

# Clare Woolhouse

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3664046/publications.pdf>

Version: 2024-02-01

17  
papers

181  
citations

1307366

7  
h-index

1199470

12  
g-index

22  
all docs

22  
docs citations

22  
times ranked

80  
citing authors

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 1  | Perspectives on Inclusion: Close Encounters of the Creative Kind. <i>International Journal of Art and Design Education</i> , 2021, 40, 420-435.   | 0.6 | 1         |
| 2  | Collaborative research as community learning in a higher education context, or "what would Rod Stewart do"? <i>Studies in Higher Education</i> , 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. <i>International Journal of Research and Method in Education</i> , 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". <i>Early Child Development and Care</i> , 2018, 188, 88-101.   | 0.7 | 7         |
| 6  | Spaces of inclusion: investigating place, positioning and perspective in educational settings through photo-elicitation. <i>International Journal of Inclusive Education</i> , 2018, 22, 21-37.   | 1.5 | 6         |
| 7  | Reframing peer mentoring as a route for developing an educational community of practice. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2018, 26, 420-440.  | 0.6 | 8         |
| 8  | Multimodal life history narrative. <i>Narrative Inquiry</i> , 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. <i>European Journal of Teacher Education</i> , 2015, 38, 87-101.  | 2.2 | 13        |
| 10 | Teachers performing gender and belonging: a case study of how SENCOs narrate inclusion identities. <i>Gender and Education</i> , 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. <i>Language Learning Journal</i> , 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. <i>Studies in Higher Education</i> , 2012, 37, 859-873.  | 2.9 | 6         |
| 13 | Reflective practice and identity construction: the particularities of the experiences of teachers specialising in dyslexia. <i>Reflective Practice</i> , 2012, 13, 747-760.   | 0.7 | 15        |
| 14 | "Making children count": an exploration of the implementation of the Every Child Matters agenda. <i>Education 3-13</i> , 2010, 38, 23-38.   | 0.6 | 2         |
| 15 | "Now I think of myself as a physics teacher": negotiating professional development and shifts in self-identity. <i>Reflective Practice</i> , 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. <i>International Journal of Lifelong Education</i> , 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. <i>Journal of Vocational Education and Training</i> , 2008, 60, 49-59.   | 0.9 | 23        |