

# Cathryn Knight

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6020073/publications.pdf>

Version: 2024-02-01

15  
papers

830  
citations

1040056

9  
h-index

1199594

12  
g-index

15  
all docs

15  
docs citations

15  
times ranked

517  
citing authors

#	ARTICLE	IF	CITATIONS
1	COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration. Higher Education, 2021, 81, 623-641.	4.4	458
2	The Impact of COVID-19 and "Emergency Remote Teaching" on the UK Computer Science Education Community. , 2020, , .		81
3	"Pandemia": a reckoning of UK universities' corporate response to COVID-19 and its academic fallout. British Journal of Sociology of Education, 2021, 42, 651-666.	1.8	73
4	What is dyslexia? An exploration of the relationship between teachers' understandings of dyslexia and their training experiences. Dyslexia, 2018, 24, 207-219.	1.5	53
5	"This can't be the new norm": academics' perspectives on the COVID-19 crisis for the Australian university sector. Higher Education Research and Development, 2022, 41, 2231-2246.	2.9	47
6	"The COVID-19 crisis is not the core problem": experiences, challenges, and concerns of Irish academia during the pandemic. Irish Educational Studies, 2021, 40, 169-175.	2.5	25
7	Digital disruption in the time of COVID-19: learning technologists' accounts of institutional barriers to online learning, teaching and assessment in UK universities. International Journal for Academic Development, 2022, 27, 148-162.	1.1	25
8	The International Impact of COVID-19 and "Emergency Remote Teaching" on Computer Science Education Practitioners. , 2021, , .		18
9	The assignment and distribution of the dyslexia label: Using the UK Millennium Cohort Study to investigate the socio-demographic predictors of the dyslexia label in England and Wales. PLoS ONE, 2021, 16, e0256114.	2.5	12
10	The impact of the dyslexia label on academic outlook and aspirations: An analysis using propensity score matching. British Journal of Educational Psychology, 2021, 91, 1110-1126.	2.9	11
11	Inclusive Education in Wales: Interpreting Discourses of Values and Practice Using Critical Policy Analysis. ECNU Review of Education, 2022, 5, 258-283.	1.9	11
12	Aspiring to include versus implicit "othering": teachers' perceptions of inclusive education in Wales. British Journal of Special Education, 2022, 49, 6-23.	0.4	5
13	Measuring the Impact of COVID-19 on the Health and Wellbeing of Computer Science Practitioners. , 2022, , .		5
14	"Does anyone even notice us?" COVID-19's impact on academics' well-being in a developing country. South African Journal of Higher Education, 2022, , .	0.4	4
15	"Living at work": COVID-19, remote-working and the spatio-relational reorganisation of professional services in UK universities. Higher Education, 2023, 85, 1317-1336.	4.4	2