- McMaster, N., Carey, M. D., **Martin, D. A.**, Martin J. (2023). Raising primary school boys' and girls' awareness and interest in STEM-related activities, subjects and careers: An exploratory case study. *Journal of New Approaches in Educational Research*, 12(1), 1-18. https://doi.org/10.7821/naer.2023.1.1135
- Redmond, P., Albion, P., Cantle, R., Martin, D. A. & Jones, D. (2023). Pre-service Teachers and the Digital Technologies Curriculum. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1037-1042). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/221962/
- Martin, D. A. & Jamieson-Proctor, R. (2022). Pre-service teachers' perceptions of problem-based learning for developing their mathematics teaching pedagogy. Interdisciplinary Journal of Problem-based Learning, 16(1). https://doi.org/10.14434/ijpbl.v16i1.28739
- Redmond, P., Smart, V., Albion, P., Cantle, R., & **Martin, D. A.** (2022). Primary teachers' perceptions of their students' digital technologies competencies. In D. Gibson & M. Ochoa (Eds.), Research Highlights in Technology and Teacher Education 2022 (pp. 151-163). Association for the Advancement of Computing in Education. https://www.learntechlib.org/p/221749/
- Martin, D. A. (2022). The Impact of Problem-based Learning on Pre-service Teachers' Mathematics Pedagogical Content Knowledge. Australian Journal of Teacher Education, 47(4). http://dx.doi.org/10.14221/ajte.2022v47n4.4
- McMaster, N., Martin, J., Carey, M., & **Martin, D. A**. (2022 in press). In DATTArc. https://dattarc.org/index.php/conference/DATTArc2022GC/paper/view/1043
- Martin, D. A., McMaster, N., & Carey, M. (2020). Course design features influencing preservice teachers' self-efficacy beliefs in their ability to support students' use of ICT. Journal of Digital Learning in Teacher Education. 10.1080/21532974.2020.1781000
- Martin, D. A., & Jamieson-Proctor, R. (2020). Development and validation of a survey instrument for measuring pre-service teachers' pedagogical content knowledge. International Journal of Research & Method in Education. 10.1080/1743727X.2019.1687669
- Martin, D. A. (2019). Planning in the problem-based classroom. In J. Van de Walle, K. Karp, J. Bay Williams, & A. Brass. *Primary and middle years mathematics: Teaching developmentally* (1st Australian ed., pp. 60-86). Pearson. ISBN: 9781488615627
- Martin, D. A. (2019). Developing whole-number place-value concepts. In J. Van de Walle, K. Karp, J. Bay Williams, & A. Brass. *Primary and middle years mathematics: Teaching developmentally* (1st Australian ed., pp. 227-251). Pearson. ISBN: 9781488615627
- Martin, D. A. (2017). The Impact of Problem-based Learning on Pre-service Teachers' Development and Application of their Mathematics Pedagogical Content Knowledge (PhD dissertation). https://eprints.usq.edu.au/32851/
- Louth, S. Jamieson-Proctor, R., Black, T., & Martin, D. A. (2016). Separate but together: Teachers' perceptions of the impact of family occupational separation on students' educational outcomes [Abstract refereed]. Australian Association for Research in Education Conference, Melbourne, Australia. AARE

- Black, T. Louth, S. & **Martin, D. A.** (2014). Making online classrooms real: Engaging pedagogy for online students. Refereed paper presented at 'Teacher Education: Building a platform for future engagement', the annual conference of the Australian Teacher Education Association (ATEA), Sydney, 6-9 July. <u>ATEA</u>
- Martin, D. A., Grimbeek, P., & Jamieson-Proctor, R. (2013). Measuring problem-based learning's impact on pre-service teachers' mathematics pedagogical content knowledge. In: 2nd International Higher Education Teaching and Learning Conference (IEAA 2013): Engaging Innovative Pedagogical Practice and Research in Higher Education, pp. 59-65. Sarawak, Malaysia. https://eprints.usq.edu.au/24312/
- Martin, D. A. (2012). Revisiting the control group: Problem-based learning's impact on the understanding of place value. In: 3rd International PBL Symposium Proceedings 2012: PBL and the Problematization of Teaching and Learning, pp. 185-192, Singapore. https://eprints.usq.edu.au/21007/
- Martin, D. A., & Jamieson-Proctor, R. (2010). *Problem-based learning's impact on the understanding of place value*. In: CETL 2010: Enhancing Learning Experiences in Higher Education, Hong Kong. https://eprints.usq.edu.au/18756/