

Becky Francis

List of Publications by Year in descending order

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Version: 2024-02-01

101
papers

3,944
citations

117625

34
h-index

161849

54
g-index

105
all docs

105
docs citations

105
times ranked

1814
citing authors

#	ARTICLE	IF	CITATIONS
1	The impact of tracking by attainment on pupil self-confidence over time: demonstrating the accumulative impact of self-fulfilling prophecy. <i>British Journal of Sociology of Education</i> , 2020, 41, 626-642.	1.8	26
2	The misallocation of students to academic sets in maths: A study of secondary schools in England. <i>British Educational Research Journal</i> , 2019, 45, 873-897.	2.5	31
3	Students' university aspirations and attainment grouping in secondary schools. <i>Higher Education</i> , 2019, 78, 511-527.	4.4	6
4	Teacher 'quality' and attainment grouping: The role of within-school teacher deployment in social and educational inequality. <i>Teaching and Teacher Education</i> , 2019, 77, 183-192.	3.2	25
5	Nurturing learning or encouraging dependency? Teacher constructions of students in lower attainment groups in English secondary schools. <i>Cambridge Journal of Education</i> , 2019, 49, 53-68.	2.4	36
6	Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. <i>Research Papers in Education</i> , 2019, 34, 425-444.	3.0	30
7	Why is it difficult for schools to establish equitable practices in allocating students to attainment 'sets'? <i>British Journal of Educational Studies</i> , 2019, 67, 5-24.	1.3	23
8	Why is good practice in setting so difficult to achieve?. , 2019, , 115-133.		0
9	The symbolic violence of setting: A Bourdieusian analysis of mixed methods data on secondary students' views about setting. <i>British Educational Research Journal</i> , 2018, 44, 119-140.	2.5	40
10	Exploring the relative lack of impact of research on 'ability grouping' in England: a discourse analytic account. <i>Cambridge Journal of Education</i> , 2017, 47, 1-17.	2.4	101
11	Towards social justice in education: contradictions and dilemmas. <i>Journal of Education Policy</i> , 2017, 32, 414-431.	2.8	76
12	Femininity, science, and the denigration of the girly girl. <i>British Journal of Sociology of Education</i> , 2017, 38, 1097-1110.	1.8	44
13	Attainment Grouping as self-fulfilling prophecy? A mixed methods exploration of self confidence and set level among Year 7 students. <i>International Journal of Educational Research</i> , 2017, 86, 96-108.	2.2	52
14	The construction of British Chinese educational success: exploring the shifting discourses in educational debate, and their effects. <i>Journal of Ethnic and Migration Studies</i> , 2017, 43, 2331-2345.	2.8	14
15	Factors deterring schools from mixed attainment teaching practice. <i>Pedagogy, Culture and Society</i> , 2017, 25, 327-345.	2.6	41
16	The Construction of Physics as a Quintessentially Masculine Subject: Young People's Perceptions of Gender Issues in Access to Physics. <i>Sex Roles</i> , 2017, 76, 156-174.	2.4	66
17	Stratifying science: a Bourdieusian analysis of student views and experiences of school selective practices in relation to 'Triple Science' at KS4 in England. <i>Research Papers in Education</i> , 2017, 32, 296-315.	3.0	10
18	The 'Exceptional' Physics Girl. <i>American Educational Research Journal</i> , 2017, 54, 88-126.	2.7	76

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19	Risk, Choice and Social Disadvantage: Young People's Decision-Making in a Marketised Higher Education System. <i>Sociological Research Online</i> , 2015, 20, 110-123.	1.1	16
20	The state of medical education research: what can we learn from the outcomes of the UK Research Excellence Framework?. <i>Medical Education</i> , 2015, 49, 446-448.	2.1	7
21	The problem of gender categorisation: addressing dilemmas past and present in gender and education research. <i>Gender and Education</i> , 2015, 27, 776-790.	1.7	52
22	Impacting policy discourse? An analysis of discourses and rhetorical devices deployed in the case of the Academies Commission. <i>Discourse</i> , 2015, 36, 437-451.	1.3	17
23	The submergence and re-emergence of gender in undergraduate accounts of university experience. <i>Gender and Education</i> , 2014, 26, 1-17.	1.7	30
24	Chapter 10. Speaking of identity?. <i>AILA Applied Linguistics Series</i> , 2014, , 203-218.	0.1	3
25	Making an Impact?. , 2013, , 89-101.		0
26	Boffin and geek identities: abject or privileged?. <i>Gender and Education</i> , 2012, 24, 15-24.	1.7	32
27	What would a socially just education system look like?. <i>Journal of Education Policy</i> , 2012, 27, 577-585.	2.8	24
28	Gender monoglossia, gender heteroglossia: the potential of Bakhtin's work for re-conceptualising gender. <i>Journal of Gender Studies</i> , 2012, 21, 1-15.	2.2	58
29	The "Renaissance Child": high achievement and gender in late modernity. <i>International Journal of Inclusive Education</i> , 2012, 16, 441-459.	2.6	10
30	Schools as damaging organisations: instigating a dialogue concerning alternative models of schooling. <i>Pedagogy, Culture and Society</i> , 2012, 20, 251-271.	2.6	59
31	Gender, popularity and notions of in/authenticity amongst 12-year-old to 13-year-old school girls. <i>British Journal of Sociology of Education</i> , 2011, 32, 169-183.	1.8	25
32	Successful Boys and Literacy: Are "Literate Boys" Challenging or Repackaging Hegemonic Masculinity?. <i>Curriculum Inquiry</i> , 2011, 41, 456-479.	1.1	26
33	Geschlecht und Bildungserfolg " Eine Analyse aus der Perspektive der Feminist Theory. , 2011, , 367-392.		1
34	Increasing Impact? An analysis of issues raised by the impact agenda in educational research. <i>Scottish Educational Review</i> , 2011, 43, 4-16.	0.2	14
35	The Culture Project: diasporic negotiations of ethnicity, identity and culture among teachers, pupils and parents in Chinese language schools. <i>Oxford Review of Education</i> , 2010, 36, 407-426.	2.0	36
36	Re/theorising gender: female masculinity and male femininity in the classroom?. <i>Gender and Education</i> , 2010, 22, 477-490.	1.7	115

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37	The simultaneous production of educational achievement and popularity: How do some pupils accomplish it?. <i>British Educational Research Journal</i> , 2010, 36, 317-340.	2.5	88
38	Gender, toys and learning. <i>Oxford Review of Education</i> , 2010, 36, 325-344.	2.0	58
39	â€œBrains before â€˜beautyâ€™?â€•High achieving girls, school and gender identities. <i>Educational Studies</i> , 2010, 36, 185-194.	2.4	42
40	Parentsâ€™ and teachersâ€™ constructions of the purposes of Chinese complementary schooling: â€˜cultureâ€™, identity and power. <i>Race Ethnicity and Education</i> , 2010, 13, 101-117.	2.6	44
41	â€˜Boring and stressfulâ€™ or â€˜idealâ€™ learning spaces? Pupilsâ€™ constructions of teaching and learning in Chinese supplementary schools. <i>Research Papers in Education</i> , 2009, 24, 477-497.	3.0	31
42	The Role of the Boffin as Abject other in Gendered Performances of School Achievement. <i>Sociological Review</i> , 2009, 57, 645-669.	1.6	55
43	Talking back to power: snowballs in hell and the imperative of insisting on structural explanations. <i>Gender and Education</i> , 2009, 21, 225-232.	1.7	26
44	Gender â€˜mattersâ€™ in the primary classroom: Pupils' and teachers' perspectives. <i>British Educational Research Journal</i> , 2009, 35, 187-204.	2.5	42
45	Language as capital, or language as identity? Chinese complementary school pupils' perspectives on the purposes and benefits of complementary schools. <i>British Educational Research Journal</i> , 2009, 35, 519-538.	2.5	92
46	Mapping politics and pedagogy: understanding the population and practices of Chinese complementary schools in England. <i>Ethnography and Education</i> , 2009, 4, 17-36.	0.8	30
47	Nice and kind, smart and funny: what children like and want to emulate in their teachers. <i>Oxford Review of Education</i> , 2008, 34, 135-157.	2.0	44
48	Introduction to special issue on teacher identities. <i>Pedagogy, Culture and Society</i> , 2008, 16, 1-6.	2.6	4
49	Engendering debate: how to formulate a political account of the divide between genetic bodies and discursive gender?. <i>Journal of Gender Studies</i> , 2008, 17, 211-223.	2.2	35
50	â€˜The self-made selfâ€™: analysing the potential contribution to the field of gender and education of theories that disembled selfhood. <i>Discourse</i> , 2008, 29, 311-323.	1.3	12
51	Teaching manfully? Exploring gendered subjectivities and power via analysis of men teachersâ€™ gender performance. <i>Gender and Education</i> , 2008, 20, 109-122.	1.7	79
52	A perfect match? Pupilsâ€™ and teachersâ€™ views of the impact of matching educators and learners by gender. <i>Research Papers in Education</i> , 2008, 23, 21-36.	3.0	53
53	Does the gender of the teacher really matter? Sevenâ€•to eightâ€•yearâ€•oldsâ€™ accounts of their interactions with their teachers. <i>Educational Studies</i> , 2007, 33, 397-413.	2.4	59
54	Challenging Classes?. <i>Sociology</i> , 2006, 40, 29-49.	2.5	104

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55	Gendered identities and work placement: why don't boys care?. Journal of Education Policy, 2006, 21, 305-321.	2.8	16
56	Heroes or zeroes? The discursive positioning of 'underachieving boys'™ in English neo-liberal education policy. Journal of Education Policy, 2006, 21, 187-200.	2.8	111
57	The SAGE Handbook of Gender and Education. , 2006, , .		47
58	The Nature of Gender. , 2006, , 7-17.		19
59	Negotiating the Dichotomy of Boffin and Triad: British-Chinese Pupils' Constructions of 'Laddism'™. Sociological Review, 2005, 53, 495-521.	1.6	29
60	'They never go off the rails like other ethnic groups'™: teachers'™ constructions of British Chinese pupils'™ gender identities and approaches to learning. British Journal of Sociology of Education, 2005, 26, 165-182.	1.8	76
61	Constructions of racism by British Chinese pupils and parents. Race Ethnicity and Education, 2005, 8, 387-407.	2.6	20
62	British-Chinese pupils'™ constructions of gender and learning. Oxford Review of Education, 2005, 31, 497-515.	2.0	23
63	British-Chinese pupils' and parents' constructions of the value of education. British Educational Research Journal, 2005, 31, 89-108.	2.5	101
64	Gender, 'bias'™, assessment and feedback: analyzing the written assessment of undergraduate history essays. Assessment and Evaluation in Higher Education, 2005, 30, 241-260.	5.6	45
65	Personal and political: feminisms, sociology and family lives. British Journal of Sociology of Education, 2004, 25, 645-651.	1.8	0
66	Gender, student confidence and communicative styles at university: the views of lecturers in history and psychology. Studies in Higher Education, 2004, 29, 7-23.	4.5	24
67	Re-viewing undergraduate writing: tutors' perceptions of essay qualities according to gender. Research in Post-Compulsory Education, 2004, 9, 217-238.	0.7	9
68	Subject Choice and Occupational Aspirations among Pupils at Girls' Schools. Pedagogy, Culture and Society, 2003, 11, 425-442.	2.6	35
69	University Lecturers' Perceptions of Gender and Undergraduate Writing. British Journal of Sociology of Education, 2003, 24, 357-373.	1.8	34
70	Relativism, Realism, and Feminism: An analysis of some theoretical tensions in research on gender identity. Journal of Gender Studies, 2002, 11, 39-54.	2.2	32
71	Is the Future Really Female? The Impact and Implications of Gender for 14-16 Year Olds' Career Choices. Journal of Education and Work, 2002, 15, 75-88.	1.6	76
72	Writes of Passage: Stylistic features of male and female undergraduate history essays. Journal of Further and Higher Education, 2002, 26, 351-362.	2.5	11

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73	Commonality AND difference? Attempts to escape from theoretical dualisms in emancipatory research in education. <i>International Studies in Sociology of Education</i> , 2001, 11, 157-172.	1.8	22
74	'Playing Safe': Undergraduate essay writing and the presentation of the student 'voice'. <i>British Journal of Sociology of Education</i> , 2001, 22, 387-399.	1.8	57
75	Men Teachers and the Construction of Heterosexual Masculinity in the Classroom. <i>Sex Education</i> , 2001, 1, 9-21.	2.0	98
76	An Analysis of Undergraduate Writing Styles in the Context of Gender and Achievement. <i>Studies in Higher Education</i> , 2001, 26, 313-326.	4.5	51
77	'Playing Safe': undergraduate essay writing and the presentation of the student 'voice'. <i>British Journal of Sociology of Education</i> , 2001, 22, 387-399.	1.8	1
78	Poststructuralism and nursing: uncomfortable bedfellows?. <i>Nursing Inquiry</i> , 2000, 7, 20-28.	2.1	17
79	Mainstreaming Equality in the European Union: Education, Training and Labour Market Policies. <i>Contemporary Sociology</i> , 2000, 29, 356.	0.0	37
80	The Gendered Subject: Students' subject preferences and discussions of gender and subject ability. <i>Oxford Review of Education</i> , 2000, 26, 35-48.	2.0	105
81	Professional education as a structural barrier to lifelong learning in the NHS. <i>Journal of Education Policy</i> , 2000, 15, 281-292.	2.8	6
82	Combined education for nurses and doctors. <i>Nursing Standard (Royal College of Nursing (Great Tj ETQq0 0 0 rgBT/Overlock 10 Tf 50 3</i>	0.1	4
83	Lads, Lasses and (New) Labour: 14-16-year-old students' responses to the 'laddish behaviour and boys' underachievement' debate. <i>British Journal of Sociology of Education</i> , 1999, 20, 355-371.	1.8	143
84	An Investigation of the Discourses Children Draw on Their Constructions of Gender. <i>Journal of Applied Social Psychology</i> , 1999, 29, 300-316.	2.0	25
85	Enrolled nurses and the professionalisation of nursing: a comparison of nurse education and skill-mix in Australia and the UK. <i>International Journal of Nursing Studies</i> , 1999, 36, 127-135.	5.6	36
86	Rationalisation and Professionalisation: A comparison of the transfer of registered nurse education to higher education in Australia and the UK. <i>Comparative Education</i> , 1999, 35, 81-96.	2.7	19
87	Modernist Reductionism or Post-structuralist Relativism: Can we move on? An Evaluation of the Arguments in Relation to Feminist Educational Research. <i>Gender and Education</i> , 1999, 11, 381-393.	1.7	57
88	â€œYou can never get too much educationâ€™: the discourses used by secondary school students in their discussion of post-compulsory. <i>Research in Post-Compulsory Education</i> , 1999, 4, 305-319.	0.7	8
89	The commissioning of nurse education by consortia in England: a quasiâ€™market analysis. <i>Journal of Advanced Nursing</i> , 1998, 28, 517-523.	3.3	9
90	Devolution or centralization? Differences in the development of nurse education commissioning policy among the UK nations. <i>Nurse Education Today</i> , 1998, 18, 433-439.	3.3	9

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91	Oppositional positions: children's construction of gender in talk and role plays based on adult occupation. Educational Research, 1998, 40, 31-43.	1.8	14
92	Commissioning nurse education. Nursing Standard (Royal College of Nursing (Great Britain): 1987), 1998, 12, 45-47.	0.1	5
93	Regulating non-nursing healthcare workers. Nursing Standard (Royal College of Nursing (Great) Tj ETQq1 1 0.784314 rgBT /Overlock 10	0.1	9
94	Discussing Discrimination: children's construction of sexism between pupils in primary school. British Journal of Sociology of Education, 1997, 18, 519-532.	1.8	9
95	Power Plays: Children's constructions of gender and power in role plays. Gender and Education, 1997, 9, 179-192.	1.7	20
96	Children's Talk in Interviews about Gender Discrimination in Adult Occupation. Citizenship, Social and Economics Education, 1996, 1, 118-130.	0.7	0
97	Doctor/Nurse, Teacher/Caretaker: Children's Gendered Choice of Adult Occupation in Interviews and Role Plays. Journal of Education and Work, 1996, 9, 47-58.	0.6	8
98	Reassessing Gender and Achievement. , 0, , .		244
99	Not/Knowing their place. , 0, , 9-22.		13
100	Feminism and 'The Schooling Scandal'. , 0, , .		55
101	Understanding Minority Ethnic Achievement. , 0, , .		35