

Ewan Ingleby

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7425832/publications.pdf>

Version: 2024-02-01

26
papers

204
citations

1163117

8
h-index

1125743

13
g-index

33
all docs

33
docs citations

33
times ranked

77
citing authors

#	ARTICLE	IF	CITATIONS
1	The advantages of visual methods in exploring hidden subjectivities in post-compulsory education. Research in Post-Compulsory Education, 2022, 27, 307-327.	0.7	1
2	Neoliberalism and Professional Development in Education. , 2021, , 111-129.		0
3	Neoliberalism, Secondary and Tertiary Education. , 2021, , 53-71.		0
4	Neoliberalism and Further Education. , 2021, , 73-90.		1
5	Neoliberalism and School Education. , 2021, , 33-51.		1
6	â€œRealâ€™ formative assessment? An exploratory study of simulated learning in the post-compulsory radiography curriculum. Research in Post-Compulsory Education, 2020, 25, 279-294.	0.7	2
7	Teaching with technology and higher education: a brave new world?. Practice, 2019, 1, 73-87.	0.6	7
8	It does more than it says on the tin! Problematising higher education in further education in England. Studies in Higher Education, 2019, 44, 20-30.	4.5	6
9	Early years educatorsâ€™ perceptions of professional development in England: an exploratory study of policy and practice. Professional Development in Education, 2018, 44, 22-32.	2.8	4
10	Imitation is not always flattery! The consequences of academy schools in England for further education policy. Research in Post-Compulsory Education, 2017, 22, 237-251.	0.7	4
11	â€œWe don't just do what we're told to do!â€™ Exploring pedagogical technology development needs. International Journal of Early Years Education, 2016, 24, 36-48.	0.8	5
12	Law and ethics: problematising the role of the foundation degree and paralegal education in English post-compulsory education. Research in Post-Compulsory Education, 2016, 21, 151-162.	0.7	4
13	Psychology for Social Work Theory and Practice (Fourth Edition). British Journal of Social Work, 2015, 45, 1068-1069.	1.4	0
14	The impact of changing policies about technology on the professional development needs of early years educators in England. Professional Development in Education, 2015, 41, 144-157.	2.8	19
15	The house that Jack built: neoliberalism, teaching in higher education and the moral objections. Teaching in Higher Education, 2015, 20, 518-529.	2.6	39
16	Selected student and tutor perceptions of ICTs in further and higher education in England. Journal of Further and Higher Education, 2014, 38, 287-304.	2.5	3
17	Developing reflective practice or judging teaching performance? The implications for mentor training. Research in Post-Compulsory Education, 2014, 19, 18-32.	0.7	12
18	Teaching policy and practice: early years, neoliberalism and communities of practice. Contemporary Social Science, 2013, 8, 120-129.	1.9	4

#	ARTICLE	IF	CITATIONS
19	Repositioning professionalism: teachers, mentors, policy and praxis. <i>Research in Post-Compulsory Education</i> , 2012, 17, 163-178.	0.7	13
20	“How can you survive in the world if you can’t use a computer?” Exploring the vocational education and training needs of early years practitioners in England. <i>Journal of Vocational Education and Training</i> , 2012, 64, 475-490.	1.5	0
21	Exploring the continuing professional development needs of pedagogical practitioners in early years in England. <i>Professional Development in Education</i> , 2012, 38, 533-549.	2.8	7
22	The Problematics of Mentoring, and the Professional Learning of Trainee Teachers in the English Further Education Sector. <i>International Journal of Adult Vocational Education and Technology</i> , 2012, 3, 29-39.	0.3	8
23	Asclepius or Hippocrates? Differing interpretations of post-compulsory initial teacher training mentoring. <i>Journal of Vocational Education and Training</i> , 2011, 63, 15-25.	1.5	14
24	Robbing Peter to pay Paul: the price of standards-driven education. <i>Research in Post-Compulsory Education</i> , 2010, 15, 427-440.	0.7	12
25	FE Lecturer's Guide to Diversity and Inclusion “ By Anne-Marie Wright, Sina Abdi-Jama, Susan Colquhoun, Jane Speare, Tracey Partridge How to Manage Stress in FE “ By Elizabeth Hartney. <i>Support for Learning</i> , 2008, 23, 51-51.	0.4	0
26	The CPD needs of mentors in post-compulsory Initial Teacher Training in England. <i>Journal of in-Service Education</i> , 2008, 34, 61-74.	0.8	18