

# Matthew Clarke

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9428091/publications.pdf>

Version: 2024-02-01

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	â€œWe have never been public:â€Continuity and change in the policy production of â€œthe publicâ€in education in England. <i>European Educational Research Journal</i> , 2022, 21, 13-28.	2.1	4
2	Democratic citizenship, critical literacy and educational policy in England: a conceptual paradox?. <i>Cambridge Journal of Education</i> , 2022, 52, 291-307.	2.4	4
3	What is the â€publicâ€ in public education? Mapping past, present and future educational imaginaries of Europe and beyond. <i>European Educational Research Journal</i> , 2022, 21, 3-12.	2.1	4
4	Eyes wide shut: the fantasies and disavowals of education policy. <i>Journal of Education Policy</i> , 2020, 35, 151-167.	2.8	11
5	Education beyond reason and redemption: a detour through the death drive. <i>Pedagogy, Culture and Society</i> , 2019, 27, 183-197.	2.6	3
6	Teacher education as the practice of virtue ethics: Editorial. <i>Research in Education</i> , 2018, 100, 3-9.	1.1	2
7	Spaces of agency within contextual constraints: a case study of teacherâ€™s response to EFL reform in a Chinese university. <i>Asia Pacific Journal of Education</i> , 2018, 38, 187-201.	2.1	16
8	Rethinking democracy and education: Alternatives to capitalist reproduction or writing the poetry of the future?. <i>Power and Education</i> , 2018, 10, 107-111.	0.6	1
9	The morbid dance of ideology on the scaffold: On subjectivity and capital punishment in Iran. <i>Psychoanalysis, Culture and Society</i> , 2018, 23, 401-418.	0.5	0
10	Democracy and education: â€In spite of it allâ€. <i>Power and Education</i> , 2018, 10, 112-124.	0.6	3
11	The Indispensability and Impossibility of Teacher Identity. , 2018, , 217-227.		2
12	Heroes and villains: the insistence of the imaginary and the novice teacherâ€™s need to believe. <i>Asia-Pacific Journal of Teacher Education</i> , 2017, 45, 194-206.	1.9	7
13	Fantasy, nostalgia and ideology: A Lacanian reading of post-revolutionary Iran. <i>Psychoanalysis, Culture and Society</i> , 2017, 22, 154-172.	0.5	1
14	Dialectics of development: teacher identity formation in the interplay of ideal ego and ego ideal. <i>Teaching Education</i> , 2017, 28, 115-130.	1.3	11
15	Agonistic democracy and passionate professional development in teacher-leaders. <i>Cambridge Journal of Education</i> , 2017, , 1-16.	2.4	5
16	Introduction to the new Editors. <i>Research in Education</i> , 2016, 95, 61-63.	1.1	2
17	â€Cruel optimismâ€: teacher attachment to professionalism in an era of performativity. <i>Journal of Education Policy</i> , 2016, 31, 666-677.	2.8	88
18	The power of negative thinking in and for teacher education. <i>Power and Education</i> , 2015, 7, 257-271.	0.6	30

#	ARTICLE	IF	CITATIONS
19	“Knowledge is power”™? A Lacanian entanglement with political ideology in education. <i>Critical Studies in Education</i> , 2015, 56, 71-85.	4.5	6
20	Dialectics and dilemmas: psychosocial dimensions of ability grouping policy. <i>Critical Studies in Education</i> , 2014, 55, 186-200.	4.5	10
21	The sublime objects of education policy: quality, equity and ideology. <i>Discourse</i> , 2014, 35, 584-598.	1.3	23
22	Democracy, “sector-blindness”™ and the delegitimation of dissent in neoliberal education policy: a response to <i>Discourse</i> 34(2), May 2013. <i>Discourse</i> , 2014, 35, 444-461.	1.3	4
23	The politics of collaboration: discourse, identities, and power in a school “university partnership in Hong Kong. <i>Asia-Pacific Journal of Teacher Education</i> , 2014, 42, 291-304.	1.9	23
24	Motivation as Ethical Self-Formation. <i>Educational Philosophy and Theory</i> , 2013, 45, 77-90.	1.8	18
25	Professional standards, teacher identities and an ethics of singularity. <i>Cambridge Journal of Education</i> , 2013, 43, 487-500.	2.4	50
26	The (absent) politics of neo-liberal education policy. <i>Critical Studies in Education</i> , 2012, 53, 297-310.	4.5	81
27	Talkin “about a revolution: the social, political, and fantasmatic logics of education policy. <i>Journal of Education Policy</i> , 2012, 27, 173-191.	2.8	57
28	Dilemmas of identity, language and culture in higher education in China. <i>Asia Pacific Journal of Education</i> , 2010, 30, 57-69.	2.1	21
29	Practicing or Preaching? Teacher Educators and Student Teachers Appropriating New Literacies. , 2010, , 147-166.		4
30	The Ethical “politics of Teacher Identity. <i>Educational Philosophy and Theory</i> , 2009, 41, 185-200.	1.8	156
31	Discourse as Cultural Struggle. <i>Journal of Pragmatics</i> , 2009, 41, 1679-1682.	1.5	0
32	The discursive construction of interpersonal relations in an online community of practice. <i>Journal of Pragmatics</i> , 2009, 41, 2333-2344.	1.5	29
33	Language Policy and Language Teacher Education in the United Arab Emirates. <i>TESOL Quarterly</i> , 2007, 41, 583-591.	2.9	30
34	Beyond Antagonism? The Discursive Construction of “New”™ Teachers in the United Arab Emirates. <i>Teaching Education</i> , 2006, 17, 225-237.	1.3	23
35	Reflection “on”™ and “in”™ teacher education in the United Arab Emirates. <i>International Journal of Educational Development</i> , 2006, 26, 111-122.	2.7	20
36	Terror/enjoyment: performativity, resistance and the teacher's psyche. <i>London Review of Education</i> , 0, 11, .	1.8	26

#	ARTICLE	IF	CITATIONS
37	Teacher Education and the Political. , 0, , .		31
38	The banality of education policy: Discipline as extensive evil in the neoliberal era. Power and Education, 0, , 175774382110414.	0.6	4
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