, G. T. L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, 58, 149-162. <https://doi.org/10.1016/j.tate.2016.05.010>  
**NB:** Awarded Best Research Postgraduate Student Publication Award 2016 to XU Yueting, Faculty of Education, The University of Hong Kong.
12. Chen, J., & Brown, G. T. L. (2016). Tensions between knowledge transmission and student-focused teaching approaches to assessment purposes: Helping students improve through transmission. *Teachers and Teaching: Theory and Practice*, 22(3), 350-367. <https://doi.org/10.1080/13540602.2015.1058592>
13. Brown, G. T. L. (2016). Improvement and accountability functions of assessment: Impact on teachers' thinking and action. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1-6). Singapore: Springer Singapore. [https://doi.org/10.1007/978-981-287-532-7\\_391-1](https://doi.org/10.1007/978-981-287-532-7_391-1)
14. Brown, G. T. L., Chaudhry, H., & Dhamija, R. (2015). 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*, 71, 50-64. <https://doi.org/10.1016/j.ijer.2015.03.001>
15. Deneen, C. C., & Brown, G. T. L. (2015). Achieving assessment literacy: The importance of student teachers' conceptions of assessment. *Review of Higher Education and Self-Learning*,

16. Brown, G. T. L., & Gao, L. (2015). Chinese teachers' conceptions of assessment for and of learning: Six competing and complementary purposes. *Cogent Education*, 2(1), 993836. <https://doi.org/10.1080/2331186X.2014.993836>
17. Remesal, A., & Brown, G. T. L. (2015). Conceptions of assessment when the teaching context and learner populations matter: Compulsory school versus non- compulsory adult education contexts. *European Journal of Psychology of Education*, 30(3), 331-347. <https://doi.org/10.1007/s10212-014-0236-3>
18. Panadero, E., Brown, G. T. L., & Courtney, M. G. (2014). Teachers' reasons for using self-assessment: A survey self-report of Spanish teachers. *Assessment in Education: Principles, Policy and Practice*, 21(4), 365-383. <https://doi.org/10.1080/0969594X.2014.919247>
19. Gebril, A., & Brown, G. T. L. (2014). The effect of high-stakes examination systems on teacher beliefs: Egyptian Teachers' Conceptions of Assessment. *Assessment in Education: Principles, Policy and Practice*, 21(1), 16-33. <https://doi.org/10.1080/0969594X.2013.831030>
20. Brown, G. T. L. (2014). Rethinking educational assessment: Tools, attitudes, purposes, and conditions that serve improvement. In R. Toumu'a (Ed.). *Proceedings of the 2014 Vaka Pasifiki Education Conference: Weaving Theory and Practice in Teacher Education in Oceania* (pp. 22-30). Tongatapu, Tonga: The University of the South Pacific, Institute of Education.
21. Harris, L. R., & Brown, G. T. L. (2013). Opportunities and obstacles to consider when using peer- and self-assessment to improve student learning: Case studies into teachers' implementation. *Teaching and Teacher Education*, 36, 101-111. <https://doi.org/10.1016/j.tate.2013.07.008>
22. Chen, J., & Brown, G. T. L. (2013). High-stakes examination preparation that controls teaching: Chinese prospective teachers' conceptions of excellent teaching and assessment. *Journal of Education for Teaching*, 39(5), 541-556. <https://doi.org/10.1080/02607476.2013.836338>
23. Brown, G. T. L., & Chai, C. (2012). Assessing instructional leadership: A longitudinal study of new principals. *Journal of Educational Administration*, 50(6), 753-772. <https://doi.org/10.1108/09578231211264676>
24. Brown, G. T. L., Harris, L. R., & Harnett, J. (2012). Teacher beliefs about feedback within an Assessment for Learning environment: Endorsement of improved learning over student well-being. *Teaching and Teacher Education*, 28(7), 968-978. <https://doi.org/10.1016/j.tate.2012.05.003>
25. \*Chen, J., Brown, G. T. L., Hattie, J. A., Millward, P. (2012). Teachers' conceptions of excellent teaching and its relationships with self-reported teaching practices. *Teaching and Teacher Education*, 28(7), 936-947. <https://doi.org/10.1016/j.tate.2012.04.006>  
**Reprinted as:** Chen, J., Brown, G. T. L., Hattie, J. A. C., & Millward, P. (2015). Teachers' conceptions of excellent teaching and its relationships to self-reported teaching practices (Gateways for Leading Learning APCLC-HKPI Monograph #5). Hong Kong: Asia Pacific Centre for Leadership and Change, Hong Kong Institute of Education.
26. Brown, G. T. L. (2012). Teachers' thinking about assessment: Juggling improvement and accountability. *Teacher: the International Education Magazine*, 6(2), 30-35.
27. Brown, G. T. L., & Remesal, A. (2012). Prospective teachers' conceptions of assessment: A cross-cultural comparison. *The Spanish Journal of Psychology*, 15(1), 75-89. [https://doi.org/10.5209/rev\\_SJOP.2012.v15.n1.37286](https://doi.org/10.5209/rev_SJOP.2012.v15.n1.37286)
28. Brown, G. T. L., Hui, S. K. F., Yu, W. M., & Kennedy, K. J. (2011). Teachers' conceptions of assessment in Chinese contexts: A tripartite model of accountability, improvement, and irrelevance. *International Journal of Educational Research*, 50(5-6), 307-320. <https://doi.org/10.1016/j.ijer.2011.10.003>
29. Brown, G. T. L., Lake, R., & Matters, G. (2011). New Zealand and Queensland teachers' conceptions of curriculum: Potential jurisdictional effects of curriculum policy and implementation. *Curriculum Perspectives*, 31(3), 33-48.
30. Brown, G. T. L. (2011). Teachers' conceptions of assessment: Comparing primary and secondary teachers in New Zealand. *Assessment Matters*, 3, 45-70.
31. Brown, G. T. L., & Michaelides, M. (2011). Ecological rationality in teachers' conceptions of assessment across samples from Cyprus and New Zealand. *European Journal of Psychology of*

*Education*, 26(3), 319-337. <https://doi.org/10.1007/s10212-010-0052-3>.

32. Brown, G. T. L., Lake, R., & Matters, G. (2011). Queensland teachers' conceptions of assessment: The impact of policy priorities on teacher attitudes. *Teaching and Teacher Education*, 27(1), 210-220. <https://doi.org/10.1016/j.tate.2010.08.003>
  33. Brown, G. T. L. (2011). New Zealand prospective teacher conceptions of assessment and academic performance: Neither student nor practicing teacher. In R. Kahn, J. C. McDermott, & A. Akimjak (Eds.), *Democratic Access to Education* (pp.119-132). Los Angeles, CA: Antioch University Los Angeles, Department of Education.
  34. Ngan, M. Y., Lee, J. C. K., & Brown, G. T. L. (2010). Hong Kong principals' perceptions on changes in evaluation and assessment policies: They're not for learning. *Asian Journal of Educational Research and Synergy*, 2(1), 36-46.
  35. Harris, L. R., & Brown, G. T. L. (2009). The complexity of teachers' conceptions of assessment: Tensions between the needs of schools and students. *Assessment in Education: Principles, Policy and Practice*, 16(3), 365-381. <https://doi.org/10.1080/09695940903319745>
  36. Brown, G. T. L., Kennedy, K. J., Fok, P. K., Chan, J. K. S., & Yu, W. M. (2009). Assessment for improvement: Understanding Hong Kong teachers' conceptions and practices of assessment. *Assessment in Education: Principles, Policy and Practice*, 16(3), 347-363. <https://doi.org/10.1080/09695940903319737>
  37. Brown, G. T. L., & Harris, L. R. (2009). Unintended consequences of using tests to improve learning: How improvement-oriented resources engender heightened conceptions of assessment as school accountability. *Journal of MultiDisciplinary Evaluation*, 6(12), 68-91.
  38. Brown, G. T. L., Lake, R., Matters, G. (2009). Assessment policy & practice effects on New Zealand and Queensland teachers' conceptions of teaching. *Journal of Education for Teaching*, 35(1), 61-75. <https://doi.org/10.1080/02607470802587152>
  39. Brown, G. T. L. (2009). Teachers' self-reported assessment practices and conceptions: Using structural equation modelling to examine measurement and structural models. In T. Teo & M. S. Khine (Eds.), *Structural Equation Modeling in Educational Research: Concepts and Applications* (pp. 243-266). Rotterdam, NL: Sense Publishers.
  40. Brown, G. T. L., Lake, R., Matters, G. (2008). New Zealand and Queensland teachers' conceptions of learning: Transforming more than reproducing. *Australian Journal of Educational & Developmental Psychology*, 8, 1-14.
  41. Brown, G. T. L. (2008). Assessment literacy training and teachers' conceptions of assessment. In C. Rubie-Davies & C. Rawlinson (Eds.), *Challenging Thinking about Teaching and Learning* (pp. 285-302). New York: Nova Science.
  42. Brown, G. T. L. (2008). *Integrating teachers' conceptions: Assessment, teaching, learning, curriculum and efficacy*. New York: Nova Science Publishers. ISBN: 9781604565430
  43. Brown, G. T. L. (2008). *Conceptions of assessment: Understanding what assessment means to teachers and students*. New York: Nova Science Publishers. ISBN: 9781604563221
  44. Brown, G. T. L. (2006). Conceptions of curriculum: A framework for understanding New Zealand's Curriculum Framework and teachers' opinions. *Curriculum Matters*, 2, 164-181.
  45. Brown, G. T. L. (2006). Integrating teachers' conceptions: Assessment, teaching, learning, curriculum, and efficacy. In A. P. Prescott (Ed.), *The Concept of Self in Education, Family and Sports* (pp. 1-49). New York: Nova Science.
- Reprinted as:**
- Brown, G. T. L. (2006). Integrating teachers' conceptions: Assessment, teaching, learning, curriculum, and efficacy. In C. Roberts (Ed.), *New Developments in Education Research* (pp. 1-49). New York: Nova Science.
- Brown, G. T. L. (2007). Integrating teachers' conceptions: Assessment, teaching, learning, curriculum, and efficacy. In B. Klein (Ed.), *New Teaching and Teacher Issues* (pp. 1-50). New York: Nova Science.
- Brown, G. T. L. (2008). Integrating teachers' conceptions: Assessment, teaching, learning, curriculum and efficacy. In J. N. Casey and R. E. Upton (Eds.), *Educational Curricula: Development and Evaluation* (pp. 315-363). New York: Nova Science.

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48. Brown, G. T. L. (2004). Teachers' conceptions of assessment: Implications for policy and professional development. *Assessment in Education: Principles, Policy and Practice*, 11(3), 301-318. <https://doi.org/10.1080/0969594042000304609>
49. Brown, G. T. L. (2002). *Teachers' conceptions of assessment*. Unpublished doctoral dissertation, University of Auckland, Auckland, NZ. Available: <http://hdl.handle.net/2292/63>. [Supervisors: Prof. John A. Hattie & Prof Michael A. R. Townsend].

### CONFERENCE PRESENTATIONS

1. Fulmer, G., Deneen, C. C., & Brown, G. T. L. (2017, April). *Singaporean Secondary Science Teachers' Values, Practices, and Proficiency for Classroom Assessment*. Paper presented to the National Association for Research in Science Teaching (NARST) 2017 Annual International Conference, San Antonio, TX.
2. Deneen, C. C., Fulmer, G., Tan, K., Leong, W. S., Tong, H. L., & Brown, G. T. L. (2017, April). *Assessment for Learning in Singapore Secondary Schools: Valued but not Proficient*. Paper presented to the Classroom Assessment SIG, AERA annual conference, San Antonio, TX.
3. Koh, K., Brown, G. T. L., Kowch, E. G., Lock, J., & Szumlas, B. (2016, July). *Teachers' Assessment Literacy and Conceptions of Assessment in a Performative Culture*. Paper presented at the biennial conference of the International Test Commission, Vancouver, Canada.
4. Koh, K., & Brown, G. T. L. (2016, July). *Measuring Teachers' Assessment Literacy and Conceptions of Assessment in a High Performative Canadian Context: A Construct Validity Study*. Paper presented at the biennial conference of the International Test Commission, Vancouver, Canada.
5. Harris, L. R., & Brown, G. T. L. (2016). "Everything you do is giving them feedback": A phenomenographic study of teacher conceptions of feedback. Paper presented at the 2016 Annual Meeting of the American Educational Research Association, Washington, DC.
6. Panadero, E., Brown, G. T. L., & Courtney, M. G. R. (2015, September). *Motivos de los docentes españoles para el uso de autoevaluación en sus aulas*. Paper presented at the IX Congreso Internacional de Evaluación Formativa y Compartida, Santander, Spain.
7. Panadero, E., & Brown, G. T. L. (2015, August). *Teachers' reasons for using peer assessment: A survey self-report of Spanish teachers*. Paper presented at the biennial conference of the European Association for Research in Learning and Instruction, Limassol, Cyprus.
8. Deneen, C. C., & Brown, G. T. L. (2015, July). *Achieving assessment literacy: The importance of student teachers' conceptions of assessment*. Intellectbase Academic Conference, Bangkok, Thailand.
9. Harris, L. R., Harnett, J., & Brown, G. T. L. (2013, April). *Exploring the content of teachers' feedback: What are teachers actually providing to students?* Paper presented at the annual AERA conference, San Francisco, CA.
10. Remesal, A., & Brown, G. T. L. (2012, August). *Spanish as Foreign Language Teachers' conceptions of assessment: Preliminary results from an internet inquiry*. Paper presented at the biennial meeting of the SIG Assessment & Evaluation, European Association for Research in Learning Instruction, Brussels, BE.
11. Gebril, A., & Brown, G. T. L. (2013, August). *The effect of high-stakes examination systems on Egyptian teachers' conceptions of assessment*. Paper presented at the biennial EARLI conference, Munich, DE.
12. Brown, G. T. L., & Chen, J. (2013, August). *Beliefs about excellent teaching and assessment among Chinese pre-service teachers*. Paper presented at the biennial EARLI conference, Munich, DE.
13. Deneen, C. C., & Brown, G. T. L. (2011, October). *The persistence of vision: An analysis of continuity and change in conceptions of assessment within a teacher education program*. Paper

- presented to the 37th annual meeting of the International Association for Educational Assessment, Manila, Philippines.
14. Brown, G. T. L., & Hattie, J. A. C. (2011, July). *Communicating Test Scores to Teachers: Moving from Statistics to Use*. Paper presented to the International Meeting of the Psychometric Society (IMPS), Hong Kong SAR.
  15. Brown, G. T. L., Harris, L. R., O'Quinn, C., & Lane, K. E. (2011, April). *New Zealand and Louisiana practicing teachers' conceptions of feedback: Impact of Assessment of Learning versus Assessment for Learning policies?* Paper presented to the Classroom Assessment SIG at the annual meeting of the American Educational Research Association, New Orleans, LA.
  16. Hui, S. K. F., & Brown, G. T. L. (2010, August). *Contrasting teacher's espoused and enacted classroom assessment: Exploring Hong Kong Chinese teachers' conceptions of assessment*. Paper presented at the 36th annual conference of the International Association for Educational Assessment, Bangkok, Thailand.
  17. Brown, G. T. L., & Harris, L. R. (2010, August). *Teacher's enacted curriculum: Understanding teacher beliefs and practices of classroom assessment*. Paper presented at the 36th annual conference of the International Association for Educational Assessment, Bangkok, Thailand.
  18. Brown, G. T. L., Harris, L. R., & Harnett, J. (2010, July). *Teachers' conceptions of feedback: Results from a national sample of New Zealand teachers*. Paper presented at the International Test Commission biennial conference, Hong Kong.
  19. Michaelides, M., & Brown, G. T. L. (2010, July). *Teachers' conceptions of assessment: Cross-cultural testing of models*. Paper presented at the International Test Commission biennial conference, Hong Kong.
  20. Brown, G. T. L., Hui, S. K. F., & Yu, W. M. (2010, July). *Teachers' conceptions of assessment: Developing a model for teachers in Hong Kong*. Paper presented at the International Test Commission biennial conference, Hong Kong.
  21. Brown, G. T. L., & Hattie, J. A. (2009, April). *Understanding teachers' thinking about assessment: Insights for developing better educational assessments*. Paper presented at annual conference of the National Council for Measurement in Education, San Diego, CA.
  22. Brown, G. T. L., & Harris, L. R. (2009, April). *Heightened conceptions of assessment as school accountability: Understanding the impact of improvement-oriented assessment resources on New Zealand teachers' conceptions of assessment*. Paper presented at Classroom Assessment-SIG, AERA 2009 conference, San Diego, CA.
  23. Harris, L., & Brown, G. T. L. (2008, December). *New Zealand teachers' conceptions of the purpose of assessment: Phenomenographic analyses of teachers' thinking*. Paper presented to the Annual Conference of the Australian Association for Research in Education (AARE), Brisbane, Aus.
  24. Brown, G. T. L., & Lake, R. (2006, November). *Queensland teachers' conceptions of teaching, learning, curriculum and assessment: Comparisons with New Zealand teachers*. Paper presented at the Annual Conference of the Australian Association for Research in Education (AARE), Adelaide, Australia. Available: <http://www.aare.edu.au/06pap/bro06198.pdf>
  25. Brown, G. T. L. (2004, June). *Teachers' conceptions of assessment: A forgotten dimension in assessment literacy*. Paper presented to the International Association for Educational Assessment (IAEA) Annual Conference, Philadelphia, PA.
  26. Brown G. T. L. (2003, December). *Teachers' instructional conceptions: Assessment's relationship to learning, teaching, curriculum, and teacher efficacy*. Paper presented to the joint New Zealand and Australian Associations for Research in Education (NZARE/AARE) Conference, Auckland, NZ.
  27. Brown, G. T. L. (2002, September). *New Zealand teachers' conceptions of assessment: A multi-dimensional, hierarchical model*. Paper presented to the International Association for Educational Assessment (IAEA) Annual Conference, Hong Kong.