

# Gert J J Biesta

## List of Publications by Year in descending order

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Version: 2024-02-01

191  
papers

13,050  
citations

44069

48  
h-index

36028

97  
g-index

206  
all docs

206  
docs citations

206  
times ranked

4973  
citing authors

#	ARTICLE	IF	CITATIONS
1	WHY "WHAT WORKS" WON'T WORK: EVIDENCE-BASED PRACTICE AND THE DEMOCRATIC DEFICIT IN EDUCATIONAL RESEARCH. <i>Educational Theory</i> , 2007, 57, 1-22.	0.4	1,115
2	Good education in an age of measurement: on the need to reconnect with the question of purpose in education. <i>Educational Assessment, Evaluation and Accountability</i> , 2009, 21, 33-46.	2.3	772
3	Agency and learning in the lifecourse: Towards an ecological perspective. <i>Studies in the Education of Adults</i> , 2007, 39, 132-149.	1.2	599
4	The role of beliefs in teacher agency. <i>Teachers and Teaching: Theory and Practice</i> , 2015, 21, 624-640.	1.9	581
5	Why "What Works" Still Won't Work: From Evidence-Based Education to Value-Based Education. <i>Studies in Philosophy and Education</i> , 2010, 29, 491-503.	0.5	480
6	Teacher Agency. , 2015, , 134-148.		410
7	What is Education For? On Good Education, Teacher Judgement, and Educational Professionalism. <i>European Journal of Education</i> , 2015, 50, 75-87.	2.8	347
8	Understanding Learning Culturally: Overcoming the Dualism Between Social and Individual Views of Learning. <i>Vocations and Learning</i> , 2008, 1, 27-47.	1.9	284
9	Education, Accountability, and the Ethical Demand: Can the Democratic Potential of Accountability Be Regained?. <i>Educational Theory</i> , 2004, 54, 233-250.	0.4	244
10	Learning Democracy in School and Society. , 2011, , .		242
11	CITIZENSHIP-AS-PRACTICE: THE EDUCATIONAL IMPLICATIONS OF AN INCLUSIVE AND RELATIONAL UNDERSTANDING OF CITIZENSHIP. <i>British Journal of Educational Studies</i> , 2006, 54, 34-50.	1.3	234
12	The Rediscovery of Teaching. , 0, , .		225
13	From teaching citizenship to learning democracy: overcoming individualism in research, policy and practice. <i>Cambridge Journal of Education</i> , 2006, 36, 63-79.	2.4	224
14	A NEW LOGIC OF EMANCIPATION: THE METHODOLOGY OF JACQUES RANCIÈRE. <i>Educational Theory</i> , 2010, 60, 39-59.	0.4	217
15	Giving Teaching Back to Education: Responding to the Disappearance of the Teacher. <i>Phenomenology &amp; Practice</i> , 2013, 6, 35-49.	0.1	211
16	What's the Point of Lifelong Learning if Lifelong Learning Has No Point? On the Democratic Deficit of Policies for Lifelong Learning. <i>European Educational Research Journal</i> , 2006, 5, 169-180.	2.1	182
17	Pragmatism and the Philosophical Foundations of Mixed Methods Research1. , 2010, , 95-118.		168
18	Risking Ourselves in Education: Qualification, Socialization, and Subjectification Revisited. <i>Educational Theory</i> , 2020, 70, 89-104.	0.4	164

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19	Beautiful Risk of Education. , 0, , .		163
20	Becoming public: public pedagogy, citizenship and the public sphere. <i>Social and Cultural Geography</i> , 2012, 13, 683-697.	2.3	162
21	Understanding young people's citizenship learning in everyday life. <i>Education, Citizenship and Social Justice</i> , 2009, 4, 5-24.	1.1	160
22	Disciplines and theory in the academic study of education: a comparative analysis of the Anglo-American and Continental construction of the field. <i>Pedagogy, Culture and Society</i> , 2011, 19, 175-192.	2.6	155
23	The Ignorant Citizen: Mouffe, Ranci�re, and the Subject of Democratic Education. <i>Studies in Philosophy and Education</i> , 2011, 30, 141-153.	0.5	149
24	Improving Learning Cultures in Further Education. , 0, , .		141
25	SAY YOU WANT A REVOLUTION... SUGGESTIONS FOR THE IMPOSSIBLE FUTURE OF CRITICAL PEDAGOGY. <i>Educational Theory</i> , 1998, 48, 499-510.	0.4	133
26	Jacques Ranci�re: Education, Truth, Emancipation. , 2010, , .		126
27	Narrative Learning. , 0, , .		125
28	Receiving the Gift of Teaching: From "Learning From" to "Being Taught By". <i>Studies in Philosophy and Education</i> , 2013, 32, 449-461.	0.5	122
29	Reimagining the new pedagogical possibilities for universities post-Covid-19. <i>Educational Philosophy and Theory</i> , 2022, 54, 717-760.	1.8	122
30	Education and the Democratic Person: Towards a Political Conception of Democratic Education. <i>Teachers College Record</i> , 2007, 109, 740-769.	0.9	117
31	The emergent curriculum: navigating a complex course between unguided learning and planned enculturation. <i>Journal of Curriculum Studies</i> , 2008, 40, 313-328.	2.1	110
32	Understanding learning cultures. <i>Educational Review</i> , 2007, 59, 415-427.	3.7	109
33	From Representation to Emergence: Complexity's challenge to the epistemology of schooling. <i>Educational Philosophy and Theory</i> , 2008, 40, 213-227.	1.8	109
34	The global dimension in education and education for global citizenship: genealogy and critique. <i>Globalisation, Societies and Education</i> , 2011, 9, 443-456.	2.6	106
35	Talking about education: exploring the significance of teachers' talk for teacher agency. <i>Journal of Curriculum Studies</i> , 2017, 49, 38-54.	2.1	106
36	EDUCATION AS PRACTICAL INTERSUBJECTIVITY: TOWARDS A CRITICAL-PRAGMATIC UNDERSTANDING OF EDUCATION. <i>Educational Theory</i> , 1994, 44, 299-317.	0.4	93

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37	Pragmatism in the curriculum: bringing knowledge back into the curriculum conversation, but via pragmatism. <i>Curriculum Journal</i> , 2014, 25, 29-49.	1.5	91
38	Education, Measurement and the Professions: Reclaiming a space for democratic professionalism in education. <i>Educational Philosophy and Theory</i> , 2017, 49, 315-330.	1.8	91
39	The Contribution of Organized Youth Sport to Antisocial and Prosocial Behavior in Adolescent Athletes. <i>Journal of Youth and Adolescence</i> , 2007, 36, 255-264.	3.5	87
40	What Kind of Citizenship for European Higher Education? Beyond the Competent Active Citizen. <i>European Educational Research Journal</i> , 2009, 8, 146-158.	2.1	84
41	Beyond Presence: Epistemological and Pedagogical Implications of "Strong" Emergence. <i>Interchange</i> , 2007, 38, 31-51.	1.8	82
42	On the two cultures of educational research, and how we might move ahead: Reconsidering the ontology, axiology and praxeology of education. <i>European Educational Research Journal</i> , 2015, 14, 11-22.	2.1	81
43	A Manifesto for Education. <i>Policy Futures in Education</i> , 2011, 9, 540-547.	1.8	80
44	Interrupting the Politics of Learning. <i>Power and Education</i> , 2013, 5, 4-15.	0.6	80
45	Freeing Teaching from Learning: Opening Up Existential Possibilities in Educational Relationships. <i>Studies in Philosophy and Education</i> , 2015, 34, 229-243.	0.5	79
46	Bridging the gap between educational research and educational practice: The need for critical distance. <i>Educational Research and Evaluation</i> , 2007, 13, 295-301.	1.6	78
47	Bildung and Modernity: The Future of Bildung in a World of Difference. <i>Studies in Philosophy and Education</i> , 2002, 21, 343-351.	0.5	72
48	Instruction or pedagogy? The need for a transformative conception of education. <i>Teaching and Teacher Education</i> , 2002, 18, 173-181.	3.2	66
49	How General Can Bildung Be? Reflections on the Future of a Modern Educational Ideal. <i>Journal of Philosophy of Education</i> , 2002, 36, 377-390.	0.8	66
50	Philosophy of Education for the Public Good: Five challenges and an agenda. <i>Educational Philosophy and Theory</i> , 2012, 44, 581-593.	1.8	65
51	Pedagogy Without Humanism: Foucault and the Subject of Education. <i>Interchange</i> , 1998, 29, 1-16.	1.8	60
52	Learner, Student, Speaker: Why it matters how we call those we teach. <i>Educational Philosophy and Theory</i> , 2010, 42, 540-552.	1.8	60
53	Opening discourses of citizenship education: a theorization with Foucault. <i>Journal of Education Policy</i> , 2013, 28, 828-846.	2.8	59
54	The community of those who have nothing in common: Education and the language of responsibility. <i>Interchange</i> , 2004, 35, 307-324.	1.8	57

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55	The Rediscovery of Teaching: On robot vacuum cleaners, non-egological education and the limits of the hermeneutical world view. <i>Educational Philosophy and Theory</i> , 2016, 48, 374-392.	1.8	55
56	Don't be fooled by ignorant schoolmasters: On the role of the teacher in emancipatory education. <i>Policy Futures in Education</i> , 2017, 15, 52-73.	1.8	55
57	Resisting the seduction of the global education measurement industry: notes on the social psychology of PISA. <i>Ethics and Education</i> , 2015, 10, 348-360.	0.7	54
58	Philosophy, Exposure, and Children: How to Resist the Instrumentalisation of Philosophy in Education. <i>Journal of Philosophy of Education</i> , 2011, 45, 305-319.	0.8	53
59	Predictors of Antisocial and Prosocial Behavior in an Adolescent Sports Context. <i>Social Development</i> , 2011, 20, 294-315.	1.3	52
60	Sporadic Democracy: Education, Democracy, and the Question of Inclusion. , 2009, , 101-112.		52
61	Towards the knowledge democracy? Knowledge production and the civic role of the university. <i>Studies in Philosophy and Education</i> , 2007, 26, 467-479.	0.5	51
62	The Theory Question in Research Capacity Building in Education: Towards an Agenda for Research and Practice. <i>British Journal of Educational Studies</i> , 2011, 59, 225-239.	1.3	51
63	HOW IS EDUCATION POSSIBLE? PRAGMATISM, COMMUNICATION AND THE SOCIAL ORGANISATION OF EDUCATION. <i>British Journal of Educational Studies</i> , 2006, 54, 160-174.	1.3	49
64	Learning from Levinas: A Response. <i>Studies in Philosophy and Education</i> , 2003, 22, 61-68.	0.5	48
65	Witnessing Deconstruction in Education: Why Quasi-Transcendentalism Matters. <i>Journal of Philosophy of Education</i> , 2009, 43, 391-404.	0.8	48
66	The end/s of education: complexity and the conundrum of the inclusive educational curriculum. <i>International Journal of Inclusive Education</i> , 2010, 14, 593-607.	2.6	47
67	Radical Intersubjectivity: Reflections on the 'Different' Foundation of Education. <i>Studies in Philosophy and Education</i> , 1999, 18, 203-220.	0.5	46
68	What Kind of Society Does the School Need? Redefining the Democratic Work of Education in Impatient Times. <i>Studies in Philosophy and Education</i> , 2019, 38, 657-668.	0.5	45
69	Critical Thinking and the Question of Critique: Some Lessons from Deconstruction. <i>Studies in Philosophy and Education</i> , 2001, 20, 57-74.	0.5	44
70	Between the nation and the globe: education for global mindedness in Finland. <i>Globalisation, Societies and Education</i> , 2015, 13, 246-259.	2.6	42
71	Have lifelong learning and emancipation still something to say to each other?. <i>Studies in the Education of Adults</i> , 2012, 44, 5-20.	1.2	41
72	Improving education through research? From effectiveness, causality and technology to purpose, complexity and culture. <i>Policy Futures in Education</i> , 2015, 14, 194-210.	1.8	40

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73	Mead, Intersubjectivity, and Education: The Early Writings. <i>Studies in Philosophy and Education</i> , 1998, 17, 73-99.	0.5	38
74	Why educational research should not just solve problems, but should cause them as well. <i>British Educational Research Journal</i> , 2019, 45, 1-4.	2.5	38
75	What Kind of Citizen? What Kind of Democracy? Citizenship Education and the Scottish Curriculum for Excellence. <i>Scottish Educational Review</i> , 2008, 40, 38-52.	0.2	38
76	On- and off-field antisocial and prosocial behavior in adolescent soccer players: A multilevel study. <i>Journal of Adolescence</i> , 2008, 31, 371-387.	2.4	36
77	Beyond the Medical Model: Thinking Differently about Medical Education and Medical Education Research. <i>Teaching and Learning in Medicine</i> , 2020, 32, 449-456.	2.1	36
78	HOW DIFFICULT SHOULD EDUCATION BE?. <i>Educational Theory</i> , 2001, 51, 385-400.	0.4	35
79	How is Education Possible? Preliminary investigations for a theory of education. <i>Educational Philosophy and Theory</i> , 2001, 33, 7-21.	1.8	34
80	Responsive or Responsible? Democratic Education for the Global Networked Society. <i>Policy Futures in Education</i> , 2013, 11, 733-744.	1.8	34
81	How does research evaluation impact educational research? Exploring intended and unintended consequences of research assessment in the United Kingdom, 1986-2014. <i>European Educational Research Journal</i> , 2017, 16, 820-842.	2.1	34
82	From Learning Cultures to Educational Cultures: Values and Judgements in Educational Research and Educational Improvement. <i>International Journal of Early Childhood</i> , 2011, 43, 199-210.	1.0	32
83	Knowledge, judgement and the curriculum: on the past, present and future of the idea of the Practical. <i>Journal of Curriculum Studies</i> , 2013, 45, 684-696.	2.1	31
84	Postmodernism and the repoliticization of education. <i>Interchange</i> , 1995, 26, 161-183.	1.8	29
85	The learning democracy? Adult learning and the condition of democratic citizenship. <i>British Journal of Sociology of Education</i> , 2005, 26, 687-703.	1.8	29
86	Religious education, a matter of understanding? reflections on the final report of the Commission on Religious Education. <i>Journal of Beliefs and Values</i> , 2019, 40, 55-63.	0.6	29
87	Pragmatism as a pedagogy of communicative action. <i>Studies in Philosophy and Education</i> , 1995, 13, 273-290.	0.5	28
88	Against learning. Reclaiming a language for education in an age of learning. <i>Nordic Studies in Education</i> , 2005, 25, 54-66.	0.3	28
89	Beyond Re/Presentation: A Case for Updating the Epistemology of Schooling. <i>Interchange</i> , 2007, 38, 15-29.	1.8	27
90	Beyond curriculum: Groundwork for a non-instrumental theory of education. <i>Educational Philosophy and Theory</i> , 2021, 53, 57-70.	1.8	27

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91	“This is My Truth, Tell Me Yours”™. Deconstructive pragmatism as a philosophy for education. <i>Educational Philosophy and Theory</i> , 2010, 42, 710-727.	1.8	26
92	Thinking Philosophically About Teaching. , 2016, , 7-67.		26
93	Boa educaÃ§Ã£o na era da mensuraÃ§Ã£o. <i>Cadernos De Pesquisa</i> , 2012, 42, 808-825.	0.3	25
94	Becoming world-wise: an educational perspective on the rhetorical curriculum. <i>Journal of Curriculum Studies</i> , 2012, 44, 815-826.	2.1	24
95	Cultivating humanity or educating the human? Two options for education in the knowledge age. <i>Asia Pacific Education Review</i> , 2014, 15, 13-19.	2.5	24
96	The Future of Teacher Education: Evidence, Competence or Wisdom?. , 2017, , 435-453.		24
97	Teacher education between principle, politics, and practice: A statement from the new editors of the <i>Asia-Pacific Journal of Teacher Education</i> . <i>Asia-Pacific Journal of Teacher Education</i> , 2020, 48, 455-459.	1.9	23
98	Religious literacy: a way forward for religious education?. <i>Journal of Beliefs and Values</i> , 2020, 41, 214-226.	0.6	23
99	Teaching, Teacher Education, and the Humanities: Reconsidering Education as a <i>Geisteswissenschaft</i> . <i>Educational Theory</i> , 2015, 65, 665-679.	0.4	22
100	Should Teaching be Re(dis)covered? Introduction to a Symposium. <i>Studies in Philosophy and Education</i> , 2019, 38, 549-553.	0.5	22
101	Have we been paying attention? Educational anaesthetics in a time of crises. <i>Educational Philosophy and Theory</i> , 2022, 54, 221-223.	1.8	22
102	Philosophy of education in a new key: Publicness, social justice, and education; a South-North conversation. <i>Educational Philosophy and Theory</i> , 2022, 54, 1216-1233.	1.8	22
103	How Useful Should the University Be?. <i>Qui Parle: Critical Humanities and Social Sciences</i> , 2011, 20, 35-47.	0.2	21
104	The education-socialisation conundrum or 'Who is afraid of education?'. <i>Utbildning &amp; Demokrati</i> , 2007, 16, 25-36.	0.2	20
105	“The art of democracy”™: young people’s democratic learning in gallery contexts. <i>British Educational Research Journal</i> , 2010, 36, 351-365.	2.5	19
106	Who’s Afraid of Teaching? Heidegger and the Question of Education (“Bildung”/“Erziehung”™). <i>Educational Philosophy and Theory</i> , 2016, 48, 832-845.	1.8	19
107	Reflections on contemporary challenges and possibilities for democracy and education. <i>Journal of Educational Administration and History</i> , 2022, 54, 245-262.	1.8	19
108	REDEFINING THE SUBJECT, REDEFINING THE SOCIAL, RECONSIDERING EDUCATION: GEORGE HERBERT MEAD'S COURSE ON PHILOSOPHY OF EDUCATION AT THE UNIVERSITY OF CHICAGO. <i>Educational Theory</i> , 1999, 49, 475-492.	0.4	18

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109	JACQUES DERRIDA'S RELIGION WITH/OUT RELIGION AND THE IM/POSSIBILITY OF RELIGIOUS EDUCATION. <i>Religious Education</i> , 2004, 99, 23-37.	0.4	18
110	The Moral Dimension of Lifelong Learning. <i>Adult Education Quarterly</i> , 2012, 62, 332-350.	1.5	18
111	The three gifts of teaching: Towards a non-egological future for moral education. <i>Journal of Moral Education</i> , 2021, 50, 39-54.	1.5	18
112	Learning in Public Places: Civic Learning for the Twenty-First Century. , 2014, , 1-11.		18
113	Why the nature of educational research should remain contested: A statement from the new editors of the <i>British Educational Research Journal</i> . <i>British Educational Research Journal</i> , 2018, 44, 1-4.	2.5	17
114	Pragmatism as a Pedagogy of Communicative Action. , 1995, , 105-122.		17
115	Reclaiming a future that has not yet been: The Faure report, UNESCO's humanism and the need for the emancipation of education. <i>International Review of Education</i> , 2022, 68, 655-672.	2.1	17
116	Knowledge/democracy: notes on the political economy of academic publishing. <i>International Journal of Leadership in Education</i> , 2012, 15, 407-419.	2.2	16
117	Is philosophy of education a historical mistake? Connecting philosophy and education differently. <i>Theory and Research in Education</i> , 2014, 12, 65-76.	0.7	16
118	Lifelong Learning Between "East" and "West": Confucianism and the Reflexive Project of the Self. <i>Interchange</i> , 2011, 42, 1-20.	1.8	15
119	"Effective for What; Effective for Whom?" Two Questions SESI Should Not Ignore. , 2007, , 93-110.		15
120	What is the Public Role of the University? A Proposal for a Public Research Agenda. <i>European Educational Research Journal</i> , 2009, 8, 249-254.	2.1	14
121	How is community done? Understanding civic learning through psychogeographic mapping. <i>International Journal of Lifelong Education</i> , 2012, 31, 47-61.	2.3	14
122	On the Need to Ask Educational Questions about Education: An Interview with Gert Biesta. <i>Policy Futures in Education</i> , 2013, 11, 175-184.	1.8	14
123	Reconciling ourselves to reality: Arendt, education and the challenge of being at home in the world. <i>Journal of Educational Administration and History</i> , 2016, 48, 183-192.	1.8	13
124	Can the prevailing description of educational reality be considered complete? On the Parks-Eichmann paradox, spooky action at a distance and a missing dimension in the theory of education. <i>Policy Futures in Education</i> , 2020, 18, 1011-1025.	1.8	13
125	O dever de resistir: sobre escolas, professores e sociedade. <i>Educação</i> , 2018, 41, 21.	0.1	13
126	Evidence Based Practice in Education: Between Science and Democracy. , 2014, , 391-400.		12



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127	Religious Education and the Return of the Teacher. <i>Religious Education</i> , 2016, 111, 239-243.	0.4	11
128	Warum "What works" nicht funktioniert: Evidenzbasierte pädagogische Praxis und das Demokratiedefizit der Bildungsforschung. , 2011, , 95-121.		11
129	The New Discourses on Educational Leadership: An Introduction. <i>Studies in Philosophy and Education</i> , 2002, 21, 101-107.	0.5	10
130	Editorial: Publishing in <i>Studies in Philosophy and Education</i> . <i>Studies in Philosophy and Education</i> , 2010, 29, 1-3.	0.5	10
131	Higher Education and European Citizenship as a Matter of Public Concern. <i>European Educational Research Journal</i> , 2009, 8, 142-145.	2.1	9
132	Using forum theatre in organised youth soccer to positively influence antisocial and prosocial behaviour: a pilot study. <i>Journal of Moral Education</i> , 2010, 39, 65-78.	1.5	9
133	What constitutes the good of education? Reflections on the possibility of educational critique. <i>Educational Philosophy and Theory</i> , 2020, 52, 1023-1027.	1.8	9
134	The problem of educational theory. <i>Policy Futures in Education</i> , 2022, 20, 537-548.	1.8	9
135	Time Out. <i>Comparative and International Education</i> , 2013, , 75-88.	0.0	9
136	Education After Deconstruction. <i>Philosophy and Education</i> , 2004, , 27-42.	0.1	8
137	"School's just a catalyst": knowledge, learning and identity, and the post-16 curriculum. <i>Journal of Vocational Education and Training</i> , 2004, 56, 205-226.	1.5	8
138	Coming to college or getting out of school? The experience of vocational learning of 14- to 16-year-olds in a further education college. <i>Research Papers in Education</i> , 2007, 22, 23-41.	3.0	8
139	ICT and Education Beyond Learning. , 2016, , 29-43.		8
140	Tijd voor pedagogiek. <i>Pedagogiek</i> , 2018, 38, 327-348.	0.0	8
141	Reclaiming Teaching for Teacher Education: Towards a Spiral Curriculum. <i>Beijing International Review of Education</i> , 2019, 1, 259-272.	0.3	8
142	Why educational research should remain mindful of its position: Questions of boundaries, identity and scale. <i>British Educational Research Journal</i> , 2020, 46, 1-5.	2.5	8
143	Editorial: A case for diversity in educational research and educational practice. <i>British Educational Research Journal</i> , 2022, 48, 1-4.	2.5	8
144	Context and interaction. how to assess Dewey's influence on educational reform in Europe?. <i>Studies in Philosophy and Education</i> , 2000, 19, 21-37.	0.5	7

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145	Introduction: The university revisited. <i>Studies in Philosophy and Education</i> , 2007, 26, 395-404.	0.5	7
146	How to Use Pragmatism Pragmatically?: Suggestions for the Twenty-First Century. <i>Education and Culture</i> , 2009, 25, 34-45.	0.2	7
147	Building bridges or building people? On the role of engineering in education. <i>Journal of Curriculum Studies</i> , 2009, 41, 13-16.	2.1	7
148	The uninterrupted life is not worth living: On religious education and the public sphere. <i>Zeitschrift Für Pädagogik Und Theologie</i> , 2019, 71, 173-185.	0.3	7
149	Call for papers: A new agenda for teacher education research. <i>Asia-Pacific Journal of Teacher Education</i> , 2020, 48, 460-462.	1.9	7
150	The contested relationships between educational research, theory and practice: Introduction to a special section. <i>British Educational Research Journal</i> , 2021, 47, 1447-1450.	2.5	7
151	Constructivism, Educational Research, and John Dewey. , 1998, , 34-39.		6
152	INSTRUCTION OR EDUCATING FOR LIFE? ON THE AIMS OF RELIGIOUSLY-AFFILIATED SCHOOLS AND OTHERS. <i>International Journal of Education and Religion</i> , 2003, 4, 81-96.	0.2	6
153	Cities, citizenship and civic learning: Introduction to the special edition. <i>Policy Futures in Education</i> , 2016, 14, 427-430.	1.8	6
154	How Have You Been? On Existential Reflection and Thoughtful Teaching. , 2019, , 117-130.		6
155	Teacher education policy: part of the solution or part of the problem?. <i>Asia-Pacific Journal of Teacher Education</i> , 2021, 49, 467-470.	1.9	6
156	In Pursuit of the Good Life: High School Students's™ Constructions of Morality and the Implications for Educational Leadership. <i>Cultural Studies - Critical Methodologies</i> , 2001, 1, 490-516.	0.8	5
157	So much for cosmopolitanism? Refugees, asylum and world politics. <i>Educational Philosophy and Theory</i> , 2015, 47, 1381-1382.	1.8	5
158	Can Management Ethics Be Taught Ethically? A Levinasian Exploration. <i>Philosophy of Management</i> , 2009, 8, 43-54.	1.0	4
159	An Adventure in Publishing Revisited: Fifty Years of <i>Studies in Philosophy and Education</i> . <i>Studies in Philosophy and Education</i> , 2011, 30, 429-432.	0.5	4
160	Response to Caroline Pelletier's™ Review of Jacques Rancière: Education, Truth, Emancipation. <i>Studies in Philosophy and Education</i> , 2012, 31, 621-623.	0.5	4
161	From mapreading to mapmaking: Civic learning as orientation, disorientation and reorientation. <i>Policy Futures in Education</i> , 2016, 14, 431-451.	1.8	4
162	From the Editor: The Struggle for Education. <i>Educational Theory</i> , 2017, 67, 653-656.	0.4	4

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163	With Socrates on Your Heels and Descartes in Your Hand: On the Notion of Conflict in John Dewey's Democracy and Education. <i>Education Sciences</i> , 2017, 7, 7.	2.6	4
164	Art, Artists and Pedagogy. , 0, , .		4
165	The school is not a learning environment: how language matters for the practical study of educational practices. <i>Studies in Continuing Education</i> , 2022, 44, 336-346.	1.9	4
166	From Representation to Emergence: Complexity's Challenge to the Epistemology of Schooling. , 0, , 204-217.		3
167	Editorial: Positive News About the Future of Philosophy of Education. <i>Studies in Philosophy and Education</i> , 2015, 34, 1-3.	0.5	3
168	Rediscovering the beauty and risk of education research and teaching: an interview with Gert Biesta by Stephen Heimans. <i>Asia-Pacific Journal of Teacher Education</i> , 2020, 48, 101-111.	1.9	3
169	What is the Educational Task? Arousing the Desire for Wanting to Exist in the World in a Grown-up Way. <i>Pedagogía Y Saberes</i> , 2018, , 51-61.	0.2	3
170	From Experimentalism to Existentialism. , 2014, , 13-30.		2
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