

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	Have we been paying attention? Educational anaesthetics in a time of crises. Educational Philosophy and Theory, 2022, 54, 221-223.	1.8	22
2	Reimagining the new pedagogical possibilities for universities post-Covid-19. Educational Philosophy and Theory, 2022, 54, 717-760.	1.8	122
3	The problem of educational theory. Policy Futures in Education, 2022, 20, 537-548.	1.8	9
4	Philosophy of education in a new key: Publicness, social justice, and education; a South-North conversation. Educational Philosophy and Theory, 2022, 54, 1216-1233.	1.8	22
5	Reclaiming a future that has not yet been: The Faure report, UNESCO's humanism and the need for the emancipation of education. International Review of Education, 2022, 68, 655-672.	2.1	17
6	Celebrating the 50th anniversary of APJTE: a reflection on the past, present and future. Asia-Pacific Journal of Teacher Education, 2022, 50, 1-7.	1.9	0
7	Editorial: A case for diversity in educational research and educational practice. British Educational Research Journal, 2022, 48, 1-4.	2.5	8
8	Reflections on contemporary challenges and possibilities for democracy and education. Journal of Educational Administration and History, 2022, 54, 245-262.	1.8	19
9	The school is not a learning environment: how language matters for the practical study of educational practices. Studies in Continuing Education, 2022, 44, 336-346.	1.9	4
10	Calls to action for teacher education research and practice: voices from the field. Asia-Pacific Journal of Teacher Education, 2022, 50, 115-117.	1.9	0
11	Beyond curriculum: Groundwork for a non-instrumental theory of education. Educational Philosophy and Theory, 2021, 53, 57-70.	1.8	27
12	The three gifts of teaching: Towards a non-egological future for moral education. Journal of Moral Education, 2021, 50, 39-54.	1.5	18
13	Thinking about cross-border experience in teacher education during the global pandemic. Asia-Pacific Journal of Teacher Education, 2021, 49, 143-147.	1.9	0
14	Examining teacher education research methodology: practices, priorities and politics. Asia-Pacific Journal of Teacher Education, 2021, 49, 245-248.	1.9	0
15	El problema de la Teoría de la Educación. Teoría De La Educación, 2021, 34, 33-48.	1.1	1
16	Higher Education in the Impulse Society: for a University that Teaches. , 2021, , 9-18.		1
17	How is teaching seen? Raising questions about the part of teachers and their educators in the production of educational (non)sense. Asia-Pacific Journal of Teacher Education, 2021, 49, 363-369.	1.9	1
18	Teacher education policy: part of the solution or part of the problem?. Asia-Pacific Journal of Teacher Education, 2021, 49, 467-470.	1.9	6

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19	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
20	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
21	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
22	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
23	Religious literacy: a way forward for religious education?. <i>Journal of Beliefs and Values</i> , 2020, 41, 214-226.	0.6	23
24	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
25	Risking Ourselves in Education: Qualification, Socialization, and Subjectification Revisited. <i>Educational Theory</i> , 2020, 70, 89-104.	0.4	164
26	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
27	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
28	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
29	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
30	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
31	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
32	Should Teaching be Re(dis)covered? Introduction to a Symposium. <i>Studies in Philosophy and Education</i> , 2019, 38, 549-553.	0.5	22
33	Reclaiming Teaching for Teacher Education: Towards a Spiral Curriculum. <i>Beijing International Review of Education</i> , 2019, 1, 259-272.	0.3	8
34	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
35	How Have You Been? On Existential Reflection and Thoughtful Teaching. , 2019, , 117-130.		6
36	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

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37	After postmodernism â€¦ letâ€™s talk about education. Educational Philosophy and Theory, 2018, 50, 1557-1558.	1.8	0
38	Tijd voor pedagogiek. Pedagogiek, 2018, 38, 327-348.	0.0	8
39	O dever de resistir: sobre escolas, professores e sociedade. EducaÃ§Ã£o, 2018, 41, 21.	0.1	13
40	What is the Educational Task? Arousing the Desire for Wanting to Exist in the World in a Grown-up Way. PedagogÃ¡a Y Saberes, 2018, , 51-61.	0.2	3
41	Education, Measurement and the Professions: Reclaiming a space for democratic professionalism in education. Educational Philosophy and Theory, 2017, 49, 315-330.	1.8	91
42	Talking about education: exploring the significance of teachersâ€™ talk for teacher agency. Journal of Curriculum Studies, 2017, 49, 38-54.	2.1	106
43	Donâ€™t be fooled by ignorant schoolmasters: On the role of the teacher in emancipatory education. Policy Futures in Education, 2017, 15, 52-73.	1.8	55
44	How does research evaluation impact educational research? Exploring intended and unintended consequences of research assessment in the United Kingdom, 1986â€“2014. European Educational Research Journal, 2017, 16, 820-842.	2.1	34
45	From the Editor: The Struggle for Education. Educational Theory, 2017, 67, 653-656.	0.4	4
46	With Socrates on Your Heels and Descartes in Your Hand: On the Notion of Conflict in John Deweyâ€™s Democracy and Education. Education Sciences, 2017, 7, 7.	2.6	4
47	The Future of Teacher Education: Evidence, Competence or Wisdom?. , 2017, , 435-453.		24
48	Lead Learner or Head Teacher? Exploring Connections Between Curriculum, Leadership and Evaluation in an â€œAge of Measurementâ€™. Educational Governance Research, 2017, , 181-198.	0.5	2
49	Religious Education and the Return of the Teacher. Religious Education, 2016, 111, 239-243.	0.4	11
50	From mapreading to mapmaking: Civic learning as orientation, disorientation and reorientation. Policy Futures in Education, 2016, 14, 431-451.	1.8	4
51	Whoâ€™s Afraid of Teaching? Heidegger and the Question of Education (â€œBildungâ€™/â€œErziehungâ€™). Educational Philosophy and Theory, 2016, 48, 832-845.	1.8	19
52	ICT and Education Beyond Learning. , 2016, , 29-43.		8
53	Reconciling ourselves to reality: Arendt, education and the challenge of being at home in the world. Journal of Educational Administration and History, 2016, 48, 183-192.	1.8	13
54	The Rediscovery of Teaching: On robot vacuum cleaners, non-egological education and the limits of the hermeneutical world view. Educational Philosophy and Theory, 2016, 48, 374-392.	1.8	55

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55	Cities, citizenship and civic learning: Introduction to the special edition. <i>Policy Futures in Education</i> , 2016, 14, 427-430.	1.8	6
56	Thinking Philosophically About Teaching. , 2016, , 7-67.		26
57	Alternative Futures and Future Alternatives for the Philosophy of Education: Introduction to the Symposium. <i>Studies in Philosophy and Education</i> , 2015, 34, 619-621.	0.5	1
58	An Appetite for Transcendence: A Response to Doris Santoro's and Samuel Rocha's Review of The Beautiful Risk of Education. <i>Studies in Philosophy and Education</i> , 2015, 34, 419-422.	0.5	0
59	Teaching, Teacher Education, and the Humanities: Reconsidering Education as a <i>Geisteswissenschaft</i> . <i>Educational Theory</i> , 2015, 65, 665-679.	0.4	22
60	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
61	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
62	So much for cosmopolitanism? Refugees, asylum and world politics. <i>Educational Philosophy and Theory</i> , 2015, 47, 1381-1382.	1.8	5
63	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
64	The role of beliefs in teacher agency. <i>Teachers and Teaching: Theory and Practice</i> , 2015, 21, 624-640.	1.9	581
65	<i>Educational Philosophy</i> . , 2015, , 255-260.		1
66	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
67	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
68	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
69	Editorial: Positive News About the Future of Philosophy of Education. <i>Studies in Philosophy and Education</i> , 2015, 34, 1-3.	0.5	3
70	Teacher Agency. , 2015, , 134-148.		410
71	From Experimentalism to Existentialism. , 2014, , 13-30.		2
72	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

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73	Editorial: On Academic Generosity. <i>Studies in Philosophy and Education</i> , 2014, 33, 1-3.	0.5	2
74	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
75	Pragmatising the curriculum: bringing knowledge back into the curriculum conversation, but via pragmatism. <i>Curriculum Journal</i> , 2014, 25, 29-49.	1.5	91
76	Evidence Based Practice in Education: Between Science and Democracy. , 2014, , 391-400.		12
77	Learning in Public Places: Civic Learning for the Twenty-First Century. , 2014, , 1-11.		18
78	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
79	Opening discourses of citizenship education: a theorization with Foucault. <i>Journal of Education Policy</i> , 2013, 28, 828-846.	2.8	59
80	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
81	Interrupting the Politics of Learning. <i>Power and Education</i> , 2013, 5, 4-15.	0.6	80
82	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
83	Responsive or Responsible? Democratic Education for the Global Networked Society. <i>Policy Futures in Education</i> , 2013, 11, 733-744.	1.8	34
84	Giving Teaching Back to Education: Responding to the Disappearance of the Teacher. <i>Phenomenology & Practice</i> , 2013, 6, 35-49.	0.1	211
85	Time Out. <i>Comparative and International Education</i> , 2013, , 75-88.	0.0	9
86	How is community done? Understanding civic learning through psychogeographic mapping. <i>International Journal of Lifelong Education</i> , 2012, 31, 47-61.	2.3	14
87	The Moral Dimension of Lifelong Learning. <i>Adult Education Quarterly</i> , 2012, 62, 332-350.	1.5	18
88	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
89	Becoming public: public pedagogy, citizenship and the public sphere. <i>Social and Cultural Geography</i> , 2012, 13, 683-697.	2.3	162
90	Becoming world-wise: an educational perspective on the rhetorical curriculum. <i>Journal of Curriculum Studies</i> , 2012, 44, 815-826.	2.1	24

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91	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
92	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
93	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
94	Boa educação na era da mensuração. <i>Cadernos De Pesquisa</i> , 2012, 42, 808-825.	0.3	25
95	What Kind of Deconstruction for Deconstructive Religious Education? Response to Noaparast and Khosravi. <i>Religious Education</i> , 2011, 106, 105-108.	0.4	1
96	Education, Politics and Religion: Reconciling the Civil and the Sacred in Education. By J. Arthur, L. Gearon and A. Sears. <i>British Journal of Educational Studies</i> , 2011, 59, 502-503.	1.3	0
97	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
98	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
99	Citizenship Education between intentions and outcomes: The case of the Scottish Curriculum for Excellence. <i>Vierteljahrschrift Für Wissenschaftliche Pädagogik</i> , 2011, 87, 403-421.	0.2	0
100	Predictors of Antisocial and Prosocial Behavior in an Adolescent Sports Context. <i>Social Development</i> , 2011, 20, 294-315.	1.3	52
101	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
102	Lifelong Learning Between "East" and "West": Confucianism and the Reflexive Project of the Self. <i>Interchange</i> , 2011, 42, 1-20.	1.8	15
103	The Ignorant Citizen: Mouffe, Rancière, and the Subject of Democratic Education. <i>Studies in Philosophy and Education</i> , 2011, 30, 141-153.	0.5	149
104	An Adventure in Publishing Revisited: Fifty Years of Studies in Philosophy and Education. <i>Studies in Philosophy and Education</i> , 2011, 30, 429-432.	0.5	4
105	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
106	How Useful Should the University Be?. <i>Qui Parle: Critical Humanities and Social Sciences</i> , 2011, 20, 35-47.	0.2	21
107	A Manifesto for Education. <i>Policy Futures in Education</i> , 2011, 9, 540-547.	1.8	80
108	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

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109	Warum "What works" nicht funktioniert: Evidenzbasierte pädagogische Praxis und das Demokratiedefizit der Bildungsforschung. , 2011, , 95-121.		11
110	Learning Democracy in School and Society. , 2011, , .		242
111	Editorial: Publishing in Studies in Philosophy and Education. Studies in Philosophy and Education, 2010, 29, 1-3.	0.5	10
112	Why "What Works" Still Won't Work: From Evidence-Based Education to Value-Based Education. Studies in Philosophy and Education, 2010, 29, 491-503.	0.5	480
113	Review of Andrew Stables, Childhood and the Philosophy of Education: An Anti-Aristotelian Perspective. Studies in Philosophy and Education, 2010, 29, 579-585.	0.5	0
114	"This is My Truth, Tell Me Yours". Deconstructive pragmatism as a philosophy for education. Educational Philosophy and Theory, 2010, 42, 710-727.	1.8	26
115	Learner, Student, Speaker: Why it matters how we call those we teach. Educational Philosophy and Theory, 2010, 42, 540-552.	1.8	60
116	A NEW LOGIC OF EMANCIPATION: THE METHODOLOGY OF JACQUES RANCIÈRE. Educational Theory, 2010, 60, 39-59.	0.4	217
117	Using forum theatre in organised youth soccer to positively influence antisocial and prosocial behaviour: a pilot study. Journal of Moral Education, 2010, 39, 65-78.	1.5	9
118	"The art of democracy": young people's democratic learning in gallery contexts. British Educational Research Journal, 2010, 36, 351-365.	2.5	19
119	The end/s of education: complexity and the conundrum of the inclusive educational curriculum. International Journal of Inclusive Education, 2010, 14, 593-607.	2.6	47
120	Pragmatism and the Philosophical Foundations of Mixed Methods Research1. , 2010, , 95-118.		168
121	Jacques Rancière: Education, Truth, Emancipation. , 2010, , .		126
122	Evidenz und Werte in Erziehung und Bildung:. , 2010, , 99-116.		2
123	How to Use Pragmatism Pragmatically?: Suggestions for the Twenty-First Century. Education and Culture, 2009, 25, 34-45.	0.2	7
124	Can Management Ethics Be Taught Ethically? A Levinasian Exploration. Philosophy of Management, 2009, 8, 43-54.	1.0	4
125	Higher Education and European Citizenship as a Matter of Public Concern. European Educational Research Journal, 2009, 8, 142-145.	2.1	9
126	What Kind of Citizenship for European Higher Education? Beyond the Competent Active Citizen. European Educational Research Journal, 2009, 8, 146-158.	2.1	84

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127	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
128	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
129	Response to Megan Laverty's Review of <i>Beyond Learning</i> . <i>Studies in Philosophy and Education</i> , 2009, 28, 577-579.	0.5	0
130	Witnessing Deconstruction in Education: Why Quasi-Transcendentalism Matters. <i>Journal of Philosophy of Education</i> , 2009, 43, 391-404.	0.8	48
131	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
132	Understanding young people's citizenship learning in everyday life. <i>Education, Citizenship and Social Justice</i> , 2009, 4, 5-24.	1.1	160
133	Sporadic Democracy: Education, Democracy, and the Question of Inclusion. , 2009, , 101-112.		52
134	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
135	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
136	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
137	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
138	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
139	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
140	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
141	Understanding learning cultures. <i>Educational Review</i> , 2007, 59, 415-427.	3.7	109
142	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
143	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
144	Introduction: The university revisited. <i>Studies in Philosophy and Education</i> , 2007, 26, 395-404.	0.5	7

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145	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
146	Beyond Presence: Epistemological and Pedagogical Implications of "Strong" Emergence. <i>Interchange</i> , 2007, 38, 31-51.	1.8	82
147	Beyond Re/Presentation: A Case for Updating the Epistemology of Schooling. <i>Interchange</i> , 2007, 38, 15-29.	1.8	27
148	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
149	"Effective for What; Effective for Whom?" Two Questions SESI Should Not Ignore. , 2007, , 93-110.		15
150	The education-socialisation conundrum or 'Who is afraid of education?'. <i>Utbildning & Demokrati</i> , 2007, 16, 25-36.	0.2	20
151	Education and the Democratic Person: Towards a Political Conception of Democratic Education. <i>Teachers College Record</i> , 2007, 109, 740-769.	0.9	117
152	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
153	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
154	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
155	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
156	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
157	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
158	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
159	Education After Deconstruction. <i>Philosophy and Education</i> , 2004, , 27-42.	0.1	8
160	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
161	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
162	"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

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163	Learning from Levinas: A Response. <i>Studies in Philosophy and Education</i> , 2003, 22, 61-68.	0.5	48
164	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
165	Instruction or pedagogy? The need for a transformative conception of education. <i>Teaching and Teacher Education</i> , 2002, 18, 173-181.	3.2	66
166	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
167	The New Discourses on Educational Leadership: An Introduction. <i>Studies in Philosophy and Education</i> , 2002, 21, 101-107.	0.5	10
168	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
169	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
170	HOW DIFFICULT SHOULD EDUCATION BE?. <i>Educational Theory</i> , 2001, 51, 385-400.	0.4	35
171	How is Education Possible? Preliminary investigations for a theory of education. <i>Educational Philosophy and Theory</i> , 2001, 33, 7-21.	1.8	34
172	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
173	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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