

# Helen Colley

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11239774/publications.pdf>

Version: 2024-02-01

24  
papers

1,230  
citations

586496

16  
h-index

799663

21  
g-index

25  
all docs

25  
docs citations

25  
times ranked

710  
citing authors

#	ARTICLE	IF	CITATIONS
1	â€˜Learner-centredâ€™ assessment policies in further education: putting teachersâ€™ time under pressure. Journal of Vocational Education and Training, 2015, 67, 153-168.	0.9	8
2	Why do we need (another) special issue on gender and VET?. Journal of Vocational Education and Training, 2015, 67, 1-10.	0.9	30
3	Understanding new hybrid professions: Bourdieu, <i>illusio</i> and the case of public service interpreters. Cambridge Journal of Education, 2015, 45, 113-131.	1.6	25
4	Collaboration and contestation in further and higher education partnerships in England: a Bourdieusian field analysis. Critical Studies in Education, 2014, 55, 104-121.	3.3	11
5	What (a) to do about â€˜impactâ€™: a Bourdieusian critique. British Educational Research Journal, 2014, 40, 660-681.	1.4	32
6	Not learning in the workplace: austerity and the shattering of <i>illusio</i> in public service work. Journal of Workplace Learning, 2012, 24, 317-337.	0.9	47
7	Competing time orders in human service work: Towards a politics of time. Time and Society, 2012, 21, 371-394.	0.8	24
8	Emotion and learning in the workplace: critical perspectives. Journal of Workplace Learning, 2012, 24, 304-316.	0.9	32
9	School-to-work transition services: marginalising â€˜disposableâ€™ youth in a state of exception?. Discourse, 2012, 33, 329-343.	1.1	12
10	Professional capacity for 14â€“19 career guidance in England: some baseline data. British Journal of Guidance and Counselling, 2011, 39, 1-24.	0.6	15
11	Learning to Mentor Young People: A Sainly Vocation or an Alienating Experience?. , 2011, , 87-111.		2
12	Unbecoming teachers: towards a more dynamic notion of professional participation. Journal of Education Policy, 2007, 22, 173-193.	2.1	72
13	Learning Cultures in Further Education. Educational Review, 2007, 59, 399-413.	2.2	26
14	Understanding time in learning transitions through the lifecourse. International Studies in Sociology of Education, 2007, 17, 427-443.	1.1	21
15	Formality and informality in the summative assessment of motor vehicle apprentices: a case study. Assessment in Education, 2007, 14, 295-314.	0.7	6
16	Myths of Mentoring: Developing a Marxist-Feminist Critique. , 2007, , 201-214.		0
17	Learning to Labour with Feeling: Class, Gender and Emotion in Childcare Education and Training. Contemporary Issues in Early Childhood, 2006, 7, 15-29.	0.9	185
18	Engagement Mentoring for 'Disaffected' Youth: A new model of mentoring for social inclusion. British Educational Research Journal, 2003, 29, 521-542.	1.4	62

#	ARTICLE	IF	CITATIONS
19	Learning as becoming in vocational education and training: class, gender and the role of vocational habitus. <i>Journal of Vocational Education and Training</i> , 2003, 55, 471-498.	0.9	303
20	Engagement mentoring for socially excluded youth: Problematizing an 'holistic' approach to creating employability through the transformation of habitus. <i>British Journal of Guidance and Counselling</i> , 2003, 31, 77-99.	0.6	26
21	A 'Rough Guide' to the History of Mentoring from a Marxist Feminist Perspective. <i>Journal of Education for Teaching</i> , 2002, 28, 257-273.	1.1	79
22	Problems with Bridging the Gap: the reversal of structure and agency in addressing social exclusion. <i>Critical Social Policy</i> , 2001, 21, 335-359.	1.2	65
23	Righting rewritings of the myth of Mentor: A critical perspective on career guidance mentoring. <i>British Journal of Guidance and Counselling</i> , 2001, 29, 177-197.	0.6	38
24	Mentoring for Social Inclusion. , 0, , .		108