

Gill Adams

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8180990/publications.pdf>

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11
papers

108
citations

1684188
5
h-index

1372567
10
g-index

11
all docs

11
docs citations

11
times ranked

102
citing authors

#	ARTICLE	IF	CITATIONS
1	“Working on a rocky shore”: Micro-moments of positive affect in academic work. <i>Emotion, Space and Society</i> , 2019, 31, 48-55.	1.5	25
2	Conceptions of inclusion and inclusive education: a critical examination of the perspectives and practices of teachers in Poland. <i>Journal of Research in Special Educational Needs</i> , 2012, 12, 162-169.	1.1	19
3	Using a narrative approach to illuminate teacher professional learning in an era of accountability. <i>Teaching and Teacher Education</i> , 2017, 67, 161-170.	3.2	19
4	Inspiring to inspire: Developing teaching in higher education. <i>Cogent Education</i> , 2016, 3, 1154259.	1.5	16
5	A narrative study of the experience of feedback on a professional doctorate: “a kind of flowing conversation”. <i>Studies in Continuing Education</i> , 2019, 41, 191-206.	1.9	12
6	Discovering inspiring teaching: immersive models of staff development. <i>Quality Assurance in Education</i> , 2014, 22, 240-254.	1.5	5
7	Reconceptualizing doctoral students’ journeyings: Possibilities for profound happiness?. <i>International Journal of Educational Research</i> , 2020, 99, 101425.	2.2	5
8	Theorising variation in engagement in professional and curriculum development: performativity, capital, systems and purpose. <i>Review of Education</i> , 2018, 6, 360-407.	2.1	3
9	Regulated time and expansive time in primary school mathematics. <i>Pedagogy, Culture and Society</i> , 2021, 29, 119-136.	2.6	2
10	Women teachers' experiences of learning mathematics. <i>Research in Mathematics Education</i> , 2013, 15, 87-88.	1.2	1
11	Context and Implications Document for: Theorising variation in engagement in professional and curriculum development: Performativity, capital, systems and purpose. <i>Review of Education</i> , 2018, 6, 408-410.	2.1	1