

Professor Chris Winch publications

As of May 2022

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. *School Education in India: markets, state and quality* (2018) Jain, M., Mehendale, A., Mukhopadhyay, R., Sarangapani, P., Winch, C. (eds), London, Routledge.
2. *Governance in der Lehrerausbildung: Analysen aus England und Deutschland* (with Juergen van Buer, Dina Kuhlee), Springer, December 2014.
3. *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.
4. *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.
5. *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).
6. *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. 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.
2. 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.
3. 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.
4. 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: 201* (Queen's Policy Studies Series, 201), pp.167-197.

5. Three Contested Conceptions of the Teacher and their Implications for Teacher Education (2019) *Encyclopedia of Teacher Education*, edited by Jeff Stickney, New York, Springer.
6. Markets, state and quality in education: reflections on genuine educational markets. (2018) In Jain, M., Mehendale, A., Mukhopadhyay, R., Sarangapani, P., Winch, C. (eds) *School Education in India: markets, state and quality*, pp.67-82.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. Vocational Education (2014) in D.C. Phillips (ed.) *Encyclopedia of Educational Theory and Philosophy*.
15. Theory in Teacher Education- Anglo-German Perspectives, in Winch, van Buer and Kuhlee (eds), (2014) pp.289-305
16. Einleitung (with Kuhlee, van Buer) to Kuhlee, van Buer and Winch (2014), pp.1-8.
17. Zusammenfassende Einordnung (with Kuhlee, van Buer) to Kuhlee, van Buer and Winch (2014), pp.305-318.
18. 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.
19. Know-how and Knowledge in the Professional Curriculum (2014) in Young, M, Muller, J. (eds) *Knowledge, Expertise and the Professions*, pp.47-60.
20. Barrow on Liberal Education and Schooling (2014) in Gingell, J. (ed.) *Education and the Common Ground*, Abington, Routledge, pp.113-127.
21. The Attractiveness of TVET in *Revisiting Global Trends in TVET: Reflections on Theory and Practice*, (2013), Bonn, UNESCO-UNEVOC, pp.86-122.
22. 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.
23. 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.
 24. 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.
 25. 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.
 26. 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.
 27. 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.
 28. Complexity, Contestation and Engagement, (2008) in L. Waks (ed.) *Leaders in Philosophy of Education: Intellectual Self-Portraits*, Rotterdam, Sense, pp.289-300.
 29. Nozick on Security and Sustainability, (2008) in M. Gough, A. Stables (eds) *Sustainability and Security within Liberal Societies*, London, Routledge, pp.70-85.
 30. Zum Problem der Gleichwertigkeit akademisch und beruflich erworbener Qualifikationen (2007) in D. Benner (ed), *Bildungsstandards*, Schöningh, Paderborn, pp.203-220.
 31. 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
 32. On Being a Teacher 2007 in M. Maguire, J. Dillon (eds) *'Becoming a Teacher'* 3rd Edition. Revised for 4th edition 2011. Revised for 5th edition 2022.
 33. 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
 34. Vom Erlernen der Tugenden bei der Arbeit: contribution to Festschrift for Dietrich Benner, *'Perspektiven Allegemeiner Pädagogik'* edited J. Bellman, J. Ruhloff (Learning the Virtues at Work), Weinheim and Basel, Beltz Verlag, 2006, pp.243-262. ISBN 3407 32070 1
 35. Introduction to *Vocational Education: International Perspectives and Developments* (with Linda Clarke) pp.1-17, 2007.
 36. Vocational Education, Work and the Aims of Economic Activity. In Clarke and Winch (ed) pp.135-148, 2007.
 37. Vocational Education entry in *Sage International Encyclopedia of Careers Education*, Sage, (2008).

38. 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
39. 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
40. 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
41. 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.
42. Graduate Attributes and Changing Conceptions of Learning in (P. Hager, S. Holland eds.) *Graduate Attributes and Lifelong Learning: issues and challenges* 2006.
43. 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.
44. 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
45. 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
46. 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
47. Autonomy as an Educational Aim in R. Marples (ed.), *The Aims of Education* London, Routledge, 1999, pp.85-99. ISBN 0 415 15739 0
48. 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
49. 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
50. 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.
51. 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. ISBN 0631 904824

Articles in Refereed Journals.

1. Learning Outcomes: the Long Goodbye: Vocational Qualifications in the Twenty First Century, (2021) *European Educational Research Journal*, doi.org/10.1177/14749041211043669
2. Autonomy and expertise in the English workplace, (2021) *Journal of Vocational Education & Training*, DOI:10.1080/13636820.(2020).1869808 (with M. Addis).

3. Forming and Exercising Professional Judgement (2020) *Journal of Vocational Education & Training*, <https://doi.org/10.1080/13636820.2020.1860117>
4. Comparative VET European research since the 1980s: accommodating changes in VET systems and labour markets, *Journal of Vocational Education*, doi.org/10.1080/13636820. (2020).1858938 (with L.Clarke, A. Westerhuis). (2020)
5. 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).
6. 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.)
7. Teaching through textbooks: Teachers as practitioners of a discipline? (2019) *Theory and Research in Education* (with Mili).
8. Wittgenstein on Training: Reply to Norm Friesen (2018) *Educational Philosophy and Theory*, <https://doi.org/10.1080/00131857.2018.1427578> published online Jan 2018.
9. 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.
10. 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.
11. Knowing ‘Wh’ and Knowing How: Constructing Professional Curricula and Integrating Epistemic Fields, *Journal of Philosophy of Education*, (2017), 51, 2, pp.351-369.
12. 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.
13. 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.
14. 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.
15. Assessing Professional Know-How, *Journal of Philosophy of Education*, (2016) 50, 4, pp. 554-572.

16. Innatism, Concept Formation, Concept Mastery and Formal Education, (2015) *Journal of Philosophy of Education*, 49, 4, pp. 539–556.
17. Towards a Transparency Tool for Professional and Vocational Qualifications, (2015) *Journal of Education and Work*, 28:2, pp.165-186.
18. 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.
19. 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.
20. 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.
21. 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.
22. Three Kinds of Practical Knowledge (2013) *Journal of Philosophy of Education*, 47, 2, pp.281-298.
23. 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).
24. 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.
25. Curriculum Design and Epistemic Ascent (2013) *Journal of Philosophy of Education*, 47, 1, pp.128-146.
26. Vocational and Civic Education: Whither British Policy? (2012) *Journal of Philosophy of Education*, 46, 4, pp. 603-618.
27. The European Qualification Framework: skills, competences or knowledge? (with Philippe Méhaut) (2012), *European Educational Research Journal*, 11, 3, 369-381.
28. For Philosophy of Education in Teacher Education (2012) *Oxford Review of Education*, 38, 3, pp 305-322.

29. Research in Vocational Education (2012) *British Journal of Educational Studies* 60, 1, 2012, pp. 53–63
30. Vocational Education, Knowing How and Intelligence Concepts (2010) *Journal of Philosophy of Education*, 44, 4, pp.551-567.
31. Learning the Virtues at Work (2010) *Ethics and Education*, 5, 2, pp.173-185.
32. 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.
33. Tooley, Gomathi and Dixon on Private Education in Hyderabad, *Oxford Review of Education* (2010) (with Padma Sarangapani), 36, 4, pp. 499–515
34. The Search for Educational Quality : the Dialectic of Inputs and Outputs, *Contemporary Educational Dialogue*, (2010), 7, 1, pp.19-40.
35. Le cadre européen des certifications:quelles strategies nationales d’adaption? (2009) with Philippe Mehaut, *Formation Emploi*, 108, pp.97-111. 31.
36. 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.
37. Gilbert Ryle on Knowing How and the Possibility of Vocational Education, (2009), *Journal of Applied Philosophy*, 26, 1, pp.88-101.
38. 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).
39. Learning How to Learn: A Critique (2008) *Journal of Philosophy of Education*, 42, 3-4, pp.649-665.
40. 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).
41. 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).
42. Can Performance-related Outcomes have Standards? (2008) *Journal of European Industrial Training*, 32,2/3, pp.99-113. (with Linda Clarke, Michaela Brockmann).

43. Individuals, Workers or Citizens? Reflections on the Limits of School-based Educational Reform, (2007) *Indian Educational Review*, 43, 2, pp.72-95.
44. Citizenship Education for the 14-19 Age Group: how History might contribute (with Martin Roberts) *Prospero*, 12, Y, pp.45-55. (2006).
45. A European Skills Framework: but what are skills? (2006) (with Linda Clarke) *Journal of Education and Work*, Vol 19, No 3, pp. 255-269.
46. Rules, Technique and Practical Knowledge, *special edition of Educational Theory on Practices*, 56, 4, (2006), pp.407-422. ISSN 0013 2004
47. Is Educational Research any Use? (2006) *Studies in Philosophy and Education* (with John Gingell) 25, 1-2, pp.77-91. ISSN 0039 3746
48. Georg Kerschensteiner. Founding the German Dual System, (2006) *Oxford Review of Education*, 32, 3, pp.381-396.
49. Life Aims and Educational Aims: Reply to Clarke and Mearman (2004) *Journal of Philosophy of Education*, 38, 4, pp. 633-638. ISSN 0309 8249
50. 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
51. 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.
52. What Do Teachers Need to Know About Teaching? (2004) *British Journal of Educational Studies*, 52, 2, pp. 180-196. ISSN 0007 1005
53. 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
54. 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
55. 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

56. Education and the Knowledge Economy, (2003), *Policy Futures in Education*, 1, 1 pp.50-70. ISSN 1478 2103
57. Occupational Identity and Vocational Education (2002) *Educational Philosophy and Theory*, 35, 1, pp.117-122. ISSN 0013 1857
58. Work, Well-being and Vocational Education, (2002) *Journal of Applied Philosophy*, 19, 3, pp.261-271. ISSN 0264 3758
59. 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
60. Strong Autonomy and Education, 2002 *Educational Theory* 52, 1, pp.27-42. ISSN 0013 2004
61. 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
62. Vocational Education in Schools, *Prospero*, 2002, 18,1, ISSN1358-6785 pp.50-57.
63. The Economic Aims of Education, 2002, *Journal of Philosophy of Education*, 36,1, pp.101-118. ISSN 0309 8249
64. Representation and Education: reply to Mackenzie, 2002, *Educational Philosophy and Theory*, 34,3, pp.353-356. ISSN 0013 1857
65. Towards a Non-punitive Inspection System, 2001, *Journal of Philosophy of Education*, 35, 4, pp.683-694. ISSN 0309 8249
66. Values and Empirical Educational Research, *Westminster Studies in Education*, 24, 1, 2001, pp. 87-98. ISSN 0140 6728
67. 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
68. Teaching and Theories of Educational Achievement, 2000, *Prospero*, 6, 3-4, ISSN1358-6785 pp.123-129.
69. Teacher Professionalism, Educational Aims and Action Research: The Evolution of Policy in the UK, *Teacher Development*, 4, 2, 2000, pp.165-176 (with Lorraine Foreman-Peck). ISSN 1366-4530

70. Curiouser and Curiouser: Davis, White and Assessment, *Journal of Philosophy of Education*, 34, 4, 2000, pp.687-696 (with John Gingell). ISSN 0309 8249
71. Rationality, Pluralism and Political Education, *Jahrbuch für Ausbildungs und Erziehungsphilosophie* (3) 2000 pp. 127-136. ISBN 3896760521
72. Markets, Educational Opportunities and Education; reply to James Tooley, 1998, *Journal of Philosophy of Education*, 32,3, pp.429-436. ISSN 0309 8249
73. Two Approaches to Vocational Education: Adam Smith and Friedrich List (1998) *Irish Educational Studies*, 17, pp 98-106.
74. Two Rival Conceptions of Vocational Education: Adam Smith and Friedrich List, 1998, *Oxford Review of Education*, 24, 3, pp. 365-378. ISSN 0305 4985
75. Listian Political Economy: Social Capitalism Conceptualised?, 1998, *New Political Economy* 3,2, 1998, pp.301-316. ISSN 1356 3467
76. An Inspector Calls? Regulation and Accountability in Three Public Services: Education, Health, Policing. *Policy and Politics*, July 1997 (with G. Hughes, R. Mears), pp.299-314. ISSN 0305 5736
77. The Representational Theory of Learning and its Pedagogic Relevance 1997, *Educational Philosophy and Theory*, 29, 2, pp.64-80. ISSN 0013 1857
78. Rousseau's Account of Learning; a Re-evaluation 1996, *Educational Theory*, 46, 4, pp.415-428. ISSN 0013 2004
79. Educational Assessment: A Reply to Andrew Davis 1996, *Journal of Philosophy of Education*, 30,3, pp. 377-388. (with John Gingell) ISSN 0309 8249
80. Vocational Education: a liberal interpretation 1995, *Studies in Philosophy and Education*, 14, 4, pp.401-415. ISSN 0039 3746
81. Education Needs Training 1995, *Oxford Review of Education*, 21,3, pp.315-326. ISSN 0305 4985
82. The Quality of Student Writing in Higher Education; a cause for concern? 1995, *British Journal of Educational Studies*, XXXXIII,1, pp.75-87 (with Peter Wells). ISSN 0007 1005
83. Dialect Interference and Difficulties with Writing: An Investigation in St. Lucian Primary Schools, 1994, (with John Gingell) *Language and Education*, 8,3, pp.157-182. ISSN 0950 0782

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