

Paul Ashwin

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

34
papers

880
citations

15
h-index

29
g-index

39
ext. papers

989
ext. citations

2
avg, IF

4.71
L-index

#	Paper	IF	Citations
34	How approaches to teaching are affected by discipline and teaching context. <i>Studies in Higher Education</i> , 2006 , 31, 285-298	2.6	288
33	The Meanings of Student Engagement: Implications for Policies and Practices 2015 , 343-359		58
32	Evoked prior learning experience and approach to learning as predictors of academic achievement. <i>British Journal of Educational Psychology</i> , 2013 , 83, 363-78	3.2	49
31	An Exploratory Study of Situated Conceptions of Learning and Learning Environments. <i>Higher Education</i> , 2006 , 51, 243-258	3	43
30	Peer Support: Relations between the context, process and outcomes for the students who are supported. <i>Instructional Science</i> , 2003 , 31, 159-173	2	39
29	Variation in Students' Experiences of the Oxford Tutorial <i>Higher Education</i> , 2005 , 50, 631-644	3	33
28	Knowledge, curriculum and student understanding in higher education. <i>Higher Education</i> , 2014 , 67, 123-126	3.26	31
27	The use and value of Bernstein's work in studying (in)equalities in undergraduate social science education. <i>British Journal of Sociology of Education</i> , 2013 , 34, 262-280	1.3	30
26	Accounting for structure and agency in 'close-up' research on teaching, learning and assessment in higher education. <i>International Journal of Educational Research</i> , 2008 , 47, 151-158	2.1	28
25	How do students' accounts of sociology change over the course of their undergraduate degrees?. <i>Higher Education</i> , 2014 , 67, 219-234	3	26
24	How often are theories developed through empirical research into higher education?. <i>Studies in Higher Education</i> , 2012 , 37, 941-955	2.6	26
23	Variation in academics' accounts of tutorials. <i>Studies in Higher Education</i> , 2006 , 31, 651-665	2.6	22
22	How does completing a dissertation transform undergraduate students' understandings of disciplinary knowledge?. <i>Assessment and Evaluation in Higher Education</i> , 2017 , 42, 517-530	3.1	20
21	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	2.6	19
20	What is the Teaching Excellence Framework in the United Kingdom, and Will it Work?. <i>International Higher Education</i> , 2017 , 10-11	0.8	15
19	Investigating staff and educational development 117-131		15
18	Academics' perceptions of what it means to be an academic. <i>Studies in Higher Education</i> , 2019 , 44, 2374-2384	3.84	13

17	Evoked prior experiences in first-year university student learning. <i>Higher Education Research and Development</i> , 2012 , 31, 449-463	1.9	13
16	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	13
15	Newer researchers in higher education: policy actors or policy subjects?. <i>Studies in Higher Education</i> , 2016 , 41, 2184-2197	2.6	11
14	Conceptualising transformative undergraduate experiences: A phenomenographic exploration of students' personal projects. <i>British Educational Research Journal</i> , 2016 , 42, 962-977	1.6	11
13	Not everybody walks around and thinks that an example of othering or stigmatisation Identity, pedagogic rights and the acquisition of undergraduate sociology-based social science knowledge. <i>Theory and Research in Education</i> , 2015 , 13, 180-197	0.8	10
12	Researcher creations? The positioning of policy texts in higher education research. <i>Higher Education</i> , 2015 , 69, 1007-1018	3	9
11	A Bernsteinian View of Learning and Teaching Undergraduate Sociology-based Social Science. <i>Enhancing Learning in the Social Sciences</i> , 2013 , 5, 32-44		9
10	Qualitative Life-Grids: A Proposed Method for Comparative European Educational Research. <i>European Educational Research Journal</i> , 2013 , 12, 320-329	1.4	8
9	Implementing Peer Learning Across Organisations: The development of a model. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2002 , 10, 221-231	0.6	8
8	Missionary zeal: some problems with the rhetoric, vision and approach of the AHELO project. <i>European Journal of Higher Education</i> , 2015 , 5, 437-444	1.8	7
7	Neoliberal Policy, Quality and Inequality in Undergraduate Degrees 179-200		7
6	The influence of curricula content on English sociology students' transformations: the case of feminist knowledge. <i>Teaching in Higher Education</i> , 2016 , 21, 442-456	1.4	6
5	Teaching and Learning: An Overview of the Thematic Section [Overview Paper] 2015 , 315-324		2
4	Developing effective national policy instruments to promote teaching excellence: evidence from the English case. <i>Policy Reviews in Higher Education</i> , 1-19	1.9	2
3	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		1
2	Sociological Knowledge and Transformation 2017 , 45-67		1
1	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	1.9	