

**Professor Chris Winch publications**

**As of December 2019**

**Books and Monographs.**

**Research Based Monographs**

1. **Educational Explanations.** Forthcoming, 2020. Wiley.
2. **Teachers' Know-How: a philosophical investigation,** Oxford, Wiley, 2017, xi, 232, 978-1-119-35568-7.
3. **What Training Do Teachers Need?** (with Janet Orchard) London, PESGB 2015.
4. **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.
5. **Dimensions of Expertise,** London, Continuum 2010 pp.ix, 212, ISBN 978184706280. Chinese Translation published 2013.
6. **Education, Autonomy and Critical Thinking,** p.xii, 201 Routledge 2005. ISBN 0 415 32237 5
7. **Education, Work and Social Capital,** London, Routledge, 2000. p.x, 220. ISBN 0 415 20434 8. Korean Translation published 2014.
8. **New Labour and the Future of Training,** London, Philosophy of Education Society, 2000.p.xii, 40. ISBN 0 902227 05
9. **The Philosophy of Human Learning,** London, Routledge 1998. p.10, 216. ISBN 0 415 16190 8. Korean translation published in 2014.
10. **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
11. **Language, Ability and Educational Achievement,** Routledge, Chapman, Hall. 1990. New York, London. p.123. ISBN 0 415 09226 6, reprinted 2016.

**Text Books.**

12. **Educational Assessment on Trial** (with Gerard Lum (editor) and Andrew Davis) 2015, Bloomsbury, ISBN 978-14725-7229-5
13. **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).
14. **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)

15. **Philosophy and Educational Policy: a Critical Introduction** (with John Gingell) London, Routledge, 2004. pp. vii, 166; ISBN 0 415 36958 4 (introductory textbook)
16. **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.
17. **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).
18. **Reading, Writing and Reasoning: a guide for students**, Open University Press 1991; 2nd Edition, 1996; 3<sup>rd</sup> 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. Heidelberg Professions and Proficiency volume
2. **School Education in India: markets, state and quality** (2018) Jain, M., Mehendale, A., Mukhopadyay, R., Sarangapani, P., Winch, C. (eds), London, Routledge.
3. **Governance in der Lehrerausbildung: Analysen aus England und Deutschland** (with Juergen van Buer, Dina Kuhlee), Springer, December 2014.
4. **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.
5. **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.
6. **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).
7. **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, 3<sup>rd</sup> Year undergraduate level)

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

1. **GREAT contribution**
2. **Heidelberg contribution**
3. **Nordic Studies in Wittgenstein contribution**
4. **Three Contested Conceptions of the Teacher and their Implications for Teacher Education** (2019) *Encyclopedia of Teacher Education*, edited by Jeff Stickney, New York, Springer.
5. **Article on learning outcomes in Canadian volume 2020**
6. **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.
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**, Dorderecht, 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' 3<sup>rd</sup> Edition. Revised for 4<sup>th</sup> edition 2011.
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 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
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 2<sup>nd</sup> 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. **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.)
2. **Teaching through textbooks: Teachers as practitioners of a discipline?** (2019) Theory and Research in Education (with Mili).
3. **Wittgenstein on Training: Reply to Norm Friesen** (2018) Educational Philosophy and Theory, <https://doi.org/10.1080/00131857.2018.1427578> published online Jan 2018.

4. **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.
5. **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.
6. **Knowing ‘Wh’ and Knowing How: Constructing Professional Curricula and Integrating Epistemic Fields**, Journal of Philosophy of Education, (2017), 51, 2, pp.351-369.
7. **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.
8. **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.
9. **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.
10. **Assessing Professional Know-How**, Journal of Philosophy of Education, (2016) 50, 4, pp. 554-572.
11. **Innatism, Concept Formation, Concept Mastery and Formal Education**, (2015) Journal of Philosophy of Education, 49, 4, pp. 539–556.
12. **Towards a Transparency Tool for Professional and Vocational Qualifications**, (2015) Journal of Education and Work, 28:2, pp.165-186.
13. **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.
14. **Der Widerspruch zwischen nationalen Berufsbildungssystemen und dem europäischen Arbeitsmarkt: der Fall der Mauerqualifikationen** (2014) (with L.M. Clarke, M. Brockmann) in *WSI Mitteilungen Schwerpunktthema, Zukunft der Arbeit* 1. (2014), pp. 60-69.

15. **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.
16. **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.
17. **Three Kinds of Practical Knowledge** (2013) *Journal of Philosophy of Education*, 47, 2, pp.281-298.
18. **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).
19. **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.
20. **Curriculum Design and Epistemic Ascent** (2013) *Journal of Philosophy of Education*, 47, 1, pp.128-146.
21. **Vocational and Civic Education: Whither British Policy?** (2012) *Journal of Philosophy of Education*, 46, 4, pp. 603-618.
22. **The European Qualification Framework: skills, competences or knowledge?** (with Philippe Méhaut) (2012), *European Educational Research Journal*, 11, 3, 369-381.
23. **For Philosophy of Education in Teacher Education** (2012) *Oxford Review of Education*, 38, 3, pp 305-322.
24. **Research in Vocational Education** (2012) *British Journal of Educational Studies* 60, 1, 2012, pp. 53–63
25. **Vocational Education, Knowing How and Intelligence Concepts** (2010) *Journal of Philosophy of Education*, 44, 4, pp.551-567.
26. **Learning the Virtues at Work** (2010) *Ethics and Education*, 5, 2, pp.173-185.
27. **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.
28. **Tooley, Gomathi and Dixon on Private Education in Hyderabad**, *Oxford Review of Education* (2010) (with Padma Sarangapani), 36, 4, pp. 499–515
29. **The Search for Educational Quality : the Dialectic of Inputs and Outputs**, *Contemporary Educational Dialogue*, (2010), 7, 1, pp.19-40.
30. **Le cadre européen des certifications:quelles strategies nationales d’adaption?** (2009)

with Philippe Mehaut, *Formation Emploi*, 108, pp.97-111.

31. **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.
32. **Gilbert Ryle on Knowing How and the Possibility of Vocational Education**, (2009), *Journal of Applied Philosophy*, 26, 1, pp.88-101.
33. **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).
34. **Learning How to Learn: A Critique** (2008) *Journal of Philosophy of Education*, 42, 3-4, pp.649-665.
35. **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).
36. **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).
37. **Can Performance-related Outcomes have Standards?** (2008) *Journal of European Industrial Training*, 32,2/3, pp.99-113. (with Linda Clarke, Michaela Brockmann).
38. **Individuals, Workers or Citizens? Reflections on the Limits of School-based Educational Reform**, (2007) *Indian Educational Review*, 43, 2, pp.72-95.
39. **Citizenship Education for the 14-19 Age Group: how History might contribute** (with Martin Roberts) *Prospero*, 12, Y, pp.45-55. (2006).
40. **A European Skills Framework: but what are skills?** (2006) (with Linda Clarke) *Journal of Education and Work*, Vol 19, No 3, pp. 255-269.
41. **Rules, Technique and Practical Knowledge**, special edition of *Educational Theory on Practices*, 56, 4, (2006), pp.407-422. ISSN 0013 2004
42. **Is Educational Research any Use?** (2006) *Studies in Philosophy and Education* (with John Gingell) 25, 1-2, pp.77-91. ISSN 0039 3746
43. **Georg Kerschensteiner. Founding the German Dual System**, (2006) *Oxford Review of Education*, 32, 3, pp.381-396.
44. **Life Aims and Educational Aims: Reply to Clarke and Mearman** (2004) *Journal of Philosophy of Education*, 38, 4, pp. 633-638. ISSN 0309 8249
45. **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
46. **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. **What Do Teachers Need to Know About Teaching?** (2004) British Journal of Educational Studies, 52, 2, pp. 180-196. ISSN 0007 1005
48. **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
49. **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
50. **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
51. **Education and the Knowledge Economy**, (2003), Policy Futures in Education, 1, 1 pp.50-70. ISSN 1478 2103
52. **Occupational Identity and Vocational Education** (2002) Educational Philosophy and Theory, 35, 1, pp.117-122. ISSN 0013 1857
53. **Work, Well-being and Vocational Education**, (2002) Journal of Applied Philosophy, 19, 3, pp.261-271. ISSN 0264 3758
54. **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
55. **Strong Autonomy and Education**, 2002 Educational Theory 52, 1, pp.27-42. ISSN 0013 2004
56. **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
57. **Vocational Education in Schools**, Prospero, 2002, 18,1, ISSN1358-6785 pp.50-57.
58. **The Economic Aims of Education**, 2002, Journal of Philosophy of Education, 36,1, pp.101-118. ISSN 0309 8249
59. **Representation and Education: reply to Mackenzie**, 2002, Educational Philosophy and Theory, 34,3, pp.353-356. ISSN 0013 1857
60. **Towards a Non-punitive Inspection System**, 2001, Journal of Philosophy of Education, 35, 4, pp.683-694. ISSN 0309 8249
61. **Values and Empirical Educational Research**, Westminster Studies in Education, 24, 1,

2001, pp. 87-98. ISSN 0140 6728

62. **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
63. **Teaching and Theories of Educational Achievement**, 2000, Prospero, 6, 3-4, ISSN1358-6785 pp.123-129.
64. **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
65. **Curiouser and Curiouser: Davis, White and Assessment**, Journal of Philosophy of Education, 34, 4, 2000, pp.687-696 (with John Gingell). ISSN 0309 8249
66. **Rationality, Pluralism and Political Education**, Jahrbuch für Ausbildungs und Erziehungsphilosophie (3) 2000 pp. 127-136. ISBN 3896760521
67. **Markets, Educational Opportunities and Education; reply to James Tooley**, 1998, Journal of Philosophy of Education, 32,3, pp.429-436. ISSN 0309 8249
68. **Two Approaches to Vocational Education: Adam Smith and Friedrich List** (1998) Irish Educational Studies, 17, pp 98-106.
69. **Two Rival Conceptions of Vocational Education: Adam Smith and Friedrich List**, 1998, Oxford Review of Education, 24, 3, pp. 365-378. ISSN 0305 4985
70. **Listian Political Economy: Social Capitalism Conceptualised?**, 1998, New Political Economy 3,2, 1998, pp.301-316. ISSN 1356 3467
71. **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
72. **The Representational Theory of Learning and its Pedagogic Relevance** 1997, Educational Philosophy and Theory, 29, 2, pp.64-80. ISSN 0013 1857
73. **Rousseau's Account of Learning; a Re-evaluation** 1996, Educational Theory, 46, 4, pp.415-428. ISSN 0013 2004
74. **Educational Assessment: A Reply to Andrew Davis** 1996, Journal of Philosophy of Education, 30,3, pp. 377-388. (with John Gingell) ISSN 0309 8249
75. **Vocational Education: a liberal interpretation** 1995, Studies in Philosophy and Education, 14, 4, pp.401-415. ISSN 0039 3746
76. **Education Needs Training** 1995, Oxford Review of Education, 21,3, pp.315-326. ISSN 0305 4985
77. **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

78. **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
79. **Equal Opportunities and Language: A Critique of the New Orthodoxy**, 1994, (with Keith Sharp). *Studies in Higher Education*, 19, 2, pp.163-175. ISSN 0307-5079
80. **Should Children's Books be Censored?** 1993, *Westminster Studies in Education*, 16, pp.41-51. ISSN 0140 6728
81. **Standard English, Normativity and the Cox Committee Report**. 1989, *Language in Education*, 3, 4, pp.275-284. ISSN 0950 0782
82. **Reading and the Process of Reading**. 1989, *Journal of Philosophy of Education* 23, 2, pp.303-316. ISSN 0309 8249
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84. **The Honey Trap; the Cognitive and Social Adequacy of Language in Educational Contexts**. 1988, *Journal of Applied Philosophy*, 5, 2, pp 211-224. ISSN 0264 3758
85. **Do We Need Conventions?** 1988, *Philosophical Investigations*, 11, 2, 133-146. ISSN 0190 0536
86. **The Curriculum and the Study of Reason** 1987, *Westminster Studies in Education*, 10, pp.63-76. ISSN 0140 6728
87. **Women, Reason and Education** 1985, *Journal of Philosophy of Education*, 19, 1, pp.91-98. ISSN 0309 8249
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