Mark Olssen

List of Publications by Year in descending order

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840776 642732 2,550 27 11 23 h-index citations g-index papers 29 29 29 1515 docs citations times ranked citing authors all docs

#	Article	IF	CITATIONS
1	The effects of neoliberalism: Teachers' experiences and ethical dilemmas to policy initiatives within vocational education and training in Australia. Policy Futures in Education, 2022, 20, 986-1003.	1.8	5
2	Globalisation, Neoliberalism and Laissez-Faire: The Retreat from Naturalism. Globalisation, Comparative Education and Policy Research, 2020, , 121-140.	0.5	1
3	The Rehabilitation of the Concept of Public Good: Reappraising the Attacks from Liberalism and Neoliberalism from a Poststructuralist Perspective. East-West Dialogues in Educational Philosophy and Theory, 2020, , 155-195.	0.5	1
4	In conversation with Mark Olssen: on Foucault with Marx and Hegel. Open Review of Educational Research, 2017, 4, 96-117.	1.2	2
5	Neoliberalism and Beyond: The Possibilities of a Social Justice Agenda?. Education Policy & Social Inequality, 2017, , 41-71.	0.1	1
6	Education and Political Theory: Prospects and Points of View., 2017,, 638-642.		0
7	â€~Excellence' and Exclusion: The Individual Costs of Institutional Competitiveness. Minerva, 2016, 54, 201-218.	2.4	65
8	Neoliberal competition in higher education today: research, accountability and impact. British Journal of Sociology of Education, 2016, 37, 129-148.	1.8	124
9	Education and Political Theory: Prospects and Points of View. , 2016, , 1-5.		O
10	Mark Olssen on neoliberalisation of higher education and academic lives: An interview. Policy Futures in Education, 2015, 14, 147-163.	1.8	17
11	Framing and Analysing Educational Research: A Recent History of Transactions from a Foucauldian Perspective., 2014,, 215-228.		3
12	Foucault as Complexity Theorist: Overcoming the problems of classical philosophical analysis. Educational Philosophy and Theory, 2008, 40, 96-117.	1.8	22
13	Marx, Education, and the Possibilities of a Fairer World: Reviving Radical Political Economy through Foucault., 2007,, 151-179.		3
14	Understanding the mechanisms of neoliberal control: lifelong learning, flexibility and knowledge capitalism. International Journal of Lifelong Education, 2006, 25, 213-230.	2.3	158
15	Foucault and the Imperatives of Education: Critique and Self-Creation in a Non-Foundational World. Studies in Philosophy and Education, 2006, 25, 245-271.	0.5	14
16	Foucault, Educational Research and the Issue of Autonomy. Educational Philosophy and Theory, 2005, 37, 365-387.	1.8	32
17	Neoliberalism, higher education and the knowledge economy: from the free market to knowledge capitalism. Journal of Education Policy, 2005, 20, 313-345.	2.8	1,528
18	Neoliberalism, globalisation, democracy: challenges for education. Globalisation, Societies and Education, 2004, 2, 231-275.	2.6	68

#	Article	IF	CITATION
19	The School as the Microscope of Conduction: Doing Foucauldian Research in Education 1. Philosophy and Education, 2004, , 57-84.	0.1	3
20	Structuralism, post-structuralism, neo-liberalism: assessing Foucault's legacy. Journal of Education Policy, 2003, 18, 189-202.	2.8	86
21	Totalitarianism and the  Repressed' Utopia of the Present: Moving beyond Hayek, Popper and Foucault. Policy Futures in Education, 2003, 1, 526-552.	1.8	11
22	Michel Foucault as "Thin" Communitarian: Difference, Community, Democracy. Cultural Studies - Critical Methodologies, 2002, 2, 483-513.	0.8	9
23	Education policy, the cold war and the †liberal†communitarian' debate. Journal of Education Policy, 1998, 13, 63-89.	2.8	3
24	Radical constructivism and its failings: Antiâ€realism and individualism. British Journal of Educational Studies, 1996, 44, 275-295.	1.3	34
25	In defence of the welfare state and publicly provided education: a New Zealand perspective. Journal of Education Policy, 1996, 11, 337-362.	2.8	75
26	Science and Individualism in Educational Psychology: problems for practice and points of departure. Educational Psychology, 1993, 13, 155-172.	2.7	10
27	Educational Psychology—Its Failings and Some Additional Failings: a reply to Joshua John Schwieso. Educational Psychology, 1993, 13, 183-186.	2.7	1