

# Barbara Crossouard

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5668990/publications.pdf>

Version: 2024-02-01

39  
papers

663  
citations

759055

12  
h-index

610775

24  
g-index

45  
all docs

45  
docs citations

45  
times ranked

400  
citing authors

#	ARTICLE	IF	CITATIONS
1	A socio-cultural theorisation of formative assessment. Oxford Review of Education, 2008, 34, 1-20.	1.4	190
2	Gender in the neoliberalised global academy: the affective economy of women and leadership in South Asia. British Journal of Sociology of Education, 2016, 37, 149-168.	1.1	58
3	Challenging formative assessment: disciplinary spaces and identities. Assessment and Evaluation in Higher Education, 2010, 35, 265-276.	3.9	42
4	Women's leadership in the Asian Century: does expansion mean inclusion?. Studies in Higher Education, 2016, 41, 801-814.	2.9	42
5	Developing alternative models of doctoral supervision with online formative assessment. Studies in Continuing Education, 2008, 30, 51-67.	1.2	35
6	Becoming researchers: a sociocultural perspective on assessment, learning and the construction of identity in a professional doctorate. Pedagogy, Culture and Society, 2008, 16, 221-237.	1.8	31
7	Using email for formative assessment with professional doctorate students. Assessment and Evaluation in Higher Education, 2009, 34, 377-388.	3.9	28
8	The doctoral viva voce as a cultural practice: the gendered production of academic subjects. Gender and Education, 2011, 23, 313-329.	1.1	26
9	A sociocultural reflection on formative assessment and collaborative challenges in the states of Jersey. Research Papers in Education, 2009, 24, 77-93.	1.7	24
10	Troubling Muslim Youth Identities. , 2017, , .		24
11	Using formative assessment to support complex learning in conditions of social adversity. Assessment in Education, 2011, 18, 59-72.	0.7	23
12	Politics, gender and youth citizenship in Senegal: Youth policing of dissent and diversity. International Review of Education, 2015, 61, 43-60.	1.2	18
13	Reforms to higher education assessment reporting: opportunities and challenges. Teaching in Higher Education, 2010, 15, 247-258.	1.7	14
14	How Theory Matters: Formative Assessment Theory and Practices and Their Different Relations to Education. Studies in Philosophy and Education, 2012, 31, 251-263.	0.3	14
15	Imagined futures: why are vocational learners choosing not to progress to HE?. Journal of Education and Work, 2010, 23, 129-143.	0.8	12
16	Conceptualising doctoral researcher training through Bernstein's theoretical frameworks. International Journal for Researcher Development, 2013, 4, 72-85.	1.0	12
17	Absent presences: The recognition of social class and gender dimensions within peer assessment interactions. British Educational Research Journal, 2012, 38, 731-748.	1.4	11
18	Vocational lifelong learners?. International Journal of Lifelong Education, 2010, 29, 679-692.	1.3	8

#	ARTICLE	IF	CITATIONS
19	The (re-)positioning of the doctorate through the eyes of newly qualified researchers. <i>Twenty - First Century Society</i> , 2010, 5, 197-214.	0.4	6
20	Gender symbolism and the expression of post-colonial national and religious identities. <i>Social Identities</i> , 2020, 26, 376-387.	0.3	6
21	Who is the newer researcher into higher education? Locating ourselves in shifting terrains. <i>Higher Education Research and Development</i> , 2016, 35, 282-295.	1.9	4
22	Jordan's primary curriculum and its propensity for student-centred teaching and learning. <i>Compare</i> , 2018, 48, 717-732.	1.5	4
23	Rural youth in southern Nigeria: Fractured lives and ambitious futures. <i>Journal of Sociology</i> , 2022, 58, 218-235.	0.9	4
24	Youth Researching Youth. , 2015, , 299-316.		4
25	Beyond the Modern: Muslim Youth Imaginaries of Nation in Northern Nigeria. <i>Sociology</i> , 2020, 54, 1122-1140.	1.7	4
26	Understanding agency differently: female youth's Muslim identities. <i>Social Identities</i> , 2020, 26, 361-375.	0.3	3
27	Silencing youth sexuality in Senegal: intersections of medicine and morality. <i>Gender and Education</i> , 2019, 31, 153-170.	1.1	2
28	Pluralising Islam: doing Muslim identities differently. <i>Social Identities</i> , 2020, 26, 345-360.	0.3	2
29	Learners, Politics and Education. , 2015, , 169-178.		2
30	Towards gender equality. South African schools during the HIV and AIDS epidemic. <i>British Educational Research Journal</i> , 2011, 37, 355-356.	1.4	1
31	Pupil mortification: digital photography and identity construction in classroom assessment. <i>British Journal of Sociology of Education</i> , 2012, 33, 893-911.	1.1	1
32	Classroom assessment and education: Challenging the assumptions of socialisation and instrumentality. <i>Education Inquiry</i> , 2012, 3, 187-199.	1.6	1
33	National identities and the external other in Muslim majority contexts: youth narratives in Pakistan and Senegal. <i>Social Identities</i> , 2020, 26, 314-329.	0.3	1
34	Muslim youth as global citizens. <i>Social Identities</i> , 2020, 26, 298-313.	0.3	1
35	The social landscape of education and work in rural sub-Saharan Africa.. , 2021, , 125-140.		1
36	Introduction: pluralising Muslim youth identities: intersections of nation, religion and gender. <i>Social Identities</i> , 2020, 26, 287-297.	0.3	0

#	ARTICLE	IF	CITATIONS
37	Being a young Muslim woman in Southern Ghana: intersections of nation, religion and gender. Journal of Contemporary African Studies, 2021, 39, 497-513.	0.5	0
38	The Research. , 2017, , 61-76.		0
39	Geographies of Identity. , 2017, , 15-60.		0