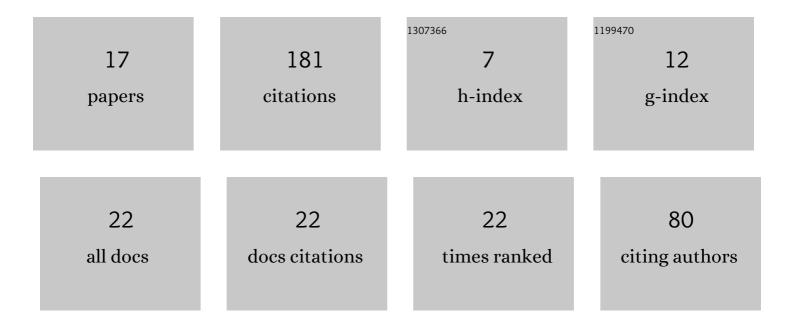
Clare Woolhouse

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/3664046/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Perspectives on Inclusion: Close Encounters of the Creative Kind. International Journal of Art and Design Education, 2021, 40, 420-435.	0.6	1
2	Collaborative research as community learning in a higher education context, or †what would Rod Stewart do?'. Studies in Higher Education, 2020, 45, 477-491.	2.9	6
3	Practices of Freedom? Seeking the Social Justice Aims of Peer Mentoring Within a Higher Education Professional Development Programme for Teaching Assistants. , 2020, , 255-274.		0
4	Conducting photo methodologies with children: framing ethical concerns relating to representation, voice and data analysis when exploring educational inclusion with children. International Journal of Research and Method in Education, 2019, 42, 3-18.	1.1	9
5	Relationships in early childhood education – beyond the professional into the personal within the teacher–child dyad: relationships †that ripple in the pond'. Early Child Development and Care, 2018, 188, 88-101.	0.7	7
6	Spaces of inclusion: investigating place, positioning and perspective in educational settings through photo-elicitation. International Journal of Inclusive Education, 2018, 22, 21-37.	1.5	6
7	Reframing peer mentoring as a route for developing an educational community of practice. Mentoring and Tutoring: Partnership in Learning, 2018, 26, 420-440.	0.6	8
8	Multimodal life history narrative. Narrative Inquiry, 2017, 27, 109-131.	0.5	17
9	Educational policy or practice? Traversing the conceptual divide between subject knowledge, pedagogy and teacher identity in England. European Journal of Teacher Education, 2015, 38, 87-101.	2.2	13
10	Teachers performing gender and belonging: a case study of how SENCOs narrate inclusion identities. Gender and Education, 2015, 27, 131-147.	1.1	6
11	Language learning, cultural capital and teacher identity: teachers negotiating the introduction of French into the primary curriculum. Language Learning Journal, 2013, 41, 55-67.	1.4	4
12	Re-visioning disability and dyslexia down the camera lens: interpretations of representations on UK university websites and in a UK government guidance paper. Studies in Higher Education, 2012, 37, 859-873.	2.9	6
13	Reflective practice and identity construction: the particularities of the experiences of teachers specialising in dyslexia. Reflective Practice, 2012, 13, 747-760.	0.7	15
14	â€~Making children count': an exploration of the implementation of the Every Child Matters agenda. Education 3-13, 2010, 38, 23-38.	0.6	2
15	â€~Now I think of myself as a physics teacher': negotiating professional development and shifts in selfâ€identity. Reflective Practice, 2010, 11, 607-618.	0.7	16
16	Lifelong learning: teaching assistants' experiences of economic, social and cultural change following completion of a foundation degree. International Journal of Lifelong Education, 2009, 28, 763-776.	1.3	17
17	Mapping the changes: a critical exploration into the career trajectories of teaching assistants who undertake a foundation degree. Journal of Vocational Education and Training, 2008, 60, 49-59.	0.9	23