

# Sandra Chang-Kredl

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10444586/publications.pdf>

Version: 2024-02-01

20  
papers

211  
citations

1478505

6  
h-index

1125743

13  
g-index

20  
all docs

20  
docs citations

20  
times ranked

122  
citing authors

#	ARTICLE	IF	CITATIONS
1	â€˜Models of possible selves: teachersâ€™ reflections on childhood memories of parentsâ€™. Teaching Education, 2022, 33, 372-386.	1.3	7
2	Sick at school: Teachersâ€™ memories and the affective challenges that bodies present to constructions of childhood innocence, normalcy, and ignorance. Review of Education, Pedagogy, and Cultural Studies, 2022, 44, 147-165.	0.7	6
3	Childhood innocence and experience: Memory, discourse and practice. Children and Society, 2021, 35, 648-662.	1.7	12
4	â€˜Youâ€™re all so good with poo hereâ€™: mainstream media representations of the early years educator. Gender and Education, 2021, 33, 103-118.	1.7	1
5	Creative Collaboration in Young Childrenâ€™s Playful Group Drawing. Journal of Creative Behavior, 2020, 54, 897-911.	2.9	6
6	Childhood Memories of Playful Antics and Punishable Acts: Risking an Imperfect Future of Teaching and Learning. New Educator, 2020, 16, 106-121.	1.4	7
7	Children using Facebook: teachersâ€™ discursive constructions of childhood. Learning, Media and Technology, 2018, 43, 211-215.	3.2	0
8	Drawing as Social Play: Shared Meaningâ€aking in Young Children's Collective Drawing Activities. International Journal of Art and Design Education, 2018, 37, 74-87.	1.1	12
9	Challenging public perceptions of childcare teachers through Cixousâ€™s <i>Ã©criture feminine</i> . Gender and Education, 2018, 30, 259-272.	1.7	4
10	A â€˜politics against social submissionâ€™: of early years teachersâ€™ accessibility and work with children in QuÃ©bec. Early Years, 2017, 37, 202-216.	1.0	1
11	Constructing the image of the teacher on Reddit: Best and worst teachers. Teaching and Teacher Education, 2017, 64, 43-51.	3.2	21
12	Circling a memory: a layered reflective method for generating subjective knowledge about childhood and teacher identity. Reflective Practice, 2016, 17, 270-283.	1.4	3
13	What is it like to be a child? Childhood subjectivity and teacher memories as heterotopia. Curriculum Inquiry, 2016, 46, 308-320.	1.1	9
14	Constructing Childcare in Three American Comedic Films. Child Care in Practice, 2015, 21, 324-339.	0.9	2
15	Coraline's split mothers: the maternal abject and the childcare educator. Continuum, 2015, 29, 354-364.	0.9	7
16	Teachers conceptualizing childhood: conversations around fictional childhood texts. Teachers and Teaching: Theory and Practice, 2015, 21, 203-220.	1.9	4
17	â€˜Everything's Upside Down. We'll Call It Upside Down Valley!â€™ Siblingsâ€™ Creative Play Themes, Object Use, and Language During Pretend Play. Early Education and Development, 2014, 25, 381-398.	2.6	29
18	Identity expectations in early childhood teacher education: Pre-service teachers' memories of prior experiences and reasons for entry into the profession. Teaching and Teacher Education, 2014, 43, 27-36.	3.2	74

#	ARTICLE	IF	CITATIONS
19	Voicing Early Years Teachers' Subjective Experiences Through Maurice Sendak's Outside Over There. <i>Children's Literature in Education</i> , 2013, 44, 174-190.	0.6	2
20	The critical work of memory and the nostalgic return of innocence: how emergent teachers represent childhood. <i>Pedagogy, Culture and Society</i> , 0, , 1-21.	2.6	4