

# Michael A. Peters

## List of Publications by Year in descending order

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Version: 2024-02-01

403  
papers

6,668  
citations

147801

31  
h-index

110387

64  
g-index

491  
all docs

491  
docs citations

491  
times ranked

3184  
citing authors

#	ARTICLE	IF	CITATIONS
1	Neoliberalism, higher education and the knowledge economy: from the free market to knowledge capitalism. <i>Journal of Education Policy</i> , 2005, 20, 313-345.	2.8	1,528
2	The Origins and Status of Action Research. <i>Journal of Applied Behavioral Science</i> , The, 1984, 20, 113-124.	3.3	200
3	Postdigital Dialogue. <i>Postdigital Science and Education</i> , 2019, 1, 163-189.	5.3	136
4	Education in a post-truth world. <i>Educational Philosophy and Theory</i> , 2017, 49, 563-566.	1.8	124
5	Reimagining the new pedagogical possibilities for universities post-Covid-19. <i>Educational Philosophy and Theory</i> , 2022, 54, 717-760.	1.8	122
6	Technological unemployment: Educating for the fourth industrial revolution. <i>Educational Philosophy and Theory</i> , 2017, 49, 1-6.	1.8	120
7	The new prudentialism in education: Actuarial rationality and the entrepreneurial self. <i>Educational Theory</i> , 2005, 55, 123-137.	0.4	100
8	Truth-telling as an Educational Practice of the Self: Foucault, Parrhesia and the ethics of subjectivity. <i>Oxford Review of Education</i> , 2003, 29, 207-224.	2.0	84
9	China's Internationalized Higher Education During Covid-19: Collective Student Autoethnography. <i>Postdigital Science and Education</i> , 2020, 2, 968-988.	5.3	78
10	Critical Philosophy of the Postdigital. <i>Postdigital Science and Education</i> , 2019, 1, 29-42.	5.3	75
11	Three Forms of the Knowledge Economy: Learning, Creativity and Openness. <i>British Journal of Educational Studies</i> , 2010, 58, 67-88.	1.3	74
12	Wittgensteinian Pedagogics: Cavell on the Figure of the Child in the Investigations. <i>Studies in Philosophy and Education</i> , 2001, 20, 125-138.	0.5	65
13	Performance and accountability in "post-industrial society": The crisis of British universities. <i>Studies in Higher Education</i> , 1992, 17, 123-139.	4.5	64
14	China's double first-class university strategy: <i>Journal of Curriculum Studies</i> . <i>Educational Philosophy and Theory</i> , 2018, 50, 1075-1078.	1.8	63
15	Why is My Curriculum White?. <i>Educational Philosophy and Theory</i> , 2015, 47, 641-646.	1.8	61
16	Towards a philosophy of academic publishing. <i>Educational Philosophy and Theory</i> , 2016, 48, 1401-1425.	1.8	60
17	Viral modernity? Epidemics, infodemics, and the "bioinformational" paradigm. <i>Educational Philosophy and Theory</i> , 2022, 54, 675-697.	1.8	57
18	The Chinese Dream: Xi Jinping thought on Socialism with Chinese characteristics for a new era. <i>Educational Philosophy and Theory</i> , 2017, 49, 1299-1304.	1.8	53

#	ARTICLE	IF	CITATIONS
19	Transforming American Education: Learning Powered by Technology. <i>E-Learning and Digital Media</i> , 2011, 8, 102-105.	2.6	52
20	Social Exclusion/Inclusion: Foucault's analytics of exclusion, the political ecology of social inclusion and the legitimation of inclusive education. <i>Open Review of Educational Research</i> , 2014, 1, 99-115.	1.2	47
21	Neoliberalism, Education and the Crisis of Western Capitalism. <i>Policy Futures in Education</i> , 2012, 10, 134-141.	1.8	46
22	Postdigital-biodigital: An emerging configuration. <i>Educational Philosophy and Theory</i> , 2023, 55, 1-14.	1.8	46
23	The curious promise of educationalising technological unemployment: What can places of learning really do about the future of work?. <i>Educational Philosophy and Theory</i> , 2019, 51, 242-254.	1.8	45
24	Bio-informational capitalism. <i>Thesis Eleven</i> , 2012, 110, 98-111.	0.9	44
25	Biodigital Philosophy, Technological Convergence, and Postdigital Knowledge Ecologies. <i>Postdigital Science and Education</i> , 2021, 3, 370-388.	5.3	44
26	Foucault, biopolitics and the birth of neoliberalism. <i>Critical Studies in Education</i> , 2007, 48, 165-178.	4.5	41
27	Techno-Science, Rationality, and the University: Lyotard on the "Postmodern Condition"1. <i>Educational Theory</i> , 1989, 39, 93-105.	0.4	39
28	Education in the Knowledge Economy. <i>Policy Futures in Education</i> , 2003, 1, 1-19.	1.8	38
29	The end of neoliberal globalisation and the rise of authoritarian populism. <i>Educational Philosophy and Theory</i> , 2018, 50, 323-325.	1.8	37
30	Education, Creativity and the Economy of Passions: New Forms of Educational Capitalism. <i>Thesis Eleven</i> , 2009, 96, 40-63.	0.9	35
31	From State responsibility for education and welfare to self-responsibilisation in the market. <i>Discourse</i> , 2017, 38, 138-145.	1.3	34
32	Writing the Self: Wittgenstein, Confession and Pedagogy. <i>Journal of Philosophy of Education</i> , 2000, 34, 353-368.	0.8	33
33	Deep learning, education and the final stage of automation. <i>Educational Philosophy and Theory</i> , 2018, 50, 549-553.	1.8	31
34	Transgressive learning in times of global systemic dysfunction: interview with Arjen Wals. <i>Open Review of Educational Research</i> , 2016, 3, 179-189.	1.2	30
35	Global university rankings: Metrics, performance, governance. <i>Educational Philosophy and Theory</i> , 2019, 51, 5-13.	1.8	30
36	CRITICAL LITERACY AND DIGITAL TEXTS. <i>Educational Theory</i> , 1996, 46, 51-70.	0.4	29

#	ARTICLE	IF	CITATIONS
37	The Rise of Global Science and the Emerging Political Economy of International Research Collaborations <sup>1</sup> . <i>European Journal of Education</i> , 2006, 41, 225-244.	2.8	29
38	Aborigine, Indian, indigenous or first nations?. <i>Educational Philosophy and Theory</i> , 2017, 49, 1229-1234.	1.8	29
39	Is peer review in academic publishing still working?. <i>Open Review of Educational Research</i> , 2018, 5, 95-112.	1.2	29
40	Digital socialism or knowledge capitalism?. <i>Educational Philosophy and Theory</i> , 2020, 52, 1-10.	1.8	28
41	Kinds of Thinking, Styles of Reasoning. <i>Educational Philosophy and Theory</i> , 2007, 39, 350-363.	1.8	27
42	A viral theory of post-truth. <i>Educational Philosophy and Theory</i> , 2022, 54, 698-706.	1.8	27
43	Performance indicators in New Zealand higher education: accountability or control?. <i>Journal of Education Policy</i> , 1992, 7, 267-283.	2.8	26
44	Editorial: The reception of post-structuralism in educational research and policy. <i>Journal of Education Policy</i> , 2003, 18, 109-113.	2.8	26
45	Why Is My Curriculum White? A Brief Genealogy of Resistance. , 2018, , 253-270.		26
46	Terrorism, trauma, tolerance: Bearing witness to white supremacist attack on Muslims in Christchurch, New Zealand. <i>Educational Philosophy and Theory</i> , 2020, 52, 109-119.	1.8	26
47	Editorial: Heidegger, Phenomenology, Education. <i>Educational Philosophy and Theory</i> , 2009, 41, 1-6.	1.8	25
48	China's belt and road initiative: Reshaping global higher education. <i>Educational Philosophy and Theory</i> , 2020, 52, 586-592.	1.8	25
49	Philosophy of education in a new key: Education for justice now. <i>Educational Philosophy and Theory</i> , 2022, 54, 1083-1098.	1.8	25
50	Knowledge socialism: the rise of peer production - collegiality, collaboration, and collective intelligence. <i>Educational Philosophy and Theory</i> , 2021, 53, 1-9.	1.8	25
51	Between the Blabbering Noise of Individuals or the Silent Dialogue of Many: a Collective Response to "Postdigital Science and Education" (JandriÄš et al. 2018). <i>Postdigital Science and Education</i> , 2019, 1, 446-474.	5.3	24
52	Philosophy of education in a new key: Who remembers Greta Thunberg? Education and environment after the coronavirus. <i>Educational Philosophy and Theory</i> , 2021, 53, 1421-1441.	1.8	24
53	Biological technologies and the bioeconomy: The Global New Green Deal?. <i>Educational Philosophy and Theory</i> , 2023, 55, 251-260.	1.8	24
54	Education, Post-Structuralism and the Politics of Difference. <i>Policy Futures in Education</i> , 2005, 3, 436-445.	1.8	23

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55	Cryptocurrencies, China's sovereign digital currency (DCEP) and the US dollar system. Educational Philosophy and Theory, 2022, 54, 1713-1719.	1.8	23
56	Beyond the Philosophy of the Subject: Liberalism, Education and the Critique of Individualism. Educational Philosophy and Theory, 1993, 25, 19-39.	1.8	22
57	Philosophy of education in a new key: Publicness, social justice, and education; a South-North conversation. Educational Philosophy and Theory, 2022, 54, 1216-1233.	1.8	22
58	The Pedagogy of the Open Society. , 2012, , .		22
59	Interview with Pierre A. L�vy, French philosopher of collective intelligence. Open Review of Educational Research, 2015, 2, 259-266.	1.2	21
60	Evaluation and education: the ideal learning community. Policy Sciences, 1985, 18, 263-288.	2.8	20
61	Post-structuralism and Marxism: education as knowledge capitalism. Journal of Education Policy, 2003, 18, 115-129.	2.8	20
62	Academic Entrepreneurship and the Creative Economy. Thesis Eleven, 2008, 94, 88-105.	0.9	20
63	Peer production and collective intelligence as the basis for the public digital university. Educational Philosophy and Theory, 2018, 50, 1271-1284.	1.8	20
64	Philosophy of education in a new key. Educational Philosophy and Theory, 2022, 54, 1061-1082.	1.8	20
65	Philosophy of education in a new key: Exploring new ways of teaching and doing ethics in education in the 21st century. Educational Philosophy and Theory, 2022, 54, 1178-1197.	1.8	20
66	Human capital theory and the industry training strategy in New Zealand. Journal of Education Policy, 1994, 9, 245-266.	2.8	19
67	�Western Education is Sinful�: Boko Haram and the Abduction of Chibok Schoolgirls. Policy Futures in Education, 2014, 12, 186-190.	1.8	19
68	Editorial: Complexity and knowledge systems. Educational Philosophy and Theory, 2008, 40, 1-3.	1.8	18
69	Enchantment - Disenchantment-Re-Enchantment: Postdigital Relationships between Science, Philosophy, and Religion. Postdigital Science and Education, 2021, 3, 934-965.	5.3	18
70	Life and death in the Anthropocene: Educating for survival amid climate and ecosystem changes and potential civilisation collapse. Educational Philosophy and Theory, 2020, 52, 1347-1357.	1.8	18
71	Dissolving the Dichotomies Between Online and Campus-Based Teaching: a Collective Response to The Manifesto for Teaching Online (Bayne et al. 2020). Postdigital Science and Education, 2022, 4, 271-329.	5.3	18
72	Educational Futures: Utopias and Heterotopias. Policy Futures in Education, 2003, 1, 428-439.	1.8	17

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73	Citizen-Consumers, Social Markets and the Reform of Public Services. <i>Policy Futures in Education</i> , 2004, 2, 621-632.	1.8	17
74	Universities, Regional Policy and the Knowledge Economy. <i>Policy Futures in Education</i> , 2004, 2, 263-277.	1.8	17
75	Interculturalism, Ethnocentrism and Dialogue. <i>Policy Futures in Education</i> , 2011, 9, 1-12.	1.8	17
76	Children in Crisis: The New Zealand case. <i>Educational Philosophy and Theory</i> , 2013, 45, 1-5.	1.8	17
77	The information wars, fake news and the end of globalisation. <i>Educational Philosophy and Theory</i> , 2018, 50, 1161-1164.	1.8	17
78	After postmodernism in educational theory? A collective writing experiment and thought survey. <i>Educational Philosophy and Theory</i> , 2018, 50, 1299-1307.	1.8	17
79	Philosophy and Pandemic in the Postdigital Era: Foucault, Agamben, Å½iÅ¾ek. <i>Postdigital Science and Education</i> , 2020, 2, 556-561.	5.3	17
80	The insertion of "New Right" thinking into education: an example from New Zealand. <i>Journal of Education Policy</i> , 1990, 5, 143-156.	2.8	16
81	Open Education and the Open Science Economy. <i>Yearbook of the National Society for the Study of Education</i> , 2009, 108, 203-225.	0.1	16
82	Internationalization and the Cosmopolitical University. <i>Policy Futures in Education</i> , 2010, 8, 201-216.	1.8	16
83	Open Science, Philosophy and Peer Review. <i>Educational Philosophy and Theory</i> , 2014, 46, 215-219.	1.8	16
84	Openness and the Intellectual Commons. <i>Open Review of Educational Research</i> , 2014, 1, 1-7.	1.2	16
85	The Refugee Crisis and The Right to Political Asylum. <i>Educational Philosophy and Theory</i> , 2015, 47, 1367-1374.	1.8	16
86	Sell, sell, sell or learn, learn, learn? The EdTech market in New Zealand's education system "privatisation by stealth?". <i>Open Review of Educational Research</i> , 2017, 4, 164-176.	1.2	16
87	Ancient centers of higher learning: A bias in the comparative history of the university?. <i>Educational Philosophy and Theory</i> , 2019, 51, 1063-1072.	1.8	16
88	Personalization, Personalized Learning and the Reform of Social Policy: The Prospect of Molecular Governance in the Digitized Society. <i>Policy Futures in Education</i> , 2009, 7, 615-627.	1.8	15
89	Citizen science and post-normal science in a post-truth era: Democratizing knowledge; socialising responsibility. <i>Educational Philosophy and Theory</i> , 2019, 51, 1293-1303.	1.8	15
90	Beyond technological unemployment: the future of work. <i>Educational Philosophy and Theory</i> , 2020, 52, 485-491.	1.8	15

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91	Philosophy of education in a new key: Voices from Japan. <i>Educational Philosophy and Theory</i> , 2022, 54, 1113-1129.	1.8	15
92	Philosophy of Education in a New Key: East Asia. <i>Educational Philosophy and Theory</i> , 2021, 53, 1199-1214.	1.8	15
93	Re-Imagining the University in the Global Era. <i>Policy Futures in Education</i> , 2010, 8, 151-165.	1.8	14
94	Antipodean theory for educational research. <i>Open Review of Educational Research</i> , 2017, 4, 61-74.	1.2	14
95	Experimenting with academic subjectivity: collective writing, peer production and collective intelligence. <i>Open Review of Educational Research</i> , 2019, 6, 26-40.	1.2	14
96	The threat of nuclear war: Peace studies in an apocalyptic age. <i>Educational Philosophy and Theory</i> , 2019, 51, 1-4.	1.8	14
97	Weinstein, sexual predation, and "Rape Culture": Public pedagogies and Hashtag Internet activism. <i>Educational Philosophy and Theory</i> , 2019, 51, 458-464.	1.8	14
98	Anti-intellectualism is a virus. <i>Educational Philosophy and Theory</i> , 2019, 51, 357-363.	1.8	14
99	Revisiting the Concept of the Edited Collection: Bioinformational Philosophy and Postdigital Knowledge Ecologies. <i>Postdigital Science and Education</i> , 2021, 3, 283-293.	5.3	14
100	Collective Writing: The Continuous Struggle for Meaning-Making. <i>Postdigital Science and Education</i> , 2023, 5, 851-893.	5.3	14
101	Lyotard, nihilism and education. <i>Studies in Philosophy and Education</i> , 2006, 25, 303-314.	0.5	13
102	Dewey's Democracy and Education in the age of digital reason: the global, ecological and digital turns. <i>Open Review of Educational Research</i> , 2017, 4, 205-218.	1.2	13
103	Manifesto for the postcolonial university. <i>Educational Philosophy and Theory</i> , 2019, 51, 142-148.	1.8	13
104	Philosophy of education in a new key: Cultivating a living philosophy of education to overcome coloniality and violence in African universities. <i>Educational Philosophy and Theory</i> , 2022, 54, 1099-1112.	1.8	13
105	Educational philosophies of self-cultivation: Chinese humanism. <i>Educational Philosophy and Theory</i> , 2022, 54, 1720-1726.	1.8	13
106	Digital trade, digital economy and the digital economy partnership agreement (DEPA). <i>Educational Philosophy and Theory</i> , 2023, 55, 747-755.	1.8	13
107	EDUCATION, THE NEW RIGHT AND THE CRISIS OF THE WELFARE STATE IN NEW ZEALAND. <i>Discourse</i> , 1990, 11, 77-90.	1.3	12
108	Openness, Web 2.0 Technology, and Open Science. <i>Policy Futures in Education</i> , 2010, 8, 567-574.	1.8	12

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109	Ten theses on the the shift from (static) text to (moving) image. Open Review of Educational Research, 2018, 5, 56-94.	1.2	12
110	Posthumanism, open ontologies and bio-digital becoming: Response to Luciano Floridi's Onlife Manifesto. Educational Philosophy and Theory, 2019, 51, 971-980.	1.8	12
111	The crisis of international education. Educational Philosophy and Theory, 2020, 52, 1233-1242.	1.8	12
112	Derrida, Pedagogy and the Calculation of the Subject. Educational Philosophy and Theory, 2003, 35, 313-332.	1.8	11
113	Marxist Futures: Knowledge Socialism and the Academy. Policy Futures in Education, 2004, 2, 435-438.	1.8	11
114	Foucault, counselling and the aesthetics of existence. British Journal of Guidance and Counselling, 2005, 33, 383-396.	1.2	11
115	Space, Time, History: The Reassertion of Space in Social Theory. Policy Futures in Education, 2009, 7, 20-30.	1.8	11
116	Philosophy of education in a new key: Snapshot 2020 from the United States and Canada. Educational Philosophy and Theory, 2022, 54, 1130-1146.	1.8	11
117	A map of technopolitics: Deep convergence, platform ontologies, and cognitive efficiency. Thesis Eleven, 2020, 158, 117-140.	0.9	11
118	Education in and for the Belt and Road Initiative:. Educational Philosophy and Theory, 2020, 52, 1040-1063.	1.8	11
119	Video ethics in educational research involving children: Literature review and critical discussion. Educational Philosophy and Theory, 2021, 53, 863-880.	1.8	11
120	Algorithmic Capitalism in the Epoch of Digital Reason. Fast Capitalism, 2017, 14, .	0.3	11
121	Pandemic Education and Viral Politics. , 0, , .		11
122	Flowers of resistance. , 2017, , 29-52.		11
123	Educational "Reforms" and New Right Thinking: An Example from New Zealand. Educational Philosophy and Theory, 1991, 23, 46-57.	1.8	10
124	INDIVIDUALISM AND COMMUNITY: Education and the Politics of Difference. Discourse, 1994, 14, 65-78.	1.3	10
125	(Posts-) Modernism and Structuralism: Affinities and Theoretical Innovations. Sociological Research Online, 1999, 4, 122-138.	1.1	10
126	Higher Education, Development and the Learning Economy. Policy Futures in Education, 2006, 4, 279-291.	1.8	10

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127	Academic Writing, Genres and Philosophy. Educational Philosophy and Theory, 2008, 40, 819-831.	1.8	10
128	Noosphere rising. Thesis Eleven, 2015, 130, 3-21.	0.9	10
129	Philosophy of education in a new key: Constraints and possibilities in present times with regard to dignity. Educational Philosophy and Theory, 2022, 54, 1147-1161.	1.8	10
130	Philosophy of education in a new key: A "Covid Collective" of the Philosophy of Education Society of Great Britain (PESGB). Educational Philosophy and Theory, 2020, , 1-14.	1.8	10
131	Heralding ideas of well-being: A philosophical perspective. Educational Philosophy and Theory, 2020, 52, 923-927.	1.8	10
132	Afterword. Critical Philosophy of Technological Convergence: Education and the Nano-Bio-Info-Cogno Paradigm. , 2020, , 235-252.		10
133	Public intellectuals in the age of viral modernity: An EPAT collective writing project. Educational Philosophy and Theory, 2022, 54, 783-798.	1.8	10
134	Self Refutation Arguments Against Young's Epistemology. Educational Philosophy and Theory, 1981, 13, 43-50.	1.8	9
135	Leo Strauss and the neoconservative critique of the liberal university: postmodernism, relativism and the culture wars. Critical Studies in Education, 2008, 49, 11-32.	4.5	9
136	Retrofitting Drucker: Knowledge work under cognitive capitalism. Culture and Organization, 2014, 20, 135-151.	0.8	9
137	The Humanist Bias in Western Philosophy and Education. Educational Philosophy and Theory, 2015, 47, 1128-1135.	1.8	9
138	Post-truth and fake news. Educational Philosophy and Theory, 2017, 49, 567-567.	1.8	9
139	Postdigital Knowledge Cultures and Their Politics. ECNU Review of Education, 2018, 1, 23-43.	1.9	9
140	The enlightenment and its critics <sup>1</sup> . Educational Philosophy and Theory, 2019, 51, 886-894.	1.8	9
141	"Intelligent capitalism" and the disappearance of labour: Whitherto education?. Educational Philosophy and Theory, 2019, 51, 757-766.	1.8	9
142	"The fascism in our heads": Reich, Fromm, Foucault, Deleuze and Guattari "the social pathology of fascism in the 21 <sup>st</sup> century. Educational Philosophy and Theory, 2022, 54, 1276-1284.	1.8	9
143	Towards Philosophy of Technology in Education: Mapping the Field. , 2006, , 95-116.		9
144	Virtues of Openness. , 0, , .		9

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145	Environmental Education, Neo-liberalism and Globalisation: the 'New Zealand experiment'. Educational Philosophy and Theory, 2001, 33, 203-216.	1.8	8
146	Special issue "Philosophy of Science Education. Educational Philosophy and Theory, 2006, 38, 579-584.	1.8	8
147	Wittgenstein as Exile: A philosophical topography. Educational Philosophy and Theory, 2008, 40, 591-605.	1.8	8
148	The Concept of Radical Openness and the New Logic of the Public. Educational Philosophy and Theory, 2013, 45, 239-242.	1.8	8
149	White supremacism: The tragedy of Charlottesville. Educational Philosophy and Theory, 2017, 49, 1309-1312.	1.8	8
150	Can democracy solve the sustainability crisis? Green politics, grassroots participation and the failure of the sustainability paradigm. Educational Philosophy and Theory, 2019, 51, 133-141.	1.8	8
151	The Chinese Dream, Belt and Road Initiative and the future of education: A philosophical postscript. Educational Philosophy and Theory, 2022, 54, 857-862.	1.8	8
152	Infantologies. An EPAT collective writing project. Educational Philosophy and Theory, 0, , 1-19.	1.8	8
153	Love and social distancing in the time of Covid-19: The philosophy and literature of pandemics. Educational Philosophy and Theory, 2021, 53, 755-759.	1.8	8
154	"Performance", The Future of the University and "Post-industrial" Society*. Educational Philosophy and Theory, 1994, 26, 1-22.	1.8	7
155	Nietzsche, poststructuralism and education: After the subject?. Educational Philosophy and Theory, 1997, 29, 1-19.	1.8	7
156	Education policy, welfare and the language of the market. Australian Educational Researcher, 2000, 27, 63-85.	2.3	7
157	Issues and Dilemmas of Multicultural Education: Theories, Policies and Practices. Policy Futures in Education, 2005, 3, 309-313.	1.8	7
158	Marx and Foucault: Subjectivity, Employability and the Crisis of Youth Unemployment in the Great Global Recession. Policy Futures in Education, 2013, 11, 779-784.	1.8	7
159	Global Financial Crisis and educational restructuring. Citizenship, Social and Economics Education, 2015, 14, 15-18.	0.7	7
160	Socrates and Confucius: The cultural foundations and ethics of learning. Educational Philosophy and Theory, 2015, 47, 423-427.	1.8	7
161	Social governance, education and socialist rule of law in China. Educational Philosophy and Theory, 2019, 51, 670-673.	1.8	7
162	Posthumanism, platform ontologies and the "wounds of modern subjectivity". Educational Philosophy and Theory, 2020, 52, 579-585.	1.8	7

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163	The snake oil charms of positive psychology. <i>Educational Philosophy and Theory</i> , 2020, 52, 1116-1119.	1.8	7
164	Models of dialogue. <i>Educational Philosophy and Theory</i> , 2021, 53, 669-676.	1.8	7
165	Exploring the philosophy and practice of collective writing. <i>Educational Philosophy and Theory</i> , 2022, 54, 871-878.	1.8	7
166	Philosophy of education in a new key: On radicalization and violent extremism. <i>Educational Philosophy and Theory</i> , 2022, 54, 1162-1177.	1.8	7
167	The case for academic plagiarism education: A PESA Executive collective writing project. <i>Educational Philosophy and Theory</i> , 2022, 54, 1307-1323.	1.8	7
168	Neoliberal Governmentality: Foucault on the Birth of Biopolitics. , 2006, , 37-49.		7
169	Lyotard, Marxism and Education: The Problem of Knowledge Capitalism1. <i>Philosophy and Education</i> , 2004, , 43-56.	0.1	6
170	From Castalia to Wikipedia: Openness and Closure in Knowledge Communities. <i>E-Learning and Digital Media</i> , 2011, 8, 36-46.	2.6	6
171	Competing Conceptions of the Creative University. <i>Educational Philosophy and Theory</i> , 2014, 46, 713-717.	1.8	6
172	Children in Crisis: Child Poverty and Abuse in New Zealand. <i>Educational Philosophy and Theory</i> , 2014, 46, 945-961.	1.8	6
173	Giorgio Agamben's Homo Sacer Project. <i>Educational Philosophy and Theory</i> , 2014, 46, 327-333.	1.8	6
174	Inside the global teaching machine: MOOCs, academic labour and the future of the university. <i>Learning and Teaching</i> , 2016, 9, 66-88.	0.8	6
175	Challenges to the "World Order" of Liberal Internationalism: What Can We Learn?. <i>Educational Philosophy and Theory</i> , 2016, 48, 863-871.	1.8	6
176	The ancient Silk Road and the birth of merchant capitalism. <i>Educational Philosophy and Theory</i> , 2021, 53, 955-961.	1.8	6
177	Trade wars, technology transfer, and the future Chinese techno-state. <i>Educational Philosophy and Theory</i> , 2019, 51, 867-870.	1.8	6
178	The return of fascism: Youth, violence and nationalism. <i>Educational Philosophy and Theory</i> , 2019, 51, 674-678.	1.8	6
179	Affective capitalism, higher education and the constitution of the social body Althusser, Deleuze, and Negri on Spinoza and Marxism. <i>Educational Philosophy and Theory</i> , 2019, 51, 465-473.	1.8	6
180	The WHO, the global governance of health and pandemic politics. <i>Educational Philosophy and Theory</i> , 2022, 54, 707-716.	1.8	6

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181	The open peer review experiment in <i>Educational Philosophy and Theory</i> (EPAT). <i>Educational Philosophy and Theory</i> , 2023, 55, 133-140.	1.8	6
182	The disorder of things: Quarantine unemployment, the decline of neoliberalism, and the Covid-19 lockdown crash. <i>Educational Philosophy and Theory</i> , 2021, 53, 1195-1198.	1.8	6
183	Biopolitics, conspiracy and the immuno-state: an evolving global politico-genetic complex. <i>Educational Philosophy and Theory</i> , 2022, 54, 111-120.	1.8	6
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