

Linda Evans

List of Publications by Year in descending order

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36
papers

1,440
citations

516561

16
h-index

395590

33
g-index

38
all docs

38
docs citations

38
times ranked

702
citing authors

#	ARTICLE	IF	CITATIONS
1	PROFESSIONALISM, PROFESSIONALITY AND THE DEVELOPMENT OF EDUCATION PROFESSIONALS. British Journal of Educational Studies, 2008, 56, 20-38.	0.9	386
2	The "shape" of teacher professionalism in England: professional standards, performance management, professional development and the changes proposed in the 2010 White Paper. British Educational Research Journal, 2011, 37, 851-870.	1.4	187
3	What is Teacher Development?. Oxford Review of Education, 2002, 28, 123-137.	1.4	119
4	Leadership for professional development and learning: enhancing our understanding of how teachers develop. Cambridge Journal of Education, 2014, 44, 179-198.	1.6	116
5	Addressing problems of conceptualization and construct validity in researching teachers' job satisfaction. Educational Research, 1997, 39, 319-331.	0.9	58
6	The scholarship of researcher development: mapping the terrain and pushing back boundaries. International Journal for Researcher Development, 2011, 2, 75-98.	1.0	57
7	Implicit and informal professional development: what it "looks like", how it occurs, and why we need to research it. Professional Development in Education, 2019, 45, 3-16.	1.7	53
8	What is effective research leadership? A research-informed perspective. Higher Education Research and Development, 2014, 33, 46-58.	1.9	47
9	The Effects of Educational Change on Morale, Job Satisfaction and Motivation. Journal of Educational Change, 2000, 1, 173-192.	2.5	38
10	Leadership for Researcher Development: What Research Leaders Need to Know and Understand. Educational Management Administration and Leadership, 2012, 40, 423-435.	2.2	36
11	Professors as Academic Leaders. Educational Management Administration and Leadership, 2013, 41, 674-689.	2.2	36
12	University professors as academic leaders. Educational Management Administration and Leadership, 2017, 45, 123-140.	2.2	36
13	Teacher Morale: an individual perspective. Educational Studies, 1992, 18, 161-171.	1.4	21
14	Developing as mentors in school-based teacher training. Teacher Development, 1997, 1, 135-148.	0.4	21
15	Developing research capacity in the social sciences: a professionalism based model. International Journal for Researcher Development, 2009, 1, 134-149.	1.0	20
16	A changing role for university professors? Professorial academic leadership as it is perceived by "the led". British Educational Research Journal, 2015, 41, 666-685.	1.4	19
17	Is leadership a myth? A "new wave" critical leadership-focused research agenda for recontouring the landscape of educational leadership. Educational Management Administration and Leadership, 2022, 50, 413-435.	2.2	18
18	The dawn of a new professionalism in the French academy? Academics facing the challenges of change. Studies in Higher Education, 2013, 38, 1201-1221.	2.9	14

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19	Is educational leadership (still) worth studying? An epistemic worthiness-informed analysis. Educational Management Administration and Leadership, 2022, 50, 325-348.	2.2	14
20	Developing the European researcher: "extended" professionalism within the Bologna Process. Professional Development in Education, 2010, 36, 663-677.	1.7	13
21	The worst of times? A tale of two higher education institutions in France: their merger and its impact on staff working lives. Studies in Higher Education, 2017, 42, 1699-1717.	2.9	13
22	The Professional Status of Educational Research: Professionalism and Developmentalism in Twenty-First-Century Working Life. British Journal of Educational Studies, 2013, 61, 471-490.	0.9	12
23	Developing the mentoring role: some research recommendations. Mentoring and Tutoring: Partnership in Learning, 1996, 4, 38-46.	0.6	9
24	S/he who pays the piper calls the tune? Professionalism, developmentalism, and the paucity of in-service education within the research profession. Professional Development in Education, 2009, 35, 289-304.	1.7	9
25	Separating the HEAP from the SAP. Mentoring, 1994, 1, 43-46.	1.4	8
26	A Voice Crying in the Wilderness? The problems and constraints facing "extended" professionals in the English primary education sector. Teachers and Teaching: Theory and Practice, 1997, 3, 61-83.	0.9	7
27	Is there a role for higher education in initial teacher training? A consideration of some of the main issues in the current debate. Higher Education Quarterly, 1996, 50, 138-155.	1.8	5
28	Jack-Of-All-Trades, Master of None?: An Examination of Subject Skills Provision on Technology (Secondary) Initial Teacher Education Courses In England and Wales. International Journal of Technology and Design Education, 1998, 8, 15-35.	1.7	5
29	The Effects of Senior Management Teams on Teacher Morale and Job Satisfaction. Educational Management, Administration & Leadership, 1998, 26, 417-428.	0.8	5
30	A Comparative Study of Two Models of Initial Teacher. Mentoring, 1993, 1, 37-39.	1.4	4
31	What Academics Want from Their Professors: Findings from a Study of Professorial Academic Leadership in the UK. , 2015, , 51-78.		4
32	Re-shaping the EHEA After the Demise of Neoliberalism: A UK-Informed Perspective. , 2018, , 23-42.		4
33	The practicalities involved in the introduction of school-administered initial teacher education in the United Kingdom: some policy issues and implications. Research Papers in Education, 1997, 12, 317-337.	1.7	3
34	Getting the best out of teachers. Education 3-13, 1998, 26, 26-30.	0.6	3
35	Åšvahy o profesionalitě vzdávanatelů dospělých. Studia Paedagogica, 2012, 17, .	0.3	2
36	Enhancing the Quality of Research in Europe: Theoretical Perspectives on and Guiding Principles for Researcher Development. , 2015, , 573-591.		1