

# Karen Gravett

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8984681/publications.pdf>

Version: 2024-02-01

31  
papers

469  
citations

840585

11  
h-index

887953

17  
g-index

33  
all docs

33  
docs citations

33  
times ranked

188  
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring the notion of teacher feedback literacies through the theory of practice architectures. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 201-213.	3.9	19
2	Scoping academic oracy in higher education: knotting together forgotten connections to equity and academic literacies. <i>Higher Education Research and Development</i> , 2023, 42, 62-77.	1.9	3
3	Spaces and Places for Connection in the Postdigital University. <i>Postdigital Science and Education</i> , 2023, 5, 694-715.	4.3	2
4	Making connections: authenticity and alienation within students'™ relationships in higher education. <i>Higher Education Research and Development</i> , 2022, 41, 360-374.	1.9	32
5	Who stands to benefit? Wellbeing, belonging and challenges to equity in engagement in extra-curricular activities at university. <i>Active Learning in Higher Education</i> , 2022, 23, 81-96.	3.5	26
6	Feedback literacies as sociomaterial practice. <i>Critical Studies in Education</i> , 2022, 63, 261-274.	3.3	63
7	International students'™ linguistic transitions into disciplinary studies: a rhizomatic perspective. <i>Higher Education</i> , 2022, 83, 527-545.	2.8	6
8	Belonging as situated practice. <i>Studies in Higher Education</i> , 2022, 47, 1386-1396.	2.9	37
9	Beyond Technology in Online Postgraduate Education. <i>Postdigital Science and Education</i> , 2022, 4, 557-572.	4.3	4
10	Belonging in Science: Democratic Pedagogies for Cross-Cultural PhD Supervision. <i>Education Sciences</i> , 2022, 12, 121.	1.4	5
11	Troubling transitions and celebrating becomings: from pathway to rhizome. <i>Studies in Higher Education</i> , 2021, 46, 1506-1517.	2.9	22
12	Storying students'™ becomings into and through higher education. <i>Studies in Higher Education</i> , 2021, 46, 1578-1589.	2.9	20
13	The role of academic referencing within students'™ identity development. <i>Journal of Further and Higher Education</i> , 2021, 45, 377-388.	1.4	8
14	Publishing and flourishing: writing for desire in higher education. <i>Higher Education Research and Development</i> , 2021, 40, 538-551.	1.9	13
15	Disrupting the doctoral journey: re-imagining doctoral pedagogies and temporal practices in higher education. <i>Teaching in Higher Education</i> , 2021, 26, 293-305.	1.7	15
16	Learning from Feedback via Peer Review: Using Concept Maps to Explore the Development of Scholarly Writing Literacies. , 2021, , 265-284.		2
17	Partnership values: An evaluation of student-staff research projects at a UK higher education institution. <i>International Journal for Students As Partners</i> , 2021, 5, 12-25.	0.3	0
18	Referencing and empowerment: exploring barriers to agency in the higher education student experience. <i>Teaching in Higher Education</i> , 2020, 25, 84-97.	1.7	12

#	ARTICLE	IF	CITATIONS
19	â€œMore than customersâ€™: conceptions of students as partners held by students, staff, and institutional leaders. <i>Studies in Higher Education</i> , 2020, 45, 2574-2587.	2.9	30
20	The development of academicsâ€™ feedback literacy: experiences of learning from critical feedback via scholarly peer review. <i>Assessment and Evaluation in Higher Education</i> , 2020, 45, 651-665.	3.9	20
21	Revisiting â€œA â€œteaching excellenceâ€•for the times we live inâ€™: posthuman possibilities. <i>Teaching in Higher Education</i> , 2020, 25, 1028-1034.	1.7	8
22	Frailty in transition? Troubling the norms, boundaries and limitations of transition theory and practice. <i>Higher Education Research and Development</i> , 2020, 39, 1169-1185.	1.9	15
23	Concept Mapping in the Age of Deleuze: Fresh Perspectives and New Challenges. <i>Education Sciences</i> , 2020, 10, 82.	1.4	10
24	The Emerging Landscape of Studentâ€™Staff Partnerships in Higher Education. , 2020, , 11-27.		6
25	Introduction: Context and Scope. , 2020, , 1-10.		0
26	The Future of Studentâ€™Staff Partnerships. , 2020, , 363-375.		0
27	Making Learning Happen: Studentsâ€™ Development of Academic and Information Literacies. , 2019, , 175-190.		2
28	Story Completion: Storying as a Method of Meaning-Making and Discursive Discovery. <i>International Journal of Qualitative Methods</i> , The, 2019, 18, 160940691989315.	1.3	28
29	â€œFeedback interpretersâ€™: the role of learning development professionals in facilitating university studentsâ€™ engagement with feedback. <i>Teaching in Higher Education</i> , 2019, 24, 723-738.	1.7	17
30	â€œIâ€™m not sure where home isâ€™: narratives of student mobilities into and through higher education. <i>British Journal of Sociology of Education</i> , 0, , 1-15.	1.1	2
31	Pedagogies of mattering: re-conceptualising relational pedagogies in higher education. <i>Teaching in Higher Education</i> , 0, , 1-16.	1.7	32