

# Marjo Kristiina Brunila

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8401159/publications.pdf>

Version: 2024-02-01

35  
papers

542  
citations

687220

13  
h-index

713332

21  
g-index

37  
all docs

37  
docs citations

37  
times ranked

245  
citing authors

#	ARTICLE	IF	CITATIONS
1	What's the problem (represented to be) in Finnish youth policies and youth support systems?. <i>International Studies in Sociology of Education</i> , 2022, 31, 264-283.	1.1	7
2	Educating for the future? Mapping the emerging lines of precision education governance. <i>Policy Futures in Education</i> , 2022, 20, 731-744.	1.2	14
3	Becoming integrateable: hidden realities of integration policies and training in Finland. <i>International Journal of Inclusive Education</i> , 2021, 25, 52-65.	1.5	6
4	Outreach youth work and employability in the ethos of vulnerability. <i>Power and Education</i> , 2021, 13, 100-115.	0.3	5
5	Shaping the Selves of 'At Risk' Youth in Debt and Poverty in the Context of Economic Vulnerability. <i>Journal of Applied Youth Studies</i> , 2021, 4, 363-380.	0.9	4
6	The Positivity Imperative in Youth Education as a Form of Cruel Optimism. <i>Journal of Applied Youth Studies</i> , 2021, 4, 313-327.	0.9	7
7	Reviewing and reframing the influence of relative age on ADHD diagnosis: beyond individual psycho(patho)logy. <i>Pedagogy, Culture and Society</i> , 2020, 28, 165-181.	1.8	6
8	Governing of young people 'at risk' with the alliance of employability and precariousness in the EU youth policy steering. <i>Policy Futures in Education</i> , 2020, 18, 240-260.	1.2	14
9	Interrupting psychological management of youth training. <i>Education Inquiry</i> , 2020, 11, 302-315.	1.6	4
10	Enhancing criticality and resistance through teaching in the neoliberal academy. <i>Subjectivity</i> , 2020, 13, 200-216.	0.2	1
11	The discursive production of misbehaviour in professional literature. <i>Critical Studies in Education</i> , 2020, , 1-16.	3.3	0
12	The Nordic therapeutic welfare state and its resilient citizens. , 2020, , 334-345.		3
13	Democratic Education for Hope: Contesting the Neoliberal Common Sense. <i>Studies in Philosophy and Education</i> , 2019, 38, 641-655.	0.3	13
14	Bad behaviour in school: a discursive approach. <i>British Journal of Sociology of Education</i> , 2019, 40, 682-695.	1.1	12
15	Coming to discursive-deconstructive reading of gender equality. <i>International Journal of Research and Method in Education</i> , 2019, 42, 33-45.	1.1	7
16	Vulnerabilizing Young People. <i>Suomen Antropologi</i> , 2019, 43, 113-120.	0.2	17
17	Anxiety and the making of research(ing) subjects in neoliberal academia. <i>Subjectivity</i> , 2018, 11, 74-89.	0.2	25
18	Identity politics, the ethos of vulnerability, and education. <i>Educational Philosophy and Theory</i> , 2018, 50, 287-298.	1.3	26

#	ARTICLE	IF	CITATIONS
19	Equality work in teacher education in Finland. <i>Policy Futures in Education</i> , 2018, 16, 539-552.	1.2	9
20	Prison Break. Education of young adults in closed prisonsâ€”building a bridge from prison to civil society?. <i>Education Inquiry</i> , 2018, 9, 155-171.	1.6	8
21	Exploring the possibilities of gender equality pedagogy in an era of marketization. <i>Gender and Education</i> , 2018, 30, 917-933.	1.1	8
22	New rules of the game: youth training in Brazil and Finland as examples of the new global network governance. <i>Journal of Education and Work</i> , 2017, 30, 353-366.	0.8	8
23	Academic researchers on the project market in the ethos of knowledge capitalism. <i>European Educational Research Journal</i> , 2017, 16, 907-920.	1.4	11
24	Revisiting the vulnerability ethos in cross-sectoral transition policies and practices for young people in the era of marketisation of education. <i>Research in Comparative and International Education</i> , 2016, 11, 69-79.	0.8	14
25	The Ambivalences of <i>Becoming</i> a Professor in Neoliberal Academia. <i>Qualitative Inquiry</i> , 2016, 22, 386-394.	1.0	19
26	Becoming entrepreneurial: Transitions and education of unemployed youth. <i>Power and Education</i> , 2016, 8, 19-34.	0.3	9
27	Preoccupied with the self: towards self-responsible, enterprising, flexible and self-centred subjectivity in education. <i>Discourse</i> , 2016, 37, 56-69.	1.1	30
28	Nomadinen tutkimus, kirjoittaminen ja tutkijuus. <i>Aikuiskasvatus</i> , 2016, 36, 127-130.	0.1	1
29	Governing emotionally vulnerable subjects and â€”therapisationâ€” of social justice. <i>Pedagogy, Culture and Society</i> , 2015, 23, 485-506.	1.8	69
30	Challenging gender inequalities in education and in working life â€” a mission possible?. <i>Journal of Education and Work</i> , 2015, 28, 443-460.	0.8	21
31	The Rise of the Survival Discourse in an Era of Therapisation and Neoliberalism. <i>Education Inquiry</i> , 2014, 5, 240-44.	1.6	28
32	Hooked on a feeling: education, guidance and rehabilitation of youth at risk. <i>Critical Studies in Education</i> , 2013, 54, 215-228.	3.3	28
33	A Diminished Self: Entrepreneurial and Therapeutic Ethos Operating with a Common Aim. <i>European Educational Research Journal</i> , 2012, 11, 477-486.	1.4	30
34	From risk to resilience. <i>Education Inquiry</i> , 2012, 3, 451-464.	1.6	46
35	CARTOGRAPHY OF GENDER EQUALITY PROJECTS IN ICT: Liberal equality from the perspective of situated equality. <i>Information, Communication and Society</i> , 2007, 10, 384-403.	2.6	25