

# Kris D Gutierrez

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11365327/publications.pdf>

Version: 2024-02-01

41  
papers

5,921  
citations

201385

27  
h-index

301761

39  
g-index

44  
all docs

44  
docs citations

44  
times ranked

2225  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Cultural Ways of Learning: Individual Traits or Repertoires of Practice. <i>Educational Researcher</i> , 2003, 32, 19-25.  | 3.3 | 1,420     |
| 2  | Developing a Sociocritical Literacy in the Third Space. <i>Reading Research Quarterly</i> , 2008, 43, 148-164.   | 1.8 | 1,031     |
| 3  | Rethinking diversity: Hybridity and hybrid language practices in the third space. <i>Mind, Culture, and Activity</i> , 1999, 6, 286-303.                                 | 1.1 | 842       |
| 4  | Re-mediating Literacy: Culture, Difference, and Learning for Students From Nondominant Communities. <i>Review of Research in Education</i> , 2009, 33, 212-245.          | 0.8 | 256       |
| 5  | Social Design Experiments: Toward Equity by Design. <i>Journal of the Learning Sciences</i> , 2016, 25, 565-598.   | 2.0 | 222       |
| 6  | Building a culture of collaboration through hybrid language practices. <i>Theory Into Practice</i> , 1999, 38, 87-93.  | 0.9 | 212       |
| 7  | Lifting Off the Ground to Return Anew: Mediated Praxis, Transformative Learning, and Social Design Experiments. <i>Journal of Teacher Education</i> , 2010, 61, 100-117. | 2.0 | 206       |
| 8  | Relevance to Practice as a Criterion for Rigor. <i>Educational Researcher</i> , 2014, 43, 19-23.   | 3.3 | 176       |
| 9  | The Organization of Informal Learning. <i>Review of Research in Education</i> , 2016, 40, 356-401.   | 0.8 | 154       |
| 10 | How talk, context, and script shape contexts for learning: A cross-case comparison of journal sharing. <i>Linguistics and Education</i> , 1993, 5, 335-365.              | 0.5 | 112       |
| 11 | 2011 AERA Presidential Address: Designing Resilient Ecologies. <i>Educational Researcher</i> , 2016, 45, 187-196.  | 3.3 | 86        |
| 12 | “Sounding American”: The consequences of new reforms on English language learners. <i>Reading Research Quarterly</i> , 2002, 37, 328-343.                                | 1.8 | 83        |
| 13 | Studying Cultural Practices in Urban Learning Communities. <i>Human Development</i> , 2002, 45, 312-321.   | 1.2 | 81        |
| 14 | “English for the Children”: The New Literacy of the Old World Order, Language Policy and Educational Reform. <i>Bilingual Research Journal</i> , 2000, 24, 87-112.       | 1.0 | 77        |
| 15 | Replacing Representation With Imagination: Finding Ingenuity in Everyday Practices. <i>Review of Research in Education</i> , 2017, 41, 30-60.                            | 0.8 | 75        |
| 16 | (Re)Framing Educational Possibility: Attending to Power and Equity in Shaping Access to and within Learning Opportunities. <i>Human Development</i> , 2012, 55, 250-268. | 1.2 | 72        |
| 17 | Advancing Early Literacy Learning for All Children. <i>Educational Researcher</i> , 2010, 39, 334-339.   | 3.3 | 65        |
| 18 | Unpackaging academic discourse. <i>Discourse Processes</i> , 1995, 19, 21-37.  | 1.1 | 63        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 19 | Cultural Tensions in the Scripted Classroom. <i>Urban Education</i> , 1995, 29, 410-442.   | 1.2 | 58        |
| 20 | The possibilities and limits of the structure-agency dialectic in advancing science for all. <i>Journal of Research in Science Teaching</i> , 2015, 52, 574-583.   | 2.0 | 55        |
| 21 | A Comparison of Instructional Contexts in Writing Process Classrooms with La Tino Children. <i>Education and Urban Society</i> , 1992, 24, 244-262.  | 0.8 | 53        |
| 22 | Relational Equity as a Design Tool Within Making and Tinkering Activities. <i>Mind, Culture, and Activity</i> , 2016, 23, 141-153.   | 1.1 | 53        |
| 23 | Expanding Educational Research and Interventionist Methodologies. <i>Cognition and Instruction</i> , 2016, 34, 275-284.  | 1.9 | 46        |
| 24 | Problem articulation and the processes of assistance: An activity theoretic view of mediation in game play. <i>International Journal of Educational Research</i> , 2007, 46, 43-56.                              | 1.2 | 42        |
| 25 | Youth as historical actors in the production of possible futures. <i>Mind, Culture, and Activity</i> , 2019, 26, 291-308.  | 1.1 | 42        |
| 26 | Re-mediating the University: Learning through Sociocritical Literacies. <i>Pedagogies</i> , 2009, 4, 1-23.   | 0.4 | 38        |
| 27 | Social Design-Based Experiments: A Proleptic Approach to Literacy. <i>Literacy Research: Theory, Method, and Practice</i> , 2018, 67, 86-108.  | 0.5 | 31        |
| 28 | Chapter 9 Looking for Educational Equity: The Consequences of Relying on Brown. <i>Yearbook of the National Society for the Study of Education</i> , 2006, 105, 173-189.   | 0.1 | 29        |
| 29 | Re-Mediating Current Activity for the Future. <i>Mind, Culture, and Activity</i> , 2012, 19, 17-21.  | 1.1 | 29        |
| 30 | Centering Nepantla Literacies from the Borderlands: Leveraging "In-Betweenness" Toward Learning in the Everyday. <i>Theory Into Practice</i> , 2018, 57, 38-47.  | 0.9 | 29        |
| 31 | Studying Movement, Hybridity, and Change: Toward a Multi-sited Sensibility for Research on Learning across Contexts and Borders. <i>Teachers College Record</i> , 2014, 116, 603-632.                            | 0.4 | 19        |
| 32 | Seven <i>chilis</i> : making visible the complexities in leveraging cultural repertoires of practice in a designed teaching and learning environment. <i>Pedagogies</i> , 2017, 12, 41-57.                       | 0.4 | 16        |
| 33 | When Learning as Movement meets Learning on the Move. <i>Cognition and Instruction</i> , 2020, 38, 427-433.  | 1.9 | 16        |
| 34 | A Comprehensive Federal Literacy Agenda: Moving beyond Inoculation Approaches to Literacy Policy. <i>Journal of Literacy Research</i> , 2009, 41, 476-483.   | 0.5 | 12        |
| 35 | Academic literacy in linguistic minority children: the connections between language, cognition and culture. <i>Early Child Development and Care</i> , 1989, 51, 109-126.   | 0.7 | 11        |
| 36 | Designing "Contexts for Tinkerability" With Undergraduates and Children Within the El Pueblo Mágico Social Design Experiment. <i>International Journal for Research on Extended Education</i> , 2015, 3, 94-113. | 0.1 | 8         |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 37 | Rupturing White Innocence in Teacher Education: Designing Teacher Education as a Proleptic Activity through Social Design Experiments. Teachers College Record, 2019, 121, 1-7. | 0.4 | 6         |
| 38 | Looking for Educational Equity: The Consequences of Relying on Brown. Teachers College Record, 2006, 108, 173-189.  | 0.4 | 3         |
| 39 | Expanding Methodologies to Account for Expansive Views of Learning: A Commentary on Part II. Explorations of Educational Purpose, 2013, , 187-191.                              | 0.1 | 0         |
| 40 | Moving beyond linguistic bordering: Utopian designs for new futures. International Studies in Sociology of Education, 0, , 1-20.  | 1.1 | 0         |
| 41 | Chapter III: Creating Communities of Effective Practice: Building Literacy for Language Minority Students. Teachers College Record, 1995, 96, 32-52.                            | 0.4 | 0         |