

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	Rural youth in southern Nigeria: Fractured lives and ambitious futures. <i>Journal of Sociology</i> , 2022, 58, 218-235.	0.9	4
2	The social landscape of education and work in rural sub-Saharan Africa.. , 2021, , 125-140.		1
3	Being a young Muslim woman in Southern Ghana: intersections of nation, religion and gender. <i>Journal of Contemporary African Studies</i> , 2021, 39, 497-513.	0.5	0
4	Introduction: pluralising Muslim youth identities: intersections of nation, religion and gender. <i>Social Identities</i> , 2020, 26, 287-297.	0.3	0
5	Gender symbolism and the expression of post-colonial national and religious identities. <i>Social Identities</i> , 2020, 26, 376-387.	0.3	6
6	Pluralising Islam: doing Muslim identities differently. <i>Social Identities</i> , 2020, 26, 345-360.	0.3	2
7	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
8	Understanding agency differently: female youthâ€™s Muslim identities. <i>Social Identities</i> , 2020, 26, 361-375.	0.3	3
9	Muslim youth as global citizens. <i>Social Identities</i> , 2020, 26, 298-313.	0.3	1
10	Beyond the Modern: Muslim Youth Imaginaries of Nation in Northern Nigeria. <i>Sociology</i> , 2020, 54, 1122-1140.	1.7	4
11	Silencing youth sexuality in Senegal: intersections of medicine and morality. <i>Gender and Education</i> , 2019, 31, 153-170.	1.1	2
12	Jordanâ€™s primary curriculum and its propensity for student-centred teaching and learning. <i>Compare</i> , 2018, 48, 717-732.	1.5	4
13	Troubling Muslim Youth Identities. , 2017, , .		24
14	The Research. , 2017, , 61-76.		0
15	Geographies of Identity. , 2017, , 15-60.		0
16	Women's leadership in the Asian Century: does expansion mean inclusion?. <i>Studies in Higher Education</i> , 2016, 41, 801-814.	2.9	42
17	Gender in the neoliberalised global academy: the affective economy of women and leadership in South Asia. <i>British Journal of Sociology of Education</i> , 2016, 37, 149-168.	1.1	58
18	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

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19	Politics, gender and youth citizenship in Senegal: Youth policing of dissent and diversity. <i>International Review of Education</i> , 2015, 61, 43-60.	1.2	18
20	Youth Researching Youth. , 2015, , 299-316.		4
21	Learners, Politics and Education. , 2015, , 169-178.		2
22	Conceptualising doctoral researcher training through Bernstein's theoretical frameworks. <i>International Journal for Researcher Development</i> , 2013, 4, 72-85.	1.0	12
23	Absent presences: The recognition of social class and gender dimensions within peer assessment interactions. <i>British Educational Research Journal</i> , 2012, 38, 731-748.	1.4	11
24	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
25	Classroom assessment and education: Challenging the assumptions of socialisation and instrumentality. <i>Education Inquiry</i> , 2012, 3, 187-199.	1.6	1
26	How Theory Matters: Formative Assessment Theory and Practices and Their Different Relations to Education. <i>Studies in Philosophy and Education</i> , 2012, 31, 251-263.	0.3	14
27	Using formative assessment to support complex learning in conditions of social adversity. <i>Assessment in Education</i> , 2011, 18, 59-72.	0.7	23
28	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
29	The doctoral viva voce as a cultural practice: the gendered production of academic subjects. <i>Gender and Education</i> , 2011, 23, 313-329.	1.1	26
30	Imagined futures: why are vocational learners choosing not to progress to HE?. <i>Journal of Education and Work</i> , 2010, 23, 129-143.	0.8	12
31	Challenging formative assessment: disciplinary spaces and identities. <i>Assessment and Evaluation in Higher Education</i> , 2010, 35, 265-276.	3.9	42
32	Reforms to higher education assessment reporting: opportunities and challenges. <i>Teaching in Higher Education</i> , 2010, 15, 247-258.	1.7	14
33	Vocational lifelong learners?. <i>International Journal of Lifelong Education</i> , 2010, 29, 679-692.	1.3	8
34	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
35	Using email for formative assessment with professional doctorate students. <i>Assessment and Evaluation in Higher Education</i> , 2009, 34, 377-388.	3.9	28
36	A sociocultural reflection on formative assessment and collaborative challenges in the states of Jersey. <i>Research Papers in Education</i> , 2009, 24, 77-93.	1.7	24

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37	Developing alternative models of doctoral supervision with online formative assessment. <i>Studies in Continuing Education</i> , 2008, 30, 51-67.	1.2	35
38	A socio-cultural theorisation of formative assessment. <i>Oxford Review of Education</i> , 2008, 34, 1-20.	1.4	190
39	Becoming researchers: a sociocultural perspective on assessment, learning and the construction of identity in a professional doctorate. <i>Pedagogy, Culture and Society</i> , 2008, 16, 221-237.	1.8	31