Kathy Luckett

List of Publications by Year
in descending order

20 papers	411 citations	840776 11 h-index	794594 19 g-index
20 all docs	20 docs citations	20 times ranked	247 citing authors

#	Article	IF	Citations
1	Possibilities and complexities of decolonising higher education: critical perspectives on praxis. Teaching in Higher Education, 2021, 26, 887-901.	2.6	18
2	Reframing the curriculum: a transformative approach. Critical Studies in Education, 2020, 61, 50-65.	4.5	49
3	Confronting the complexities of decolonising curricula and pedagogy in higher education. Third World Thematics A TWQ Journal, 2020, 5, 1-18.	0.4	33
4	Gazes in the post-colony: an analysis of African philosophies using Legitimation Code Theory. Teaching in Higher Education, 2019, 24, 197-211.	2.6	6
5	Experts, knowledge and criticality in the age of 'alternative facts': re-examining the contribution of higher education. Teaching in Higher Education, 2019, 24, 259-271.	2.6	28
6	Responding to misrecognition from a (post)/colonial university. Critical Studies in Education, 2019, 60, 187-204.	4.5	9
7	Curriculum contestation in a post-colonial context: a view from the South. Teaching in Higher Education, 2016, 21, 415-428.	2.6	56
8	Differences in Curriculum Structure between High School and University Biology: The Implications for Epistemological Access. Journal of Biological Education, 2016, 50, 425-441.	1.5	15
9	Making the Implicit Explicit: the Grammar of Inferential Reasoning in the Humanities and Social Sciences. Universal Journal of Educational Research, 2016, 4, 1003-1015.	0.2	2
10	Making gazes explicit: facilitating epistemic access in the Humanities. Higher Education, 2014, 67, 183-198.	4.4	17
11	Integrating multidisciplinary engineering knowledge. Teaching in Higher Education, 2013, 18, 78-92.	2.6	28
12	Working with 'necessary contradictions': a social realist meta-analysis of an academic development programme review. Higher Education Research and Development, 2012, 31, 339-352.	2.9	15
13	Disciplinarity in question: comparing knowledge and knower codes in sociology. Research Papers in Education, 2012, 27, 19-40.	3.0	11
14	A 'Quality Revolution' Constrained? A Critical Reflection on Quality Assurance Methodology from the South African Higher Education Context. Quality in Higher Education, 2010, 16, 71-75.	1.1	3
15	The relationship between knowledge structure and curriculum: a case study in sociology. Studies in Higher Education, 2009, 34, 441-453.	4.5	46
16	The development of agency in first generation learners in higher education: a social realist analysis. Teaching in Higher Education, 2009, 14, 469-481.	2.6	34
17	The Introduction of External Quality Assurance in South African Higher Education: An Analysis of Stakeholder Response. Quality in Higher Education, 2007, 13, 97-116.	1.1	8
18	An Assessment of the Application of 'Critical Systems Heuristics' to a Policy Development Process. Systemic Practice and Action Research, 2006, 19, 503-521.	1.7	7

#	Article	IF	Citations
19	Responding to Equity and Development Imperatives: Conceptualizing a Structurally and Epistemically Diverse Undergraduate Curriculum in Postâ€Apartheid South Africa. Equity and Excellence in Education, 2001, 34, 26-35.	2.8	22
20	Teaching and Learning History as an Academic Discourse: Showing First-Year University Students How to Read and Write like Historians. South African Historical Journal, 1995, 33, 83-100.	0.2	4