

# Stephen Gorard

## List of Publications by Year in descending order

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Version: 2024-02-01

238  
papers

5,971  
citations

94269

37  
h-index

138251

58  
g-index

257  
all docs

257  
docs citations

257  
times ranked

3112  
citing authors

#	ARTICLE	IF	CITATIONS
1	Literacy for life: evaluating the National Literacy Trust's bespoke programme for schools. <i>Educational Studies</i> , 2023, 49, 369-387.	1.4	1
2	Who wants to be a teacher? Findings from a survey of undergraduates in England. <i>Educational Studies</i> , 2023, 49, 914-936.	1.4	12
3	Segregation and the attainment gap for permanently disadvantaged pupils in England. <i>Educational Review</i> , 2023, 75, 1039-1062.	2.2	3
4	Is household income a reliable measure when assessing educational outcomes? A Jigsaw of two datasets (Next Steps and National Pupil Database) for understanding indicators of disadvantage. <i>International Journal of Research and Method in Education</i> , 2023, 46, 118-132.	1.1	1
5	Is technology always helpful?: A critical review of the impact on learning outcomes of education technology in supporting formative assessment in schools. <i>Research Papers in Education</i> , 2022, 37, 1064-1096.	1.7	18
6	Assessing the impact of Pupil Premium funding on primary school segregation and attainment. <i>Research Papers in Education</i> , 2022, 37, 992-1019.	1.7	5
7	Reconceptualising fair access to highly academically selective universities. <i>Higher Education</i> , 2022, 84, 85-100.	2.8	10
8	Who counts as socioeconomically disadvantaged for the purposes of widening access to higher education?. <i>British Journal of Sociology of Education</i> , 2022, 43, 349-374.	1.1	8
9	A conceptual replication study of a self-affirmation intervention to improve the academic achievement of low-income pupils in England. <i>Educational Research and Evaluation</i> , 2022, 27, 83-116.	0.9	5
10	Rethinking the Complex Determinants of Teacher Shortages. , 2022, , 1-28.		3
11	Can We Teach Non-Cognitive Outcomes? A Quasi-Experimental Study of Philosophy for Children. <i>Education Sciences</i> , 2022, 12, 322.	1.4	1
12	Using contextual data to widen access to higher education. <i>Perspectives: Policy and Practice in Higher Education</i> , 2021, 25, 7-13.	0.5	10
13	The difficulties of judging what difference the Pupil Premium has made to school intakes and outcomes in England. <i>Research Papers in Education</i> , 2021, 36, 355-379.	1.7	16
14	Increasing understanding of the aspirations and expectations of Roma students. <i>British Journal of Sociology of Education</i> , 2021, 42, 588-606.	1.1	3
15	Review of Education Early Career Researchers Award 2021. <i>Review of Education</i> , 2021, 9, .	1.1	0
16	Why don't we have enough teachers?: A reconsideration of the available evidence. <i>Research Papers in Education</i> , 2020, 35, 416-442.	1.7	33
17	Teacher Recruitment and Retention: A Critical Review of International Evidence of Most Promising Interventions. <i>Education Sciences</i> , 2020, 10, 262.	1.4	32
18	What works in attracting and retaining teachers in challenging schools and areas?. <i>Oxford Review of Education</i> , 2020, 46, 678-697.	1.4	40

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19	Overcoming Equity-Related Challenges for the Education and Training Systems of Europe. <i>Education Sciences</i> , 2020, 10, 305.	1.4	3
20	Context and implications document for: what is the evidence on the best way to get evidence into use in education?. <i>Review of Education</i> , 2020, 8, 611-613.	1.1	0
21	What is the evidence on the best way to get evidence into use in education?. <i>Review of Education</i> , 2020, 8, 570-610.	1.1	32
22	Effective classroom instructions for primary literacy: A critical review of the causal evidence. <i>International Journal of Educational Research</i> , 2020, 102, 101577.	1.2	6
23	Handling missing data in numeric analyses. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2020, 23, 651-660.	2.3	18
24	Longitudinal Study of Socioeconomic Segregation Between Schools in the UK. <i>REICE Revista Iberoamericana Sobre Calidad, Eficacia Y Cambio En Educacion</i> , 2020, 18, 123-141.	0.5	3
25	The use of access thresholds to widen participation at Scottish universities. <i>Scottish Affairs</i> , 2020, 29, 82-97.	0.2	3
26	A systematic review of the impact of technology-mediated parental engagement on student outcomes. <i>Educational Research and Evaluation</i> , 2020, 26, 150-181.	0.9	10
27	Which are the most suitable contextual indicators for use in widening participation to HE?. <i>Research Papers in Education</i> , 2019, 34, 99-129.	1.7	31
28	How Trajectories of Disadvantage Help Explain School Attainment. <i>SAGE Open</i> , 2019, 9, 215824401882517.	0.8	18
29	Special Issue 2: Using multiple methods to investigate complex educational issues. <i>Review of Education</i> , 2019, 7, 3-4.	1.1	0
30	Can learning beyond the classroom impact on social responsibility and academic attainment? An evaluation of the Children's University youth social action programme. <i>Studies in Educational Evaluation</i> , 2019, 61, 74-82.	1.2	8
31	Evaluation of the impact of Maths Counts delivered by teaching assistants on primary school pupils' attainment in maths. <i>Educational Research and Evaluation</i> , 2019, 25, 203-224.	0.9	4
32	Do we really need confidence intervals in the new statistics?. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2019, 22, 281-291.	2.3	9
33	Can programmes like Philosophy for Children help schools to look beyond academic attainment?. <i>Educational Review</i> , 2019, 71, 146-165.	2.2	17
34	Reliability of Longitudinal Social Surveys of Access to Higher Education: The Case of Next Steps in England. <i>Social Inclusion</i> , 2019, 7, 80-89.	0.6	5
35	Grammar schools in England: a new analysis of social segregation and academic outcomes. <i>British Journal of Sociology of Education</i> , 2018, 39, 909-924.	1.1	54
36	The importance of process evaluation for randomised control trials in education. <i>Educational Research</i> , 2018, 60, 357-370.	0.9	22

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37	Some basic observations on conducting a systematic review: a brief reply to Goldstein, Vatalaro and Yair. <i>Journal of Children's Services</i> , 2018, 13, 57-63.	0.5	0
38	The impact of school experiences on students' sense of justice: An international study of student voice. <i>Orbis Scholae</i> , 2018, 2, 87-104.	0.3	4
39	How Can Contextualised Admissions Widen Participation?. , 2018, , 307-326.		0
40	Can 'Philosophy for Children' Improve Primary School Attainment?. <i>Journal of Philosophy of Education</i> , 2017, 51, 5-22.	0.4	18
41	Comparing government and private schools in Pakistan: The way forward for universal education. <i>International Journal of Educational Research</i> , 2017, 82, 159-169.	1.2	13
42	Can explicit teaching of knowledge improve reading attainment? An evaluation of the Core Knowledge curriculum. <i>British Educational Research Journal</i> , 2017, 43, 372-393.	1.4	10
43	Does participation in uniformed group activities in school improve young people's non-cognitive outcomes?. <i>International Journal of Educational Research</i> , 2017, 85, 109-120.	1.2	6
44	What works and what fails? Evidence from seven popular literacy 'catch-up' schemes for the transition to secondary school in England. <i>Research Papers in Education</i> , 2017, 32, 626-648.	1.7	7
45	How prepared do newly-qualified teachers feel? Differences between routes and settings. <i>Journal of Education for Teaching</i> , 2017, 43, 3-19.	1.1	7
46	Significance Testing is Still Wrong, and Damages Real Lives: A Brief Reply to Spreckelsen and Van Der Horst, and Nicholson and McCusker. <i>Sociological Research Online</i> , 2017, 22, 204-210.	0.7	0
47	An Analysis of School-Based Contextual Indicators for Possible Use in Widening Participation. <i>Higher Education Studies</i> , 2017, 7, 79.	0.3	9
48	How Can we Widen Participation in Higher Education? The Promise of Contextualised Admissions. , 2017, , 95-109.		5
49	Does missing one week of school lead to lower grades?. <i>Significance</i> , 2016, 13, 13-13.	0.3	0
50	Damaging Real Lives through Obstinacy: Re-Emphasising Why Significance Testing is Wrong. <i>Sociological Research Online</i> , 2016, 21, 102-115.	0.7	12
51	Teachers' use of research evidence in practice: a pilot study of feedback to enhance learning. <i>Educational Research</i> , 2016, 58, 56-72.	0.9	31
52	The complex determinants of school intake characteristics and segregation, England 1989 to 2014. <i>Cambridge Journal of Education</i> , 2016, 46, 131-146.	1.6	28
53	An evaluation of Fresh Start as a catch-up intervention: a trial conducted by teachers. <i>Educational Studies</i> , 2016, 42, 98-113.	1.4	14
54	Explaining the number of counterfactual cases needed to disturb a finding: a reply to Kuha and Sturgis. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2016, 19, 497-499.	2.3	0

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55	Accelerated Reader as a literacy catch-up intervention during primary to secondary school transition phase. <i>Educational Review</i> , 2016, 68, 139-154.	2.2	20
56	What to do instead of significance testing? Calculating the "number of counterfactual cases needed to disturb a finding"™. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2016, 19, 481-490.	2.3	16
57	Students' use of Wikipedia as an academic resource " Patterns of use and perceptions of usefulness. <i>Internet and Higher Education</i> , 2016, 28, 28-34.	4.2	90
58	A Cautionary Note on Measuring the Pupil Premium Attainment Gap in England. <i>British Journal of Education Society &amp; Behavioural Science</i> , 2016, 14, 1-8.	0.1	2
59	An evaluation of the "Switch"on Reading"™ literacy catch-up programme. <i>British Educational Research Journal</i> , 2015, 41, 596-612.	1.4	13
60	Context and Implications Document for: Rethinking "quantitative"™ methods and the development of new researchers. <i>Review of Education</i> , 2015, 3, 97-99.	1.1	1
61	Best practice in conducting RCTs: Lessons learnt from an independent evaluation of the Response-to-Intervention programme. <i>Studies in Educational Evaluation</i> , 2015, 47, 83-92.	1.2	6
62	Will the Use of Contextual Indicators Make UK Higher Education Admissions Fairer?. <i>Education Sciences</i> , 2015, 5, 306-322.	1.4	22
63	Does intervening to enhance parental involvement in education lead to better academic results for children? An extended review. <i>Journal of Children's Services</i> , 2015, 10, 252-264.	0.5	13
64	Rethinking "quantitative"™ methods and the development of new researchers. <i>Review of Education</i> , 2015, 3, 72-96.	1.1	26
65	Introducing the mean absolute deviation "effect"™ size. <i>International Journal of Research and Method in Education</i> , 2015, 38, 105-114.	1.1	19
66	The uncertain future of comprehensive schooling in England. <i>European Educational Research Journal</i> , 2015, 14, 257-268.	1.4	6
67	The role of parents in young people's education" a critical review of the causal evidence. <i>Oxford Review of Education</i> , 2015, 41, 346-366.	1.4	50
68	How effective is a summer school for catch-up attainment in English and maths?. <i>International Journal of Educational Research</i> , 2015, 73, 1-11.	1.2	10
69	Helping August's child. <i>New Scientist</i> , 2015, 228, 28-29.	0.0	1
70	An Absolute Deviation Approach to Assessing Correlation. <i>British Journal of Education Society &amp; Behavioural Science</i> , 2015, 5, 73-81.	0.1	5
71	Is a Summer School Programme a Promising Intervention in Preparation for Transition from Primary to Secondary School?. <i>International Education Studies</i> , 2014, 7, .	0.3	6
72	The link between Academies in England, pupil outcomes and local patterns of socio-economic segregation between schools. <i>Research Papers in Education</i> , 2014, 29, 268-284.	1.7	47

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73	Confidence intervals, missing data and imputation: a salutary illustration. <i>International Journal of Research in Education Methodology</i> , 2014, 5, 693-698.	0.1	3
74	The propagation of errors in experimental data analysis: a comparison of pre- and post-test designs. <i>International Journal of Research and Method in Education</i> , 2013, 36, 372-385.	1.1	10
75	What difference do teachers make? A consideration of the wider outcomes of schooling. <i>Irish Educational Studies</i> , 2013, 32, 69-82.	1.5	5
76	Narrowing Down the Determinants of Between-School Segregation: An Analysis of the Intake to All Schools in England, 1989-2011. <i>Journal of School Choice</i> , 2013, 7, 182-195.	0.6	19
77	“Teachers are kind to those who have good marks”: a study of Japanese young people’s views of fairness and equity in school. <i>Compare</i> , 2012, 42, 27-46.	1.5	6
78	Experiencing fairness at school: An international study. <i>International Journal of Educational Research</i> , 2012, 53, 127-137.	1.2	29
79	A randomised controlled trial of the use of a piece of commercial software for the acquisition of reading skills. <i>Educational Review</i> , 2012, 64, 21-35.	2.2	11
80	Promoting post-16 participation of ethnic minority students from disadvantaged backgrounds: a systematic review of the most promising interventions. <i>Research in Post-Compulsory Education</i> , 2012, 17, 409-422.	0.4	12
81	The Increasing Availability of Official Datasets: Methods, Limitations and Opportunities for Studies of Education. <i>British Journal of Educational Studies</i> , 2012, 60, 77-92.	0.9	7
82	Who is eligible for free school meals? Characterising free school meals as a measure of disadvantage in England. <i>British Educational Research Journal</i> , 2012, 38, 1003-1017.	1.4	74
83	How Unstable are “School Effects” Assessed by a Value-Added Technique?. <i>International Education Studies</i> , 2012, 6, .	0.3	10
84	Querying the Causal Role of Attitudes in Educational Attainment. <i>ISRN Education</i> , 2012, 2012, 1-13.	0.5	27
85	Factors that promote high post-16 participation of some minority ethnic groups in England: a systematic review of the UK-based literature. <i>Research in Post-Compulsory Education</i> , 2011, 16, 85-100.	0.4	11
86	The potential determinants of young people’s sense of justice: an international study. <i>British Journal of Sociology of Education</i> , 2011, 32, 35-52.	1.1	20
87	How can we enhance enjoyment of secondary school? The student view. <i>British Educational Research Journal</i> , 2011, 37, 671-690.	1.4	57
88	“Education, education, education”: new government, new policies?. <i>Educational Review</i> , 2011, 63, 391-394.	2.2	1
89	Now You See it, Now You don’t: School Effectiveness as Conjuring?. <i>Research in Education</i> , 2011, 86, 39-45.	0.5	6
90	Pupil clustering in English secondary schools: one pattern or several?. <i>International Journal of Research and Method in Education</i> , 2011, 34, 327-339.	1.1	5

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91	Is there a shortage of scientists? A re-analysis of supply for the UK. <i>British Journal of Educational Studies</i> , 2011, 59, 159-177.	0.9	45
92	All evidence is equal: the flaw in statistical reasoning. <i>Oxford Review of Education</i> , 2010, 36, 63-77.	1.4	26
93	School experience as a potential determinant of post-compulsory participation. <i>Evaluation and Research in Education</i> , 2010, 23, 3-17.	0.5	7
94	Education Can Compensate for Society a Bit. <i>British Journal of Educational Studies</i> , 2010, 58, 47-65.	0.9	43
95	Serious doubts about school effectiveness. <i>British Educational Research Journal</i> , 2010, 36, 745-766.	1.4	80
96	Death of mixed methods? Or the rebirth of research as a craft. <i>Evaluation and Research in Education</i> , 2010, 23, 121-136.	0.5	60
97	Segregation by poverty in secondary schools in England 2006-2009: a research note. <i>Journal of Education Policy</i> , 2010, 25, 415-418.	2.1	10
98	Equity in Education. , 2010, , .		37
99	Measuring is More Than Assigning Numbers. , 2010, , 389-408.		8
100	Research Design, as Independent of Methods. , 2010, , 237-252.		31
101	Misunderstanding and misrepresentation: a reply to Hutchison and Schagen. <i>International Journal of Research and Method in Education</i> , 2009, 32, 3-12.	1.1	4
102	Does the index of segregation matter? The composition of secondary schools in England since 1996. <i>British Educational Research Journal</i> , 2009, 35, 639-652.	1.4	40
103	What are Academies the answer to?. <i>Journal of Education Policy</i> , 2009, 24, 101-113.	2.1	50
104	The impact of socio-economic status on participation and attainment in science. <i>Studies in Science Education</i> , 2009, 45, 93-129.	3.4	84
105	Review Symposium: Educational Research and Evidence-based Practice - Edited by Martyn Hammersley. <i>British Journal of Educational Studies</i> , 2008, 56, 340-348.	0.9	0
106	Is science a middle-class phenomenon? The SES determinants of 16-19 participation. <i>Research in Post-Compulsory Education</i> , 2008, 13, 217-226.	0.4	18
107	(Mis)Understanding underachievement: a response to Connolly. <i>British Journal of Sociology of Education</i> , 2008, 29, 705-714.	1.1	5
108	Who is missing from higher education?. <i>Cambridge Journal of Education</i> , 2008, 38, 421-437.	1.6	64

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109	A re-consideration of rates of "social mobility" in Britain: or why research impact is not always a good thing. <i>British Journal of Sociology of Education</i> , 2008, 29, 317-324.	1.1	33
110	The value-added of primary schools: what is it really measuring?. <i>Educational Review</i> , 2008, 60, 179-185.	2.2	20
111	Where does good evidence come from?. <i>International Journal of Research and Method in Education</i> , 2007, 30, 307-323.	1.1	31
112	Do barriers get in the way? A review of the determinants of post-16 participation. <i>Research in Post-Compulsory Education</i> , 2007, 12, 141-158.	0.4	30
113	What can we do to strengthen the teacher workforce?. <i>International Journal of Lifelong Education</i> , 2007, 26, 419-437.	1.3	4
114	Improving teacher quality: lessons from America's No Child Left Behind. <i>Cambridge Journal of Education</i> , 2007, 37, 191-206.	1.6	14
115	Quality in education research. <i>International Journal of Research and Method in Education</i> , 2007, 30, 239-242.	1.1	4
116	The dubious benefits of multi-level modeling. <i>International Journal of Research and Method in Education</i> , 2007, 30, 221-236.	1.1	19
117	What does an index of school segregation measure? A commentary on Allen and Vignoles. <i>Oxford Review of Education</i> , 2007, 33, 669-677.	1.4	18
118	Who succeeds in teacher training?. <i>Research Papers in Education</i> , 2007, 22, 465-482.	1.7	1
119	Educational Attainment and Society- by Nigel Kettley. <i>British Journal of Educational Studies</i> , 2007, 55, 220-221.	0.9	0
120	Justicia y equidad en la escuela. Lo que revelan los alumnos en los estudios internacionales. <i>Revue Internationale D'education</i> , 2007, , 79-84.	0.0	7
121	What counts as evidence in the school choice debate?. <i>British Educational Research Journal</i> , 2006, 32, 797-816.	1.4	22
122	Is there a school mix effect?. <i>Educational Review</i> , 2006, 58, 87-94.	2.2	43
123	Pupils' views on equity in schools. <i>Compare</i> , 2006, 36, 41-56.	1.5	14
124	What are the problems with teacher supply?. <i>Teaching and Teacher Education</i> , 2006, 22, 315-326.	1.6	16
125	Adults' use of computers and the Internet for self-education. <i>Studies in the Education of Adults</i> , 2006, 38, 141-159.	0.5	11
126	YET ANOTHER PERSPECTIVE: A RESPONSE TO CONNOLLY. <i>British Journal of Educational Studies</i> , 2006, 54, 471-475.	0.9	4



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127	Value-added is of little value. <i>Journal of Education Policy</i> , 2006, 21, 235-243.	2.1	38
128	Combining Numbers with Narratives. <i>Evaluation and Research in Education</i> , 2006, 19, 59-62.	0.5	12
129	Towards a judgement-based statistical analysis. <i>British Journal of Sociology of Education</i> , 2006, 27, 67-80.	1.1	43
130	Beyond the 'learning society'™: what have we learnt from widening participation research?. <i>International Journal of Lifelong Education</i> , 2006, 25, 575-594.	1.3	30
131	Does policy matter in education?. <i>International Journal of Research and Method in Education</i> , 2006, 29, 5-21.	1.1	10
132	Where Shall We Widen It? Higher Education and the Age Participation Rate in Wales. <i>Higher Education Quarterly</i> , 2005, 59, 3-18.	1.8	9
133	CITIZENSHIP EDUCATION AND CHARACTER EDUCATION: SIMILARITIES AND CONTRASTS. <i>British Journal of Educational Studies</i> , 2005, 53, 341-358.	0.9	43
134	REVISITING A 90-YEAR-OLD DEBATE: THE ADVANTAGES OF THE MEAN DEVIATION. <i>British Journal of Educational Studies</i> , 2005, 53, 417-430.	0.9	105
135	Towards a learning society? the impact of technology on patterns of participation in lifelong learning. <i>British Journal of Sociology of Education</i> , 2005, 26, 71-89.	1.1	33
136	Diversity, specialisation and equity in education. <i>Oxford Review of Education</i> , 2005, 31, 47-69.	1.4	25
137	Current Contexts for Research in Educational Leadership and Management. <i>Educational Management Administration and Leadership</i> , 2005, 33, 155-164.	2.2	40
138	'They don't give us our marks': The role of formative feedback in student progress. <i>Assessment in Education</i> , 2005, 12, 21-38.	0.7	76
139	Academies as the 'future of schooling'™: is this an evidence-based policy?. <i>Journal of Education Policy</i> , 2005, 20, 369-377.	2.1	61
140	Whose Internet is it Anyway?. <i>European Journal of Communication</i> , 2005, 20, 5-26.	1.1	114
141	What Makes a Lifelong Learner?. <i>Teachers College Record</i> , 2005, 107, 1193-1216.	0.4	26
142	What Makes a Lifelong Learner?. <i>Teachers College Record</i> , 2005, 107, 1193-1216.	0.4	2
143	Adults' use of ICTs for learning: reducing or increasing educational inequalities?. <i>Journal of Vocational Education and Training</i> , 2004, 56, 269-290.	0.9	9
144	An international comparison of equity in education systems. <i>Comparative Education</i> , 2004, 40, 15-28.	1.8	147

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145	Teacher demand: crisis what crisis?. Cambridge Journal of Education, 2004, 34, 103-123.	1.6	17
146	Exploring the role of ICT in facilitating adult informal learning. Learning, Media and Technology, 2004, 4, 293-310.	0.4	13
147	Is there a shortage of quantitative work in education research?. Oxford Review of Education, 2004, 30, 371-395.	1.4	24
148	What is "underachievement" at school?1. School Leadership and Management, 2004, 24, 205-225.	1.0	25
149	The British Educational Research Association and the future of educational research. Educational Studies, 2004, 30, 65-76.	1.4	7
150	Comments on "Modelling social segregation" by Goldstein and Noden. Oxford Review of Education, 2004, 30, 435-440.	1.4	13
151	What kind of creature is a design experiment?. British Educational Research Journal, 2004, 30, 577-590.	1.4	38
152	In Defence of a Middle Way: A Reply to Plewis and Fielding. British Journal of Educational Studies, 2003, 51, 420-426.	0.9	9
153	Integration in an age of choice. Public Policy Research, 2003, 10, 240-244.	0.2	3
154	What is Multi-level Modelling For?. British Journal of Educational Studies, 2003, 51, 46-63.	0.9	25
155	Reality bytes: examining the rhetoric of widening educational participation via ICT. British Journal of Educational Technology, 2003, 34, 169-181.	3.9	31
156	Adult learners in wales: trajectories and technologies. Innovations in Education and Teaching International, 2003, 40, 395-403.	1.5	9
157	Logged on to learning? assessing the impact of technology on participation in lifelong learning. International Journal of Lifelong Education, 2003, 22, 281-296.	1.3	33
158	The modifiable areal unit problem: Segregation between schools and levels of analysis. International Journal of Social Research Methodology: Theory and Practice, 2003, 6, 41-60.	2.3	14
159	Older adults' use of information and communications technology in everyday life. Ageing and Society, 2003, 23, 561-582.	1.2	451
160	Exploring Modeling Aspects of Design Experiments. Educational Researcher, 2003, 32, 29-31.	3.3	31
161	Patterns of work-based learning. Journal of Vocational Education and Training, 2003, 55, 47-64.	0.9	6
162	Exploring the "new" imperatives of technology-based lifelong learning. Research in Post-Compulsory Education, 2003, 8, 073-092.	0.4	5

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163	Understanding Probabilities and Re-Considering Traditional Research Training. Sociological Research Online, 2003, 8, 104-112.	0.7	10
164	What is Segregation?. Sociology, 2002, 36, 875-895.	1.7	95
165	The 'Conveyor Belt Effect': A re-assessment of the impact of National Targets for Lifelong Learning. Oxford Review of Education, 2002, 28, 75-89.	1.4	16
166	The Role of Causal Models in Evidence-informed Policy Making and Practice. Evaluation and Research in Education, 2002, 16, 51-65.	0.5	12
167	Can we overcome the methodological schism? Four models for combining qualitative and quantitative evidence. Research Papers in Education, 2002, 17, 345-361.	1.7	31
168	School Admissions after the School Standards and Framework Act: Bringing the LEAs back in?. Oxford Review of Education, 2002, 28, 373-393.	1.4	9
169	Market Frustration?. Educational Management, Administration & Leadership, 2002, 30, 243-260.	0.8	9
170	Fostering Scepticism: The Importance of Warranting Claims. Evaluation and Research in Education, 2002, 16, 136-149.	0.5	34
171	Local education authorities and the regulation of educational markets: four case studies. Research Papers in Education, 2002, 17, 125-146.	1.7	9
172	Robbing Peter to Pay Paul: resolving the contradiction of lifelong learning. Research in Post-Compulsory Education, 2002, 7, 123-132.	0.4	2
173	â€˜Privileging the Visibleâ€™: A critique of the National Learning Targets. British Educational Research Journal, 2002, 28, 309-325.	1.4	13
174	The Role of Secondary Data in Combining Methodological Approaches. Educational Review, 2002, 54, 231-237.	2.2	11
175	Does school choice lead to 'spirals of decline'?. Journal of Education Policy, 2002, 17, 367-384.	2.1	38
176	Markets in public policy: The case of the United Kingdom education reform act 1988. International Studies in Sociology of Education, 2002, 12, 23-42.	1.1	6
177	Market Forces and Standards in Education: A preliminary consideration. British Journal of Sociology of Education, 2002, 23, 5-18.	1.1	14
178	â€˜We are guinea pigs reallyâ€™: Examining the realities of ICT-based adult learning. Studies in the Education of Adults, 2002, 34, 23-41.	0.5	3
179	Political Control: A Way Forward for Educational Research?. British Journal of Educational Studies, 2002, 50, 378-389.	0.9	23
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