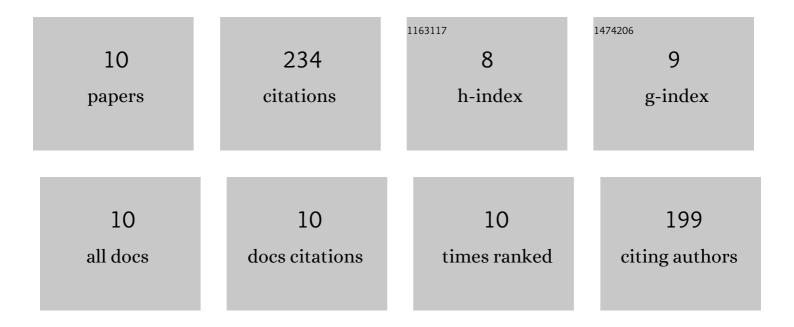
Sonia Ilie

List of Publications by Year in descending order

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SONIA LUE

| # | Article | IF | CITATIONS |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 1 | Revisiting free school meal eligibility as a proxy for pupil socioâ€economic deprivation. British Educational Research Journal, 2017, 43, 253-274. | 2.5 | 55 |
| 2 | Is equal access to higher education in South Asia and sub-Saharan Africa achievable by 2030?. Higher Education, 2016, 72, 435-455. | 4.4 | 50 |
| 3 | Critical thinking in practice: The priorities and practices of instructors teaching in higher education. Thinking Skills and Creativity, 2021, 41, 100856. | 3.5 | 30 |
| 4 | A research-informed dialogic-teaching approach to early secondary school mathematics and science: the pedagogical design and field trial of the <i>epiSTEMe</i> intervention. Research Papers in Education, 2017, 32, 18-40. | 3.0 | 27 |
| 5 | Principled Improvement in Science: Forces and proportional relations in early secondary-school teaching. International Journal of Science Education, 2015, 37, 162-184. | 1.9 | 20 |
| 6 | Building the foundations for measuring learning gain in higher education: a conceptual framework and measurement instrument. Higher Education Pedagogies, 2018, 3, 266-301. | 3.5 | 19 |
| 7 | Who benefits from public spending on higher education in South Asia and sub-Saharan Africa?. Compare, 2018, 48, 630-647. | 2.1 | 15 |
| 8 | Understanding higher education access: Inequalities and early learning in low and Iowerâ€middleâ€income countries. British Educational Research Journal, 2021, 47, 1237-1258. | 2.5 | 10 |
| 9 | Rational number and proportional reasoning in early secondary school: towards principled improvement in mathematics. Research in Mathematics Education, 2015, 17, 38-56. | 1.2 | 8 |
| 10 | A Theory-Led Evaluation of a Scalable Intervention to Promote Evidence-Based, Research-Informed Practice in Schools to Address Attainment Gaps. Education Sciences, 2022, 12, 353. | 2.6 | 0 |