Tine Sophie Präitz

List of Publications by Year
in descending order

29 papers	533 citations	840119 11 h-index	676716 22 g-index
31 all docs	31 docs citations	31 times ranked	339 citing authors

#	Article	IF	Citations
1	Curriculum policy and instructional planning: Teachers' autonomy across various school contexts. European Educational Research Journal, 2024, 23, 28-47.	1.4	6
2	Just a Buzzword? The use of Concepts and Ideas in Educational Governance. Scandinavian Journal of Educational Research, 2022, 66, 193-207.	1.0	9
3	District administrators' governing styles in the enactment of data-use practices. International Journal of Leadership in Education, 2021, 24, 244-265.	1.4	11
4	Redefining public values: data use and value dilemmas in education. Education Inquiry, 2021, 12, 1-16.	1.6	10
5	When assessment defines the content—understanding goals in between teachers and policy. Curriculum Journal, 2021, 32, 290-314.	1.0	10
6	New directions in doctoral programmes: bridging tensions between theory and practice?. Teaching in Higher Education, 2020, 25, 560-578.	1.7	12
7	Learning Outcomes in Scandinavian Education through the Lens of Elliot Eisner. Scandinavian Journal of Educational Research, 2020, 64, 645-660.	1.0	11
8	Teacher-chameleons: the glue in the alignment of teacher practices and learning in policy. Journal of Curriculum Studies, 2019, 51, 403-419.	1.2	11
9	Discussing the curriculum-Didaktik dichotomy and comparative conceptualisations of the teaching profession. Education Inquiry, 2019, 10, 300-327.	1.6	13
10	School leadership in data use practices: collegial and consensus-oriented. Educational Research, 2019, 61, 70-86.	0.9	6
11	Domestic and local influences in education policy. Nordic Journal of Studies in Educational Policy, 2018, 4, 1-2.	0.5	2
12	What counts as a good school? Time for a critical stance. Nordic Journal of Studies in Educational Policy, 2018, 4, 61-62.	0.5	1
13	Soft Infusion: Constructing 'Teachers' in the PISA Sphere. Perspectives on Rethinking and Reforming Education, 2018, , 13-26.	0.1	0
14	Learning outcomes in professional contexts in higher education. European Journal of Education, 2017, 52, 31-43.	1.7	17
15	From role models to nations in need of advice: Norway and Sweden under the OECD's magnifying glass. Journal of Education Policy, 2017, 32, 721-744.	2.1	40
16	The (Non-)Use of Configurative Reviews in Education. Education Inquiry, 2017, 8, 209-231.	1.6	23
17	Investigative modes in research on data use in education. Nordic Journal of Studies in Educational Policy, 2017, 3, 42-55.	0.5	37
18	Data use in education: alluring attributes and productive processes. Nordic Journal of Studies in Educational Policy, 2017, 3, 1-5.	0.5	12

#	ARTICLE	IF	CITATIONS
19	Why use learning outcomes in higher education? Exploring the grounds for academic resistance and reclaiming the value of unexpected learning. Educational Assessment, Evaluation and Accountability, 2016, 28, 205-223.	1.3	83
20	Disciplining the disciplines? How qualification schemes are written up at study program level in Norwegian higher education. Teaching in Higher Education, 2016, 21, 870-886.	1.7	5
21	Learning Outcomes as a Key Concept in Policy Documents throughout Policy Changes. Scandinavian Journal of Educational Research, 2015, 59, 275-296.	1.0	42
22	Uploading, downloading and uploading again â€" concepts for policy integration in education research. Nordic Journal of Studies in Educational Policy, 2015, 2015, 27015.	0.5	11
23	Knowledge Regimes and Contradictions in Education Reforms. Educational Policy, 2014, 28, 718-738.	1.4	27
24	Educational Methods as Commodities within European Education: A Norwegian-Danish Case. European Educational Research Journal, 2013, 12, 463-479.	1.4	7
25	Variations in grading practice â€" subjects matter. Education Inquiry, 2013, 4, 22629.	1.6	22
26	Learning outcomes: What are they? Who defines them? When and where are they defined?. Educational Assessment, Evaluation and Accountability, 2010, 22, 119-137.	1.3	69
27	Accreditation, standards and diversity: an analysis of EQUIS accreditation reports. Assessment and Evaluation in Higher Education, 2004, 29, 735-750.	3.9	35
28	Consistency in study programme planning and the complexity of curriculum logics. Teaching in Higher Education, 0, , 1-16.	1.7	0
29	Representations of student performance data in local education policy. Educational Assessment, Evaluation and Accountability, 0, , 1.	1.3	1