

Alan Hodkinson

List of Publications by Year in descending order

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Version: 2024-02-01

35
papers

434
citations

759233

12
h-index

794594

19
g-index

35
all docs

35
docs citations

35
times ranked

215
citing authors

#	ARTICLE	IF	CITATIONS
1	INCLUSIVE AND SPECIAL EDUCATION: Inclusive and special education in the English educational system: historical perspectives, recent developments and future challenges. <i>British Journal of Special Education</i> , 2010, 37, 61-67.	0.4	57
2	Conceptions and Misconceptions of Inclusive Education. <i>Research in Education</i> , 2005, 73, 15-28.	1.1	37
3	Pre-service teacher training and special educational needs in England 1970-2008: is government learning the lessons of the past or is it experiencing a groundhog day?. <i>European Journal of Special Needs Education</i> , 2009, 24, 277-289.	3.0	37
4	Pupil voice: listening to and hearing the educational experiences of young people with behavioural, emotional and social difficulties (BESD). <i>Emotional and Behavioural Difficulties</i> , 2011, 16, 289-302.	1.2	31
5	Conceptions of Inclusion and Inclusive Education. <i>Research in Education</i> , 2009, 82, 85-99.	1.1	29
6	Inclusive Education and the Cultural Representation of Disability and Disabled People: Recipe for Disaster or Catalyst of Change?. <i>Research in Education</i> , 2007, 77, 56-76.	1.1	25
7	Conceptions and Misconceptions of Inclusive Education – One Year on. <i>Research in Education</i> , 2006, 76, 43-55.	1.1	22
8	Illusionary inclusion – what went wrong with New Labour's landmark educational policy?. <i>British Journal of Special Education</i> , 2012, 39, 4-11.	0.4	21
9	Conceptions of inclusion and inclusive education: a critical examination of the perspectives and practices of teachers in Poland. <i>Journal of Research in Special Educational Needs</i> , 2012, 12, 162-169.	1.1	19
10	Inclusion: A Defining Definition?. <i>Power and Education</i> , 2011, 3, 179-185.	0.6	17
11	“All present and correct?” Exclusionary inclusion within the English educational system. <i>Disability and Society</i> , 2012, 27, 675-688.	2.2	17
12	Does the English Curriculum for History and its Schemes of Work effectively promote primary-aged children's assimilation of the concepts of historical time? Some observations based on current research. <i>Educational Research</i> , 2004, 46, 99-117.	1.8	15
13	An analysis of the cultural representation of disability in school textbooks in Iran and England. <i>Education 3-13</i> , 2018, 46, 27-36.	1.0	13
14	Inclusive education and the cultural representation of disability and disabled people within the English education system: the influence of electronic media in the primary school. <i>Journal of Research in Special Educational Needs</i> , 2012, 12, 252-262.	1.1	11
15	Online Sexual Grooming: Exploratory Comparison of Themes Arising From Male Offenders' Communications with Male Victims Compared to Female Victims. <i>Deviant Behavior</i> , 2018, 39, 1170-1190.	1.7	11
16	The 2014 special educational needs and disability code of practice: old ideology into new policy contexts?. <i>Journal of Education Policy</i> , 2019, 34, 155-173.	2.8	8
17	Towards a Theory of Santa: Or, the Ghost of Christmas Present (Respond to this article at) Tj ETQq1 1 0.784314 rgBTj/Overlock 10 Tf 50	0.5	7
18	“What is considered good for everyone may not be good for children with Special Educational Needs and Disabilities”: teacher's perspectives on inclusion in England. <i>Education 3-13</i> , 2021, 49, 688-702.	1.0	7

#	ARTICLE	IF	CITATIONS
19	For Pity's Sake. <i>International Review of Qualitative Research</i> , 2011, 4, 253-270.	0.3	6
20	Constructing impairment and disability in school reading schemes. <i>Education 3-13</i> , 2017, 45, 572-585.	1.0	5
21	Special educational needs and inclusion, moving forward but standing still? A critical reframing of some key issues. <i>British Journal of Special Education</i> , 2020, 47, 308-328.	0.4	5
22	The Unseeing Eye: Disability and the Hauntology of Derrida's Ghosts—An Analysis in Three Parts. <i>Qualitative Inquiry</i> , 2021, 27, 17-27.	1.4	5
23	To Date or Not to Date, That is the Question: a Critical Examination of the Employment of Subjective Time Phrases in Teaching and Learning of Primary History. <i>International Journal of Historical Learning, Teaching and Research</i> , 2009, 8, 40-50.	0.4	5
24	"History Howlers": Amusing Anecdotes or Symptoms of the Difficulties Children Have in Retaining and Ordering Historical Knowledge?. <i>Research in Education</i> , 2003, 70, 21-36.	1.1	4
25	The Social Context of Learning and the Assimilation of Historical Time Concepts. <i>Research in Education</i> , 2004, 71, 50-66.	1.1	4
26	"Safe Spaces" in Education. <i>International Review of Qualitative Research</i> , 2015, 8, 145-165.	0.3	4
27	Chronology and the new National Curriculum for history: is it time to refocus the debate?. <i>Education 3-13</i> , 2018, 46, 700-711.	1.0	2
28	Fundamental British Values. <i>International Review of Qualitative Research</i> , 2020, 13, 23-40.	0.3	2
29	"Intertwangerlings": A Multiple (Auto) Ethnography of Journeys, Gentle Collisions-Hard Boundaries, Statues, and Tilt and Turn Gate/Bridges at the 13th International Congress of Qualitative Research. <i>Qualitative Inquiry</i> , 2021, 27, 292-302.	1.4	2
30	Development of Inclusive Education in England: Impact on Children with Special Educational Needs and Disabilities. , 2019, , 1-23.		2
31	Development of Inclusive Education in England: Impact on Children with Special Educational Needs and Disabilities. , 2020, , 1561-1583.		2
32	Colonization, Disability, and the Intranet. <i>Qualitative Inquiry</i> , 2013, 19, 461-469.	1.4	1
33	Can National Identity Ever Have "Fundamental Values"? <i>International Review of Qualitative Research</i> , 2020, 13, 5-8.	0.3	1
34	Pathologies of Professionalism: Invoking Controversial Dialectic—"Per Fas et Nefas," Through a Performative Courtroom Drama. <i>Cultural Studies - Critical Methodologies</i> , 2021, 21, 291-300.	0.8	0
35	"Enter the Dream Tiger". Borges, Abbau and the Shrouded Hall of Mirrors of Educational Reflection. <i>International Review of Qualitative Research</i> , 2022, 15, 62-80.	0.3	0