

## Professor Chris Winch publications

As of July 2023

### Books and Monographs.

#### *Research Based Monographs*

1. *Educational Explanations* (2022) Oxford, Wiley, ix, 317.
2. *Practical Rationality, Learning and Convention. Essays in the Philosophy of Education* (2022) London, Anthem, xi, 257.
3. *Teachers' Know-How: a philosophical investigation*, Oxford, Wiley, 2017, xi, 232.
4. *What Training Do Teachers Need?* (with Janet Orchard) London, PESGB 2015.
5. *Knowledge, Skills and Competence in the European Labour Market*, Abingdon, Routledge, 2011, ISBN978-0415-55691-0. With Linda Clarke, Michaela Brockmann, Georg Hanf, Philippe Méhaut and Anneke Westerhuis.
6. *Dimensions of Expertise*, London, Continuum 2010 pp.ix, 212, ISBN 978184706280. Chinese Translation published 2013.
7. *Education, Autonomy and Critical Thinking*, p.xii, 201 Routledge 2005. ISBN 0 415 32237
8. *Education, Work and Social Capital*, London, Routledge, 2000. p.x, 220. ISBN 0 415 20434 8. Korean Translation published 2014.
9. *New Labour and the Future of Training*, London, Philosophy of Education Society, 2000.p.xii, 40. ISBN 0 902227 05
10. *The Philosophy of Human Learning*, London, Routledge 1998. p.10, 216. ISBN 0 415 16190 8. Korean translation published in 2014. Chinese translation published 2022.
11. *Quality and Education*, (also published as a special edition of the Journal of Philosophy of Education, 30, 2, 1996), Oxford, Blackwell. 1996. p.155. ISBN 0 631 20085 1
12. *Language, Ability and Educational Achievement*, Routledge, Chapman, Hall. 1990. New York, London. p.123. ISBN 0 415 09226 6, reprinted 2016.

#### *Text Books.*

13. *Educational Assessment on Trial* (with Gerard Lum (editor) and Andrew Davis) 2015, Bloomsbury, ISBN 978-14725-7229-5
14. *Using Educational Research to Inform Practice: A Practical Guide to Practitioner Research in Universities and Colleges*, 978-0-415-45010-2 Oxford, Routledge, 2010 pp.150 (with Lorraine Foreman-Peck).
15. *A Guide to Vocational Education and Training* (with Terry Hyland). In FE Essential Toolkit Series (London, Continuum, 2007). (professional reference partly based on new research)
16. *Philosophy and Educational Policy: a Critical Introduction* (with John Gingell) London, Routledge, 2004. pp. vii, 166; ISBN 0 415 36958 4 (introductory textbook)
17. *Key Concepts in the Philosophy of Education*, London, Routledge, 1999 (with John Gingell). p.xiii, 282. Portuguese translation 2008, Chinese translation 2006. ISBN 0 415 17304 3 (reference text). Second Edition, 2008.p. xi, 257.

18. *Calculating and Computing. A Handbook for Arts and Social Science Students*, Open University Press. 1994. Buckingham, UK (with Robert Solomon who was senior author), p.vi, 190. ISBN 0 335 19232 (student guide).
19. *Reading, Writing and Reasoning: a guide for students*, Open University Press 1991; 2nd Edition, 1996; 3rd Edition, 2011. Buckingham, UK. (with Gavin Fairbairn); Portuguese translation, 1997, Korean translation 2006. p.xi, 235. ISBN 0 335 09596 8 (student guide). ISBN 9780335238873; p. xi, 280.. Chinese Translation, 2007, Peking University Press.

### **Edited Books.**

1. *Rethinking English Vocational Education and Training in the Light of the German Classical Theory of Vocational Education and Training*. (2022) Special Issue of *Journal of Philosophy of Education*, 56, 3. Edited with Dina Kuhlee and Christian Steib.
2. *Professions and Proficiency* (2023) Knowledge and Space Series, Volume 18. Edited with Johannes Glueckler and Anna Mateja Punstein, (Cham, Switzerland, Springer).
3. *School Education in India: markets, state and quality* (2018) Jain, M., Mehendale, A., Mukhopadyay, R., Sarangapani, P., Winch, C. (eds), London, Routledge.
4. *Governance in der Lehrerausbildung: Analysen aus England und Deutschland* (with Juergen van Buer, Dina Kuhlee), Springer, December 2014.
5. *Teaching Thinking Skills* (edited with contributions by Stephen Johnson and Harvey Siegel. My own foreword and afterword), ISBN 978-1-4411-8656-0, London Continuum 2010.
6. *Vocational Education: International Developments and Systems* (edited with Linda Clarke) ISBN 040538060/1 2007. London, Routledge. Chinese Translation 2011, Beijing, Foreign Language Teaching and Research Press.
7. *Critique and Conformity in Liberal Society* (edited with Frieda Heyting), Oxford, Blackwell, 2005 (also published as special edition of the *Journal of Philosophy of Education*, 2004). ISSN 0309 8249 (research based edited collection).
8. *Modern Political Thought*, (a set of readings together with introductions written and edited with John Gingell and Adrian Little), Routledge (1999). Includes several introductory essays on my part, on Hobbes (pp.43-48), Hume (pp.90-94), Adam Smith (pp.116-120) Burke (pp.174-178) , and Marx (the last with Adrian Little)(pp.248-255).pp.ix, 293. ISBN 0 415 19462 8 (introductory textbook, 3rd Year undergraduate level)

### **Articles in Edited Books.**

1. Qualifications as Guarantees of Proficiency: Do We Understand their Role? (2023) in Glueckler, J., Winch, C., Mateja Punstein, A., (2023) (eds) *Professions and Proficiency*, pp.15-34.
2. VET between State and Market. England as an Extended Natural Experiment in VET Governance (2021) in Gonon, P., Buergi, R. (eds) *Governance Rev i s i t e d Challenges and Opportunities for Vocational Education and Training* Bern, Peter Lang, pp.51-78.

3. The Learning Outcome Approach to European VET Policy Tools: what are the arguments and the evidence? (2021) in Pilz, M., Li, J. (eds) *Comparative Vocational Education Research*, Wiesbaden, Springer.
4. Researching Education: Perspectives from Peter Winch's Approach to the Social Sciences, Nordic Studies in Wittgenstein contribution, (2020) in Campbell, M., Reid, L. (eds.) *Ethics, Society and Politics: Themes from the Philosophy of Peter Winch*, Wiesbaden, Springer, pp. 231-250.3.
5. Learning Outcomes, Progression, and Qualifications: Considerations for Vocational and Higher Education in the United Kingdom (2021) in Arnold, C., Wilson, M., Bridge, J., Lennon, C.M. (eds.) *Learning Outcomes, Academic Credit and Student Mobility: 2021* (Queen's Policy Studies Series, 201), pp.167-197.
6. Three Contested Conceptions of the Teacher and their Implications for Teacher Education (2019) *Encyclopedia of Teacher Education*, edited by Jeff Stickney, New York, Springer.
7. Markets, state and quality in education: reflections on genuine educational markets. (2018) In Jain, M., Mehendale, A., Mukhopadyay, R., Sarangapani, P., Winch, C. (eds) *School Education in India: markets, state and quality*, pp.67-82.
8. Applied Theoretical Knowledge and Professional and Vocational Education (2018) in Allais, S., Shalem, Y., *Knowledge, Curriculum and Preparation for Work*, Leiden, Brill Sense, pp.51-67.
9. Teachers' Knowledge in England and Germany: the conceptual background (with Dina Kuhlee) 2017, in Whitty, G., Furlong, J. (eds) *Knowledge and the Study of Education: an international exploration*, Oxford, Symposium Books, pp.231-254.
10. On Learning (How) to Learn (with M. Wiberg, O.Kauffmann) 2017, in Wiberg, M., Qvortrup, A. (eds) *Dealing with Conceptualisations of Learning*, Rotterdam, Sense Publishers.
11. Work, Play and Learning (2017) in Waks, L., English, A. (eds.) *John Dewey's Democracy and Education: a Centennial Handbook*, Cambridge, Cambridge University Press, pp.137-145.
12. Autonomy, Occupation and Vocational Education (2017) in Waks, L., English, A. (eds.) *John Dewey's Democracy and Education: a Centennial Handbook*, Cambridge, Cambridge University Press, pp.211-218.
13. An Interview with Christopher Winch with Merete Wiberg and Oliver Kauffmann in *On the Definition of Learning* edited by A. Qvortrup, M. Wiberg, G. Christensen, M. Hansbol, (2016) pp.273-298.
14. Why Careers Education is Part of Education, (2015) in Hand, M., Davies, R. (eds) *Ethics, Education and Experience: essays in honour of Richard Pring*, Abingdon, Routledge, pp.36-47.
15. Vocational Education (2014) in D.C. Phillips (ed.) *Encyclopedia of Educational Theory and Philosophy*.
16. Theory in Teacher Education- Anglo-German Perspectives, in Winch, van Buer and Kuhlee (eds), (2014) pp.289-305
17. Einleitung (with Kuhlee, van Buer) to Kuhlee, van Buer and Winch (2014), pp.1-8.
18. Zusammenfassende Einordnung (with Kuhlee, van Buer) to Kuhlee, van Buer and Winch (2014), pp.305-318.

19. Are the Dual System and Qualification Frameworks Compatible with Each Other? in Maurer, M., Gonon, P. (2014) *The Challenges of Policy Transfer in Vocational Skills Development*, Bern, Peter Lang, pp.343-363.
20. Know-how and Knowledge in the Professional Curriculum (2014) in Young, M, Muller, J. (eds) *Knowledge, Expertise and the Professions*, pp.47-60.
21. Barrow on Liberal Education and Schooling (2014) in Gingell, J. (ed.) *Education and the Common Ground*, Abington, Routledge, pp.113-127.
22. The Attractiveness of TVET in *Revisiting Global Trends in TVET: Reflections on Theory and Practice*, (2013), Bonn, UNESCO-UNEVOC, pp.86-122.
23. Implementing the EQF: English as Distinct from Continental Bricklaying Qualifications (2013) with L. Clarke, M. Brockmann, in L. Deitmar, U. Hauschildt, F. Rauner, H. Zelloth (eds) *The Architecture of Innovative Apprenticeship*, Dordrecht, Springer, pp. 257-268.
24. The Workplace as a Site of Learning: Reflections on the Conceptual Relationship Between Workplace and Learning, (2012) in Gibbs, P. (ed) *Learning, Work and Practice: New Understandings*, London, Springer, pp. 9-20.
25. Europäische Qualifikationen und unterschiedliche Kompetenzkonzepte (2011) with M. Brockmann, L. Clarke in Fischer, M., Becker, M., Spöttl, G. (eds) *Kompetenzdiagnostik in der beruflichen Bildung – Probleme und Perspektiven*, Frankfurt, Peter Lang, pp.167-189.
26. Civic Education, Pluralism and the Indispensable Role of the State. (2011) In Pannikar, K.N., Bhaskaran Nair, M., *Emerging Trends in Higher Education in India*, pp.12-27, Delhi, Pearson.
27. The Distinct Nature of Work-based VET in England: A Reflection of Employer Interests? In Rauner, F., Smith, E. Eds. (2010) with L. Clarke, M. Brockmann *Rediscovering Apprenticeship*, Dordrecht, Springer, pp.91-102.
28. The EQF and Apprenticeship: The Case of Bricklaying (2009) with L. Clarke, M. Brockmann, in *Innovative Apprenticeships: Promoting Successful School-to-Work Transitions*, ed. Rauner, F., Smith, E., Hauschildt, U., Zelloth, H., Berlin, Lit Verlag, pp.217-222.
29. Complexity, Contestation and Engagement, (2008) in L. Waks (ed.) *Leaders in Philosophy of Education: Intellectual Self-Portraits*, Rotterdam, Sense, pp.289-300.
30. Nozick on Security and Sustainability, (2008) in M. Gough, A. Stables (eds) *Sustainability and Security within Liberal Societies*, London, Routledge, pp.70-85.
31. Zum Problem der Gleichwertigkeit akademisch und beruflich erworbener Qualifikationen (2007) in D. Benner (ed), *Bildungsstandards*, Schöningh, Paderborn, pp.203-220.
32. Vocational Education: conceptual differences between Britain and Germany 2007 (with Linda Clarke) in *Bildung oder Outcome?* Edited by J. Beichel, K. Fees, Herbolzheim, Centaurus Verlag, pp.75-90, ISBN 978-8255-0667-4
33. On Being a Teacher 2007 in M. Maguire, J. Dillon (eds) *'Becoming a Teacher'* 3rd Edition. Revised for 4th edition 2011. Revised for 5<sup>th</sup> edition 2022.
34. On the Shoulders of Giants. Contribution to Festschrift for Frieda Heyting, *'Philosophical Reflections on conformity and opposition between generations'* edited by R. van Goor, E. Mulder, Amsterdam University Press, 2006, pp.53-74, 2006. ISBN 908555351 2

35. Vom Erlernen der Tugenden bei der Arbeit: contribution to Festschrift for Dietrich Benner, 'Perspektiven Allgemeiner Pädagogik' edited J. Bellman, J. Ruhloff (Learning the Virtues at Work), Weinheim and Basel, Beltz Verlag, 2006, pp.243-262. ISBN 3407 32070 1
36. Introduction to *Vocational Education: International Perspectives and Developments* (with Linda Clarke) pp.1-17, 2007.
37. Vocational Education, Work and the Aims of Economic Activity. In Clarke and Winch (ed) pp.135-148, 2007.
38. Vocational Education entry in *Sage International Encyclopedia of Careers Education*, Sage, (2008).
39. R.F. Dearden entry in *Dictionary of Twentieth Century British Philosophers*, edited S. Brown, Bristol, Thoemmes Press, 2005, pp.222-223. ISBN 1 84371 096 X
40. P.H. Hirst entry in *Dictionary of Twentieth Century British Philosophers*, edited S. Brown, Bristol, Thoemmes Press, 2005, pp.422-426. ISBN 1 84371 096 X
41. R.S. Peters entry in *Dictionary of Twentieth Century British Philosophers*, edited S. Brown, Bristol, Thoemmes Press, 2005, pp. 769-775. ISBN 1 84371 096 X
42. Die Ganztagschule in Grossbritannien in *Die Ganztagschule: Alltag, Reform, Geschichte, Theorie* (ed. Jürgen Rekus), (The All Day School in Great Britain) Munich, Juventa, 2005, pp. 85-98; ISBN 37799 1527 8.
43. Graduate Attributes and Changing Conceptions of Learning in (P. Hager, S. Holland eds.) *Graduate Attributes and Lifelong Learning: issues and challenges* 2006.
44. Lo sviluppo della razionalità critica come compito pragmatico dell' educazione in *Pedagogica Critica* (2004) ed. Michele Borrelli, pp.17-44 ISSN 88-8101-225-1.
45. The Limits of Managerialism and the Need for Collegialism in Assessment: the Case of Dissertations in Sociology (with A. Pilkington, R.Leisten) in R. Mears, E. Harrison (eds) *Assessing Sociologists in Higher Education*, Aldershot, Ashgate, 2001. pp. 61-79 ISBN 0 7546 1645 2
46. Education and Training in C. and D. Matheson (eds.) *Educational Issues in the Learning Age*, London, Cassell, 2000, pp.116-128. ISBN 0 8264 4803 8
47. Dissertations in Sociology in E. Harrison, R. Mears (eds) *Assessment Strategies in Sociology, Bath, Assessment Strategies and Standards in Sociology Project* (with Andrew Pilkington) 2000, pp.39-58. ISBN 1 871590 08 6
48. Autonomy as an Educational Aim in R. Marples (ed.), *The Aims of Education* London, Routledge, 1999, pp.85-99. ISBN 0 415 15739 0
49. Learning as Invention: Education and Constructivism in D. Carr (ed.) *Education, Knowledge and Truth: Contemporary Perspectives*, London, Routledge 1998, pp.191-203. ISBN 0 415 16317 X
50. Accountability, Controversy and School Effectiveness in J. White, M. Barber (eds.) *Perspectives on School Effectiveness and School Improvement*, pp.61-76, London, Bedford Way Papers, 1997. ISBN 87453 501 1
51. Authority in Education in R. Chadwick (ed), *Encyclopedia of Applied Ethics*, California, Academic Press, 1997, pp.255-265. ISBN 0-12-227065-7 Revised 2nd Edition, 2012.
52. Literature Working for Literacy, in *Primary English in the National Curriculum* edited Morag Hunter-Carsch, Sue Beverton and Doug Dennis. Oxford, Blackwell, 1990 (with Kay Goodall). pp.120-126. IS BN 0631 904824

### Articles in Refereed Journals.

1. The Evolution of the Thought of Richard Peters: Neglected Aspects (2023) *Northern European Journal of Philosophy (SATS)*, 24(1): 29–51. (with John Gingell).
2. Subjects, Disciplines and Practices (2023) *Journal of Philosophy of Education*, 57, 1,
3. Developing English VET through social partnership in further education. (2022) *London Review of Education* (2022) with Mark Addis and Norman Crowther, 23, special issue on Colleges as anchor institutions in their local community, pp. 1-11.
4. With Kuhlee, D., Steib, C. (2022) Founding German vocational education: Kerschensteiner, Spranger and Fischer as key figures in the classical German VET theory. *Journal of Philosophy of Education*, 1–16. <https://doi.org/10.1111/1467-9752.12669>
5. (2022) Transversal and transferable abilities. Understanding Worker Agency in Contemporary Advanced Economies, in *Internationales Handbuch der Berufsbildung Vergleichende Berufsbildungsforschung Ergebnisse und Perspektiven aus Theorie und Empirie Jubiläumsausgabe des Internationalen Handbuchs der Berufsbildung* 28. Jahrgang, Band 56, eds. Philipp Grollmann, Dietmar Frommberger, Thomas Deißinger, Uwe Lauterbach, Matthias Pilz, Thomas Schröder, Georg Spöttl, pp.367-379.
6. VET for a greener construction sector: low road or high road approaches to apprenticeship (2022) with Linda Clarke and Melahat Sahin-Dikmen: *Apprenticeships for greener economies and societies Cedefop Reference Series* no.122, pp.87-98.
7. Learning Outcomes: the Long Goodbye: Vocational Qualifications in the Twenty First Century, (2021) *European Educational Research Journal*, [doi.org/10.1177/14749041211043669](https://doi.org/10.1177/14749041211043669)
8. Autonomy and expertise in the English workplace, (2021) *Journal of Vocational Education & Training*, DOI:10.1080/13636820.2020. (with M. Addis).
9. Forming and Exercising Professional Judgement (2020) *Journal of Vocational Education & Training*, <https://doi.org/10.1080/13636820.2020.1860117>
10. Comparative VET European research since the 1980s: accommodating changes in VET systems and labour markets, *Journal of Vocational Education and Training*, [doi.org/10.1080/13636820.2020.1858938](https://doi.org/10.1080/13636820.2020.1858938) (with L.Clarke, A. Westerhuis). (2020)
11. Transforming vocational education and training for nearly zero-energy building. (2020) *Buildings and Cities*, 1(1), pp. 650–661. (with L. Clarke, M. Sahin-Dikmen).

12. Overcoming diverse approaches to vocational education and training to combat climate change - the case of low energy construction in Europe. (2020) *Oxford Review of Education*, with (M.Sahin Dikmen, L.Clarke.)
13. Teaching through textbooks: Teachers as practitioners of a discipline? (2019) *Theory and Research in Education* (with Mili).
14. Wittgenstein on Training: Reply to Norm Friesen (2018) *Educational Philosophy and Theory*, <https://doi.org/10.1080/00131857.2018.1427578> published online Jan 2018.
15. Professional Knowledge, Expertise and Perceptual Ability *Journal of Philosophy of Education*, (August 2017), *Special Issue on Expertise*, edited by Mark Addis and Christopher Winch, 51, 3, pp.673–688.
16. Introduction to Journal of Philosophy of Education, Special Issue on Expertise (with Mark Addis), August 2017, *Special Issue Journal of Philosophy of Education on Expertise*, edited by Mark Addis and Christopher Winch, 51, 3, pp.55 –573.
17. Knowing ‘Wh’ and Knowing How: Constructing Professional Curricula and Integrating Epistemic Fields, *Journal of Philosophy of Education*, (2017), 51, 2, pp.351-369.
18. What Kind of Expertise is needed for Low Energy Construction? (2016) with Linda Clarke, Colin Gleeson. *Construction Management and Economics*, 35, 3, pp.78-89.
19. Professional education, know-how and conceptual ability: the role of education in the attainment of concept mastery in professional work (2016) *Theory and Research in Education*, 14,1, pp.45-62.
20. Have Anglo-Saxon concepts really influenced the development of European qualifications policy? (with Linda Clarke) (2015) *Research in Comparative and International Education*, 10(4) 593–606.
21. Assessing Professional Know-How, *Journal of Philosophy of Education*, (2016) 50, 4, pp. 554-572.
22. Innatism, Concept Formation, Concept Mastery and Formal Education, (2015) *Journal of Philosophy of Education*, 49, 4, pp. 539–556.
23. Towards a Transparency Tool for Professional and Vocational Qualifications, (2015) *Journal of Education and Work*, 28:2, pp.165-186.
24. The Contribution of Educational Research to Teachers’ Professional Learning: Philosophical Understandings, (2015) (with Alis Oancea, Janet Orchard), *Oxford Review of Education*, 42, 1, pp. 202-216.

25. Der Widerspruch zwischen nationalen Berufsbildungssystemen und dem europäischen Arbeitsmarkt: der Fall der Mauerqualifikationen (2014) (with L.M. Clarke, M. Brockmann) in *WSI Mitteilungen Schwerpunktheft, Zukunft der Arbeit* 1. (2014), pp. 60-69.
26. Trade-based skills versus occupational capacity: the example of bricklaying in Europe (2013) (with L.M. Clarke, M. Brockmann), *Work, Employment and Society*, 26, 2, pp.932-951.
27. Providing for the Professional Development of Teachers in England: a Contemporary Account of a Government Led Intervention (2013) (with Bob Burstow), *Professional Development in Education*, <http://dx.doi.org/10.1080/19415257.2013.810662>, pp. 1 – 17.
28. Three Kinds of Practical Knowledge (2013) *Journal of Philosophy of Education*, 47, 2, pp.281-298.
29. Education and Broad Concepts of Agency (2014) *Educational Philosophy and Theory*, <http://dx.doi.org/10.1080/00131857.2013.763594> (online) 46, No. 6, 569–583 (print version).
30. Learning at Work and in the Workplace: Reflections on Paul Hager’s advocacy of work-based learning (2013) *Educational Philosophy and Theory*, 45, 1, pp. 1205 - 1218.
31. Curriculum Design and Epistemic Ascent (2013) *Journal of Philosophy of Education*, 47, 1, pp.128-146.
32. Vocational and Civic Education: Whither British Policy? (2012) *Journal of Philosophy of Education*, 46, 4, pp. 603-618.
33. The European Qualification Framework: skills, competences or knowledge? (with Philippe Méhaut) (2012), *European Educational Research Journal*, 11, 3, 369-381.
34. For Philosophy of Education in Teacher Education (2012) *Oxford Review of Education*, 38, 3, pp 305-322.
35. Research in Vocational Education (2012) *British Journal of Educational Studies* 60, 1, 2012, pp. 53–63
36. Vocational Education, Knowing How and Intelligence Concepts (2010) *Journal of Philosophy of Education*, 44, 4, pp.551-567.
37. Learning the Virtues at Work (2010) *Ethics and Education*, 5, 2, pp.173-185.



38. The Apprenticeship Framework in Britain: a new beginning or a continuing sham? (2010) with Linda Clarke, Michaela Brockmann, *Journal of Education and Work*, 23, 2, pp. 111-127.
39. Tooley, Gomathi and Dixon on Private Education in Hyderabad, *Oxford Review of Education* (2010) (with Padma Sarangapani), 36, 4, pp. 499–515
40. The Search for Educational Quality : the Dialectic of Inputs and Outputs, *Contemporary Educational Dialogue*, (2010), 7, 1, pp.19-40.
41. Le cadre européen des certifications:quelles strategies nationales d’adaption? (2009) with Philippe Mehaut, *Formation Emploi*, 108, pp.97-111. 31.
42. Competence and Competency in the EQF and in European VET Systems, (2009), with Linda Clarke and Michaela Brockmann, *Journal of European Industrial Training*, 33, 8/9, pp.767-799.
43. Gilbert Ryle on Knowing How and the Possibility of Vocational Education, (2009), *Journal of Applied Philosophy*, 26, 1, pp.88-101.
44. Difficulties in Recognising Vocational Skills and Qualifications Across Europe (2009), *Assessment in Education: Principles, Policy and Practice*, 16, 1, pp.97-109. (with Linda Clarke, Michaela Brockmann).
45. Learning How to Learn: A Critique (2008) *Journal of Philosophy of Education*, 42, 3-4, pp.649-665.
46. Competence-Based Vocational Education and Training (VET): the Cases of England and France in a European Perspective, (2008), *Vocations and Learning*, 1, pp.227-244, (with Linda Clarke, Michaela Brockmann, Philippe Méhaut).
47. Knowledge, Skill, Competences: European Divergences in Vocational Education and Training (VET) – The English, German and Dutch Cases, (2008), *Oxford Review of Education*, 34, 5, pp.547-567 (with Linda Clarke, Michaela Brockmann).
48. Can Performance-related Outcomes have Standards? (2008) *Journal of European Industrial Training*, 32,2/3, pp.99-113. (with Linda Clarke, Michaela Brockmann).
49. Individuals, Workers or Citizens? Reflections on the Limits of School-based Educational Reform, (2007) *Indian Educational Review*, 43, 2, pp.72-95.
50. Citizenship Education for the 14-19 Age Group: how History might contribute (with Martin Roberts) *Prospero*, 12, Y, pp.45-55. (2006).
51. A European Skills Framework: but what are skills? (2006) (with Linda Clarke) *Journal of Education and Work*, Vol 19, No 3, pp. 255-269.

52. Rules, Technique and Practical Knowledge, *special edition of Educational Theory on Practices*, 56, 4, (2006), pp.407-422. ISSN 0013 2004
53. Is Educational Research any Use? (2006) *Studies in Philosophy and Education* (with John Gingell) 25, 1-2, pp.77-91. ISSN 0039 3746
54. Georg Kerschensteiner. Founding the German Dual System, (2006) *Oxford Review of Education*, 32, 3, pp.381-396.
55. Life Aims and Educational Aims: Reply to Clarke and Mearman (2004) *Journal of Philosophy of Education*, 38, 4, pp. 633-638. ISSN 0309 8249
56. Vocational Education (2004). *Introduction to Special Issue of Policy Futures in Education 2, 1 on vocational education* (with Lorraine Foreman-Peck), pp.1-4 ISSN 1478 2103
57. Developing Critical Rationality as a Pedagogical Aim (2004), *Special Issue of Journal of Philosophy of Education on Conformity and Critique in Liberal Society*. pp. 467-484 ISSN 0309 8249 47.
58. What Do Teachers Need to Know About Teaching? (2004) *British Journal of Educational Studies*, 52, 2, pp. 180-196. ISSN 0007 1005
59. The Role Of Critique In Philosophy Of Education: Its Subject Matter And Its Ambiguities (2004), *Introduction to Special Issue of Journal of Philosophy of Education on Conformity and Critique in Liberal Society*. (with Frieda Heyting). pp.311-321 ISSN 0309 8249
60. Work-based Learning (2004) (with John Gingell) *Educational Philosophy and Theory*, 36, 5, pp.479-483, introduction to special edition on work-based learning. ISSN 0013 1857
61. Apprenticeship and Applied Theoretical Knowledge (2004) (with Linda Clarke), *Educational Philosophy and Theory*, 36, 5, pp.509-521, special edition on work-based learning). ISSN 0013 1857
62. Education and the Knowledge Economy, (2003), *Policy Futures in Education*, 1, 1 pp.50-70. ISSN 1478 2103
63. Occupational Identity and Vocational Education (2002) *Educational Philosophy and Theory*, 35, 1, pp.117-122. ISSN 0013 1857
64. Work, Well-being and Vocational Education, (2002) *Journal of Applied Philosophy*, 19, 3, pp.261-271. ISSN 0264 3758

65. Front-loaded vocational education versus lifelong learning. A critique of current UK government policy. (with Linda Clarke) (2003), *Oxford Review of Education*, 29, 2, pp.239-252. ISSN 0305 4985
66. Strong Autonomy and Education, 2002 *Educational Theory* 52, 1, pp.27-42. ISSN 0013 2004
67. Die Entwicklung kritischer Rationalität als pragmatische Aufgabe der Erziehung (The Development of Critical Rationality as an Educational Aim) in special edition of the *Zeitschrift für Pädagogik on critical rationality and education* edited by D. Benner, 46, April 2003, pp.13-32. ISSN 0514 2717
68. Vocational Education in Schools, *Prospero*, 2002, 18,1, ISSN1358-6785 pp.50-57.
69. The Economic Aims of Education, 2002, *Journal of Philosophy of Education*, 36,1, pp.101-118. ISSN 0309 8249
70. Representation and Education: reply to Mackenzie, 2002, *Educational Philosophy and Theory*, 34,3, pp.353-356. ISSN 0013 1857
71. Towards a Non-punitive Inspection System, 2001, *Journal of Philosophy of Education*, 35, 4, pp.683-694. ISSN 0309 8249
72. Values and Empirical Educational Research, *Westminster Studies in Education*, 24, 1, 2001, pp. 87-98. ISSN 0140 6728
73. Accountability and Relevance in Educational Research, 2001, *Journal of Philosophy of Education, Special Issue: The Ethics of Educational Research*, pp. 443-460, ISSN 0309 8249
74. Teaching and Theories of Educational Achievement, 2000, *Prospero*, 6, 3-4, ISSN1358-6785 pp.123-129.
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