

Sarah L Hayes

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1740733/publications.pdf>

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47
papers

1,645
citations

430754

18
h-index

345118

36
g-index

57
all docs

57
docs citations

57
times ranked

589
citing authors

#	ARTICLE	IF	CITATIONS
1	Bodigital technologies and the bioeconomy: The Global New Green Deal?. Educational Philosophy and Theory, 2023, 55, 251-260.	1.3	24
2	Postdigital-bodigital: An emerging configuration. Educational Philosophy and Theory, 2023, 55, 1-14.	1.3	46
3	Postdigital education in a biotech future. Policy Futures in Education, 2023, 21, 503-513.	1.2	5
4	Collective Writing: The Continuous Struggle for Meaning-Making. Postdigital Science and Education, 2023, 5, 851-893.	4.3	14
5	Connecting Cross-sector Community Voices: Data, Disadvantage, and Postdigital Inclusion. Postdigital Science and Education, 2022, 4, 237-246.	4.3	15
6	Public intellectuals in the age of viral modernity: An EPAT collective writing project. Educational Philosophy and Theory, 2022, 54, 783-798.	1.3	10
7	Bodigital Philosophy, Technological Convergence, and Postdigital Knowledge Ecologies. Postdigital Science and Education, 2022, , 3-22.	2.0	3
8	Postdigital-Bodigital: An Emerging Configuration. Postdigital Science and Education, 2022, , 205-222.	2.0	1
9	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
10	Raising Regional Academic Voices (Alongside Data) in Higher Education (HE) Debate. Postdigital Science and Education, 2021, 3, 242-260.	4.3	14
11	The Value of Postdigital Humans as Objects, or Subjects, in McDonaldised Society. Postdigital Science and Education, 2021, , 71-87.	2.0	6
12	Bodigital Philosophy, Technological Convergence, and Postdigital Knowledge Ecologies. Postdigital Science and Education, 2021, 3, 370-388.	4.3	44
13	Revisiting the Concept of the Edited Collection: Bioinformational Philosophy and Postdigital Knowledge Ecologies. Postdigital Science and Education, 2021, 3, 283-293.	4.3	14
14	Networked Learning in 2021: A Community Definition. Postdigital Science and Education, 2021, 3, 326-369.	4.3	54
15	Teaching in the Age of Covid-19 - A Longitudinal Study. Postdigital Science and Education, 2021, 3, 743-770.	4.3	39
16	Teaching in the Age of Covid-19"1 Year Later. Postdigital Science and Education, 2021, 3, 1073-1223.	4.3	33
17	Postdigital Artistic Positionality and its Potentials for Cultural Education. , 2021, , 17-28.		4
18	Postdigital Perspectives on the McPolicy of Measuring Excellence. Postdigital Science and Education, 2021, 3, 1-6.	4.3	15

#	ARTICLE	IF	CITATIONS
19	Online Postgraduate Teaching: Re-Discovering Human Agency. <i>Postdigital Science and Education</i> , 2021, , 139-159.	2.0	7
20	Teaching in the Age of Covid-19. <i>Postdigital Science and Education</i> , 2020, 2, 1069-1230.	4.3	136
21	Writing the History of the Present. <i>Postdigital Science and Education</i> , 2020, 2, 1062-1068.	4.3	9
22	China's Internationalized Higher Education During Covid-19: Collective Student Autoethnography. <i>Postdigital Science and Education</i> , 2020, 2, 968-988.	4.3	78
23	Postdigital We-Learn. <i>Studies in Philosophy and Education</i> , 2020, 39, 285-297.	0.3	36
24	Whose Domain and Whose Ontology? Preserving Human Radical Reflexivity over the Efficiency of Automatically Generated Feedback Alone. <i>Research in Networked Learning</i> , 2020, , 83-99.	0.6	2
25	Technological Unemployment and Its Educational Discontents. , 2020, , 161-182.		1
26	Sociological Imagination in Postdigital Society. , 2020, , 1-5.		0
27	Between the Post and the Com-Post: Examining the Postdigital "Work" of a Prefix. <i>Postdigital Science and Education</i> , 2019, 1, 119-131.	4.3	71
28	"Employable Posthumans": Developing HE Policies that Strengthen Human Technological Collaboration not Separation. , 2019, , 159-174.		0
29	Ten Years of the Postdigital in the 52group: Reflections and Developments 2009-2019. <i>Postdigital Science and Education</i> , 2019, 1, 475-506.	4.3	37
30	Between the Blabbering Noise of Individuals or the Silent Dialogue of Many: a Collective Response to "Postdigital Science and Education" (Jandrić et al. 2018). <i>Postdigital Science and Education</i> , 2019, 1, 446-474.	4.3	24
31	No False Promises. <i>Postdigital Science and Education</i> , 2019, 1, 4-7.	4.3	1
32	The postdigital challenge of redefining academic publishing from the margins. <i>Learning, Media and Technology</i> , 2019, 44, 381-393.	2.1	32
33	Postdigital Dialogue. <i>Postdigital Science and Education</i> , 2019, 1, 163-189.	4.3	136
34	The curious promise of educationalising technological unemployment: What can places of learning really do about the future of work?. <i>Educational Philosophy and Theory</i> , 2019, 51, 242-254.	1.3	45
35	<i>Technology and the politics of university reform: the social shaping of online education</i>. By Edward C. Hamilton. Pp 237. New York: Palgrave Macmillan. 2016. £66.99 (hbk). ISBN: 978-1-137-50350-3. <i>British Journal of Educational Studies</i> , 2018, 66, 142-144.	0.9	1
36	Invisible labour. <i>Learning and Teaching</i> , 2018, 11, 19-34.	0.7	17

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37	The velvet cage of educational con(pro)sumption. Open Review of Educational Research, 2018, 5, 113-129.	1.2	32
38	Postdigital science and education. Educational Philosophy and Theory, 2018, 50, 893-899.	1.3	393
39	re-visualising international relations: audio-visual projects and direct encounters with the political in security studies. European Political Science, 2017, 16, 415-429.	0.8	5
40	Digital Learning, Discourse, and Ideology. , 2017, , 571-576.		4
41	Learning from a Deceptively Spacious Policy Discourse. , 2016, , 23-40.		5
42	Transforming the relationship between staff and students to effect change. The Journal of Educational Innovation Partnership and Change, 2016, 2, .	0.2	0
43	The effects of family support and gender on mature student engagement in higher education. Frontiers in Psychology, 2015, 6, 156.	1.1	9
44	A sphere of resonance for networked learning in the "non-places" of our universities. E-Learning and Digital Media, 2015, 12, 265-278.	1.5	8
45	Digital Learning, Discourse, and Ideology. , 2015, , 1-6.		0
46	Who is Really in Charge of Contemporary Education? People and technologies in, against and beyond the neoliberal university. Open Review of Educational Research, 2014, 1, 193-210.	1.2	45
47	Futures Studies, Mobilities, and the Postdigital Condition: Contention or Complement. Postdigital Science and Education, 0, , 1.	4.3	15