

Paul Ashwin

List of Publications by Year in Descending Order

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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	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	
33	Academics' perceptions of what it means to be an academic. <i>Studies in Higher Education</i> , 2019 , 44, 2374-2384	2.3	13
32	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
31	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
30	Sociological Knowledge and Transformation 2017 , 45-67		1
29	Newer researchers in higher education: policy actors or policy subjects?. <i>Studies in Higher Education</i> , 2016 , 41, 2184-2197	2.6	11
28	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
27	Conceptualising transformative undergraduate experiences: A phenomenographic exploration of students' personal projects. <i>British Educational Research Journal</i> , 2016 , 42, 962-977	1.6	11
26	Researcher creations? The positioning of policy texts in higher education research. <i>Higher Education</i> , 2015 , 69, 1007-1018	3	9
25	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
24	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
23	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
22	Teaching and Learning: An Overview of the Thematic Section [Overview Paper] 2015 , 315-324		2
21	The Meanings of Student Engagement: Implications for Policies and Practices 2015 , 343-359		58
20	Knowledge, curriculum and student understanding in higher education. <i>Higher Education</i> , 2014 , 67, 123-126	3.2	31
19	How do students' accounts of sociology change over the course of their undergraduate degrees?. <i>Higher Education</i> , 2014 , 67, 219-234	3	26
18	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

17	Qualitative Life-Grids: A Proposed Method for Comparative European Educational Research. <i>European Educational Research Journal</i> , 2013 , 12, 320-329	1.4	8
16	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
15	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
14	Evoked prior experiences in first-year university student learning. <i>Higher Education Research and Development</i> , 2012 , 31, 449-463	1.9	13
13	How often are theories developed through empirical research into higher education?. <i>Studies in Higher Education</i> , 2012 , 37, 941-955	2.6	26
12	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
11	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
10	How approaches to teaching are affected by discipline and teaching context. <i>Studies in Higher Education</i> , 2006 , 31, 285-298	2.6	288
9	Variation in academics' accounts of tutorials. <i>Studies in Higher Education</i> , 2006 , 31, 651-665	2.6	22
8	An Exploratory Study of Situated Conceptions of Learning and Learning Environments. <i>Higher Education</i> , 2006 , 51, 243-258	3	43
7	Variation in Students' Experiences of the Oxford Tutorial. <i>Higher Education</i> , 2005 , 50, 631-644	3	33
6	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
5	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
4	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
3	Investigating staff and educational development		117-131
2	Neoliberal Policy, Quality and Inequality in Undergraduate Degrees		179-200
1	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