

Sioux McKenna

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2970738/publications.pdf>

Version: 2024-02-01

39
papers

361
citations

1039406

9
h-index

996533

15
g-index

42
all docs

42
docs citations

42
times ranked

263
citing authors

#	ARTICLE	IF	CITATIONS
1	The use of turnitin in the higher education sector: Decoding the myth. <i>Assessment and Evaluation in Higher Education</i> , 2019, 44, 1079-1089.	3.9	31
2	A writerâ€™respondent intervention as a means of developing academic literacy. <i>Teaching in Higher Education</i> , 2006, 11, 495-507.	1.7	30
3	Student-generated content: an approach to harnessing the power of diversity in higher education. <i>Teaching in Higher Education</i> , 2017, 22, 604-618.	1.7	29
4	Developing academic literacies through understanding the nature of disciplinary knowledge. <i>London Review of Education</i> , 0, 15, .	1.3	26
5	Analysing an audit cycle: a critical realist account. <i>Studies in Higher Education</i> , 2017, 42, 963-975.	2.9	23
6	Crossing conceptual thresholds in doctoral communities. <i>Innovations in Education and Teaching International</i> , 2017, 54, 458-466.	1.5	22
7	Going to University: The Influence of Higher Education on the Lives of Young South Africans. , 2018, , .		16
8	Generic gold standard or contextualised public good? Teaching excellence awards in post-colonial South Africa. <i>Teaching in Higher Education</i> , 2017, 22, 408-422.	1.7	15
9	Writing groups as transformative spaces. <i>Higher Education Research and Development</i> , 2018, 37, 868-882.	1.9	13
10	Crossing the border from candidate to supervisor: the need for appropriate development. <i>Teaching in Higher Education</i> , 2021, 26, 387-403.	1.7	12
11	The Dangers of Student-Centered Learning â€™ A Caution about Blind Spots in the Scholarship of Teaching and Learning. <i>International Journal for the Scholarship of Teaching and Learning</i> , 2013, 7, .	0.4	12
12	Tensions in the quality assurance processes in postâ€™apartheid South African schools. <i>Compare</i> , 2010, 40, 279-291.	1.5	11
13	Argumentative and trustworthy scholars: the construction of academic staff at research-intensive universities. <i>Teaching in Higher Education</i> , 2014, 19, 825-834.	1.7	10
14	Possible futures for science and engineering education. <i>Higher Education</i> , 2016, 71, 755-766.	2.8	9
15	The obstinate notion that higher education is a meritocracy. <i>Critical Studies in Teaching and Learning</i> , 2019, 7, .	0.0	7
16	The Role of Doctoral Education in Early Career Academic Development. , 2016, , 203-219.		7
17	The Unintended Consequences of Using Direct Incentives to Drive the Complex Task of Research Dissemination. <i>Education As Change</i> , 0, 24, .	0.5	7
18	Studentsâ€™™ navigation of the uncharted territories of academic writing. <i>Africa Education Review</i> , 2012, 9, 581-594.	0.1	6

#	ARTICLE	IF	CITATIONS
19	Linking the “know-that” and “know-how” knowledge through games: a quest to evolve the future for science and engineering education. <i>Higher Education</i> , 2016, 71, 781-790.	2.8	6
20	Partnerships and parents “relationships in tutorial programmes. <i>Higher Education Research and Development</i> , 2016, 35, 296-308.	1.9	6
21	Mapping the field of Higher Education Research using PhD examination reports. <i>Higher Education Research and Development</i> , 2018, 37, 579-592.	1.9	6
22	Constraints on improving higher education teaching and learning through funding. <i>South African Journal of Science</i> , 2021, 117, .	0.3	6
23	Death of the PhD: when industry partners determine doctoral outcomes. <i>Higher Education Research and Development</i> , 2017, 36, 444-447.	1.9	5
24	The Rise of the Executive Dean and the Slide into Managerialism. <i>Educational Research for Social Change</i> , 2020, 9, .	0.3	5
25	From contradictions to complementarities: a social realist analysis of the evolution of academic development within a department. <i>Studies in Higher Education</i> , 2017, 42, 278-291.	2.9	4
26	“We throw away our books”: Students’ reading practices and identities. <i>Linguistics and Education</i> , 2019, 49, 1-10.	0.5	4
27	Paradigms of curriculum design: Implications for South African educators. <i>Journal for Language Teaching</i> , 2004, 37, .	0.2	4
28	Applying a student curriculum discourse in higher education teaching and learning. <i>Africa Education Review</i> , 2013, 10, 1-17.	0.1	3
29	The Guinea pigs of a problem-based learning curriculum. <i>Innovations in Education and Teaching International</i> , 2016, 53, 16-24.	1.5	3
30	A systematic analysis of doctoral publication trends in South Africa. <i>South African Journal of Science</i> , 2020, 116, .	0.3	3
31	Building Knowledge In Higher Education. , 0, , .		3
32	Postgraduate writing groups as spaces of agency development. <i>South African Journal of Higher Education</i> , 2018, 32, .	0.2	2
33	The contradictory conceptions of research in Historically Black Universities. <i>Perspectives in Education</i> , 2017, 35, .	0.4	2
34	Changing discourses of academic development at a South African technikon 1991 to 2002. <i>South African Journal of Higher Education</i> , 2004, 17, .	0.2	2
35	Curriculating Powerful Knowledge for Public Managers and Administrators. <i>Africa Education Review</i> , 2020, 17, 90-106.	0.1	1
36	Putting Knowledge at the Centre: The Uptake of Legitimation Code Theory in Higher Education Studies in South Africa. <i>Theory and Method in Higher Education Research</i> , 2021, , 147-160.	0.2	1

#	ARTICLE	IF	CITATIONS
37	Reimagining academic identities in response to research demands at Universities of Technology. Critical Studies in Teaching and Learning, 2020, 8, 96-110.	0.0	1
38	Interrogating the power dynamics in international projects. Critical Studies in Teaching and Learning, 2021, 9, .	0.0	1
39	How the Teaching Development Grant was used (and the problem of common-sense understandings of) Tj ETQq1 1 0.784314 rgBT /C	0.1	1