

Kris D Gutierrez

List of Publications by Year in descending order

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

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41
papers

5,921
citations

201575

27
h-index

302012

39
g-index

44
all docs

44
docs citations

44
times ranked

2225
citing authors

#	ARTICLE	IF	CITATIONS
1	When Learning as Movement meets Learning on the Move. <i>Cognition and Instruction</i> , 2020, 38, 427-433.	1.9	16
2	Youth as historical actors in the production of possible futures. <i>Mind, Culture, and Activity</i> , 2019, 26, 291-308.	1.1	42
3	Rupturing White Innocence in Teacher Education: Designing Teacher Education as a Proleptic Activity through Social Design Experiments. <i>Teachers College Record</i> , 2019, 121, 1-7.	0.4	6
4	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
5	Social Design-Based Experiments: A Proleptic Approach to Literacy. <i>Literacy Research: Theory, Method, and Practice</i> , 2018, 67, 86-108.	0.5	31
6	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
7	Replacing Representation With Imagination: Finding Ingenuity in Everyday Practices. <i>Review of Research in Education</i> , 2017, 41, 30-60.	0.8	75
8	The Organization of Informal Learning. <i>Review of Research in Education</i> , 2016, 40, 356-401.	0.8	154
9	Relational Equity as a Design Tool Within Making and Tinkering Activities. <i>Mind, Culture, and Activity</i> , 2016, 23, 141-153.	1.1	53
10	2011 AERA Presidential Address: Designing Resilient Ecologies. <i>Educational Researcher</i> , 2016, 45, 187-196.	3.3	86
11	Social Design Experiments: Toward Equity by Design. <i>Journal of the Learning Sciences</i> , 2016, 25, 565-598.	2.0	222
12	Expanding Educational Research and Interventionist Methodologies. <i>Cognition and Instruction</i> , 2016, 34, 275-284.	1.9	46
13	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
14	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
15	Relevance to Practice as a Criterion for Rigor. <i>Educational Researcher</i> , 2014, 43, 19-23.	3.3	176
16	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
17	Expanding Methodologies to Account for Expansive Views of Learning: A Commentary on Part II. <i>Explorations of Educational Purpose</i> , 2013, , 187-191.	0.1	0
18	Re-Mediating Current Activity for the Future. <i>Mind, Culture, and Activity</i> , 2012, 19, 17-21.	1.1	29

#	ARTICLE	IF	CITATIONS
19	(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
20	Advancing Early Literacy Learning for All Children. <i>Educational Researcher</i> , 2010, 39, 334-339.	3.3	65
21	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
22	Re-mediating the University: Learning through Sociocritical Literacies. <i>Pedagogies</i> , 2009, 4, 1-23.	0.4	38
23	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
24	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
25	Developing a Sociocritical Literacy in the Third Space. <i>Reading Research Quarterly</i> , 2008, 43, 148-164.	1.8	1,031
26	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
27	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
28	Looking for Educational Equity: The Consequences of Relying on Brown. <i>Teachers College Record</i> , 2006, 108, 173-189.	0.4	3
29	Cultural Ways of Learning: Individual Traits or Repertoires of Practice. <i>Educational Researcher</i> , 2003, 32, 19-25.	3.3	1,420
30	Studying Cultural Practices in Urban Learning Communities. <i>Human Development</i> , 2002, 45, 312-321.	1.2	81
31	“Sounding American”: The consequences of new reforms on English language learners. <i>Reading Research Quarterly</i> , 2002, 37, 328-343.	1.8	83
32	“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
33	Rethinking diversity: Hybridity and hybrid language practices in the third space. <i>Mind, Culture, and Activity</i> , 1999, 6, 286-303.	1.1	842
34	Building a culture of collaboration through hybrid language practices. <i>Theory Into Practice</i> , 1999, 38, 87-93.	0.9	212
35	Cultural Tensions in the Scripted Classroom. <i>Urban Education</i> , 1995, 29, 410-442.	1.2	58
36	Unpackaging academic discourse. <i>Discourse Processes</i> , 1995, 19, 21-37.	1.1	63

#	ARTICLE	IF	CITATIONS
37	Chapter III: Creating Communities of Effective Practice: Building Literacy for Language Minority Students. Teachers College Record, 1995, 96, 32-52.	0.4	0
38	How talk, context, and script shape contexts for learning: A cross-case comparison of journal sharing. Linguistics and Education, 1993, 5, 335-365.	0.5	112
39	A Comparison of Instructional Contexts in Writing Process Classrooms with La Tino Children. Education and Urban Society, 1992, 24, 244-262.	0.8	53
40	Academic literacy in linguistic minority children: the connections between language, cognition and culture. Early Child Development and Care, 1989, 51, 109-126.	0.7	11
41	Moving beyond linguistic bordering: Utopian designs for new futures. International Studies in Sociology of Education, 0, , 1-20.	1.1	0