

Simoni Symeonidou

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6422908/publications.pdf>

Version: 2024-02-01

28
papers

481
citations

840776

11
h-index

752698

20
g-index

28
all docs

28
docs citations

28
times ranked

218
citing authors

#	ARTICLE	IF	CITATIONS
1	Stamped allegories of disability: representations of the disabled body on postage stamps. <i>Disability and Society</i> , 2023, 38, 1091-1116.	2.2	0
2	Problematising disabling discourses on the assessment and placement of learners with disabilities: can interdependence inform an alternative narrative for inclusion?. <i>European Journal of Special Needs Education</i> , 2020, 35, 70-84.	3.0	13
3	Teacher education for inclusion and anti-oppressive curriculum development: innovative approaches informed by disability arts and narratives. <i>International Journal of Inclusive Education</i> , 2020, , 1-15.	2.6	3
4	Understanding the value of inclusive education and its implementation: A review of the literature. <i>Prospects</i> , 2020, 49, 135-152.	2.3	37
5	â€œI got to see the other side of the coinâ€™: Teachersâ€™ understandings of disability-focused oppressive and anti-oppressive pedagogies. <i>International Journal of Educational Research</i> , 2019, 98, 356-365.	2.2	10
6	Disability, the arts and the curriculum: Is there common ground?. <i>European Journal of Special Needs Education</i> , 2019, 34, 50-65.	3.0	14
7	Cartoons as an Educational Tool to Fight Disability Stereotypes. <i>Educating the Young Child</i> , 2019, , 145-167.	0.9	3
8	Disability studies as a framework to design disability awareness programs: no need for â€œmagicâ€™ to facilitate childrenâ€™s understanding. <i>Disability and Society</i> , 2018, 33, 1234-1258.	2.2	13
9	Including students as co-enquirers: Matters of identity, agency, language and labelling in an International participatory research study. <i>International Journal of Educational Research</i> , 2017, 81, 108-118.	2.2	19
10	Initial teacher education for inclusion: a review of the literature. <i>Disability and Society</i> , 2017, 32, 401-422.	2.2	56
11	The Hare and the Tortoise: a comparative review of the drive towards inclusive education policies in England and Cyprus. <i>International Journal of Inclusive Education</i> , 2017, 21, 775-789.	2.6	13
12	Education for disability equality through disabled peopleâ€™s life stories and narratives: working and learning together in a school-based professional development programme for inclusion. <i>European Journal of Special Needs Education</i> , 2017, 32, 572-585.	3.0	12
13	The wonderful world of children's books? Negotiating diversity through children's literature. <i>International Journal of Inclusive Education</i> , 2016, 20, 588-603.	2.6	8
14	Educating All Teachers for Inclusion. <i>International Perspectives on Inclusive Education</i> , 2016, , 63-87.	0.2	1
15	'Diversity' 'Widening Participation' and 'Inclusion' in Higher Education: An International study. <i>Widening Participation and Lifelong Learning</i> , 2016, 18, 7-33.	0.4	12
16	Rights of People with Intellectual Disability in Cyprus: Policies and Practices Related to Greater Social and Educational Inclusion. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2015, 12, 120-131.	2.7	7
17	Employing the principles of universal design for learning to deconstruct the Greek-Cypriot new national curriculum. <i>International Journal of Inclusive Education</i> , 2014, 18, 918-933.	2.6	20
18	New policies, old ideas: the question of disability assessment systems and social policy. <i>Disability and Society</i> , 2014, 29, 1260-1274.	2.2	6

#	ARTICLE	IF	CITATIONS
19	“My colleagues wear blinkers” <i>â€</i> . <i>â€</i> . <i>â€</i> . <i>â€</i> If they were trained, they would understand better” <i>â€</i> . Reflections on teacher education on inclusion in Cyprus. <i>Journal of Research in Special Educational Needs</i> , 2014, 14, 110-119.	1.1	21
20	Deconstructing the Greek-Cypriot new national curriculum: to what extent are disabled children considered in the “humane and democratic school” <i>â€</i> of Cyprus?. <i>Disability and Society</i> , 2014, 29, 303-316.	2.2	21
21	Enriching the subject of Greek Literature with the experience of the “other” <i>â€</i> : an approach that fosters citizenship education in Cyprus. <i>International Journal of Inclusive Education</i> , 2013, 17, 732-752.	2.6	8
22	Researching Disability Politics. , 2013, , 45-58.		0
23	Resistance, transformation and the politics of hope: imagining a way forward for the disabled people” <i>â€</i> s movement. <i>Disability and Society</i> , 2009, 24, 543-556.	2.2	30
24	Trapped in our past: the price we have to pay for our cultural disability inheritance. <i>International Journal of Inclusive Education</i> , 2009, 13, 565-579.	2.6	27
25	Using teachers' prior knowledge, attitudes and beliefs to develop in-service teacher education courses for inclusion. <i>Teaching and Teacher Education</i> , 2009, 25, 543-550.	3.2	83
26	The experience of disability activism through the development of the disability movement: how do disabled activists find their way in politics?. <i>Scandinavian Journal of Disability Research</i> , 2009, 11, 17-34.	1.6	19
27	The changing role of the support teacher and the case of Cyprus: the opportunity for a cooperative teaching approach. <i>European Journal of Special Needs Education</i> , 2002, 17, 149-159.	3.0	13
28	A critical consideration of current values on the education of disabled children. <i>International Journal of Inclusive Education</i> , 2002, 6, 217-229.	2.6	12