Ian M Kinchin

List of Publications by Year
in descending order

116	2,496	218592	233338
papers	citations	26 h-index	45 g-index

122	122	122	1219
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Mapping the â€˜becoming-integrated-academicâ€™: an autoethnographic case study of professional becoming in the biosciences. Journal of Biological Education, 2023, 57, 715-726.	0.8	2
2	Spaces and Places for Connection in the Postdigital University. Postdigital Science and Education, 2023, 5, 694-715.	4.3	2
3	An ecological lens on the professional development of university teachers. Teaching in Higher Education, 2022, 27, 831-839.	1.7	4
4	Belonging in Science: Democratic Pedagogies for Cross-Cultural PhD Supervision. Education Sciences, 2022, 12, 121.	1.4	5
5	Exploring dynamic processes within the ecological university: a focus on the adaptive cycle. Oxford Review of Education, 2022, 48, 675-692.	1.4	8
6	The role of academic referencing within studentsâ€™ identity development. Journal of Further and Higher Education, 2021, 45, 377-388.	1.4	8
7	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
8	Towards a Pedagogically Healthy University: The Essential Foundation for Excellence in Student-Staff Partnerships. , 2021, , 183-197.		2
9	Considering the concept of recipience in student learning from a modified Bernsteinian perspective. Studies in Higher Education, 2021, 46, 2296-2308.	2.9	5
10	Visualizing the Complexity of Knowledges to Support the Professional Development of University Teaching. Knowledge, 2021, 1, 52-60.	0.7	6
11	A â€˜species identificationâ€™ approach to concept mapping in the classroom. Journal of Biological Education, 2020, 54, 108-114.	0.8	9
12	Referencing and empowerment: exploring barriers to agency in the higher education student experience. Teaching in Higher Education, 2020, 25, 84-97.	1.7	12
13	â€˜More than customersâ€™: conceptions of students as partners held by students, staff, and institutional leaders. Studies in Higher Education, 2020, 45, 2574-2587.	2.9	30
14	The development of academicsâ€™ feedback literacy: experiences of learning from critical feedback via scholarly peer review. Assessment and Evaluation in Higher Education, 2020, 45, 651-665.	3.9	20
15	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
16	Revisiting â€˜A â€œteaching excellenceâ€•for the times we live inâ€™: posthuman possibilities. Teaching in Higher Education, 2020, 25, 1028-1034.	1.7	8
17	Frailty in transition? Troubling the norms, boundaries and limitations of transition theory and practice. Higher Education Research and Development, 2020, 39, 1169-1185.	1.9	15
18	Concept Mapping in the Age of Deleuze: Fresh Perspectives and New Challenges. Education Sciences, 2020, 10, 82.	1.4	10

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19	Enhancing the Quality of Concept Mapping Interventions in Undergraduate Science. , 2020, , 107-119.		3
20	Introduction: Context and Scope. , 2020, , 1-10.		0
21	The Future of Studentâ€“Staff Partnerships. , 2020, , 363-375.		0
22	Testing the resilience of our educational systems. Journal of Biological Education, 2019, 53, 235-235.	0.8	1
23	The Salutogenic Management of Pedagogic Frailty: A Case of Educational Theory Development Using Concept Mapping. Education Sciences, 2019, 9, 157.	1.4	10
24	Uncovering Types of Knowledge in Concept Maps. Education Sciences, 2019, 9, 131.	1.4	32
25	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
26	Revisiting studentsâ€™ scientific misconceptions. Journal of Biological Education, 2019, 53, 349-349.	0.8	0
27	Pedagogic democracy versus pedagogic supremacy: migrant academicsâ€™ perspectives. Teaching in Higher Education, 2019, 24, 599-612.	1.7	6
28	Scaffolding a collaborative process through concept mapping: a case study on faculty development. PSU Research Review, 2019, 3, 85-100.	1.3	3
29	Making personal connections with biology. Journal of Biological Education, 2019, 53, 127-127.	0.8	2
30	Care as a threshold concept for teaching in the salutogenic university. Teaching in Higher Education, 2019, , 1-14.	1.7	8
31	Exploiting theory to develop practice in biological education. Journal of Biological Education, 2019, 53, 1-1.	0.8	1
32	Dynamic Learning: Designing a Hidden Pedagogy to Enhance Critical Thinking Skills Development. Management Teaching Review, 2019, 4, 148-156.	0.3	1
33	Accessing Expert Understanding: The Value of Visualising Knowledge Structures in Professional Education. , 2019, , 71-89.		2
34	Finding an Identity in the Crowd: A Single-Case Framed Narrative of Being in the Invisible Majority. , 2019, , 19-36.		2
35	Pedagogic Frailty and the Ecology of Teaching at University. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 154-166.	0.2	0
36	Student Voice(s) on the Enactment of the Research-Teaching Nexus. , 2019, , 279-295.		4

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37	Having fun, playing games and learning biology. Journal of Biological Education, 2018, 52, 121-121.	0.8	4
38	Tracing pedagogic frailty in arts and humanities education: An autoethnographic perspective. Arts and Humanities in Higher Education, 2018, 17, 241-264.	1.0	7
39	Researcher-led academic development. International Journal for Academic Development, 2018, 23, 339-354.	0.8	20
40	A scientific approach to teaching science. Journal of Biological Education, 2018, 52, 235-235.	0.8	1
41	Mapping the development of a new MA programme in higher education: comparing privately held perceptions of a public endeavour. Journal of Further and Higher Education, 2017, 41, 155-171.	1.4	11
42	Still exploring â€˜pedagogical peculiaritiesâ€™ after a century of research. Journal of Biological Education, 2017, 51, 97-98.	0.8	0
43	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
44	Mapping pedagogic frailty in geography education: a framed autoethnographic case study. Journal of Geography in Higher Education, 2017, 41, 56-74.	1.4	22
45	Shifting dichotomies in biological education. Journal of Biological Education, 2017, 51, 327-327.	0.8	0
46	SoTL and Biological Education. Journal of Biological Education, 2017, 51, 213-214.	0.8	0
47	Visualising the pedagogic frailty model as a frame for the scholarship of teaching and learning. PSU Research Review, 2017, 1, 184-193.	1.3	8
48	Mapping the Terrain of Pedagogic Frailty. , 2017, , 1-16.		8
49	Pedagogic Frailty. , 2017, , 211-225.		2
50	Teacher Attitudes to Professional Development of Proficiency in the Classroom Application of Digital Technologies. International Education Studies, 2016, 9, 9.	0.3	4
51	A single-case study of carer agency. Journal of Nursing Education and Practice, 2016, 6, .	0.1	4
52	â€˜Idea Diversityâ€™ within Biological Education Research. Journal of Biological Education, 2016, 50, 227-228.	0.8	1
53	What do we mean by â€˜learning gainsâ€™ within biological education?. Journal of Biological Education, 2016, 50, 359-360.	0.8	2
54	Journal of Biological Education: The First 50Âyears. Journal of Biological Education, 2016, 50, 1-2.	0.8	1

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55	Implications for Student Feedback. , 2016, , 103-115.		0
56	Visualising Knowledge. , 2016, , 15-34.		1
57	Visualising Powerful Knowledge to Develop the Expert Student. , 2016, , .		34
58	The Trend towards Ecological Analogy. Journal of Biological Education, 2016, 50, 113-114.	0.8	1
59	Charting the elements of pedagogic frailty. Educational Research, 2016, 58, 1-23.	0.9	47
60	The Mapping of Pedagogic Frailty: A Concept in Which Connectedness is Everything. Communications in Computer and Information Science, 2016, , 229-240.	0.4	10
61	Framed autoethnography as an approach for uncovering pedagogic frailty. Contemporary Educational Researches Journal, 2016, 6, 40.	0.0	5
62	The Framework. , 2016, , 1-14.		0
63	Embedding Wider Theory. , 2016, , 87-102.		0
64	Presenting the Curriculum. , 2016, , 53-71.		0
65	Patterns of Learning. , 2016, , 35-51.		0
66	Repositioning Academic/Faculty Development of University Teachers. , 2016, , 117-134.		0
67	The Expert Student. , 2016, , 73-86.		0
68	Editorâ€™s note: Stepping Up. Journal of Biological Education, 2014, 48, 115-115.	0.8	0
69	Understanding (in)formal learning in an academic development programme: A social network perspective. Teaching and Teacher Education, 2014, 39, 123-135.	1.6	50
70	Peer observation of teaching: The interaction between peer review and developmental models of practice. Journal of Further and Higher Education, 2014, 38, 465-484.	1.4	42
71	Concept Mapping as a Learning Tool in Higher Education: A Critical Analysis of Recent Reviews. Journal of Continuing Higher Education, 2014, 62, 39-49.	0.6	78
72	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

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73	Mapping the Doctorate. Advances in Educational Technologies and Instructional Design Book Series, 2014, , 446-465.	0.2	3
74	â€˜Structural transformationâ€™ as a threshold concept in university teaching. Innovations in Education and Teaching International, 2012, 49, 207-222.	1.5	17
75	What is a doctorate? A concept-mapped analysis of process versus product in the supervision of lab-based PhDs. Educational Research, 2012, 54, 3-16.	0.9	36
76	Avoiding technologyâ€enhanced nonâ€learning. British Journal of Educational Technology, 2012, 43, E43.	3.9	48
77	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
78	Visualising knowledge structures in biology: discipline, curriculum and student understanding. Journal of Biological Education, 2011, 45, 183-189.	0.8	55
79	Using Concept Mapping to Enhance the Research Interview. International Journal of Qualitative Methods, The, 2010, 9, 52-68.	1.3	68
80	Understanding vs. competency: the case of accuracy checking dispensed medicines in pharmacy. Advances in Health Sciences Education, 2010, 15, 735-747.	1.7	13
81	Solving Cordelia's Dilemma: threshold concepts within a punctuated model of learning. Journal of Biological Education, 2010, 44, 53-57.	0.8	27
82	Epistemological separation of research and teaching among graduate teaching assistants. Journal of Further and Higher Education, 2009, 33, 45-55.	1.4	23
83	Quantitative and qualitative measures of student learning at university level. Higher Education, 2008, 56, 221-239.	2.8	39
84	Measuring the quality of eâ€learning. British Journal of Educational Technology, 2008, 39, 1037-1056.	3.9	28
85	Using concept mapping to locate the tacit dimension of clinical expertise: towards a theoretical framework to support critical reflection on teaching. Learning in Health and Social Care, 2008, 7, 93-104.	0.6	57
86	Using PowerPoint as a lens to focus on linearity in teaching. Journal of Further and Higher Education, 2008, 32, 333-346.	1.4	24
87	Universities as centres of non-learning. Studies in Higher Education, 2008, 33, 89-103.	2.9	84
88	Using concept mapping to measure learning quality. Education and Training, 2008, 50, 167-182.	1.7	35
89	Towards a pedagogy for clinical education: beyond individual learning differences. Journal of Further and Higher Education, 2008, 32, 373-387.	1.4	20
90	Making learning visible: the role of concept mapping in higher education. Studies in Higher Education, 2008, 33, 295-311.	2.9	193

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91	The myth of the researchâ€ed teacher. Teachers and Teaching: Theory and Practice, 2007, 13, 43-61.	0.9	52
92	Concept mapping, PowerPoint, and a pedagogy of access. Journal of Biological Education, 2006, 40, 79-83.	0.8	12
93	Using concept maps to reveal conceptual typologies. Education and Training, 2006, 48, 127-142.	1.7	81
94	Developing PowerPoint handouts to support meaningful learning. British Journal of Educational Technology, 2006, 37, 647-650.	3.9	19
95	Using concept maps to optimize the composition of collaborative student groups: a pilot study. Journal of Advanced Nursing, 2005, 51, 182-187.	1.5	51
96	The evolution of a collaborative concept mapping activity for undergraduate microbiology students. Journal of Further and Higher Education, 2005, 29, 1-14.	1.4	66
97	Reading scientific papers forunder standing: revisiting Watson and Crick (1953). Journal of Biological Education, 2005, 39, 73-75.	0.8	1
98	Opinion*: Writing to be published or writing to be read?. Journal of Natural History, 2005, 39, 3229-3233.	0.2	4
99	Investigating students' beliefs about their preferred role as learners. Educational Research, 2004, 46, 301-312.	0.9	47
100	Mapping the Key Stage 3 National Science Strategy: Cells. Journal of Biological Education, 2003, 38, 30-31.	0.8	0
101	Effective teacher â†" student dialogue: a model from biological education. Journal of Biological Education, 2003, 37, 110-113.	0.8	35
102	If concept mapping is so helpful to learning biology, why aren't we all doing it?. International Journal of Science Education, 2001, 23, 1257-1269.	1.0	73
103	How a qualitative approach to concept map analysis can be used to aid learning by illustrating patterns of conceptual development. Educational Research, 2000, 42, 43-57.	0.9	397
104	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
105	From â€˜ecologistâ€™ to â€˜conceptual ecologistâ€™: the utility of the conceptual ecology analogy for teachers of biology. Journal of Biological Education, 2000, 34, 178-183.	0.8	29
106	Concept mapping in biology. Journal of Biological Education, 2000, 34, 61-68.	0.8	101
107	Morphometric analysis of Ramazzottius varieornatus (Hypsibiidae: Eutardigrada). Zoological Journal of the Linnean Society, 1996, 116, 51-60.	1.0	6
108	A new species of Ramazzottius (Tardigrada, Hypsibiidae) in a rain gutter sediment from England. Zoological Journal of the Linnean Society, 1993, 109, 327-333.	1.0	25

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109	Teaching ecology in England and Walesâ€"a survey of current practice. Journal of Biological Education, 1993, 27, 29-33.	0.8	12
110	The moss fauna 3: Arthropods. Journal of Biological Education, 1990, 24, 93-99.	0.8	8
111	The moss fauna 2: Nematodes. Journal of Biological Education, 1989, 23, 37-40.	0.8	6
112	Ecology of the mural flora. Journal of Biological Education, 1988, 22, 263-266.	0.8	2
113	The moss fauna 1: Tardigrades. Journal of Biological Education, 1987, 21, 288-290.	0.8	6
114	Reconsidering the dimensions of expertise: from linear stages towards dual processing. London Review of Education, 0, 8, .	1.3	61
115	Developing discourses of knowledge and understanding: longitudinal studies of Ph.D. supervision. London Review of Education, 0, 11, .	1.3	16
116	Visualizing Knowledge Structures of University Teaching to Relate Pedagogic Theory and Academic Practice. , 0, , 314-332.		4