

# Publications for Robyn Gibson

## 2017

Mansour, M., Martin, A., Anderson, M., Gibson, R., Liem, G., Sudmalis, D. (2017). Young people's creative and performing arts participation and arts self-concept: A longitudinal study of reciprocal effects. *The Journal of Creative Behavior*, Online first. <a href="http://dx.doi.org/10.1002/jocb.146">[More Information]</a>

## 2016

Gibson, R., Fleming, J. (2016). Arts and cultural policy in Australia: An overview. In Josephine Fleming, Robyn Gibson, Michael Anderson (Eds.), *How Arts Education Makes a Difference: Research examining successful classroom practice and pedagogy*, (pp. 39-47). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315727943">[More Information]</a>

Fleming, J., Gibson, R., Anderson, M., Martin, A., Sudmalis, D. (2016). Cultivating imaginative thinking: Teacher strategies used in high-performing arts education classrooms. *Cambridge Journal of Education*, 46(4), 435-453. <a href="http://dx.doi.org/10.1080/0305764X.2015.1064097">[More Information]</a>

Munday, C., Anderson, M., Gibson, R., Martin, A. (2016). Drama in schools: Agency, community and the classroom. In Kelly Freebody, Michael Finneran (Eds.), *Drama and Social Justice: Theory, research and practice in international contexts*, (pp. 75-88). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315755977">[More Information]</a>

Fleming, J., Gibson, R., Anderson, M. (2016). *How Arts Education Makes a Difference: Research examining successful classroom practice and pedagogy*. Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315727943">[More Information]</a>

Anderson, M., Fleming, J., Gibson, R. (2016). Introduction. In Josephine Fleming, Robyn Gibson, Michael Anderson (Eds.), *How Arts Education Makes a Difference: Research examining successful classroom practice and pedagogy*, (pp. 1-10). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315727943">[More Information]</a>

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Mansour, M., Martin, A., Anderson, M., Gibson, R., Liem, G., Sudmalis, D. (2016). Student, home, and school socio-demographic factors: Links to school, home, and community arts participation. *Australian Educational Researcher*, 43(2), 221-244. <a href="http://dx.doi.org/10.1007/s13384-015-0199-7">[More Information]</a>

Liem, G., Martin, A., Gibson, R. (2016). Technology-mediated arts engagement: Theoretical views, empirical bases and applied implications. In Josephine Fleming, Robyn Gibson, Michael Anderson (Eds.), *How Arts Education Makes a Difference: Research examining successful classroom practice*

*and pedagogy*, (pp. 205-223). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315727943">[More Information]</a>

Gibson, R. (2016). The primary visual arts classroom: The imperative of narrative. In Josephine Fleming, Robyn Gibson, Michael Anderson (Eds.), *How Arts Education Makes a Difference: Research examining successful classroom practice and pedagogy*, (pp. 136-150). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315727943">[More Information]</a>

Gibson, R., Anderson, M., Fleming, J. (2016). The qualitative findings: Quality arts pedagogy. In Josephine Fleming, Robyn Gibson, Michael Anderson (Eds.), *How Arts Education Makes a Difference: Research examining successful classroom practice and pedagogy*, (pp. 106-120). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315727943">[More Information]</a>

Gibson, R., Fleming, J., Burnard, P., Pierce, E., Seidel, S., Valdez, J., Belliveau, G., Wales, P., Lum, C. (2016). The role of teaching frameworks: International perspectives on policy and arts education research. In Josephine Fleming, Robyn Gibson, Michael Anderson (Eds.), *How Arts Education Makes a Difference: Research examining successful classroom practice and pedagogy*, (pp. 227-248). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315727943">[More Information]</a>

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## 2015

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