

# Heather King

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3760075/publications.pdf>

Version: 2024-02-01

15  
papers

253  
citations

933447

10  
h-index

1058476

14  
g-index

15  
all docs

15  
docs citations

15  
times ranked

185  
citing authors

#	ARTICLE	IF	CITATIONS
1	<i>The “web of conditions” governing England’s climate change education policy landscape</i>. <i>Journal of Education Policy</i> , 2023, 38, 69-92.	2.8	12
2	Learning Together? What Are, and What Could Be, the Experiences of Adult Participants to “Family” Workshops in an Art Museum. <i>International Journal of Art and Design Education</i> , 2021, 40, 568-580.	1.1	0
3	Selfies at the science museum: exploring girls’ identity performances in a science learning space. <i>Gender and Education</i> , 2020, 32, 664-681.	1.7	38
4	Play as a pedagogical vehicle for supporting gender inclusive engagement in informal STEM education. <i>International Journal of Science Education, Part B: Communication and Public Engagement</i> , 2020, 10, 376-389.	1.5	10
5	Taking stock of environmental education policy in England “the what, the where and the why”. <i>Environmental Education Research</i> , 2020, 26, 305-323.	2.9	25
6	Applying the Lens of Science Capital to Understand Learner Engagement in Informal Maker Spaces. <i>Lecture Notes in Educational Technology</i> , 2020, , 15-31.	0.8	1
7	Can the subaltern “speak” science? An intersectional analysis of performances of “talking science through muscular intellect” by “subaltern” students in UK urban secondary science classrooms. <i>Cultural Studies of Science Education</i> , 2019, 14, 723-751.	1.3	13
8	The potential of extended cultural residencies for young children. <i>Museum Management and Curatorship</i> , 2018, 33, 158-177.	1.4	4
9	Using Bourdieu in practice? Urban secondary teachers’ and students’ experiences of a Bourdieusian-inspired pedagogical approach. <i>British Journal of Sociology of Education</i> , 2018, 39, 283-298.	1.8	24
10	Fostering critical teacher agency: the impact of a science capital pedagogical approach. <i>Pedagogy, Culture and Society</i> , 2018, 26, 87-103.	2.6	18
11	Examining Student Engagement with Science Through a Bourdieusian Notion of Field. <i>Science and Education</i> , 2018, 27, 501-521.	2.7	20
12	The Case for Natural History. <i>Science and Education</i> , 2017, 26, 125-139.	2.7	12
13	Killing curiosity? An analysis of celebrated identity performances among teachers and students in nine London secondary science classrooms. <i>Science Education</i> , 2017, 101, 741-764.	3.0	36
14	STEM in England: meanings and motivations in the policy arena. <i>International Journal of Science Education</i> , 2016, 38, 2346-2366.	1.9	28
15	Teachers’ Understanding and Operationalisation of “Science Capital”. <i>International Journal of Science Education</i> , 2015, 37, 2987-3014.	1.9	12