

# Paul Ashwin

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1259267/publications.pdf>

Version: 2024-02-01

38  
papers

1,215  
citations

516215

16  
h-index

414034

32  
g-index

39  
all docs

39  
docs citations

39  
times ranked

905  
citing authors

#	ARTICLE	IF	CITATIONS
1	How approaches to teaching are affected by discipline and teaching context. <i>Studies in Higher Education</i> , 2006, 31, 285-298.	2.9	388
2	The Meanings of Student Engagement: Implications for Policies and Practices. , 2015, , 343-359.		87
3	Evoked prior learning experience and approach to learning as predictors of academic achievement. <i>British Journal of Educational Psychology</i> , 2013, 83, 363-378.	1.6	78
4	Title is missing!. <i>Instructional Science</i> , 2003, 31, 159-173.	1.1	54
5	An Exploratory Study of Situated Conceptions of Learning and Learning Environments. <i>Higher Education</i> , 2006, 51, 243-258.	2.8	53
6	Knowledge, curriculum and student understanding in higher education. <i>Higher Education</i> , 2014, 67, 123-126.	2.8	44
7	Variation in Studentsâ€™ Experiences of the â€œOxford Tutorialâ€™. <i>Higher Education</i> , 2005, 50, 631-644.	2.8	43
8	The use and value of Bernsteinâ€™s work in studying (in)equalities in undergraduate social science education. <i>British Journal of Sociology of Education</i> , 2013, 34, 262-280.	1.1	39
9	How often are theories developed through empirical research into higher education?. <i>Studies in Higher Education</i> , 2012, 37, 941-955.	2.9	36
10	Accounting for structure and agency in â€œclose-upâ€™ research on teaching, learning and assessment in higher education. <i>International Journal of Educational Research</i> , 2008, 47, 151-158.	1.2	35
11	How do studentsâ€™ accounts of sociology change over the course of their undergraduate degrees?. <i>Higher Education</i> , 2014, 67, 219-234.	2.8	33
12	Variation in academicsâ€™ accounts of tutorials. <i>Studies in Higher Education</i> , 2006, 31, 651-665.	2.9	28
13	How does completing a dissertation transform undergraduate studentsâ€™ understandings of disciplinary knowledge?. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 517-530.	3.9	25
14	Peer facilitation and how it contributes to the development of a more social view of learning. <i>Research in Post-Compulsory Education</i> , 2003, 8, 005-018.	0.4	24
15	Representations of a high-quality system of undergraduate education in English higher education policy documents. <i>Studies in Higher Education</i> , 2015, 40, 610-623.	2.9	24
16	Academics' perceptions of what it means to be an academic. <i>Studies in Higher Education</i> , 2019, 44, 2374-2384.	2.9	23
17	What is the Teaching Excellence Framework in the United Kingdom, and Will it Work?. <i>International Higher Education</i> , 2017, , 10-11.	0.4	18
18	Evoked prior experiences in first-year university student learning. <i>Higher Education Research and Development</i> , 2012, 31, 449-463.	1.9	17

#	ARTICLE	IF	CITATIONS
19	Investigating staff and educational development. , 0, , 117-131.		17
20	Conceptualising transformative undergraduate experiences: A phenomenographic exploration of students' personal projects. British Educational Research Journal, 2016, 42, 962-977.	1.4	15
21	Researcher creations? The positioning of policy texts in higher education research. Higher Education, 2015, 69, 1007-1018.	2.8	14
22	Implementing Peer Learning Across Organisations: The development of a model. Mentoring and Tutoring: Partnership in Learning, 2002, 10, 221-231.	0.6	13
23	'Not everybody walks around and thinks 'That's an example of othering or stigmatisation': Identity, pedagogic rights and the acquisition of undergraduate sociology-based social science knowledge. Theory and Research in Education, 2015, 13, 180-197.	0.4	13
24	The influence of curricula content on English sociology students' transformations: the case of feminist knowledge. Teaching in Higher Education, 2016, 21, 442-456.	1.7	13
25	Newer researchers in higher education: policy actors or policy subjects?. Studies in Higher Education, 2016, 41, 2184-2197.	2.9	13
26	Qualitative Life-Grids: A Proposed Method for Comparative European Educational Research. European Educational Research Journal, 2013, 12, 320-329.	1.4	11
27	Neoliberal Policy, Quality and Inequality in Undergraduate Degrees. , 2012, , 179-200.		11
28	A Bernsteinian View of Learning and Teaching Undergraduate Sociology-based Social Science. Enhancing Learning in the Social Sciences, 2013, 5, 32-44.	0.4	10
29	Missionary zeal: some problems with the rhetoric, vision and approach of the AHELO project. European Journal of Higher Education, 2015, 5, 437-444.	1.6	7
30	Developing effective national policy instruments to promote teaching excellence: evidence from the English case. Policy Reviews in Higher Education, 2022, 6, 27-45.	3.5	7
31	A critical engagement with research into higher education. Studies in Higher Education, 2009, 34, 373-375.	2.9	6
32	Questioning theory-method relations in higher education research. Higher Education Research and Development, 2012, 31, 271-272.	1.9	6
33	Teaching and Learning: An Overview of the Thematic Section [Overview Paper]. , 2015, , 315-324.		2
34	Sociological Knowledge and Transformation. , 2017, , 45-67.		2
35	Teaching Excellence Principles for Developing Effective System-Wide Approaches. , 2020, , .		2
36	Why Would Going to University Change Anyone? The Challenges of Capturing the Transformative Power of Higher Education in Comparisons of Quality. Voprosy Obrazovaniya, 2016, , 21-34.	0.4	2

#	ARTICLE	IF	CITATIONS
37	Questioning the relations between biography, theory and power in biographical teaching methods: a dialogue. <i>Enhancing Learning in the Social Sciences</i> , 2011, 3, 1-22.	0.4	1
38	Who ensures that society has the professionals it needs? Differences in the policy directions of three European countries. <i>Policy Reviews in Higher Education</i> , 2021, 5, 158-173.	3.5	0