

Greg Thompson

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7412795/publications.pdf>

Version: 2024-02-01

42
papers

784
citations

516215

16
h-index

552369

26
g-index

44
all docs

44
docs citations

44
times ranked

474
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | A preliminary analysis of teacher perceptions of the effects of NAPLAN on pedagogy and curriculum. Australian Educational Researcher, 2013, 40, 299-314. | 1.6 | 93 |
| 2 | Doing time in the sociology of education. British Journal of Sociology of Education, 2017, 38, 1-12. | 1.1 | 69 |
| 3 | Manipulating the data: teaching and NAPLAN in the control society. Discourse, 2014, 35, 129-142. | 1.1 | 62 |
| 4 | Toward an international measure of global competence? A critical look at the PISA 2018 framework. Globalisation, Societies and Education, 2019, 17, 117-131. | 1.9 | 56 |
| 5 | Education policy-making and time. Journal of Education Policy, 2014, 29, 700-715. | 2.1 | 47 |
| 6 | Principals of audit: testing, data and "implicated advocacy". Journal of Educational Administration and History, 2016, 48, 1-18. | 1.4 | 34 |
| 7 | Becoming-topologies of education: deformations, networks and the database effect. Discourse, 2015, 36, 732-748. | 1.1 | 33 |
| 8 | The Becoming-Statistic. Cultural Studies - Critical Methodologies, 2016, 16, 491-501. | 0.5 | 31 |
| 9 | Computer adaptive testing, big data and algorithmic approaches to education. British Journal of Sociology of Education, 2017, 38, 827-840. | 1.1 | 31 |
| 10 | Acting, accidents and performativity: challenging the hegemonic good student in secondary schools. British Journal of Sociology of Education, 2010, 31, 413-430. | 1.1 | 26 |
| 11 | Teachers' and school leaders' perceptions of commercialisation in Australian public schools. Australian Educational Researcher, 2018, 45, 141-160. | 1.6 | 23 |
| 12 | Private funding in Australian public schools: a problem of equity. Australian Educational Researcher, 2019, 46, 893-910. | 1.6 | 23 |
| 13 | The Logics of Good Teaching in an Audit Culture: A Deleuzian analysis. Educational Philosophy and Theory, 2013, 45, 243-258. | 1.3 | 22 |
| 14 | The logic of data-sense: thinking through Learning Personalisation. Discourse, 2017, 38, 740-754. | 1.1 | 22 |
| 15 | Spinning in the NAPLAN Ether: "Postscript on the Control Societies" and the Seduction of Education in Australia. Deleuze Studies, 2012, 6, 564-584. | 0.4 | 22 |
| 16 | The politics of teaching time in disciplinary and control societies. British Journal of Sociology of Education, 2017, 38, 26-37. | 1.1 | 16 |
| 17 | The problem of simplification: think-tanks, recipes, equity and "Turning around low-performing schools". Australian Educational Researcher, 2016, 43, 111-129. | 1.6 | 15 |
| 18 | The quasi-marketization of Australian public schooling: affordances and contradictions of the new work order. Asia Pacific Journal of Education, 2019, 39, 391-403. | 1.2 | 14 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Datafication, testing events and the outside of thought. <i>Learning, Media and Technology</i> , 2018, 43, 139-151. | 2.1 | 13 |
| 20 | â€˜Indentured autonomyâ€™: headteachers and academisation policy in Northern England. <i>Journal of Educational Administration and History</i> , 2021, 53, 215-232. | 1.4 | 10 |
| 21 | Making work private: Autonomy, intensification and accountability. <i>European Educational Research Journal</i> , 2022, 21, 83-104. | 1.4 | 10 |
| 22 | Education and the Relation to the Outside: A Little Real Reality. <i>Deleuze Studies</i> , 2015, 9, 273-300. | 0.4 | 10 |
| 23 | The value of collaborative rounds for teacher professional learning in Australia. <i>Professional Development in Education</i> , 2017, 43, 666-684. | 1.7 | 9 |
| 24 | 1996: the OECD policy-making assemblage. <i>Journal of Education Policy</i> , 2022, 37, 685-704. | 2.1 | 8 |
| 25 | Validity and participation: implications for school comparison of Australiaâ€™s National Assessment Program. <i>Journal of Education Policy</i> , 0, , 1-19. | 2.1 | 7 |
| 26 | Mired in the shadows: quiet students in secondary schools. <i>Discourse</i> , 2011, 32, 399-413. | 1.1 | 6 |
| 27 | Understanding the Policy Influence of International Large-Scale Assessments in Education. <i>IEA Research for Education</i> , 2020, , 261-277. | 0.4 | 6 |
| 28 | School Connectedness: Student Voices Examine Power and Subjectivity. <i>The International Journal on School Disaffection</i> , 2005, 3, 13-22. | 0.2 | 6 |
| 29 | Mapping Teacher-Faces. <i>Studies in Philosophy and Education</i> , 2013, 32, 379-395. | 0.3 | 5 |
| 30 | Romancing the public school: attachment, publicness and privatisation. <i>Comparative Education</i> , 2022, 58, 164-186. | 1.8 | 4 |
| 31 | Marketing Australian public schools: the double bind of the public school principal. <i>Asia Pacific Journal of Education</i> , 2023, 43, 599-612. | 1.2 | 4 |
| 32 | Next Generation Online Assessments, Technical Democracy, and Responding to Digital Disruption. , 2021, , 182-199. | | 2 |
| 33 | Producing the NAPLAN Machine: A Schizoanalytic Cartography. <i>Deleuze Studies</i> , 2015, 9, 410-423. | 0.4 | 2 |
| 34 | National Testing from an Australian Perspective. , 2015, , 1-17. | | 2 |
| 35 | Thatâ€™s Not For Our Kids: The strange death of philosophy and ethics in a low socioeconomic secondary school. <i>Educational Philosophy and Theory</i> , 2014, 46, 1225-1237. | 1.3 | 1 |
| 36 | Anxiety state: fears for the erosion of comprehensive schooling in Northern England and Alberta. <i>Compare</i> , 2020, , 1-18. | 1.5 | 1 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 37 | The Eternal Return of Teaching in the Time of the Corporation. <i>Deleuze Studies</i> , 2014, 8, 280-298. | 0.4 | 1 |
| 38 | Two special papers in this issue of <i>Discourse</i> . <i>Discourse</i> , 2015, 36, 303-305. | 1.1 | 0 |
| 39 | The Lack of Work and the Contemporary University. , 2019, , 29-44. | | 0 |
| 40 | Review of The Search for Better Educational Standards. <i>Policy Futures in Education</i> , 2019, 17, 289-292. | 1.2 | 0 |
| 41 | Postscript on the empire of control. <i>Educational Philosophy and Theory</i> , 2020, , 1-9. | 1.3 | 0 |
| 42 | Policy borrowing and teacher professionalism: Tensions in reforming systems in response to SDG4c in the Pacific Islands. <i>Education Policy Analysis Archives</i> , 0, 30, . | 0.3 | 0 |