Matthew Clarke

List of Publications by Year
in descending order

39 papers	811 citations	623734 14 h-index	580821 25 g-index
40 all docs	40 docs citations	40 times ranked	490 citing authors

#	Article	IF	Citations
1	The Ethico–politics of Teacher Identity. Educational Philosophy and Theory, 2009, 41, 185-200.	1.8	156
2	'Cruel optimism': teacher attachment to professionalism in an era of performativity. Journal of Education Policy, 2016, 31, 666-677.	2.8	88
3	The (absent) politics of neo-liberal education policy. Critical Studies in Education, 2012, 53, 297-310.	4.5	81
4	Talkin' 'bout a revolution: the social, political, and fantasmatic logics of education policy. Journal of Education Policy, 2012, 27, 173-191.	2.8	57
5	Professional standards, teacher identities and an ethics of singularity. Cambridge Journal of Education, 2013, 43, 487-500.	2.4	50
6	Teacher Education and the Political. , 0, , .		31
7	Language Policy and Language Teacher Education in the United Arab Emirates. TESOL Quarterly, 2007, 41, 583-591.	2.9	30
8	The power of negative thinking in and for teacher education. Power and Education, 2015, 7, 257-271.	0.6	30
9	The discursive construction of interpersonal relations in an online community of practice. Journal of Pragmatics, 2009, 41, 2333-2344.	1.5	29
10	Terror/enjoyment: performativity, resistance and the teacher's psyche. London Review of Education, 0, 11, .	1.8	26
11	Beyond Antagonism? The Discursive Construction of 'New' Teachers in the United Arab Emirates. Teaching Education, 2006, 17, 225-237.	1.3	23
12	The sublime objects of education policy: quality, equity and ideology. Discourse, 2014, 35, 584-598.	1.3	23
13	The politics of collaboration: discourse, identities, and power in a school–university partnership in Hong Kong. Asia-Pacific Journal of Teacher Education, 2014, 42, 291-304.	1.9	23
14	Dilemmas of identity, language and culture in higher education in China. Asia Pacific Journal of Education, 2010, 30, 57-69.	2.1	21
15	Reflection 'on' and 'in' teacher education in the United Arab Emirates. International Journal of Educational Development, 2006, 26, 111-122.	2.7	20
16	Motivation as Ethical Self-Formation. Educational Philosophy and Theory, 2013, 45, 77-90.	1.8	18
17	Spaces of agency within contextual constraints: a case study of teacher's response to EFL reform in a Chinese university. Asia Pacific Journal of Education, 2018, 38, 187-201.	2.1	16
18	Dialectics of development: teacher identity formation in the interplay of ideal ego and ego ideal. Teaching Education, 2017, 28, 115-130.	1.3	11

#	Article	IF	Citations
19	Eyes wide shut: the fantasies and disavowals of education policy. Journal of Education Policy, 2020, 35, 151-167.	2.8	11
20	Dialectics and dilemmas: psychosocial dimensions of ability grouping policy. Critical Studies in Education, 2014, 55, 186-200.	4.5	10
21	Heroes and villains: the insistence of the imaginary and the novice teacherâ€™s need to believe. Asia-Pacific Journal of Teacher Education, 2017, 45, 194-206.	1.9	7
22	â€˜Knowledge is powerâ€™? A Lacanian entanglement with political ideology in education. Critical Studies in Education, 2015, 56, 71-85.	4.5	6
23	Agonistic democracy and passionate professional development in teacher-leaders. Cambridge Journal of Education, 2017, , 1-16.	2.4	5
24	Democracy, â€˜sector-blindnessâ€™ and the delegitimation of dissent in neoliberal education policy: a response toDiscourse34(2), May 2013. Discourse, 2014, 35, 444-461.	1.3	4
25	â€œWe have never been public:â€•Continuity and change in the policy production of â€œthe publicâ€•in education in England. European Educational Research Journal, 2022, 21, 13-28.	2.1	4
26	The banality of education policy: Discipline as extensive evil in the neoliberal era. Power and Education, 0, , 175774382110414.	0.6	4
27	Practicing or Preaching? Teacher Educators and Student Teachers Appropriating New Literacies. , 2010, , 147-166.		4
28	Democratic citizenship, critical literacy and educational policy in England: a conceptual paradox?. Cambridge Journal of Education, 2022, 52, 291-307.	2.4	4
29	What is the â€˜publicâ€™ in public education? Mapping past, present and future educational imaginaries of Europe and beyond. European Educational Research Journal, 2022, 21, 3-12.	2.1	4
30	Democracy and education: â€˜In spite of it allâ€™. Power and Education, 2018, 10, 112-124.	0.6	3
31	Education beyond reason and redemption: a detour through the death drive. Pedagogy, Culture and Society, 2019, 27, 183-197.	2.6	3
32	Introduction to the new Editors. Research in Education, 2016, 95, 61-63.	1.1	2
33	Teacher education as the practice of virtue ethics: Editorial. Research in Education, 2018, 100, 3-9.	1.1	2
34	The Indispensability and Impossibility of Teacher Identity. , 2018, , 217-227.		2
35	Fantasy, nostalgia and ideology: A Lacanian reading of post-revolutionary Iran. Psychoanalysis, Culture and Society, 2017, 22, 154-172.	0.5	1
36	Rethinking democracy and education: Alternatives to capitalist reproduction or writing the poetry of the future?. Power and Education, 2018, 10, 107-111.	0.6	1

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37	Discourse as Cultural Struggle. Journal of Pragmatics, 2009, 41, 1679-1682.	1.5	0
38	The morbid dance of ideology on the scaffold: On subjectivity and capital punishment in Iran. Psychoanalysis, Culture and Society, 2018, 23, 401-418.	0.5	0
39	Double indemnity: dualities, tensions and loss in the moral economies of feedback. Asia-Pacific Journal of Teacher Education, 0, , 1-16.	1.9	0