

## Publications for Richard Walker

### 2017

Abu-Rayya, H., Abu-Rayya, M., White, F., Walker, R. (2017). Comparative Associations Between Achieved Bicultural Identity, Achieved Ego Identity, and Achieved Religious Identity and Adaptation Among Australian Adolescent Muslims. *Psychological Reports*. <a href="http://dx.doi.org/10.1177/0033294117724448">[More Information]</a>

### 2016

Abu-Rayya, M., Walker, R., White, F., Abu-Rayya, H. (2016). Cultural Identification and Religious Identification Contribute Differentially to the Adaptation of Australian Adolescent Muslims. *International Journal of Intercultural Relations*, 54, 21-33. <a href="http://dx.doi.org/10.1016/j.ijintrel.2016.07.002">[More Information]</a>

Fryer, L., Ginns, P., Walker, R. (2016). Reciprocal modelling of Japanese university students' regulation strategies and motivational deficits for studying. *Learning and Individual Differences*, 51, 220-228. <a href="http://dx.doi.org/10.1016/j.lindif.2016.08.032">[More Information]</a>

Bartimote-Aufflick, K., Bridgeman, A., Walker, R., Sharma, M., Smith, L. (2016). The study, evaluation, and improvement of university student self-efficacy. *Studies in Higher Education*, 41(11), 1918-1942. <a href="http://dx.doi.org/10.1080/03075079.2014.999319">[More Information]</a>

### 2015

Walker, R., Anderson, M., Gibson, R., Martin, A. (2015). Constructing Identity and Motivation in the Drama Classroom: A Sociocultural Approach. In S. Davis, H. G. Clemson, B. Ferholt, S-M. Jansson, A. Marjanovic-Shane (Eds.), *Dramatic Interactions in Education: Vygotskian and Sociocultural Approaches to Drama, Education and Research*, (pp. 115-131). New York: Bloomsbury Academic. <a href="http://dx.doi.org/10.5040/9781472593429.ch-006">[More Information]</a>

Fryer, L., Nakao, K., Ginns, P., Walker, R. (2015). Modeling the regulation of students' study behaviors and motivational deficits: A longitudinal test of order and effect. *World Education Research Association (WERA) Focal Meeting 2015*, Budapest, Hungary.

### 2014

Fryer, L., Ginns, P., Walker, R. (2014). Between students' instrumental goals and how they learn: Goal content is the gap to mind. *British Journal of Educational Psychology*, 84(4), 612-630. <a href="http://dx.doi.org/10.1111/bjep.12052">[More Information]</a>

Fryer, L., Ginns, P., Walker, R. (2014). Connecting students' approaches to learning and their perceptions of teaching: The right tool for the job (Symposium presentation). *Earli SIG4 & SIG17 Conference 2014: Assessing transitions in learning*, Leuven, Belgium.

Li, H., Walker, R., Armstrong, D. (2014). International note: Parenting, academic achievement and problem behaviour

among Chinese adolescents. *Journal of Adolescence*, 37(4), 387-389. <a href="http://dx.doi.org/10.1016/j.adolescence.2014.02.014">[More Information]</a>

Fryer, L., Ginns, P., Walker, R. (2014). The why (not) and how of first-year university students' studies: The "how" is essential to understanding and intervening in the "why (not)" (Symposium presentation). *Earli SIG4 & SIG17 Conference 2014: Assessing transitions in learning*, Leuven, Belgium.

Fryer, L., Walker, R., Ginns, P. (2014). What students want and how they get it: Students' goals and future strategies (Symposium presentation). *International Conference on Motivation 2014*, Helsinki, Finland.

### 2013

Fryer, L., Walker, R., Ginns, P. (2013). Predictive validity of amotivation models: Relations with study strategies across eight months (Symposium presentation). *EARLI Biennial Conference, 2013*, Munich.

Horsley, M., Walker, R. (2013). *Reforming Homework: Practices, learning and policies*. South Yarra: Palgrave Macmillan.

### 2012

Walker, R. (2012). Engaging middle school-aged students in classroom science and mathematics: Implications for design and research (Symposium: discussant). *ICLS 2012: 10th International Conference of the Learning Sciences*, Sydney: International Society of the Learning Sciences.

Fryer, L., Walker, R., Ginns, P. (2012). Students' goals and their longitudinal effect on learner beliefs and motivation to learn (Symposium presentation). *13th International Conference on Motivation 2012: Motivation in all Spheres of Life*, Germany.

Fryer, L., Ginns, P., Walker, R., Nakao, K. (2012). The adaptation and validation of the CEQ and the R-SPQ-2F to the Japanese tertiary environment. *British Journal of Educational Psychology*, 82(4), 549-563. <a href="http://dx.doi.org/10.1111/j.2044-8279.2011.02045.x">[More Information]</a>

Fryer, L., Walker, R., Ginns, P., Nakao, K. (2012). The longitudinal effect of future-oriented goals on task motivation (Symposium presentation). *1st International Conference on Time Perspective: Converging Paths in Psychology Time Theory and Research*, Coimbra, Portugal.

### 2011

Sainsbury, E., Walker, R. (2011). A sociocultural discourse model of conceptual change learning. *Third International Society for Cultural Activity Research (ISCAR) Congress 2011*.

Walker, R. (2011). Collaboration in delivering health professional education: Reflections on an interdisciplinary Masters program. *The 2nd MEdEx conference - Medical Education Excellence, 2011*, Not published: Not Published.

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Horsley, M., Walker, R. (2011). It's all online: Print and digital classroom teaching materials for the future (Workshop). *11th International Association for Research on Textbooks and Educational Media (IARTEM) Conference 2011*.

Li, H., Martin, A., Armstrong, D., Walker, R. (2011). Risk, protection, and resilience in Chinese adolescents: A psychosocial study. *Asian Journal of Social Psychology*, 14(4), 269-282. <a href="http://dx.doi.org/10.1111/j.1467-839X.2011.01356.x">[More Information]</a>

McInerney, D., Walker, R., Liem, (. (2011). *Sociocultural theories of learning and motivation: Looking back, looking forward*. USA: Information Age Publishing.

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Fryer, L., Walker, R., Ginns, P., Debus, R. (2011). The effect of reasons to study and not study on approaches to learning and achievement (Symposium presentation). *14th European Association for Research on Learning and Instruction (EARLI) conference 2011*, Exeter, UK.

Fryer, L., Walker, R., Ginns, P., Debus, R. (2011). The longitudinal effect of reasons to study and not study on approaches to learning and achievement. *14th European Association for Research on Learning and Instruction (EARLI) conference 2011*, Exeter, UK.

Fryer, L., Walker, R., Ginns, P., Debus, R. (2011). Why I do and don't study: The longitudinal effect of amotivation and instrumental goals on regulatory strategies (Poster). *American Educational Research Association Annual Conference 2011 - Inciting the Social Imagination: Education Research for the Public Good*, New Orleans, USA.

## 2010

Walker, R., Sainsbury, E., Pressick-Kilborn, K., MacCallum, J. (2010). A Sociocultural Approach to Motivation: A Long Time Coming But Here at Last. In Urdan T, Karabenick S (Eds.), *Advances in motivation and achievement: The next decade of research in motivation and achievement*, (pp. 1-42). Bingley, UK: Emerald Group Publishing. <a href="http://dx.doi.org/10.1108/s0749-7423(2010)16\_part\_b">[More Information]</a>

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associated motivations. *Future Visions for Learning and Teaching: Joint Conference of SIG Higher Education and SIG Teaching and Teacher Education*, Helsinki, Finland.

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Punmongkol, P., Walker, R., Ginns, P. (2010). The regulation of academic emotions. *12th International Conference on Motivation*, University of Porto (Portugal).

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Horsley, M., Walker, R. (2008). Best practice in designing and managing after school homework support: A sociocultural interpretation of homework and affording learning through homework practices. In McInerney D, Liem A (Eds.), *Teaching and learning: International best practice*, (pp. 79-109). United States of America: Information Age Publishing.

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Bartimote-Aufflick, K., Walker, R., Smith, L., Taylor, C., George, A., Sharma, M., Collier, M. (2008). Collaborating across the disciplines to develop university student motivation and interest. *Motivation in Action: 11th International Conference on Motivation*, Finland: University of Turku.

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Sainsbury, E., Walker, R. (2007). Assessment as a vehicle for learning: extending collaboration into testing. *Assessment and Evaluation in Higher Education*, , 1-18. <a href="http://dx.doi.org/10.1080/02602930601127844">[More Information]</a>

Sainsbury, E., Walker, R. (2007). Same words, different meanings: Learning to talk the scientific language of pharmacy. In Angela Brew & Judyth Sachs (Eds.), *Transforming a university: the scholarship of teaching and learning in practice*, (pp. 13-25). NSW, Australia: Sydney University Press.

## 2006

Walker, R., Horsley, M. (2006). Textbook pedagogy: a sociocultural analysis of effective teaching and learning. In D M McInerney;M Dowson;S Van Etten1 (Eds.), *Effective Schools*, (pp. 105-133). USA: Information Age Publishing.

## 2005

Pressick-Kilborn, K., Sainsbury, E., Walker, R. (2005). Making sense of theoretical frameworks and methodological approaches: Exploring conceptual change and interest in learning from a socio-cultural perspective. *Australian Educational Researcher*, 32(2), 25-48.

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Marsh, H., Dowson, M., Pietsch, J., Walker, R. (2004). Why Multicollinearity Matters: A Reexamination Of Relations Between Self-Efficacy, Self-Concept, And Achievement. *Journal of Educational Psychology*, 96(3), 518-522. <a href="http://dx.doi.org/10.1037/0022-0663.96.3.518">[More Information]</a>

## 2003

Walker, R. (2003). Teacher development through communities of learning. In McInerney, Van Etten (Eds.), *Sociocultural Influences and Teacher Education Programs*, (pp. 223-246). USA: Information Age Publishing.

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