

Mark Mason

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10981295/publications.pdf>

Version: 2024-02-01

37
papers

768
citations

933447

10
h-index

996975

15
g-index

46
all docs

46
docs citations

46
times ranked

429
citing authors

#	ARTICLE	IF	CITATIONS
1	Complexity theory, the capability approach, and the sustainability of development initiatives in education. <i>Journal of Education Policy</i> , 2019, 34, 669-685.	2.8	12
2	Changing modalities in international development and research in education: Conceptual and ethical issues. <i>International Journal of Educational Development</i> , 2019, 70, 102080.	2.7	7
3	After postmodernism, a renewed critical realismâ€™ and the implications for education. <i>Educational Philosophy and Theory</i> , 2018, 50, 1344-1345.	1.8	0
4	Comparing Cultures. , 2014, , 221-257.		6
5	What underlies the shift to a modality of partnership in educational development cooperation?. <i>International Review of Education</i> , 2011, 57, 443-455.	2.1	8
6	Making educational development and change sustainable: Insights from complexity theory. <i>International Journal of Educational Development</i> , 2009, 29, 117-124.	2.7	55
7	Complexity Theory and the Philosophy of Education. <i>Educational Philosophy and Theory</i> , 2008, 40, 4-18.	1.8	110
8	What Is Complexity Theory and What Are Its Implications for Educational Change?. <i>Educational Philosophy and Theory</i> , 2008, 40, 35-49.	1.8	125
9	Critical Thinking and Learning. <i>Educational Philosophy and Theory</i> , 2007, 39, 339-349.	1.8	100
10	Multiculturalism, Shared Values, and an Ethical Response to Globalization. , 2007, , 93-113.		1
11	A Justification, after the Postmodern Turn, of Universal Ethical Principles and Educational Ideals. <i>Educational Philosophy and Theory</i> , 2005, 37, 799-815.	1.8	10
12	Enhancing learning in South African schools: strategies beyond outcomes-based education. <i>International Journal of Educational Development</i> , 2005, 25, 221-235.	2.7	32
13	The Ethics of Integrity: Educational Values Beyond Postmodern Ethics. <i>Journal of Philosophy of Education</i> , 2001, 35, 47-69.	0.8	40
14	Teachers as Critical Mediators of Knowledge. <i>Journal of Philosophy of Education</i> , 2000, 34, 343-342.	0.8	30
15	Outcomesâ€™based Education in South African Curricular Reform: a response to Jonathan Jansen. <i>Cambridge Journal of Education</i> , 1999, 29, 137-143.	2.4	16
16	Guidance for Submission: Social Control and Guidance in Schools for Black Pupils in South Africa. <i>British Journal of Guidance and Counselling</i> , 1984, 12, 15-24.	1.2	10
17	Guidance for submission: Social control and guidance in schools for black pupils in South Africa. <i>British Journal of Guidance and Counselling</i> , 1984, 12, 15-24.	1.2	3
18	Kinds of Thinking, Styles of Reasoning. , 0, , 12-24.		2

#	ARTICLE	IF	CITATIONS
19	Critical Thinking and Learning. , 0 , 1-11.		8
20	What is Complexity Theory and What are Its Implications for Educational Change?. , 0 , 32-45.		16
21	Is Popper's Falsificationist Heuristic a Helpful Resource for Developing Critical Thinking?. , 0 , 93-108.		3
22	Re-Conceptualizing Critical Thinking for Moral Education in Culturally Plural Societies. , 0 , 120-130.		2
23	Complexity and the Culture of Curriculum. , 0 , 181-203.		9
24	Complexity and Truth in Educational Research. , 0 , 137-149.		5
25	From Representation to Emergence: Complexity's Challenge to the Epistemology of Schooling. , 0 , 204-217.		3
26	Educating Consciousness through Literary Experiences. , 0 , 218-230.		0
27	Complex Systems and Educational Change: Towards a New Research Agenda. , 0 , 112-123.		15
28	Learning, Empowerment and Judgement. , 0 , 79-92.		0
29	Human Research and Complexity Theory. , 0 , 124-136.		4
30	Complexity and Educational Research: A Critical Reflection. , 0 , 169-180.		8
31	Culture, Cognitive Pluralism and Rationality. , 0 , 25-43.		1
32	Complexity and Education: Vital Simultaneities. , 0 , 46-61.		5
33	Foucault as Complexity Theorist: Overcoming the Problems of Classical Philosophical Analysis. , 0 , 91-111.		2
34	Critical Thinking as a Source of Respect for Persons: A critique. , 0 , 109-119.		6
35	Complexity Theory and the Philosophy of Education. , 0 , 1-15.		13
36	Re-Reading Dewey through the Lens of Complexity Science, or: On the Creative Logic of Education. , 0 , 79-90.		22

#	ARTICLE	IF	CITATIONS
37	“Knowledge Must Be Contextual”™: Some Possible Implications of Complexity and Dynamic Systems Theories for Educational Research. , 0, , 150-168.		6