

Justin J W Powell

List of Publications by Year in descending order

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Version: 2024-02-01

47
papers

1,143
citations

430442

18
h-index

454577

30
g-index

60
all docs

60
docs citations

60
times ranked

645
citing authors

#	ARTICLE	IF	CITATIONS
1	Why are higher education participation rates in Germany so low? Institutional barriers to higher education expansion. <i>Journal of Education and Work</i> , 2011, 24, 49-68.	0.8	98
2	The Emergent European Model in Skill Formation. <i>Sociology of Education</i> , 2012, 85, 240-258.	1.7	87
3	Analyzing the nexus of higher education and vocational training in Europe: a comparativeâ€institutional framework. <i>Studies in Higher Education</i> , 2010, 35, 705-721.	2.9	77
4	Benefits, Motivations, and Challenges of International Collaborative Research: A Sociology of Science Case Study. <i>Science and Public Policy</i> , 2021, 48, 235-245.	1.2	58
5	What is meant by inclusion? On the effects of different definitions on attitudes toward inclusive education. <i>European Journal of Special Needs Education</i> , 2019, 34, 632-648.	1.5	52
6	SPECIAL EDUCATION AND THE RISK OF BECOMING LESS EDUCATED. <i>European Societies</i> , 2006, 8, 577-599.	3.9	44
7	Legitimizing school segregation. The special education profession and the discourse of learning disability in Germany. <i>Disability and Society</i> , 2011, 26, 449-462.	1.4	44
8	The Bologna Process's Model of Mobility in Europe: The Relationship of its Spatial and Social Dimensions. <i>European Educational Research Journal</i> , 2013, 12, 270-285.	1.4	42
9	Migration and ethnic group disproportionality in special education: an exploratory study. <i>Disability and Society</i> , 2009, 24, 625-639.	1.4	40
10	The Shifting Relationship between Vocational and Higher Education in France and Germany: towards convergence?. <i>European Journal of Education</i> , 2012, 47, 405-423.	1.7	39
11	How does research evaluation impact educational research? Exploring intended and unintended consequences of research assessment in the United Kingdom, 1986â€2014. <i>European Educational Research Journal</i> , 2017, 16, 820-842.	1.4	34
12	Awareness-raising, legitimization or backlash? Effects of the UN Convention on the Rights of Persons with Disabilities on education systems in Germany. <i>Globalisation, Societies and Education</i> , 2016, 14, 227-250.	1.9	33
13	Sign of our times? Revis(it)ing the International Symbol of Access. <i>Disability and Society</i> , 2007, 22, 489-505.	1.4	30
14	Exponential Growth and the Shifting Global Center of Gravity of Science Production, 1900â€2011. <i>Change</i> , 2015, 47, 46-49.	0.2	30
15	Science Production in Germany, France, Belgium, and Luxembourg: Comparing the Contributions of Research Universities and Institutes to Science, Technology, Engineering, Mathematics, and Health. <i>Minerva</i> , 2017, 55, 413-434.	1.4	30
16	How to construct an organizational field: Empirical educational research in Germany, 1995â€2015. <i>European Educational Research Journal</i> , 2016, 15, 537-557.	1.4	25
17	Comparative education in an age of competition and collaboration. <i>Comparative Education</i> , 2020, 56, 57-78.	1.8	23
18	Ratings, rankings, research evaluation: how do Schools of Education behave strategically within stratified UK higher education?. <i>Higher Education</i> , 2020, 79, 829-846.	2.8	19

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19	Blurring the boundaries. University actorhood and institutional change in global higher education. <i>Comparative Education</i> , 2021, 57, 538-559.	1.8	18
20	University vs. Research Institute? The Dual Pillars of German Science Production, 1950â€“2010. <i>Minerva</i> , 2020, 58, 319-342.	1.4	17
21	The European Center of Science Productivity: Research Universities and Institutes in France, Germany, and the United Kingdom. <i>International Perspectives on Education and Society</i> , 2017, , 55-83.	0.4	16
22	An evolving international research collaboration network: spatial and thematic developments in co-authored higher education research, 1998â€“2018. <i>Scientometrics</i> , 2022, 127, 1403-1429.	1.6	16
23	Educational Systems and Rising Inequality. <i>Sociology of Education</i> , 2013, 86, 362-375.	1.7	14
24	Von schulischer Exklusion zur Inklusion? Eine neoinstitutionalistische Analyse sonderpÃdagogischer FÃrdersysteme in Deutschland und den USA.. , 2009, , 213-232.		14
25	Barriers to Inclusion. , 0, , .		13
26	Change in Disability Classification: Redrawing Categorical Boundaries in Special Education in the United States and Germany, 1920â€“2005. <i>Comparative Sociology</i> , 2010, 9, 241-267.	0.4	12
27	University roots and branches between â€œglobalizationâ€ and â€œmondialisationâ€: Qatarâ€™s (inter)national universities. <i>International Perspectives on Education and Society</i> , 2014, , 253-276.	0.4	12
28	SonderpÃdagogische FÃrdersysteme. , 2012, , 721-739.		12
29	Europeanization and the Varying Responses in Collective Skill Systems. , 2011, , 284-313.		12
30	Europeanizing Universities: Expanding and Consolidating Networks of the Erasmus Mundus Joint Master Degree Programme (2004â€“2017). <i>Higher Education Policy</i> , 2022, 35, 19-41.	1.3	11
31	Introduction: The Worldwide Triumph of the Research University and Globalizing Science. <i>International Perspectives on Education and Society</i> , 2017, , 1-36.	0.4	8
32	Moving towards Mode 2? Evidence-based policy-making and the changing conditions for educational research in Germany. <i>Science and Public Policy</i> , 2017, , scw091.	1.2	6
33	(Re)shaping educational research through â€“programmificationâ€™: Institutional expansion, change, and translation in Norway. <i>European Journal of Education</i> , 2018, 53, 202-217.	1.7	6
34	Disability Studies in the Universal Design University. , 2018, , 157-188.		6
35	Austrian Corporatism and Institutional Change in the Relationship between Apprenticeship Training and School-Based VET. , 2011, , 150-178.		6
36	Higher Education Organizations as Strategic Actors in Networks: Institutional and Relational Perspectives Meet Social Network Analysis. <i>Theory and Method in Higher Education Research</i> , 2021, , 55-73.	0.2	6

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37	Designing the (Most) Mobile University: The Centrality of International Student Mobility in Luxembourg's Higher Education Policy Discourse. <i>Higher Education Policy</i> , 2020, 33, 21-44.	1.3	5
38	Amerikanisierung oder Europäisierung der (Aus-)Bildung? Die Bologna- und Kopenhagen-Prozesse und das neue europäische Modell der Hochschul- und Berufsbildung. <i>KÄ–lner Zeitschrift FÄœr Soziologie Und Sozialpsychologie Sonderheft</i> , 2012, , 437-458.	0.1	5
39	Competing Institutional Logics and Paradoxical Universalism: School-to-Work Transitions of Disabled Youth in Switzerland and the United States. <i>Social Inclusion</i> , 2020, 8, 155-167.	0.6	5
40	Integrating International Student Mobility in Work-Based Higher Education. <i>Journal of Studies in International Education</i> , 2017, 21, 156-169.	1.9	4
41	Two worlds of educational research? Comparing the levels, objects, disciplines, methodologies, and themes in educational research in the UK and Germany, 2005â€“2015. <i>Research in Comparative and International Education</i> , 2017, 12, 375-397.	0.8	4
42	How Employer Interests and Investments Shape Advanced Skill Formation. <i>PS - Political Science and Politics</i> , 2017, 50, 418-422.	0.3	3
43	European embeddedness and the founding of Luxembourg's 21st century research university. <i>European Journal of Higher Education</i> , 2021, 11, 255-272.	1.6	2
44	Change in Disability Classification: Redrawing Categorical Boundaries in Special Education in the United States and Germany, 1920-2005. <i>Comparative Sociology</i> , 2010, 9, 241-267.	0.4	1
45	RÄumliche Vielfalt der Inklusiven Bildung und sonderpÄdagogische FÄ¶rdersysteme im Vergleich. , 2017, , 25-38.		1
46	Higher Education Systems and Institutions, Qatar. , 2020, , 1410-1414.		0
47	Evaluating universal student mobility: contrasting policy discourse and student narratives in Luxembourg. <i>International Studies in Sociology of Education</i> , 2023, 32, 466-486.	1.1	0