Dina Zoe Belluigi

List of Publications by Year
in descending order

28 papers	393 citations

1306789

7 h-index

839053

18 g-index

28 all docs	28 docs citations

28 times ranked

254 citing authors

#	Article	IF	Citations
1	Mixed metaphors, mixed messages and mixed blessings: how figurative imagery opens up the complexities of transforming higher education. SOTL in the South, 2024, 3, 110-120.	0.1	1
2	â€˜Your skin has to be elasticâ€™: the politics of belonging as a selected black academic at a â€˜transformingâ€™ South African university. International Journal of Qualitative Studies in Education, 2022, 35, 141-162.	0.8	6
3	Attempting to break the chain: reimaging inclusive pedagogy and decolonising the curriculum within the academy. Educational Philosophy and Theory, 2021, 53, 298-313.	1.3	85
4	On the Nature of Quality in the Contexts of Academic Publication and Sustainability. Frontiers in Education, 2021, 6, .	1.2	5
5	The Problem of Authorship. , 2021, , 43-64.		0
6	In Whose Interest Is â€˜Training the Dogâ€™? Black Academicsâ€™ Reflection on Academic Development for â€˜Access and Successâ€™ in a Historically White University in South Africa. Palgrave Studies in Race, Inequality and Social Justice in Education, 2021, , 265-275.	0.6	2
7	A Wake-Up Call: Equity, Inequality and Covid-19 Emergency Remote Teaching and Learning. Postdigital Science and Education, 2020, 2, 946-967.	4.3	146
8	â€˜Why mouth all the pieties?â€™ Black and women academicsâ€™ revelations about discourses of â€˜transformationâ€™ at an historically white South African university. Higher Education, 2019, 78, 947-963.	2.8	13
9	Visual Narratives as Reflective Processes for Learning Engagement. , 2019, , 1-5.		0
10	The importance of critical judgment in uncertain disciplines: A comparative case study of undergraduate fine art visual practice. Arts and Humanities in Higher Education, 2018, 17, 305-322.	1.0	1
11	Positioning Home for Resilience on Campus: First-Generation Students Negotiate Powerless/full Conditions in South African Higher Education. Education As Change, 2018, 22, .	0.5	3
12	The significance of conflicting discourses in a professional degree: assessment in undergraduate fine art practice. Discourse, 2017, 38, 209-221.	1.1	2
13	Establishing enabling conditions to develop critical thinking skills: a case of innovative curriculum design in Environmental Science. Environmental Education Research, 2017, 23, 950-971.	1.6	9
14	Studentsâ€™ reception of peer assessment of group-work contributions: problematics in terms of race and gender emerging from a South African case study. Assessment and Evaluation in Higher Education, 2017, 42, 1118-1131.	3.9	11
15	Underlying knowledge-knower structures in graphic design: Contributing to establishing a cohesive language for use in graphic design education. Art, Design and Communication in Higher Education, 2017, 16, 7-22.	0.4	4
16	A Framework to Map Approaches to Interpretation. Journal of Aesthetic Education, 2017, 51, 91.	0.1	2
17	Constructions of Roles in Studio Teaching and Learning. International Journal of Art and Design Education, 2016, 35, 21-35.	0.6	27
18	Influences on the struggle over content: considering two fine art studio practice curricula in developing/ed contexts. Teaching in Higher Education, 2016, 21, 700-715.	1.7	0

#	Article	IF	Citations
19	The paradox of 'teaching' transformation in fine art studio practice: Assessment in the South African context. International Journal of Education Through Art, 2014, 10, 349-362.	0.2	4
20	Playing broken telephone with student feedback: the possibilities and issues of transformation within a South African case of a collegial rationality model of evaluation. , 2013, , 1-27.		0
21	A proposed methodology for contextualised evaluation in higher education. Assessment and Evaluation in Higher Education, 2011, 36, 657-671.	3.9	29
22	Intentionality in a Creative Art Curriculum. Journal of Aesthetic Education, 2011, 45, 18-36.	0.1	1
23	Intentionality in a Creative Art Curriculum. Journal of Aesthetic Education, 2011, 45, 18.	0.1	2
24	Exploring the discourses around 'creativity' and 'critical thinking' in a South African creative arts curriculum. Studies in Higher Education, 2009, 34, 699-717.	2.9	31
25	Design, Implementation and Preliminary Evaluation of an Introductory Service-Learning Elective for Pharmacy Students. Education As Change, 2007, 11, 143-156.	0.5	6
26	Within the award funding gap: the im-possibility of an All Ireland Africanist network in 2020. African Identities, 0, , 1-23.	1.1	0
27	'Deeply and deliciously unsettled'? Mis-reading discourses of equity in the early stages of Covid19. Higher Education, 0, , .	2.8	3
28	La question d'auctorialité:. , 0, , 49-72.		0