

Sally Baker

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1985144/publications.pdf>

Version: 2024-02-01

29
papers

446
citations

1040056

9
h-index

888059

17
g-index

30
all docs

30
docs citations

30
times ranked

270
citing authors

#	ARTICLE	IF	CITATIONS
1	Conceptualising the use of Facebook in ethnographic research: as tool, as data and as context. <i>Ethnography and Education</i> , 2013, 8, 131-145.	0.8	59
2	Higher Education and Students from Refugee Backgrounds: A Meta-Scoping Study. <i>Refugee Survey Quarterly</i> , 2019, 38, 55-82.	1.3	57
3	â€œHotâ€™, â€œColdâ€™ and â€œWarmâ€™ supports: towards theorising where refugee students go for assistance at university. <i>Teaching in Higher Education</i> , 2018, 23, 1-16.	2.6	48
4	Reflections on COVID-19 and impacts on equitable participation: the case of culturally and linguistically diverse migrant and/or refugee (CALDM/R) students in Australian higher education. <i>Higher Education Research and Development</i> , 2020, 39, 1337-1341.	2.9	28
5	Transitions from education to employment for culturally and linguistically diverse migrants and refugees in settlement contexts: what do we know?. <i>Studies in Continuing Education</i> , 2021, 43, 1-15.	1.9	25
6	Equitable teaching for cultural and linguistic diversity: exploring the possibilities for engaged pedagogy in post-COVID-19 higher education. <i>Educational Review</i> , 2022, 74, 444-459.	3.7	20
7	Disrupting the dominance of â€œlinear pathwaysâ€™: how institutional assumptions create â€œstuck placesâ€™ for refugee studentsâ€™ transitions into higher education. <i>Research Papers in Education</i> , 2021, 36, 75-95.	3.0	19
8	Methodological diversity as an asset for transitionâ€™focused higher education research with students from refugee backgrounds. <i>Review of Education</i> , 2019, 7, 5-32.	2.1	14
9	The invisibility of academic reading as social practice and its implications for equity in higher education: a scoping study. <i>Higher Education Research and Development</i> , 2019, 38, 142-156.	2.9	14
10	Ethicsâ€™inâ€™practice in fragile contexts: Research in education for displaced persons, refugees and asylum seekers. <i>British Educational Research Journal</i> , 2020, 46, 829-847.	2.5	12
11	Students from Refugee and Asylum Seeker Backgrounds and Meaningful Participation in Higher Education: From Peripheral to Fundamental Concern. <i>Widening Participation and Lifelong Learning</i> , 2019, 21, 4-19.	0.4	11
12	Wasted, manipulated and compressed time: adult refugee studentsâ€™ experiences of transitioning into Australian higher education. <i>Journal of Further and Higher Education</i> , 2020, 44, 528-541.	2.5	10
13	Core or periphery? The positioning of language and literacies in enabling programs in Australia. <i>Australian Educational Researcher</i> , 2016, 43, 487-503.	2.3	9
14	Studentsâ€™ writing â€œin transitionâ€™ from A-levels to university: how assessment drives studentsâ€™ understandings, practices and discourses. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 18-36.	5.6	8
15	Shifts in the treatment of knowledge in academic reading and writing: Adding complexity to studentsâ€™ transitions between A-levels and university in the UK. <i>Arts and Humanities in Higher Education</i> , 2018, 17, 388-409.	1.4	8
16	What do we know about enabling education as an alternative pathway into Australian higher education, and what more do we need to know? A meta-scoping study. <i>Research Papers in Education</i> , 2022, 37, 321-343.	3.0	8
17	Discursive constructions of equity in Australian higher education: Imagined worlds and the case of people seeking asylum. <i>British Educational Research Journal</i> , 2021, 47, 836-854.	2.5	5
18	Equity and STEM in elite contexts: challenging institutional assumptions and critiquing student support. <i>International Journal of Inclusive Education</i> , 2023, 27, 1576-1591.	2.6	5

#	ARTICLE	IF	CITATIONS
19	Supporting students' academic literacies in post-COVID-19 times: Developing digital videos to develop students' critical academic reading practices. <i>Journal of University Teaching and Learning Practice</i> , 2021, 18, 35-49.	1.1	5
20	A viable equity mechanism for all? Exploring the diversity of entry requirements and supports in Australian enabling education. <i>Higher Education Research and Development</i> , 2021, 40, 932-946.	2.9	4
21	Facilitating Access to Higher Education for People Seeking Asylum in Australia: Institutional and Community Responses. <i>Refugee</i> , 2020, 36, 59-69.	0.3	4
22	Teaching for diversity: university educators's accounts of care work and emotional labour with CALD students. <i>Teaching in Higher Education</i> , 0, , 1-17.	2.6	4
23	Supporting (or not) the career development of culturally and linguistically diverse migrants and refugees in universities: insights from Australia. <i>International Journal for Educational and Vocational Guidance</i> , 2022, 22, 467-490.	1.3	3
24	Literacy autobiographies in pre-service teacher education: opportunities for therapeutic writing in widening participation contexts. <i>Widening Participation and Lifelong Learning</i> , 2019, 21, 151-161.	0.4	3
25	Scoping academic oracy in higher education: knotting together forgotten connections to equity and academic literacies. <i>Higher Education Research and Development</i> , 2023, 42, 62-77.	2.9	3
26	Is there any appetite for 'linguistic hospitality' in monolingual educational spaces?. , 2019, , 145-160.		2
27	Liminal spaces, resources and networks: Facebook as a shaping force for students's transitions into higher education. <i>Learning and Teaching</i> , 2016, 9, 42-65.	0.8	0
28	Context and Implications Document for: Methodological diversity as an asset for transition-focused higher education research with students from refugee backgrounds. <i>Review of Education</i> , 2019, 7, 33-35.	2.1	0
29	The Australian Research on Refugee Integration Database (ARRID): a Platform and Conceptual Framework to Map, Connect and Share Knowledge. <i>Journal of International Migration and Integration</i> , 0, , 1.	1.4	0