

Professor G Thomas**Publications for 2001 to 2010**

(Please note publications that have a DOI – Digital Object Identifier – under or by them mean that by clicking on that DOI you'll be taken directly to the published article)

Articles in Academic Journals

G Thomas. 2010. The case: generalization, theory and phronesis in case study, *Oxford Review of Education*, **37**, 1. ISSN: 0305-4985. **In press**

NA MacNab, G Thomas. 2007. Quality in research and the significance of community assessment and peer review: education's idiosyncrasy, *International Journal of Research and Method in Education*, **30**, 3, 339-352. DOI: [10.1080/17437270701614832](https://doi.org/10.1080/17437270701614832)

G Thomas. 2007. IQ from the pew? Histories of intelligence (review essay), *British Educational Research Journal*, **33**, 3, 441-447. ISSN: 0141-1926. Web of Science UT: [ISI:000246770800009](https://www.webofscience.com/doi/10.1080/000246770800009)

G Thomas, D James. 2006. Reinventing grounded theory: some questions about theory, ground and discovery, *British Educational Research Journal*, **32**, 6, 767. ISSN: 0141-1926. DOI: [10.1080/01411920600989412](https://doi.org/10.1080/01411920600989412) Web of Science UT: [000241990900002](https://www.webofscience.com/doi/10.1080/000241990900002)

G Thomas, A Loxley. 2005. Discourses on bad children and bad schools, *Journal of Learning Disabilities*, **38**, 2, 175-182. ISSN: 1469-0047 DOI: [10.1177/00222194050380020601](https://doi.org/10.1177/00222194050380020601)

H Cremin, G Thomas. 2005. Maintaining Underclasses Via Contrastive Judgement: Can Inclusive Education Ever Happen? *British Journal of Educational Studies*, **53**, 4, 431-446. ISSN: 0007-1005. DOI: [10.1111/j.1467-8527.2005.00305.x](https://doi.org/10.1111/j.1467-8527.2005.00305.x) Web of Science UT: [000233409900004](https://www.webofscience.com/doi/10.1080/000233409900004)

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H Cremin, G Thomas, K Vincett. 2005. Working with teaching assistants: three models evaluated, *Research Papers in Education*, **20**, 4, 413-432. ISSN: 0267-1522. DOI: [10.1080/0267152050033588](https://doi.org/10.1080/0267152050033588)

G Thomas. 2002. Theory's Spell--on qualitative inquiry and educational research, *British Educational Research Journal*, **28**, 3, 419-434. ISSN: 0141-1926. DOI: [10.1080/01411920220137476](https://doi.org/10.1080/01411920220137476)

G Thomas, G Glenny. 2002. Thinking about Inclusion: Whose Reason? What Evidence? *International Journal of Inclusive Education*, **6**, 4, 345-369. ISSN: 1360-3116. DOI: [10.1080/13603110210143707](https://doi.org/10.1080/13603110210143707)

A Loxley, G Thomas. 2001. Neo-conservatives, Neo-liberals, the New Left and Inclusion: stirring the pot, *Cambridge Journal of Education*, **31**, 3, 291-301. ISSN: 0305-764X. DOI: [10.1080/03057640120086576](https://doi.org/10.1080/03057640120086576)

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G Thomas. 2009. 'What works' as a sublinguistic grunt, with lessons from catachresis, asymptote, football and pharma, *Research Intelligence*. **In press**

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G Thomas, S Gorard. 2007. Editorial: Quality in education research, *International Journal of Research & Method in Education*, **30**, 3, 239. ISSN: 1743-727X. DOI: [10.1080/17437270701614899](https://doi.org/10.1080/17437270701614899)

E Browne, S Mehra, R Rattan, G Thomas. 2004. Comparing lecture and e-learning as pedagogies for new and experienced professionals in dentistry, *British Dental Journal*, **197**, 2, 95-99. ISSN: 0007-0610. DOI: [10.1038/sj.bdj.4811484](https://doi.org/10.1038/sj.bdj.4811484)

H Cremin, G Thomas, K Vincett. 2003. Learning zones: an evaluation of three models for improving learning through teacher/teaching assistant teamwork, *Support for Learning*, **18**, 4, 154-164. ISSN: 0268-2141. DOI: [10.1046/j.0268-2141.2003.00301.x](https://doi.org/10.1046/j.0268-2141.2003.00301.x)

T McDonald, G Thomas. 2003. Parents' reflections on their children being excluded, *Emotional and Behavioural Difficulties*, **8**, 2, 108-119. ISSN: 1363-2752.

G Thomas. 2002. Are eggs the right size for eggcups because of good planning by hens? Where is reading research going? *Educational Psychology in Practice*, **18**, 2, 156-166. ISSN: 0266-7363.

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A Loxley, J Prosser, P Sikes, G Thomas, P Tomlinson. 2009. Education Research Methods, Oxford, Oxford University Press.

P Hick, G Thomas. 2008. Inclusion and Diversity in Education (4 volumes), London, Sage Publications, 1632 pages, ISBN: 9781412947091.

G Thomas. 2007. Education and Theory: Strangers in Paradigms, Milton Keynes, Open University Press, 187 pages, ISBN: 9780335211791.

G Thomas, A Loxley. 2007. Deconstructing Special Education and Constructing Inclusion. Second Edition, Milton Keynes, Open University Press, 184 pages, ISBN: 0335204481.

K Vincett, H Cremin, G Thomas. 2005. Teachers and Assistants Working Together, Maidenhead, Open University Press.

G Thomas, R Pring. 2004. Evidence-based Practice in Education (Portuguese translation [Brazil, 2006]: Educação prática baseada em evidências Porto Alegre: Artmed.), Maidenhead, Open University Press.

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A Loxley, J Prosser, P Sikes, G Thomas, P Tomlinson. 2004. *Education Research Methods*, Oxford, Oxford University Press.

G Thomas, A Loxley. 2002. *Deconstructing Special Education and Constructing Inclusion*. (Spanish translation rights to Editorial la Muralla, 2005; Japanese translation rights, 2nd edition, under negotiation.), Buckingham, Open University Press.

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G Thomas, M Vaughan, ZN Readhead, T Brighouse, I Stronach. 2007. Summerhill and A. S. Neill, *British Educational Research Journal*, **33**, 1, 133-135. ISSN: 0141-1926. Web of Science UT: [000244566500014](https://doi.org/10.1080/0002445060014)

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Newspaper Articles

G Thomas. 2001. *TES*, Positive alternatives to exclusion, 22.

Research Reports

G Thomas, C Greed, V Penrose. 2001. *Designing inclusive schools*, Nuffield Foundation, Oxford, Oxford Brookes University.