

Ian M Kinchin

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/203294/publications.pdf>

Version: 2024-02-01

116
papers

2,496
citations

218592

26
h-index

233338

45
g-index

122
all docs

122
docs citations

122
times ranked

1219
citing authors

#	ARTICLE	IF	CITATIONS
1	How a qualitative approach to concept map analysis can be used to aid learning by illustrating patterns of conceptual development. <i>Educational Research</i> , 2000, 42, 43-57.	0.9	397
2	Making learning visible: the role of concept mapping in higher education. <i>Studies in Higher Education</i> , 2008, 33, 295-311.	2.9	193
3	Concept mapping in biology. <i>Journal of Biological Education</i> , 2000, 34, 61-68.	0.8	101
4	Universities as centres of non-learning. <i>Studies in Higher Education</i> , 2008, 33, 89-103.	2.9	84
5	Using concept maps to reveal conceptual typologies. <i>Education and Training</i> , 2006, 48, 127-142.	1.7	81
6	Concept Mapping as a Learning Tool in Higher Education: A Critical Analysis of Recent Reviews. <i>Journal of Continuing Higher Education</i> , 2014, 62, 39-49.	0.6	78
7	If concept mapping is so helpful to learning biology, why aren't we all doing it?. <i>International Journal of Science Education</i> , 2001, 23, 1257-1269.	1.0	73
8	Using Concept Mapping to Enhance the Research Interview. <i>International Journal of Qualitative Methods</i> , 2010, 9, 52-68.	1.3	68
9	The evolution of a collaborative concept mapping activity for undergraduate microbiology students. <i>Journal of Further and Higher Education</i> , 2005, 29, 1-14.	1.4	66
10	Reconsidering the dimensions of expertise: from linear stages towards dual processing. <i>London Review of Education</i> , 0, 8, .	1.3	61
11	Using concept mapping to locate the tacit dimension of clinical expertise: towards a theoretical framework to support critical reflection on teaching. <i>Learning in Health and Social Care</i> , 2008, 7, 93-104.	0.6	57
12	Visualising knowledge structures in biology: discipline, curriculum and student understanding. <i>Journal of Biological Education</i> , 2011, 45, 183-189.	0.8	55
13	The myth of the research-led teacher. <i>Teachers and Teaching: Theory and Practice</i> , 2007, 13, 43-61.	0.9	52
14	Using concept maps to optimize the composition of collaborative student groups: a pilot study. <i>Journal of Advanced Nursing</i> , 2005, 51, 182-187.	1.5	51
15	Understanding (in)formal learning in an academic development programme: A social network perspective. <i>Teaching and Teacher Education</i> , 2014, 39, 123-135.	1.6	50
16	Avoiding technology-enhanced non-learning. <i>British Journal of Educational Technology</i> , 2012, 43, E43.	3.9	48
17	Investigating students' beliefs about their preferred role as learners. <i>Educational Research</i> , 2004, 46, 301-312.	0.9	47
18	Charting the elements of pedagogic frailty. <i>Educational Research</i> , 2016, 58, 1-23.	0.9	47

#	ARTICLE	IF	CITATIONS
19	Peer observation of teaching: The interaction between peer review and developmental models of practice. <i>Journal of Further and Higher Education</i> , 2014, 38, 465-484.	1.4	42
20	Quantitative and qualitative measures of student learning at university level. <i>Higher Education</i> , 2008, 56, 221-239.	2.8	39
21	What is a doctorate? A concept-mapped analysis of process versus product in the supervision of lab-based PhDs. <i>Educational Research</i> , 2012, 54, 3-16.	0.9	36
22	Effective teacher "student dialogue: a model from biological education. <i>Journal of Biological Education</i> , 2003, 37, 110-113.	0.8	35
23	Using concept mapping to measure learning quality. <i>Education and Training</i> , 2008, 50, 167-182.	1.7	35
24	Visualising Powerful Knowledge to Develop the Expert Student. , 2016, , .		34
25	Uncovering Types of Knowledge in Concept Maps. <i>Education Sciences</i> , 2019, 9, 131.	1.4	32
26	"More than customers": conceptions of students as partners held by students, staff, and institutional leaders. <i>Studies in Higher Education</i> , 2020, 45, 2574-2587.	2.9	30
27	From "ecologist" to "conceptual ecologist": the utility of the conceptual ecology analogy for teachers of biology. <i>Journal of Biological Education</i> , 2000, 34, 178-183.	0.8	29
28	Measuring the quality of e-learning. <i>British Journal of Educational Technology</i> , 2008, 39, 1037-1056.	3.9	28
29	Solving Cordelia's Dilemma: threshold concepts within a punctuated model of learning. <i>Journal of Biological Education</i> , 2010, 44, 53-57.	0.8	27
30	A new species of <i>Ramazzottius</i> (Tardigrada, Hypsibiidae) in a rain gutter sediment from England. <i>Zoological Journal of the Linnean Society</i> , 1993, 109, 327-333.	1.0	25
31	Using PowerPoint as a lens to focus on linearity in teaching. <i>Journal of Further and Higher Education</i> , 2008, 32, 333-346.	1.4	24
32	Epistemological separation of research and teaching among graduate teaching assistants. <i>Journal of Further and Higher Education</i> , 2009, 33, 45-55.	1.4	23
33	Mapping pedagogic frailty in geography education: a framed autoethnographic case study. <i>Journal of Geography in Higher Education</i> , 2017, 41, 56-74.	1.4	22
34	Towards a pedagogy for clinical education: beyond individual learning differences. <i>Journal of Further and Higher Education</i> , 2008, 32, 373-387.	1.4	20
35	Researcher-led academic development. <i>International Journal for Academic Development</i> , 2018, 23, 339-354.	0.8	20
36	The development of academics' feedback literacy: experiences of learning from critical feedback via scholarly peer review. <i>Assessment and Evaluation in Higher Education</i> , 2020, 45, 651-665.	3.9	20

#	ARTICLE	IF	CITATIONS
37	Developing PowerPoint handouts to support meaningful learning. <i>British Journal of Educational Technology</i> , 2006, 37, 647-650.	3.9	19
38	“Structural transformation” as a threshold concept in university teaching. <i>Innovations in Education and Teaching International</i> , 2012, 49, 207-222.	1.5	17
39	Developing discourses of knowledge and understanding: longitudinal studies of Ph.D. supervision. <i>London Review of Education</i> , 0, 11, .	1.3	16
40	Frailty in transition? Troubling the norms, boundaries and limitations of transition theory and practice. <i>Higher Education Research and Development</i> , 2020, 39, 1169-1185.	1.9	15
41	Understanding vs. competency: the case of accuracy checking dispensed medicines in pharmacy. <i>Advances in Health Sciences Education</i> , 2010, 15, 735-747.	1.7	13
42	Teaching ecology in England and Wales—a survey of current practice. <i>Journal of Biological Education</i> , 1993, 27, 29-33.	0.8	12
43	Concept mapping, PowerPoint, and a pedagogy of access. <i>Journal of Biological Education</i> , 2006, 40, 79-83.	0.8	12
44	Referencing and empowerment: exploring barriers to agency in the higher education student experience. <i>Teaching in Higher Education</i> , 2020, 25, 84-97.	1.7	12
45	Mapping the development of a new MA programme in higher education: comparing privately held perceptions of a public endeavour. <i>Journal of Further and Higher Education</i> , 2017, 41, 155-171.	1.4	11
46	The Salutogenic Management of Pedagogic Frailty: A Case of Educational Theory Development Using Concept Mapping. <i>Education Sciences</i> , 2019, 9, 157.	1.4	10
47	Concept Mapping in the Age of Deleuze: Fresh Perspectives and New Challenges. <i>Education Sciences</i> , 2020, 10, 82.	1.4	10
48	The Mapping of Pedagogic Frailty: A Concept in Which Connectedness is Everything. <i>Communications in Computer and Information Science</i> , 2016, , 229-240.	0.4	10
49	A “species identification” approach to concept mapping in the classroom. <i>Journal of Biological Education</i> , 2020, 54, 108-114.	0.8	9
50	The moss fauna 3: Arthropods. <i>Journal of Biological Education</i> , 1990, 24, 93-99.	0.8	8
51	Visualising the pedagogic frailty model as a frame for the scholarship of teaching and learning. <i>PSU Research Review</i> , 2017, 1, 184-193.	1.3	8
52	Care as a threshold concept for teaching in the salutogenic university. <i>Teaching in Higher Education</i> , 2019, , 1-14.	1.7	8
53	Revisiting “A teaching excellence” for the times we live in”: posthuman possibilities. <i>Teaching in Higher Education</i> , 2020, 25, 1028-1034.	1.7	8
54	The role of academic referencing within students’ identity development. <i>Journal of Further and Higher Education</i> , 2021, 45, 377-388.	1.4	8

#	ARTICLE	IF	CITATIONS
55	Mapping the Terrain of Pedagogic Frailty. , 2017, , 1-16.		8
56	Exploring dynamic processes within the ecological university: a focus on the adaptive cycle. Oxford Review of Education, 2022, 48, 675-692.	1.4	8
57	Tracing pedagogic frailty in arts and humanities education: An autoethnographic perspective. Arts and Humanities in Higher Education, 2018, 17, 241-264.	1.0	7
58	The moss fauna 1: Tardigrades. Journal of Biological Education, 1987, 21, 288-290.	0.8	6
59	The moss fauna 2: Nematodes. Journal of Biological Education, 1989, 23, 37-40.	0.8	6
60	Morphometric analysis of Ramazzottius varieornatus (Hypsibiidae: Eutardigrada). Zoological Journal of the Linnean Society, 1996, 116, 51-60.	1.0	6
61	On the Significance of a "Minor" Phylum (The Tardigrada) in the Context of a Constructivist View of Knowledge. Perspectives in Biology and Medicine, 2000, 43, 243-251.	0.3	6
62	Pedagogic democracy versus pedagogic supremacy: migrant academicsâ€™ perspectives. Teaching in Higher Education, 2019, 24, 599-612.	1.7	6
63	Visualizing the Complexity of Knowledges to Support the Professional Development of University Teaching. Knowledge, 2021, 1, 52-60.	0.7	6
64	Considering the concept of recipience in student learning from a modified Bernsteinian perspective. Studies in Higher Education, 2021, 46, 2296-2308.	2.9	5
65	Framed autoethnography as an approach for uncovering pedagogic frailty. Contemporary Educational Researches Journal, 2016, 6, 40.	0.0	5
66	Belonging in Science: Democratic Pedagogies for Cross-Cultural PhD Supervision. Education Sciences, 2022, 12, 121.	1.4	5
67	Opinion*: Writing to be published or writing to be read?. Journal of Natural History, 2005, 39, 3229-3233.	0.2	4
68	Visualising Knowledge Structures to Highlight the Articulation Between Theory and Method in Higher Education Research. International Perspectives on Higher Education Research, 2014, , 199-218.	0.2	4
69	Teacher Attitudes to Professional Development of Proficiency in the Classroom Application of Digital Technologies. International Education Studies, 2016, 9, 9.	0.3	4
70	A single-case study of carer agency. Journal of Nursing Education and Practice, 2016, 6, .	0.1	4
71	Having fun, playing games and learning biology. Journal of Biological Education, 2018, 52, 121-121.	0.8	4
72	Exploring the Salutogenic University: Searching for the Triple Point for the Becoming-Caring-Teacher Through Collaborative Cartography. Pedagogika, 2021, 141, 94-112.	0.1	4

#	ARTICLE	IF	CITATIONS
73	Visualizing Knowledge Structures of University Teaching to Relate Pedagogic Theory and Academic Practice. , 0, , 314-332.		4
74	Student Voice(s) on the Enactment of the Research-Teaching Nexus. , 2019, , 279-295.		4
75	An ecological lens on the professional development of university teachers. Teaching in Higher Education, 2022, 27, 831-839.	1.7	4
76	In vivo laboratory practicals in research-led teaching: An example using glucose tolerance tests in lean and obese mice. Journal of Pharmacological and Toxicological Methods, 2011, 64, 168-172.	0.3	3
77	The importance of an engaging title. or Titular colonicity: is it a factor that influences citation rates?. Journal of Biological Education, 2017, 51, 1-2.	0.8	3
78	Scaffolding a collaborative process through concept mapping: a case study on faculty development. PSU Research Review, 2019, 3, 85-100.	1.3	3
79	Enhancing the Quality of Concept Mapping Interventions in Undergraduate Science. , 2020, , 107-119.		3
80	Mapping the Doctorate. Advances in Educational Technologies and Instructional Design Book Series, 2014, , 446-465.	0.2	3
81	Ecology of the mural flora. Journal of Biological Education, 1988, 22, 263-266.	0.8	2
82	What do we mean by "learning gains" within biological education?. Journal of Biological Education, 2016, 50, 359-360.	0.8	2
83	Making personal connections with biology. Journal of Biological Education, 2019, 53, 127-127.	0.8	2
84	Accessing Expert Understanding: The Value of Visualising Knowledge Structures in Professional Education. , 2019, , 71-89.		2
85	Mapping the "becoming-integrated-academic": an autoethnographic case study of professional becoming in the biosciences. Journal of Biological Education, 2023, 57, 715-726.	0.8	2
86	Towards a Pedagogically Healthy University: The Essential Foundation for Excellence in Student-Staff Partnerships. , 2021, , 183-197.		2
87	Finding an Identity in the Crowd: A Single-Case Framed Narrative of Being in the Invisible Majority. , 2019, , 19-36.		2
88	Pedagogic Frailty. , 2017, , 211-225.		2
89	Spaces and Places for Connection in the Postdigital University. Postdigital Science and Education, 2023, 5, 694-715.	4.3	2
90	Reading scientific papers forunder standing: revisiting Watson and Crick (1953). Journal of Biological Education, 2005, 39, 73-75.	0.8	1

#	ARTICLE	IF	CITATIONS
91	â€˜Idea Diversityâ€™™ within Biological Education Research. Journal of Biological Education, 2016, 50, 227-228.	0.8	1
92	Journal of Biological Education: The First 50Âˆyears. Journal of Biological Education, 2016, 50, 1-2.	0.8	1
93	Visualising Knowledge. , 2016, , 15-34.		1
94	The Trend towards Ecological Analogy. Journal of Biological Education, 2016, 50, 113-114.	0.8	1
95	A scientific approach to teaching science. Journal of Biological Education, 2018, 52, 235-235.	0.8	1
96	Testing the resilience of our educational systems. Journal of Biological Education, 2019, 53, 235-235.	0.8	1
97	Exploiting theory to develop practice in biological education. Journal of Biological Education, 2019, 53, 1-1.	0.8	1
98	Dynamic Learning: Designing a Hidden Pedagogy to Enhance Critical Thinking Skills Development. Management Teaching Review, 2019, 4, 148-156.	0.3	1
99	Mapping the Key Stage 3 National Science Strategy: Cells. Journal of Biological Education, 2003, 38, 30-31.	0.8	0
100	Editorâ€™s note: Stepping Up. Journal of Biological Education, 2014, 48, 115-115.	0.8	0
101	Implications for Student Feedback. , 2016, , 103-115.		0
102	Still exploring â€˜pedagogical peculiaritiesâ€™™ after a century of research. Journal of Biological Education, 2017, 51, 97-98.	0.8	0
103	Shifting dichotomies in biological education. Journal of Biological Education, 2017, 51, 327-327.	0.8	0
104	SoTL and Biological Education. Journal of Biological Education, 2017, 51, 213-214.	0.8	0
105	The future of biological education: the need to communicate what is important whilst also seeking optimal distinctiveness. Journal of Biological Education, 2019, 53, 475-476.	0.8	0
106	Revisiting studentsâ€™™ scientific misconceptions. Journal of Biological Education, 2019, 53, 349-349.	0.8	0
107	Uncovering and comparing academicsâ€™™ views of teaching using the pedagogic frailty model as a tool: a case study in science education. Educational Research, 2020, 62, 434-454.	0.9	0
108	The Framework. , 2016, , 1-14.		0

#	ARTICLE	IF	CITATIONS
109	Embedding Wider Theory. , 2016, , 87-102.		0
110	Presenting the Curriculum. , 2016, , 53-71.		0
111	Patterns of Learning. , 2016, , 35-51.		0
112	Repositioning Academic/Faculty Development of University Teachers. , 2016, , 117-134.		0
113	The Expert Student. , 2016, , 73-86.		0
114	Pedagogic Frailty and the Ecology of Teaching at University. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 154-166.	0.2	0
115	Introduction: Context and Scope. , 2020, , 1-10.		0
116	The Future of Studentâ€“Staff Partnerships. , 2020, , 363-375.		0