# Student beliefs, attitudes, experiences publications

|  |
| --- |
| 1. Flores, M. A. C., Brown, G. T. L., Pereira, D., Coutinho, C., Santos, P., & Pinheiro, C. (2020). Portuguese university students’ conceptions of assessment: Taking responsibility for achievement. *Higher Education, 79*(3), 377–394. doi:10.1007/s10734-019-00415-2 |
| 1. Michaelides, M., Brown, G. T. L., Eklöf, H., & Papanastasiou, E. (2019). *Motivational profiles in TIMSS mathematics: Exploring student clusters across countries and time* (IEAR Volume 7)*.* Cham, CH: Springer Open & IEA. https://doi.org/10.1007/978-3-030-26183-2. ISBN: 9783030261825 |
| 1. \*Kyaruzi, F., Strijbos, J.-W., Ufer, S., & Brown, G. T. L. (2019). Students’ formative assessment perceptions, feedback use and mathematics performance in secondary schools in Tanzania. *Assessment in Education: Principles, Policy and Practice, 26*(3), 278-302*.* https://doi.org/10.1080/0969594X.2019.1593103. |
| 1. \*Lee, B., & Brown, G. T. L. (2018). Confirmatory factor analysis of the Parenting Styles and Dimensions Questionnaire (PSDQ) in a sample of Korean immigrant parents in New Zealand. *Current Psychology.* Advanced online publication.https://doi.org/10.1007/s12144-018-9896-5 |
| 1. \*Liu, X., & Brown, G. T. L. (2019). Investigating students’ perceived cognitive needs in university academic reading: A latent variable approach. *Journal of Research in Reading, 42*(2), 411-431. <https://doi.org/10.1111/1467-9817.12275> |
| 1. Sobko, T., \*Jia, Z., & Brown, G. T. L. (2018). Measuring Connectedness to Nature in preschool children in an urban setting and its relation with psychological functioning. *PLoS ONE, 13*(11), e0207057. <https://doi.org/10.1371/journal.pone.0207057> |
| 1. Brown, G. T. L., & Eklöf, H. (2018). Swedish student perceptions of achievement practices: The role of intelligence. *Intelligence, 69,* 94-103. https://doi.org/10.1016/j.intell.2018.05.006 |
| 1. Chen, J., & Brown, G. T. L. (2018). Chinese secondary school students' conceptions of assessment and achievement emotions: Endorsed purposes lead to positive and negative feelings. *Asia Pacific Journal of Education, 38*(1), 91-109. https://doi.org/10.1080/02188791.2018.1423951 |
| 1. Harris, L. R., & Brown, G. T. L., & Dargusch, J. (2018). Not playing the game: Student assessment resistance as a form of agency. *Australian Educational Researcher, 45*(1), 125-140. <https://doi.org/10.1007/s13384-018-0264-0> |
| 1. \*Yu, J.; Brown, G., & Stephens, J. (2018). Retrospective case studies of successful Chinese learners of English: Continuity and change in self-identities over time and across contexts. *System, 72,* 124-138. <https://doi.org/10.1016/j.system.2017.11.008> |
| 1. \*Lee, B., Keown, L., & Brown, G. T. L. (2018). Relationships between parenting practices and perceptions of child behaviour among Korean immigrant mothers and fathers. *International Journal of Psychology, 53*(5), 402-410. <https://doi.org/10.1002/ijop.12398> |
| 1. \*Harper, A., & Brown, G. T. L. (2017). Students’ use of online feedback in a first year tertiary biology course. *Assessment Matters, 11*, 99-121. https://doi.org/10.18296/am.0026 |
| 1. Brown, G. T. L., & Walton, K. F. (2017). The effect of conceptions of assessment upon reading achievement: An evaluation of the influence of self-efficacy and interest. *Interdisciplinary Education and Psychology, 1*(1), 3. https://doi.org/10.31532/InterdiscipEducPsychol.1.1.003 |
| 1. Brown, G. T. L., Peterson, E. R., & Yao, E. (2016). Student conceptions of feedback: Impact on self-regulation, self-efficacy, and academic achievement. *British Journal of Educational Psychology, 86*(4), 606-629. <https://doi.org/10.1111/bjep.12126> |
| 1. Brown, G. T. L., & Wang, Z. (2016). Understanding Chinese university student conceptions of assessment: Cultural similarities and jurisdictional differences between Hong Kong and China. *Social Psychology of Education, 19*(1), 151-173. https://doi.org/10.1007/s11218-015-9322-x |
| 1. Shroff, R. H., Brown, G. T. L., & Deneen, C. C. (2015). Development and validation of an instrument to measure students’ perceptions of an outcome-based learning approach. *Asian Journal of Educational Research and Synergy*, 6-7, 1-13. |
| 1. Landim, M. V., Matos, D. A. S., & Brown, G. T. L. (2015). A avaliação sob o ponto de vista dos estudantes: o uso de desenhos para a análise de concepções de avaliação [Assessment from the students’ point of view: the use of drawings to analyze conceptions of assessment]. *Psicologia, Educação e Cultura, 19*(2), 55-74. |
| 1. Peterson, E. R., Brown, G. T. L., & Jun, M. C. (2015). Achievement emotions in higher education: A diary study exploring emotions across an assessment event. *Contemporary* *Educational Psychology, 42*, 82-96. https://doi.org/10.1016/j.cedpsych.2015.05.002 |
| 1. \*Landim, M. V., Matos, D. A. S., & Brown, G. T. L. (2015). A avaliação sob o ponto de vista dos estudantes: o uso de desenhos para a análise de concepções de avaliação [Assessment from the students’ point of view: the use of drawings to analyze conceptions of assessment]. *Proceedings of the 2º Congresso Internacional de 'Psicologia, Educação e Cultura'* (pp. 279-296). Vila Nova de Gaia: Lisboa, Portugal. |
| 1. Matos, D. A. S., & Brown, G. T. L. (2015). Comparing university student conceptions of assessment: Brazilian and New Zealand beliefs. In C. Carvalho & J. Conboy (Eds.). *Feedback, identidade, trajetórias escolares: Dinâmicas e consequências* (pp. 177-194). Lisbon, Portugal: Universidade de Lisboa, Instituto de Educação. |
| 1. Wang, Z., & Brown, G. T. L. (2014). Hong Kong tertiary student conceptions of assessment of academic ability. *Higher Education Research & Development, 33*(5), 1063-1077. https://doi.org/10.1080/07294360.2014.890565 |
| 1. Brown, G. T. L., Pishghadam, R., & \*Shayesteh Sadafian, S. (2014). Iranian university students ` conceptions of assessment. *Assessment Matters, 6*, 5-33. |
| 1. Matos, D. A. S., Leite, W. L., Brown, G. T. L., & Cirino, S. D. (2014). An analysis of the factorial structure of the Teacher Communication Behavior Questionnaire with Brazilian high school science students. *Psicologia: Teoria e Pesquisa, 30*(2), 223-234. https://doi.org/10.1590/S0102-37722014000200012 |
| 1. Peterson, E. R., Brown, G. T. L., & Hamilton, R. J. (2013). Cultural differences in tertiary students’ conceptions of learning as a duty and student achievement. *The International Journal of Quantitative Research in Education, 1*(2), 167-181. https://doi.org/10.1504/IJQRE.2013.056462 |
| 1. Deneen, C. C., Brown, G. T. L., Shroff, R. H., & Bond, T. G. (2013). Telling the difference: A first evaluation of an outcome-based learning innovation in teacher education. *Asia-Pacific Journal of Teacher Education, 41*(4), 441-456. https://doi.org/10.1080/1359866X.2013.787392 |
| 1. Peterson, E. R., Farruggia, S. J., Hamilton, R. J., Brown, G. T. L., & Elley-Brown, M. J. (2013). Socio-emotional key competencies: Can they be measured and what do they relate to? *Teachers and Curriculum, 13*, 33-46. |
| 1. \*Lee, B., Farruggia, S. P., & Brown, G. T. L. (2013). Academic difficulties encountered by East Asian international university students in New Zealand. *Higher Education Research & Development, 32*(6), 915-931. https://doi.org/10.1080/07294360.2013.806444 |
| 1. \*‘Otunuku, M., Brown, G. T. L., & Airini. (2013). Tongan secondary students' conceptions of schooling in New Zealand relative to their academic achievement. *Asia Pacific Education Review, 14*(3), 345-357. https://doi.org/10.1007/s12564-013-9264-y |
| 1. Brown, G. T. L., & Wang, Z. (2013). Illustrating assessment: How Hong Kong university students conceive of the purposes of assessment. *Studies in Higher Education, 38*(7), 1037-1057. https://doi.org/10.1080/03075079.2011.616955 |
| 1. \*Matos, D. A. S., Cirino, S. D., Brown, G. T. L., & Leite, W. L. (2013). A avaliação no ensino superior: Concepções múltiplas de estudantes Brasileiros [Assessment in higher education: Multiple conceptions of Brazilian students]. *Estudos em Avaliação Educacional, 24*(54), 172-193. https://doi.org/10.18222/eae245420131907 · |
| 1. Winheller, S., Hattie, J. A., & Brown, G. T. L. (2013). Factors influencing early adolescents' maths achievement: High quality teaching rather than relationships. *Learning Environments Research, 16*(1), 49-69. https://doi.org/10.1007/s10984-012-9106-6 |
| 1. Brown, G. T. L. (2013). Student conceptions of assessment across cultural and contextual differences: University student perspectives of assessment from Brazil, China, Hong Kong, and New Zealand. In G.A.D. Liem & A. B. I. Bernardo (Eds.), *Advancing cross-cultural perspectives on educational psychology: A festschrift for Dennis McInerney* (pp. 143-167). Charlotte, NC: Information Age Publishing. |
| 1. \*Matos, D. A. S., Brown, G. T. L., & Cirino, S. (2012). Concepções de avaliação de alunos universitários: Uma revisão da literatura [University students’ conceptions of assessment: A literature review]. *Estudos em Avaliação Educacional, 23*(52), 204-231. https://doi.org/10.18222/eae235220121937 |
| 1. Brown, G. T. L., & Harris, L. R. (2012). Student conceptions of assessment by level of schooling: Further evidence for ecological rationality in belief systems. *Australian Journal of Educational and Developmental Psychology, 12,* 46-59. |
| 1. Brown, G. T. L. (2011). Self-regulation of assessment beliefs and attitudes: A review of the Students’ Conceptions of Assessment inventory. *Educational Psychology, 31*(6), 731-748. https://doi.org/10.1080/01443410.2011.599836 |
| 1. Peterson, E. R., Brown, G. T. L., & Irving, S. E. (2010). Secondary school students' conceptions of learning and their relationship to achievement. *Learning and Individual Differences, 20*(3), 167-176. https://doi.org/10.1016/j.lindif.2009.12.004 |
| 1. Brown, G. T. L., Irving, S. E., Peterson, E. R., & Hirschfeld, G. H. F. (2009). Use of interactive-informal assessment practices: New Zealand secondary students’ conceptions of assessment. *Learning & Instruction, 19*(2), 97-111. https://doi.org/10.1016/j.learninstruc.2008.02.003 |
| 1. McInerney, D. M., Brown, G. T. L., & Liem, G. A. D. (Eds.). (2009). *Student perspectives on assessment: What students can tell us about assessment for learning*. Charlotte, NC: Information Age Publishing. ISBN: 9781607523536 |
| 1. Hirschfeld, G. H. F., & Brown, G. T. L. (2009). Students’ conceptions of assessment: Factorial and structural invariance of the SCoA across sex, age, and ethnicity. *European* *Journal of Psychological Assessment, 25*(1), 30-38. https://doi.org/10.1027/1015-5759.25.1.30 |
| 1. Brown, G. T. L., McInerney, D. M., & Liem, G. A. D. (2009). Student perspectives of assessment: Considering what assessment means to learners. In D. M. McInerney, G. T. L. Brown, & G. A. D. Liem (Eds.), *Student perspectives on assessment: What students can tell us about assessment for learning* (pp. 1-21). Charlotte, NC: Information Age Publishing. |
| 1. Harris, L. R., Harnett, J., & Brown, G. T. L. (2009). “Drawing” out student conceptions of assessment: Using pupils’ pictures to examine their conceptions of assessment. In D. M. McInerney, G. T. L. Brown, & G. A. D. Liem (Eds.), *Student perspectives on assessment: What students can tell us about assessment for learning* (pp. 53-83). Charlotte, NC: Information Age Publishing. |
| 1. Brown, G. T. L., Peterson, E. R., & Irving, S. E. (2009). Beliefs that make a difference: Adaptive and maladaptive self-regulation in students’ conceptions of assessment. In D. M. McInerney, G. T. L. Brown, & G. A. D. Liem (Eds.), *Student perspectives on assessment: What students can tell us about assessment for learning* (pp. 159-186). Charlotte, NC: Information Age Publishing. |
| 1. \*Matos, D. A. S., Cirino, S. D., & Brown, G. T. L. (2009). Students’ conceptions of assessment in higher education in Brazil. In D. M. McInerney, G. T. L. Brown, & G. A. D. Liem (Eds.), *Student perspectives on assessment: What students can tell us about assessment for learning* (pp. 235-253). Charlotte, NC: Information Age Publishing. |
| 1. Brown, G. T. L., & Hirschfeld, G. H. F. (2008). Students’ conceptions of assessment: Links to outcomes. *Assessment in Education: Principles, Policy and Practice, 15*(1), 3-17. https://doi.org/10.1080/09695940701876003 |
| 1. \*‘Otunuku, M., & Brown, G. T. L. (2007). Tongan students’ attitudes towards their subjects in New Zealand relative to their academic achievement. *Asia Pacific Education Review, 8*(1), 117-128. https://doi.org/10.1007/BF03025838 |
| 1. Brown, G. T. L., & Hirschfeld, G. H. F. (2007). Students' conceptions of assessment and mathematics: Self-regulation raises achievement. *Australian Journal of Educational and Developmental Psychology, 7*, 63-74. |
| 1. Brown, G. T. L. (2005). Student information literacy: Psychometric validation of a self-efficacy report. *Psychological Reports, 96*(3), 1044-1048. https://doi.org/10.2466/pr0.96.3c.1044-1048 |
| 1. Brown, G. T. L. (2002). Student beliefs about learning: New Zealand students in Year 11. *Academic Exchange Quarterly, 6*(1), 110-114. |
| 1. Brown, G. T. L. (1995). *Bilingual literacy and academic success among Samoan born students in a New Zealand secondary school*. Unpublished master’s thesis, Massey University, Palmerston North, NZ. Available: http://hdl.handle.net/10179/5880.  [Supervisors: Prof William Tunmer & Prof James Chapman] |

##### Conference Presentations

|  |
| --- |
| 1. Zhao, A., Brown, G. T. L., & Meissel, K. (2020, July). *The impact of stakes on students’ test-taking motivation, a quasi-experimental study in Shanghai*. Paper accepted for the biennial meeting of the International Test Commission, Luxemburg. (conference cancelled) |
| 1. Gao, X. T., Brown, G. T. L., & Hamilton, R. J. (2020, June). *PRC Undergraduate Student Perceptions of Assessment and Feedback Practices*. Paper accepted for biennial meeting of EARLI SIG 1 + 4, Cadiz, Spain. (conference cancelled). |
| 1. Fang, J., Brown, G. T. L., & Hamilton, R. J. (2020, June). *Chinese Undergraduate Conceptions of Assessment: A validation study for the C-SCoA inventory*. Paper accepted for biennial meeting of EARLI SIG 1 + 4, Cadiz, Spain. (conference cancelled). |
| 1. Fang, J., Brown, G. T. L., & Hamilton, R. J. (2020, May) *Avoiding failure and pursing personal goals: An investigation of students’ achievement motivation at an elite Chinese university*. Poster accepted at the 32nd 2020 APS Annual Convention, Chicago, IL. (conference cancelled) |
| 1. Michaelides, M. P., Brown, G. T. L., Eklöf, H.; Papanastasiou, E., Ivanova, M.; & Markitsis, A. (2020). *Trends in student motivation profiles in TIMSS Mathematics across 20 years*. Paper accepted for the annual meeting of the National Council for Measurement in Education, San Francisco, CA. (conference cancelled) |
| 1. Michaelides, M. P., Brown, G. T. L., Eklöf, H., Papanastasiou, E., Ivanova, M. & Markitsis, A. (2019, November). *Profiles of student motivation variables in grade-four TIMSS mathematics*. Paper presented at the 20th Annual Conference of the AEA-Europe, Lisbon, Portugal. |
| 1. \*Kyaruzi, F., Strijbos, J. W., Ufer, S., & Brown, G. T. L. (2019, July). *Students’ Perceptions of Errors in Mathematics Learning in Tanzanian Secondary Schools*. Poster presented at the 43rd Annual Conference of the International Group for the Psychology of Mathematics Education, Pretoria, South Africa. |
| 1. Michaelides, M., Papanastasiou, E., Brown, G. T. L., Eklöf, H., Ivanova, M., & Markitsis, A. (2019, June). *Meaningful Clusters of Eighth Grade Students in 2015 TIMSS Mathematics Using Motivation Variables.* Paper accepted for presentation at 8th IEA International Research Conference, Copenhagen, DK. |
| 1. Papanastasiou, E., Brown, G. T. L., Eklöf, H., Ivanova, M., Markitsis, A., & Michaelides, M. (2019, April). *Motivational and affective profiles in TIMSS Mathematics. A comparison between Norway, the USA, and Singapore*. Paper presented to the annual meeting of the American Educational Research Conference, Toronto, Canada. |
| 1. Shah, R., Brown, G. T. L., Keegan, P. J., Burakevych, N., Harding, J., & McKinlay, C. (2019, March). Teacher Assessment versus Measured Academic Achievement: Implications for Paediatric Research. Paper presented at the 23rd annual congress of the Perinatal Society of Australia & New Zealand, Gold Coast, Australia. *Journal of Paediatrics and Child Health, 55* (Suppl. 1), 48. https://doi.org/ 10.1111/jpc.14409\_124 |
| 1. Brown, G. T. L. & Sotardi, V. (2019, March). *Evaluation of the BFI10 Personality Inventory with New Zealand University Students: Failing Psychometric Tests*. Poster presented at the 2019 International Convention of Psychological Science (ICPS), Paris, France. |
| 1. \*Park, J. J., Brown, G. T. L., & Stephens, J. M. (2018, August). *Success paths to happiness: the impact of success perspectives and ethnic identity on well-being in Korea and New Zealand*. Reimagining Korean Identity through Wars, Money, Ideas and Exchanges' conference, Melbourne, Australia. |
| 1. Brown, G. T. L., & Eklöf, H. (2018, July). *Intelligence and beliefs about assessment: Swedish Grade 6 students*. Paper presented at the biennial conference of the International Test Commission, Montreal, Canada. |
| 1. Harris, L. R., Brown, G. T. L., & Dargusch, J. (2018, April). *Student perspectives on seemingly maladaptive examples of assessment agency: Types and causes*. Paper presented to the Classroom Assessment SIG, Annual Meeting of the American Education Research Association, New York. |
| 1. Williams, R, Bullen, P., Brown, G. T. L. (2017). *Presenting a Model for the Design of an Empirically Driven Implementation Evaluation of a School-Based Health Education Program*. Proceedings of the 7th Annual International Conference on Education and e-Learning (EeL). Singapore: Global Science and Technology Digital Library. https://doi.org/10.5176/2251-1814\_EeL17.24 |
| 1. Yan, Z., Brown, G. T. L., & Lee, J. C. K. (2017, August). *Predictors of self-assessment intention and practice among primary and secondary students in Hong Kong*. Paper presented at the Pacific Rim Objective Measurement Symposium 2017, Kota Kinabalu, Malaysia. |
| 1. \*Yu, J., Brown, G. T. L., Stephens, J. M., & Hamilton, R. J. (2017, April). *Motivational selves of second language learners across different study stages and learning contexts*. Paper presented to the Second Language Research SIG, AERA annual conference, 2017, San Antonio, TX. |
| 1. \*Park, J. J., Stephens, J. M., & Brown, G. T. L. (2016, October-November). *What does “success” mean in your culture? University students’ conceptions of success in New Zealand and Korea*. Paper presented at the International Conference on Well-being 2016, Singapore. |
| 1. Brown, G. T. L., & Grays, M. P. (2016, August). *Evaluating stability of self-reported personal dispositions: A repeated measures study of undergraduate students*. Paper presented at the biennial conference of the SIG 1 Assessment & Evaluation EARLI, Munich, Germany. |
| 1. \*Harper, A., Brown, G. T. L., & Hill, M. F. (2016, July). *Biology students’ use of online feedback in formative assessment*. Poster presented at the biennial conference of the International Test Commission, Vancouver, Canada. |
| 1. \*Warrender, S., Cooper-Thomas, H., & Brown, G. T. L. (2016, July). *Graduate attributes – Do students really develop these at university*? Paper presented the Higher Education Conference 2016, Amsterdam, NL. |
| 1. \*Yu, J., Stephens, J. Brown, G., & Hamilton, R. (2015, November-December). *Successful Chinese Learners of English: Motivational Self Patterns*. Paper presented at the 2015 combined conference of the Applied Linguistics Association of Australia (ALAA) and the Applied Linguistics Association of New Zealand (ALANZ), Adelaide, Australia. |
| 1. Grays, M. P., & Brown, G. T. L. (2015, May). *Measuring openness to diversity as a tertiary student outcome*. Poster presented at the annual convention of the Association for Psychological Science, New York, NY. |
| 1. Brown, G. T. L., & Wang, Z. (2015, May). *Macro and micro-cultural effects on Hong Kong and mainland Chinese university student conceptions of assessment*. Paper presented at the Assessment for Learning in Higher Education 2015 conference, Hong Kong. |
| 1. Grays, M., & Brown, G. T. L. (2015, May). *Investigating Senior Management Views of the Graduate Profile: Are we Assessing these Attributes*? Paper presented at the Assessment for Learning in Higher Education 2015 conference, Hong Kong. |
| 1. Sorrell, D., & Brown, G. T. L. (2015, February). *A comparison of two methods of teaching reading comprehension*. Paper presented at the 2015 Annual Conference of the Comparative Education Society of Hong Kong (CESHK), Hong Kong. |
| 1. \*Chan, R. Y., Brown, G. T. L., & Ludlow, L. H. (2014, April). *A concerning misalignment?: Comparing institutional and student perspectives on the purposes and goals of completing a U.S. bachelor's degree*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. |
| 1. Brown, G. T. L., & Wang, Z. (2014, April). *Understanding Chinese university student conceptions of assessment: Plausible effects of modern policies*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. |
| 1. Stephens, J. M., & Brown, G. T. L. (July, 2013). *Continuity and change: A longitudinal study of student motivation, misconduct and achievement during high school*. Paper presented at the Social Psychology of the Classroom International Conference: Auckland, New Zealand. |
| 1. \*Lee, B., Keown, L., Brown, G. T. L., & Farruggia, S. (2013, April). *Comparison of Korean immigrant fathers’ and mothers’ parenting practices*. Poster presented at the Biennial Meeting of the SRCD, Seattle, WA. |
| 1. Brown, G. T. L., & Matos, D. A. S. (2013, April). *Understanding contextual factors in student conceptions of assessment: Brazilian and New Zealand university student beliefs*. Paper presented at the annual AERA conference, San Francisco, CA. |
| 1. \*Williams, R., Brown, G. T. L., & Bullen, P. (2012, December). *Building Health Competencies: A New Framework for Health Education in Primary Schools in Aotearoa New Zealand*. Poster presented at the Joint Australian Association for Research in Education and Asia-Pacific Education Research Association Conference, Sydney, Australia. |
| 1. \*Matos, D. A. S., Brown, G. T. L., Leite, W., & Cirino, S. (2012, August). *Assessment in Brazilian higher education: Validation of a Portuguese version of the Students' Conceptions of Assessment (SCoA-VI) inventory*. Paper presented at the biennial meeting of the SIG Assessment & Evaluation, European Association for Research in Learning Instruction, Brussels, BE. |
| 1. Harris, L. R., Brown, G. T. L., & Harnett, J. (2012, April). *Student pictures of feedback: Feedback is for learning and from teachers*. Paper presented at the 2012 AERA Annual Meeting of the American Educational Research Association, Vancouver, BC. |
| 1. Deneen, C. C., Brown, G. T. L., Lam, B. H., & Tsui, K. T. (2012, April). *Student evaluation of curriculum content for effective beginning teaching*. Paper presented at the 2012 AERA Annual Meeting of the American Educational Research Association, Vancouver, BC. |
| 1. \*Matos, D. A. S., Cirino, S. D., Brown, G. T. L., & Leite, W. L. (2011, September). *A avaliação no ensino superior: Concepções múltiplas de estudantes Brasileiros* [Assessment in higher education: Multiple conceptions of Brazilian students]. Paper presented to the 6th meeting of the Brazilian Association for Educational Evaluation (Associação Brasileira de Avaliação Educacional-ABAVE), Fortaleza, Ceará, Brazil. |
| 1. Wang, Z., & Brown, G. T. L. (2011, September). *Hong Kong tertiary students’ conceptions of assessment: Reading their drawings*. Paper presented to the biennial conference of the European Association for Research in Learning and Instruction, Exeter, UK. |
| 1. Brown, G. T. L., & Harris, L. R. (2011, April). *Level of schooling effects on student conceptions of assessment: The impact of high-stakes assessments on secondary students’ beliefs*. Paper presented to the Classroom Assessment SIG at the annual meeting of the American Educational Research Association, New Orleans, LA. |
| 1. Deneen, C. C., Brown, G. T. L., Lam, B. H., & Tsui, K. T. (2010, December). *Student perspectives on outcomes: Insights for course development within OBL and 335 Frameworks*. Paper presented at the 2nd East Asian International Conference on Teacher Education Research, Hong Kong. |
| 1. Peterson, E. R., Hamilton, R. J., & Brown, G. T. L (2010, October). *Tertiary students’ beliefs about learning and their relationship to achievement*. Paper presented at the annual conference of the International Society for the Scholarship of Teaching and Learning, Liverpool, UK. |
| 1. Keegan, P. J., Jones, A., & Brown, G. T. L. (2010, September). *Indigenous language and culture for mainstream teacher education: Students' knowledge and attitudes*. Paper presented at the annual conference of the Foundation for Endangered Languages, Carmarthen, Wales. |
| 1. Deneen, C. C., Shroff, R., Brown, G. T. L., & Bond, T. G. (2010, August). *They can’t tell the difference: A first evaluation of an Outcome-Based Learning innovation in teacher education*. Paper presented at the 36th annual conference of the International Association for Educational Assessment, Bangkok, Thailand. |
| 1. Brown, G. T. L., & Yu, K. L. (2010, July). *Student evaluation of teaching, learning attitudes and academic performance: Perceptions from New Zealand high school students*. Poster presented at the International Test Commission biennial conference, Hong Kong. |
| 1. Walton, K. F., & Brown, G. T. L., (2009, August). *Personal accountability versus excuse-making: The impact of secondary students' conceptions of assessment on academic performance mediated by self-efficacy and interest*. Paper presented at European Association for Research in Learning and Instruction 2009 biennial conference, Amsterdam, NL. |
| 1. Irving, S. E., Brown, G. T. L., & Peterson, E. R. (2009, August). *The more I enjoy it the less I achieve: The negative impact of socio-emotional purposes of assessment and feedback on academic performance*. Paper presented at European Association for Research in Learning and Instruction 2009 biennial conference, Amsterdam, NL. |
| 1. Harris, L. R., Brown, G. T. L., & Harnett, J. (2009, August). *Pictures of assessment: Conceptions of assessment as drawn by students*. Paper presented at European Association for Research in Learning and Instruction 2009 biennial conference, Amsterdam, NL. |
| 1. Brown, G. T. L. (2009, August). *New Zealand education students’ conceptions of assessment and academic performance*. Paper presented at European Association for Research in Learning and Instruction 2009 biennial conference, Amsterdam, NL. |
| 1. Winheller, S., Brown, G. T. L., & Hattie, J. A. (2009, August). *Elementary and high school students’ attitudes towards the quality of school life: Does liking or self-confidence influence students’ mathematics achievement*? Poster presented to the European Association for Research in Learning and Instruction 2009 biennial conference, Amsterdam, NL. |
| 1. Glasswell, K., Kerbow, D. W., & Brown, G. T. L. (2008, December). *Modeling strategic decoding behaviors in early readers*. Paper presented to the National Reading Conference, Orlando, Florida. |
| 1. Irving, S. E., Peterson, E. R., & Brown, G. T. L (2008, July). *Feedback and academic achievement: The relationship between students’ conceptions of feedback and achievement*. Paper presented at the 6th Biennial Conference of the International Test Commission, Liverpool, UK. |
| 1. \*Weekers, A. M., Veldkamp, B. P., & Brown, G. T. L. (2008, July). *Analyzing the dimensionality of a students’ conceptions of assessment inventory*. Paper presented at the 6th Biennial Conference of the International Test Commission, Liverpool, UK. |
| 1. Brown, G. T. L., Irving, S. E., & Peterson, E. R. (2008, July). *Beliefs that make a difference: Students’ conceptions of assessment and academic performance*. Paper presented at the 6th Biennial Conference of the International Test Commission, Liverpool, UK. |
| 1. Peterson, E. R., Irving, S. E., & Brown, G. T. L. (2007, August). *Students’ conceptions of learning: Studies of New Zealand secondary students within the Conceptions of Assessment and Feedback Project*. Paper presented to the Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Budapest, Hungary. |
| 1. Irving, S. E., Peterson, E. R., & Brown, G. T. L. (2007, August). *Student conceptions of feedback: A study of New Zealand secondary students*. Paper presented to the Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Budapest, Hungary. |
| 1. Brown, G. T. L., Irving, S. E., Peterson, E. R., & \*Hirschfeld, G. H. F. (2007, August). *Students’ conceptions of assessment: Studies of New Zealand secondary students within the Conceptions of Assessment and Feedback Project*. Paper presented to the Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Budapest, Hungary. |
| 1. Brown, G. T. L., & \*Hirschfeld, G. H. F. (2006, July). *Students’ conceptions of assessment and educational assessment outcomes: Understanding testing from the students' perspective*. Poster presented at the 5th Annual Conference of the International Test Commission (ITC), Brussels, Belgium. |