

Cheryl J Craig

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3923499/publications.pdf>

Version: 2024-02-01

156
papers

2,525
citations

218677

26
h-index

243625

44
g-index

160
all docs

160
docs citations

160
times ranked

653
citing authors

#	ARTICLE	IF	CITATIONS
1	A beginning teacher’s living of counter stories in a high-needs school in rural China. <i>Research Papers in Education</i> , 2023, 38, 1-20.	3.0	2
2	“Charting waters of New Seas”: the scholarly contributions of Elliot Eisner. <i>Journal of Curriculum Studies</i> , 2022, 54, 147-164.	2.1	1
3	Teacher Education’s Moment: From Solution to Challenge. <i>Journal of Teacher Education</i> , 2022, 73, 127-128.	3.5	7
4	Teacher Education and “Climate Change”: In Navigating Multiple Pandemics, Is the Field Forever Altered?. <i>Journal of Teacher Education</i> , 2022, 73, 5-7.	3.5	7
5	Problematizing the Taken-For-Granted: Talking Across Differences in Teacher Education. <i>Journal of Teacher Education</i> , 2022, 73, 221-224.	3.5	3
6	The Value of STEM Scholarship Grants to Undergraduate and Graduate Students Intending to Study the STEM Disciplines and Pursue STEM Careers. <i>Advances in Research on Teaching</i> , 2021, , 179-200.	0.2	0
7	Overview of the teachHOUSTON Program *. <i>Advances in Research on Teaching</i> , 2021, , 7-26.	0.2	0
8	In Praise of “Unsung Teachers”: Teachers’ Influences on Students Enrolling in STEM Programs with the Intent of Entering STEM Careers. <i>Advances in Research on Teaching</i> , 2021, , 135-158.	0.2	0
9	Parents’ Influence on Undergraduate and Graduate Students’ Entering the STEM Disciplines and STEM Careers. <i>Advances in Research on Teaching</i> , 2021, , 109-133.	0.2	1
10	The Influence of Professors on Students Enrolled in the STEM Programs with the Intent of Embarking on STEM Careers. <i>Advances in Research on Teaching</i> , 2021, , 159-177.	0.2	0
11	Collaboration between a Physics Professor and a Physics Teacher/Teacher Educator. <i>Advances in Research on Teaching</i> , 2021, , 27-40.	0.2	0
12	A Narrative Inquiry into Teaching Physics as Inquiry: One Teacher’s Journey. <i>Advances in Research on Teaching</i> , 2021, , 41-64.	0.2	0
13	Where Are the teachHOUSTON Preservice Candidates Now? Are They Still in the Urban Teacher Force?. <i>Advances in Research on Teaching</i> , 2021, , 201-226.	0.2	1
14	Overview of the Book. <i>Advances in Research on Teaching</i> , 2021, , 1-5.	0.2	0
15	Examining the Impact of Informal Experiences on Preservice Teachers’ Self-efficacy. <i>Advances in Research on Teaching</i> , 2021, , 85-108.	0.2	1
16	Introduction: The Idea of Excessive Teacher Entitlement: Breaking New Ground. <i>Advances in Research on Teaching</i> , 2021, , 1-13.	0.2	3
17	Excessive Teacher/Faculty Entitlement in Review: What We Unearthed, Where to from Here. <i>Advances in Research on Teaching</i> , 2021, , 273-283.	0.2	1
18	Community, Identity, and Change: An Inquiry into Professional Development Partnerships for Literacy Education in Urban Context. <i>Advances in Research on Teaching</i> , 2021, , 1-18.	0.2	1

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19	Reflective Conversation on the Value of Longevity as Collaborators in Education. <i>Advances in Research on Teaching</i> , 2021, , 153-167.	0.2	0
20	Back in the Middle (Again): Working in the Midst of Professors and Graduate Students. <i>Advances in Research on Teaching</i> , 2021, , 165-178.	0.2	0
21	Reflections on Principal Leadership and Writers in the Schools. <i>Advances in Research on Teaching</i> , 2021, , 61-77.	0.2	0
22	Generative Mentorship: Exemplars from a STEM Teacher Preparation Program. <i>Palgrave Studies on Leadership and Learning in Teacher Education</i> , 2021, , 135-171.	0.2	1
23	Fifty years of<i>life in classrooms</i>: an inquiry into the scholarly contributions of Philip Jackson. <i>Journal of Curriculum Studies</i> , 2020, 52, 161-176.	2.1	7
24	Fish Jumps Over the Dragon Gate:An Eastern Image of a Western Scholarâ€™s Career Trajectory. <i>Research Papers in Education</i> , 2020, 35, 722-745.	3.0	9
25	Curriculum Making, Reciprocal Learning, and the Best-Loved Self. , 2020, , .		23
26	Knowledge Communities in Teacher Education. <i>Palgrave Studies on Leadership and Learning in Teacher Education</i> , 2020, , .	0.2	17
27	â€œData is [G]odâ€ The influence of cumulative policy reforms on teachersâ€™ knowledge in an urban middle school in the United States. <i>Teaching and Teacher Education</i> , 2020, 93, 103027.	3.2	23
28	A narrative inquiry into the cultivation of self and identity of three novice teachers in Chinese colleges--through the evolution of an online knowledge community. <i>Journal of Education for Teaching</i> , 2020, 46, 646-663.	2.0	10
29	The Story Before the Story: The Pathway to Knowledge Communities and the Portfolio Group. <i>Palgrave Studies on Leadership and Learning in Teacher Education</i> , 2020, , 23-47.	0.2	1
30	Generous Scholarship: A Counternarrative for the Region and the Academy. <i>Palgrave Studies on Leadership and Learning in Teacher Education</i> , 2020, , 351-365.	0.2	9
31	The Best-Loved Self. , 2020, , 117-156.		5
32	Theoretical Roots of Self-Study Research. <i>Springer International Handbooks of Education</i> , 2020, , 1-40.	0.1	1
33	Theoretical Roots of Self-Study Research. <i>Springer International Handbooks of Education</i> , 2020, , 57-96.	0.1	6
34	Negotiating Career Pathway Challenges (1998â€“Present). <i>Palgrave Studies on Leadership and Learning in Teacher Education</i> , 2020, , 185-204.	0.2	0
35	Evidencing School Reform Through School Portfolios (1998â€“2002). <i>Palgrave Studies on Leadership and Learning in Teacher Education</i> , 2020, , 49-76.	0.2	0
36	Traveling Journals as Inquiry and Professional Development (2004â€“2006). <i>Palgrave Studies on Leadership and Learning in Teacher Education</i> , 2020, , 141-161.	0.2	0

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37	Becoming and Sustaining Critical Friends (1998â€“Present). Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 77-92.	0.2	0
38	Reciprocal Learning. , 2020, , 83-115.		0
39	Introducing the Portfolio Group (1998â€“Present). Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 1-21.	0.2	0
40	Engaging in Self-Study Research (2011â€“Present). Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 163-183.	0.2	0
41	The Mentorâ€“Mentee Faculty Relationship: Cases of Reciprocal Learning and Leading. Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 83-95.	0.2	0
42	The Portfolio Groupâ€™s Legacy. Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 223-250.	0.2	0
43	Curriculum Making 1. , 2020, , 1-55.		0
44	Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading. Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 1-8.	0.2	0
45	Theoretical Roots of Self-Study Research. Springer International Handbooks of Education, 2020, , 1-40.	0.1	0
46	Becoming Narrative Inquirers (2003â€“2013). Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 115-140.	0.2	0
47	Becoming Teacher Researchers (2004â€“2009). Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 93-113.	0.2	0
48	Relationships, Cross-Pollination, and Extended Collaborations (2002â€“Present). Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 205-221.	0.2	0
49	Curriculum Making 2. , 2020, , 57-81.		0
50	Faculty Academy: A New Version of an Established Concept of Collaboration. Palgrave Studies on Leadership and Learning in Teacher Education, 2020, , 9-24.	0.2	1
51	Challenges in the New Roles of Physical Education as Liberal Education in Higher Education. Quest, 2019, 71, 51-65.	1.2	8
52	A narrative inquiry into a rural teacherâ€™s emotions and identities in China: through a teacher knowledge community lens. Teachers and Teaching: Theory and Practice, 2019, 25, 918-936.	1.9	18
53	Moving from arrogance to acceptance: narratively shifting human perceptions through a China study abroad programme. Pedagogies, 2019, 14, 206-228.	0.9	3
54	A narrative inquiry into the fostering of a teacher-principalâ€™s best-loved self in an online teacher community in China. Journal of Education for Teaching, 2019, 45, 290-305.	2.0	17

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55	Teacher propensities, desires and practices. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 275-278.	1.9	3
56	Remaking textbook policy: analysis of national curriculum alignment in Korean school textbooks. <i>Asia Pacific Journal of Education</i> , 2019, 39, 14-30.	2.1	9
57	Editorial: Reciprocity, partnerships and learning. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 623-626.	1.9	2
58	A tribute to "unsung teachers": teachers' influences on students enrolling in STEM programs with the intent of entering STEM careers. <i>European Journal of Teacher Education</i> , 2019, 42, 335-358.	3.7	14
59	From starting stories to staying stories to leaving stories: the experiences of an urban English as a Second Language teacher. <i>Research Papers in Education</i> , 2019, 34, 298-329.	3.0	15
60	Positioning Others in Self-Facing Inquiries: Ethical Challenges in Self-Study of Teaching and Teacher Education Research. <i>Self-study of Teaching and Teacher Education Practices</i> , 2019, , 29-43.	0.3	4
61	Sustaining Self and Others in the Teaching Profession: A Personal Perspective. , 2019, , 79-91.		1
62	The embodied nature of narrative knowledge: A cross-study analysis of embodied knowledge in teaching, learning, and life. <i>Teaching and Teacher Education</i> , 2018, 71, 329-340.	3.2	42
63	The influence of parents on undergraduate and graduate students entering the STEM disciplines and STEM careers. <i>International Journal of Science Education</i> , 2018, 40, 621-643.	1.9	31
64	The developing knowledge and identity of an Asian-American teacher: The influence of a China study abroad experience. <i>Learning, Culture and Social Interaction</i> , 2018, 17, 1-20.	1.8	15
65	The contexts of teaching: more to know and more to know about. <i>Teachers and Teaching: Theory and Practice</i> , 2018, 24, 329-331.	1.9	1
66	Intergenerational impact of a curriculum enigma: the scholarly legacy of Joseph J. Schwab. <i>Educational Studies</i> , 2018, 44, 421-448.	2.4	7
67	Metaphors of knowing, doing and being: Capturing experience in teaching and teacher education. <i>Teaching and Teacher Education</i> , 2018, 69, 300-311.	3.2	46
68	Exploring Professional Learning Styles of Beginning Physical Education Teachers in Learning Community. <i>Asia-Pacific Education Researcher</i> , 2018, 27, 419-429.	3.7	6
69	An International Inquiry. <i>Urban Education</i> , 2017, 52, 120-151.	1.8	13
70	Pedagogy through the pearl metaphor: teaching as a process of ongoing refinement. <i>Journal of Curriculum Studies</i> , 2017, 49, 757-781.	2.1	18
71	International teacher attrition: multiperspective views. <i>Teachers and Teaching: Theory and Practice</i> , 2017, 23, 859-862.	1.9	64
72	Sustaining Teachers: Attending to the Best-Loved Self in Teacher Education and Beyond. <i>New Frontiers of Educational Research</i> , 2017, , 193-205.	0.4	28

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73	Attracting, Preparing, and Retaining Teachers in High Need Areas: A Science as Inquiry Model of Teacher Education. , 2017, , 455-470.		7
74	What the West could learn from the East: a reflective analysis. Teachers and Teaching: Theory and Practice, 2016, 22, 842-857.	1.9	8
75	Structure of Teacher Education. , 2016, , 69-135.		27
76	Teaching and learning: participation and interaction. Teachers and Teaching: Theory and Practice, 2016, 22, 269-272.	1.9	0
77	Preservice Teachersâ€™ Reflective Journaling: A Way to Know Culture. , 2016, , 175-194.		3
78	Series Concluding Chapter (Parts A, B and C). Advances in Research on Teaching, 2015, , 379-387.	0.2	0
79	International Teacher Education: Promising Pedagogies Introduction. Advances in Research on Teaching, 2015, , 1-5.	0.2	3
80	International Teacher Education: Promising Pedagogies Concluding Chapter. Advances in Research on Teaching, 2015, , 439-451.	0.2	1
81	Concluding Chapter (Part C). Advances in Research on Teaching, 2015, , 365-377.	0.2	0
82	Journal writing as a way to know culture: insights from a travel study abroad program. Teachers and Teaching: Theory and Practice, 2015, 21, 472-489.	1.9	21
83	Complexities of teaching and learning: contexts, orientations and interpretations. Teachers and Teaching: Theory and Practice, 2015, 21, 127-130.	1.9	1
84	Narrative accounts of US teachers' collaborative curriculum making in a physical education department. Sport, Education and Society, 2015, 20, 501-526.	2.1	8
85	A narrative inquiry into schooling in China: three images of the principalship. Journal of Curriculum Studies, 2015, 47, 141-169.	2.1	10
86	From stories of staying to stories of leaving: a US beginning teacherâ€™s experience. Journal of Curriculum Studies, 2014, 46, 81-115.	2.1	60
87	Tensions in teacher community: competing commitments in the teaching of US middle school physical education. Journal of Curriculum Studies, 2014, 46, 697-728.	2.1	1
88	Narrative inquiry as travel study method: affordances and constraints. Asia Pacific Education Review, 2014, 15, 127-140.	2.5	8
89	International Teacher Education: Promising Pedagogies Introduction. Advances in Research on Teaching, 2014, , 1-11.	0.2	0
90	International Teacher Education: Promising Pedagogies Concluding Chapter. Advances in Research on Teaching, 2014, , 447-462.	0.2	0

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91	Coming to know in the "eye of the storm": A beginning teacher's introduction to different versions of teacher community. <i>Teaching and Teacher Education</i> , 2013, 29, 25-38.	3.2	54
92	Collaborative curriculum making in the physical education vein: a narrative inquiry of space, activity and relationship. <i>Journal of Curriculum Studies</i> , 2013, 45, 169-197.	2.1	11
93	Section I. Clinical Field-Based Experience Practica. <i>Action in Teacher Education</i> , 2013, 35, 320-322.	0.7	0
94	Life on School Landscapes: Teachers' Experiences, Relationships and Emotions. <i>Advances in Research on Teaching</i> , 2013, , 99-117.	0.2	3
95	Section II. Pedagogical Practices. <i>Action in Teacher Education</i> , 2013, 35, 428-429.	0.7	0
96	Teacher education and the best-loved self. <i>Asia Pacific Journal of Education</i> , 2013, 33, 261-272.	2.1	70
97	What spurs curriculum making in physical education? Four narratives of experienced teachers. <i>Sport, Education and Society</i> , 2013, 18, 243-266.	2.1	14
98	Teaching and learning to teach: roles, beliefs, attitudes, and interactions. <i>Teachers and Teaching: Theory and Practice</i> , 2013, 19, 475-477.	1.9	0
99	Braided Lives: Multiple ways of knowing, flowing in and out of knowledge communities. <i>Studying Teacher Education</i> , 2013, 9, 175-186.	1.4	51
100	Opportunities and Challenges in Representing Narrative Inquiries Digitally. <i>Teachers College Record</i> , 2013, 115, 1-45.	0.9	11
101	Why school-based narrative inquiry in physical education research? An international perspective. <i>Asia Pacific Journal of Education</i> , 2012, 32, 271-284.	2.1	6
102	Social Justice in Preservice and Graduate Education: A Reflective Narrative Analysis. <i>Action in Teacher Education</i> , 2012, 34, 433-446.	0.7	10
103	"Butterfly Under a Pin": An Emergent Teacher Image amid Mandated Curriculum Reform. <i>Journal of Educational Research</i> , 2012, 105, 90-101.	1.6	62
104	Section I. Culture, Family, and Social Justice. <i>Action in Teacher Education</i> , 2012, 34, 398-400.	0.7	0
105	Chapter Two Burrowing and Broadening in the Storied Place of Teacher Education. <i>Advances in Research on Teaching</i> , 2012, , 23-49.	0.2	1
106	Similarities among differences: an international sampling of interwoven themes. <i>Teachers and Teaching: Theory and Practice</i> , 2012, 18, 509-511.	1.9	0
107	Section II. Programs. <i>Action in Teacher Education</i> , 2012, 34, 483-484.	0.7	0
108	Tensions in Teacher Development and Community: Variations on a Recurring School Reform Theme. <i>Teachers College Record</i> , 2012, 114, 1-28.	0.9	14

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109	Section III. Classroom Practice. <i>Action in Teacher Education</i> , 2011, 33, 540-541.	0.7	0
110	Narrative inquiry in teaching and teacher education. <i>Advances in Research on Teaching</i> , 2011, , 19-42.	0.2	60
111	Chapter 11 Revisiting self in the midst of NCATE and other accountability demands. <i>Advances in Research on Teaching</i> , 2010, , 183-198.	0.2	1
112	Coming full circle: from teacher reflection to classroom action and places in between. <i>Teachers and Teaching: Theory and Practice</i> , 2010, 16, 423-435.	1.9	12
113	“Evaluation gone Awry” The teacher experience of the summative evaluation of a school reform initiative. <i>Teaching and Teacher Education</i> , 2010, 26, 1290-1299.	3.2	6
114	Change, Changing, and Being Changed: A study of self in the throes of multiple accountability demands. <i>Studying Teacher Education</i> , 2010, 6, 63-73.	1.4	18
115	Reflective Practice in the Professions: Teaching. , 2010, , 189-214.		9
116	Within K-12 Schools for School Reform: What Does it Take?. , 2010, , 273-298.		6
117	Fictionalising a future for a field: Engaging possibilities in curriculum research. <i>Curriculum Matters</i> , 2010, 6, 48-65.	0.1	0
118	Research on the Boundaries: Narrative Inquiry in the Midst of Organized School Reform. <i>Journal of Educational Research</i> , 2009, 103, 123-136.	1.6	16
119	The Contested Classroom Space: A Decade of Lived Educational Policy in Texas Schools. <i>American Educational Research Journal</i> , 2009, 46, 1034-1059.	2.7	49
120	Research in the Midst of Organized School Reform: Versions of Teacher Community in Tension. <i>American Educational Research Journal</i> , 2009, 46, 598-619.	2.7	63
121	Learning about reflection through exploring narrative inquiry. <i>Reflective Practice</i> , 2009, 10, 105-116.	1.4	31
122	Flights from the field and the plight of teacher education: a personal perspective. <i>Journal of Curriculum Studies</i> , 2009, 41, 605-624.	2.1	8
123	Traveling stories: Converging milieus and educative conundrums. <i>Teaching and Teacher Education</i> , 2009, 25, 1077-1085.	3.2	18
124	Teacher Research and Teacher as Researcher. , 2009, , 61-70.		18
125	“Small” Stories and Meganarratives: Accountability in Balance. <i>Teachers College Record</i> , 2009, 111, 547-572.	0.9	60
126	Joseph Schwab, self-study of teaching and teacher education practices proponent? A personal perspective. <i>Teaching and Teacher Education</i> , 2008, 24, 1993-2001.	3.2	28

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127	Cultivating the Image of Teachers as Curriculum Makers. , 2008, , 282-305.		77
128	lluminating qualities of knowledge communities in a portfolioâ€™making context. Teachers and Teaching: Theory and Practice, 2007, 13, 617-636.	1.9	54
129	Story constellations: A narrative approach to contextualizing teachersâ€™ knowledge of school reform. Teaching and Teacher Education, 2007, 23, 173-188.	3.2	108
130	Dilemmas in crossing the boundaries: From K-12 to higher education and back again. Teaching and Teacher Education, 2007, 23, 1165-1176.	3.2	5
131	Narrative Inquiries of Geographically Close Schools: Stories Given, Lived, and Told. Teachers College Record, 2007, 109, 160-191.	0.9	4
132	Change, Changing, and Being Changed: A Self-study of a teacher educator's becoming real in the throes of urban school reform. Studying Teacher Education, 2006, 2, 105-116.	1.4	24
133	Why Is Dissemination So Difficult? The Nature of Teacher Knowledge and the Spread of Curriculum Reform. American Educational Research Journal, 2006, 43, 257-293.	2.7	69
134	Uncovering Cover Stories: Tensions and Entailments in the Development of Teacher Knowledge. Curriculum Inquiry, 2005, 35, 161-182.	1.1	85
135	The epistemic role of novel metaphors in teachersâ€™ knowledge constructions of school reform. Teachers and Teaching: Theory and Practice, 2005, 11, 195-208.	1.9	26
136	Shifting Boundaries on the Professional Knowledge Landscape: When Teacher Communications Become Less Safe. Curriculum Inquiry, 2004, 34, 395-424.	1.1	30
137	The Dragon in School Backyards: The Influence of Mandated Testing on School Contexts and Educators' Narrative Knowing. Teachers College Record, 2004, 106, 1229-1257.	0.9	45
138	The Dragon in School Backyards: The Influence of Mandated Testing on School Contexts and Educatorsâ€™ Narrative Knowing. Teachers College Record, 2004, 106, 1229-1257.	0.9	0
139	What teachers come to know through school portfolio development. Teaching and Teacher Education, 2003, 19, 815-827.	3.2	17
140	School Portfolio Development. Journal of Teacher Education, 2003, 54, 122-134.	3.5	31
141	Characterizing the human experience of reform in an urban middle-school context. Journal of Curriculum Studies, 2003, 35, 627-648.	2.1	6
142	A Meta-Level Analysis of the Conduit in Lives Lived and Stories Told. Teachers and Teaching: Theory and Practice, 2002, 8, 197-221.	1.9	27
143	A Matter of Cultivation. Reflective Practice, 2002, 3, 293-305.	1.4	0
144	Opportunities and challenges in the development of teachersâ€™ knowledge: the development of narrative authority through knowledge communities. Teaching and Teacher Education, 2001, 17, 667-684.	3.2	143

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145	The Relationships Between and Among Teachersâ€™ Narrative Knowledge, Communities of Knowing, and School Reform: A Case of â€œThe Monkeyâ€™s Pawâ€. Curriculum Inquiry, 2001, 31, 303-331.	1.1	106
146	No Satisfaction: â€œA Case of â€˜The Monkeyâ€™s Paw,â€™ â€•Top-Down School Reform, and the Conduit. Curriculum Inquiry, 2001, 31, 341-350.	1.1	11
147	Stories of Schools/Teacher Stories: A Two-Part Invention on the Walls Theme. Curriculum Inquiry, 2000, 30, 11-41.	1.1	24
148	A Response to Margaret Olson's "Curriculum as a Multistoried Process". Canadian Journal of Education, 2000, 25, 344.	0.4	3
149	Parallel stories: a way of contextualizing teacher knowledge. Teaching and Teacher Education, 1999, 15, 397-411.	3.2	37
150	THE INFLUENCE OF CONTEXT ON ONE TEACHERâ€™S INTERPRETIVE KNOWLEDGE OF TEAM TEACHING. Teaching and Teacher Education, 1998, 14, 371-383.	3.2	33
151	Lessons Students Teach: Learning from Carla and Bob. Teaching Education, 1998, 10, 79-84.	1.3	2
152	Telling Stories: Accessing Beginning Teacher Knowledge. Teaching Education, 1997, 9, 61-68.	1.3	21
153	Knowledge Communities: A Way of Making Sense of How Beginning Teachers Come to Know in Their Professional Knowledge Contexts. Curriculum Inquiry, 1995, 25, 151.	1.1	32
154	Knowledge Communities: A Way of Making Sense of How Beginning Teachers Come to Know in Their Professional Knowledge Contexts. Curriculum Inquiry, 1995, 25, 151-175.	1.1	113
155	Inside the Role of Dean. , 0, , .		14
156	Relationships to knowledge and (self)educative experiences in Physical Education. Movimento, 0, , e28020.	0.5	3