Marek Tesar

List of Publications by Year
in descending order

125 papers	1,616 citations	430442 18 h-index	454577 30 g-index
127 all docs	127 docs citations	127 times ranked	922 citing authors

#	Article	IF	Citations
1	Towards a Post-Covid-19 'New Normality?': Physical and Social Distancing, the Move to Online and Higher Education. Policy Futures in Education, 2020, 18, 556-559.	1.2	150
2	Teaching in the Age of Covid-19. Postdigital Science and Education, 2020, 2, 1069-1230.	4.3	136
3	Reimagining the new pedagogical possibilities for universities post-Covid-19. Educational Philosophy and Theory, 2022, 54, 717-760.	1.3	122
4	Towards a philosophy of academic publishing. Educational Philosophy and Theory, 2016, 48, 1401-1425.	1.3	60
5	Theorising Posthuman Childhood Studies. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , .	0.0	48
6	Troubling the intersections of urban/nature/childhood in environmental education. Environmental Education Research, 2017, 23, 1357-1368.	1.6	43
7	Methodology brut. Qualitative Inquiry, 2015, 21, 612-619.	1.0	38
8	"Philosophy as a Method": Tracing the Histories of Intersections of "Philosophy,""Methodology,"and "Education". Qualitative Inquiry, 2021, 27, 544-553.	1.0	33
9	Teaching in the Age of Covid-19—1 Year Later. Postdigital Science and Education, 2021, 3, 1073-1223.	4.3	33
10	Reconceptualising the <i>Child</i>: Power and Resistance within Early Childhood Settings. Contemporary Issues in Early Childhood, 2014, 15, 360-367.	0.9	29
11	Is peer review in academic publishing still working?. Open Review of Educational Research, 2018, 5, 95-112.	1.2	29
12	Future Studies: Reimagining our Educational Futures in the Post-Covid-19 world. Policy Futures in Education, 2021, 19, 1-6.	1.2	29
13	Vibrancy of Childhood Things. Cultural Studies - Critical Methodologies, 2016, 16, 193-200.	0.5	26
14	Timing childhoods: An alternative reading of children's development through philosophy of time, temporality, place and space. Contemporary Issues in Early Childhood, 2016, 17, 399-408.	0.9	25
15	Philosophy of education in a new key: Education for justice now. Educational Philosophy and Theory, 2022, 54, 1083-1098.	1.3	25
16	Philosophy of education in a new key: Who remembers Greta Thunberg? Education and environment after the coronavirus. Educational Philosophy and Theory, 2021, 53, 1421-1441.	1.3	24
17	Teachers' voice, power and agency: (un)professionalisation of the early years workforce. Early Years, 2017, 37, 189-201.	0.6	23
18	Philosophy of education in a new key: Publicness, social justice, and education; a South-North conversation. Educational Philosophy and Theory, 2022, 54, 1216-1233.	1.3	22

#	ARTICLE	IF	CITATIONS
19	Cross-cultural complexities of educational policies. Policy Futures in Education, 2017, 15, 665-669.	1.2	21
20	Ethics and truth in archival research. History of Education, 2015, 44, 101-114.	0.2	20
21	Philosophy of education in a new key. Educational Philosophy and Theory, 2022, 54, 1061-1082.	1.3	20
22	Philosophy of education in a new key: Exploring new ways of teaching and doing ethics in education in the 21st century. Educational Philosophy and Theory, 2022, 54, 1178-1197.	1.3	20
23	Philosophy of education in a new key: Future of philosophy of education. Educational Philosophy and Theory, 2022, 54, 1234-1255.	1.3	20
24	Enchantment - Disenchantment-Re-Enchantment: Postdigital Relationships between Science, Philosophy, and Religion. Postdigital Science and Education, 2021, 3, 934-965.	4.3	18
25	Cute, creepy and sublime unnamed childhood monstrosities. Discourse, 2016, 37, 694-704.	1.1	17
26	After postmodernism in educational theory? A collective writing experiment and thought survey. Educational Philosophy and Theory, 2018, 50, 1299-1307.	1.3	17
27	Postdigital Childhoods in the Time of Anthropocene. Postdigital Science and Education, 2019, 1, 307-310.	4.3	16
28	Policy and philosophy in the contemporary educational landscape. Policy Futures in Education, 2016, 14, 311-313.	1.2	15
29	Philosophy of education in a new key: Voices from Japan. Educational Philosophy and Theory, 2022, 54, 1113-1129.	1.3	15
30	Philosophy of Education in a New Key: East Asia. Educational Philosophy and Theory, 2021, 53, 1199-1214.	1.3	15
31	<i>My Feelings</i>: Power, politics and childhood subjectivities. Educational Philosophy and Theory, 2014, 46, 860-872.	1.3	14
32	Early childhood assessment in Aotearoa New Zealand: Critical perspectives and fresh openings. Journal of Pedagogy, 2015, 6, 71-86.	0.3	14
33	Induction and mentoring in early childhood educational organizations: Embracing the complexity of teacher learning in contexts. Teaching and Teacher Education, 2016, 57, 150-160.	1.6	14
34	On ethics, policy and the philosophy of education. Policy Futures in Education, 2016, 14, 593-596.	1.2	14
35	Antipodean theory for educational research. Open Review of Educational Research, 2017, 4, 61-74.	1.2	14
36	Collective Writing: The Continuous Struggle for Meaning-Making. Postdigital Science and Education, 2023, 5, 851-893.	4.3	14

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37	Childhoods and time: Rethinking notions of temporality in early childhood education. Contemporary Issues in Early Childhood, 2016, 17, 359-366.	0.9	13
38	A more-than-social movement: The post-human condition of quality in the early years. Contemporary Issues in Early Childhood, 2016, 17, 16-25.	0.9	13
39	Writing the Human â€œIâ€: Liminal Spaces of Mundane Abjection. Qualitative Inquiry, 2020, 26, 1102-1109.	1.0	13
40	Philosophy of education in a new key: Cultivating a living philosophy of education to overcome coloniality and violence in African universities. Educational Philosophy and Theory, 2022, 54, 1099-1112.	1.3	13
41	The SAGE Handbook of Global Childhoods. , 2021, , .		13
42	Learning how to do up buttons: Professionalism, teacher identity and bureaucratic subjectivities in early years settings. Policy Futures in Education, 2016, 14, 655-665.	1.2	12
43	Philosophy and pedagogy of childhood, adolescence and youth. Global Studies of Childhood, 2016, 6, 169-176.	0.2	11
44	Philosophy of education in a new key: Snapshot 2020 from the United States and Canada. Educational Philosophy and Theory, 2022, 54, 1130-1146.	1.3	11
45	Education in and for the Belt and Road Initiative:. Educational Philosophy and Theory, 2020, 52, 1040-1063.	1.3	11
46	Video ethics in educational research involving children: Literature review and critical discussion. Educational Philosophy and Theory, 2021, 53, 863-880.	1.3	11
47	Aporetic and Productive Undecidedness of (Data in) Neoliberalism. Qualitative Inquiry, 2019, 25, 725-733.	1.0	10
48	Philosophy of education in a new key: Constraints and possibilities in present times with regard to dignity. Educational Philosophy and Theory, 2022, 54, 1147-1161.	1.3	10
49	Philosophy of education in a new key: A â€˜Covid Collectiveâ€™ of the Philosophy of Education Society of Great Britain (PESGB). Educational Philosophy and Theory, 2020, , 1-14.	1.3	10
50	Heralding ideas of well-being: A philosophical perspective. Educational Philosophy and Theory, 2020, 52, 923-927.	1.3	10
51	Infantmethodologies. Educational Philosophy and Theory, 0, , 1-18.	1.3	10
52	Public intellectuals in the age of viral modernity: An EPAT collective writing project. Educational Philosophy and Theory, 2022, 54, 783-798.	1.3	10
53	Communities of care: A collective writing project on philosophies, politics and pedagogies of care and education in the early years. Policy Futures in Education, 2022, 20, 907-921.	1.2	9
54	The future of Policy Futures in Education. Policy Futures in Education, 2015, 14, 141-146.	1.2	8

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55	True Fake News: Reshaping educational policies with the #MarchofOurLives. Policy Futures in Education, 2018, 16, 233-236.	1.2	8
56	Policy in the time of Anthropocene: Children, childhoods and digital worlds. Policy Futures in Education, 2019, 17, 102-104.	1.2	8
57	Childrenâ€™s literature in China: Revisiting ideologies of childhood and agency. Contemporary Issues in Early Childhood, 2019, 20, 381-393.	0.9	8
58	Infantologies. An EPAT collective writing project. Educational Philosophy and Theory, 0, , 1-19.	1.3	8
59	Childhood Studies, An Overview of. , 2016, , 1-6.		8
60	Infantographies. Educational Philosophy and Theory, 0, , 1-19.	1.3	8
61	The snake oil charms of positive psychology. Educational Philosophy and Theory, 2020, 52, 1116-1119.	1.3	7
62	Exploring the philosophy and practice of collective writing. Educational Philosophy and Theory, 2022, 54, 871-878.	1.3	7
63	Philosophy of education in a new key: On radicalization and violent extremism. Educational Philosophy and Theory, 2022, 54, 1162-1177.	1.3	7
64	The case for academic plagiarism education: A PESA Executive collective writing project. Educational Philosophy and Theory, 2022, 54, 1307-1323.	1.3	7
65	Reconfiguring Narrative Methodologies: Thresholds of Realities in Post-qualitative Methodologies. , 2019, , 133-145.		7
66	Socialist memoirs: the production of political childhood subjectivities. Globalisation, Societies and Education, 2013, 11, 223-238.	1.9	6
67	Global politics and local impacts on educational policy. Policy Futures in Education, 2019, 17, 302-305.	1.2	6
68	Building Skills for the Future: Teaching High School Students to Utilize Remote Sensing of Wildfires. Remote Sensing, 2020, 12, 3635.	1.8	6
69	The open peer review experiment in <i>Educational Philosophy and Theory</i> (EPAT). Educational Philosophy and Theory, 2023, 55, 133-140.	1.3	6
70	Some Thoughts Concerning Post-Qualitative Methodologies. Qualitative Inquiry, 2021, 27, 223-227.	1.0	6
71	Collaborative Online Learning across Borders (COLAB): Examining Intercultural Understandings of Preservice Teachers in a Virtual Cross-cultural University-based Program. Journal of Research in Childhood Education, 2021, 35, 281-296.	0.6	6
72	Tracing Notions of Sustainability in Urban Childhoods. , 2017, , 115-127.		6

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73	Forever young: Childhoods, fairy tales and philosophy. Global Studies of Childhood, 2016, 6, 222-233.	0.2	5
74	Focus groups as temporal ecosystems for newly qualified early childhood teachers. Contemporary Issues in Early Childhood, 2016, 17, 261-274.	0.9	5
75	Philosophy of education in a new key: Reflection on higher education in Iran. Educational Philosophy and Theory, 2022, 54, 1198-1215.	1.3	5
76	The Highway Robber's Road to Knowledge Socialism: A Collective Work on Collective Work. East-West Dialogues in Educational Philosophy and Theory, 2020, , 301-325.	0.5	5
77	Diffracting mandates for reflective practices in teacher education and development: Multiple readings from Australia, New Zealand, and the United States. Journal of Early Childhood Teacher Education, 2017, 38, 279-292.	0.9	4
78	Philosophies and ethics of the project archive. Educational Philosophy and Theory, 2019, 51, 434-444.	1.3	4
79	Posthuman Encounters in New Zealand Early Childhood Teacher Education. , 2019, , 85-102.		4
80	Infanticides: The unspoken side of infantologies. Educational Philosophy and Theory, 0, , 1-15.	1.3	4
81	Childhood undergrounds: Power, resistance, secrets, objects and subversion in early childhood education. Early Childhood Folio, 2017, 21, 22-26.	0.0	4
82	Unpacking the discourses of stunting in Indonesian early childhood education and parenting. Children and Society, 2023, 37, 311-325.	1.0	4
83	New Zealand perspectives on early childhood education: Nāku te rourou nāu te rourou ka ora ai te iwi. Journal of Pedagogy, 2015, 6, 9-18.	0.3	3
84	Re-negotiating an ethics of care in Kenyan childhoods[1]. Human Affairs, 2016, 26, 288-303.	0.1	3
85	Silent policymakers in Aotearoa New Zealand: reflections on research of early childhood teacher views on policy, practicum and partnership. Open Review of Educational Research, 2018, 5, 43-55.	1.2	3
86	Infantasies: An EPAT collective project. Educational Philosophy and Theory, 2021, 53, 1442-1453.	1.3	3
87	Infantologies II: Songs of the cradle. Educational Philosophy and Theory, 0, , 1-16.	1.3	3
88	Infantilisations. Educational Philosophy and Theory, 0, , 1-11.	1.3	3
89	Porous, Fluid, and Brut Methodologies in (Post)qualitative Childhoodnature Inquiry. Springer International Handbooks of Education, 2020, , 277-294.	0.1	3
90	Philosophers and professors behaving badly: Responses to 'named or nameless' by Besley, Jackson & Peters. An EPAT collective writing project. Educational Philosophy and Theory, 0, , 1-13.	1.3	3

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91	Childhood, Curriculum, and Culture in Diverse Contexts. ECNU Review of Education, 2022, 5, 209-218.	1.3	3
92	2016: Living within the truth. Educational Philosophy and Theory, 2017, 49, 577-577.	1.3	2
93	Greedy Bags of Childhoodnature Theories. Springer International Handbooks of Education, 2019, , 1-11.	0.1	2
94	Postmodernism in the afterlife. Educational Philosophy and Theory, 2019, , 1-3.	1.3	2
95	Porous, Fluid, and Brut Methodologies in (Post)qualitative Childhoodnature Inquiry. Springer International Handbooks of Education, 2019, , 1-19.	0.1	2
96	Collective writing: Introspective reflections on current experience. Educational Philosophy and Theory, 2022, 54, 1296-1306.	1.3	2
97	The ethical academy? The university as an ethical system. Educational Philosophy and Theory, 2021, 53, 419-425.	1.3	2
98	The 'new normal' and 'new normalisations' in early childhood education policy in Aotearoa New Zealand. The New Zealand Annual Review of Education, 0, 25, 5-19.	0.0	2
99	Flows of Knowledge in Teaching Teams: A Collaborative Approach to Research in Early Childhood Education. , 2017, , 785-797.		2
100	Children, childhoods and kindergartens in communist Czechoslovakia: untold narratives of the early years. Early Years, 2018, 38, 212-226.	0.6	1
101	Greedy Bags of Childhoodnature Theories. Springer International Handbooks of Education, 2018, , 1-11.	0.1	1
102	Entangling Childhoods, Materials, Curriculum and Objects. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 143-164.	0.0	1
103	â€˜Unpacking our thinking in front of each otherâ€™: A case study in knowledge flow within an early childhood teaching team. Australasian Journal of Early Childhood, 2021, 46, 236-248.	0.8	1
104	History and Philosophy of Children and Childhoods. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 1-27.	0.0	1
105	Towards a philosophy of academic publishing. , 0, .		1
106	Childrenâ€™s Power Relations, Resistance, and Subject Positions. , 2016, , 1-6.		1
107	Narratives from Bygone Times: Toward a Multiplicity of Socialist Childhoods. , 2018, , 261-265.		1
108	Power, ideology and children: Socialist childhoods in Czechoslovakia. Dialogic Pedagogy, 0, 6, .	0.0	1

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109	Risking a Great Dithering: Changing the Story of Otherness through Revolt. Somatechnics, 2020, 10, 35-51.	0.5	1
110	Engaging and developing community in digital spaces: Approaches from the Editorial Development Group. Educational Philosophy and Theory, 2023, 55, 760-772.	1.3	1
111	Enchantment with the philosophy of education. Educational Philosophy and Theory, 2016, 48, 963-965.	1.3	0
112	Shaping the Global Civil Society: An interview with Michael Peters. Educational Philosophy and Theory, 2017, 49, 112-126.	1.3	0
113	Writing E/scapes. Reconceptualizing Educational Research Methodology, 2017, 8, .	0.1	0
114	Performing the Posthuman. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 187-211.	0.0	0
115	The Pedagogy and Politics of Governing Childhoods through Images. Educational Futures, 2014, , 107-119.	0.6	0
116	Children's Power Relations, Resistance, and Subject Positions. , 2017, , 162-167.		0
117	Porous, Fluid, and Brut Methodologies in (Post)qualitative Childhoodnature Inquiry. Springer International Handbooks of Education, 2018, , 1-19.	0.1	0
118	Ideological Becoming in Socialist and Post-Socialist Childhood and Schooling from a Dialogic Framework. Dialogic Pedagogy, 0, 6, .	0.0	0
119	Rethinking Childhoods and Agency. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 81-101.	0.0	0
120	Children's Worlding of/in Learning Environments. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 165-186.	0.0	0
121	Posthuman Pedagogies in Childhoodnature. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 103-142.	0.0	0
122	Interview with Marek Tesar. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 135-141.	0.0	0
123	Reconfiguring Childhoods and Theories. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 29-55.	0.0	0
124	Cartographies of Materialism: Thinking with Child(hood) Theories. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 57-80.	0.0	0
125	Re-searching with Children in Posthuman Worlds. Children: Global Posthumanist Perspectives and Materialist Theories, 2020, , 213-236.	0.0	0