



Dr. Cheryl J. Craig Ranks in the Top Two Percent Worldwide in Education Research — Clarivate Data



Threshold Values for the Education & Educational Research Web of Science Category, 1980-2025		
Metric	Threshold (Top 2%)	Dr. Cheryl Craig
Number of Publications	30	103
Number of Citations	871	1244
H-Index	13	22

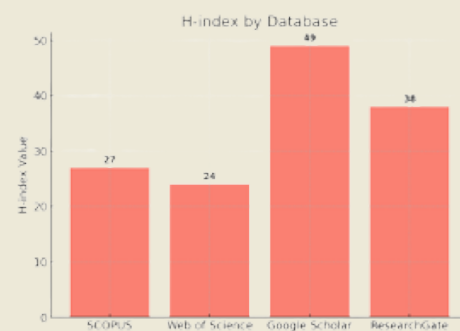
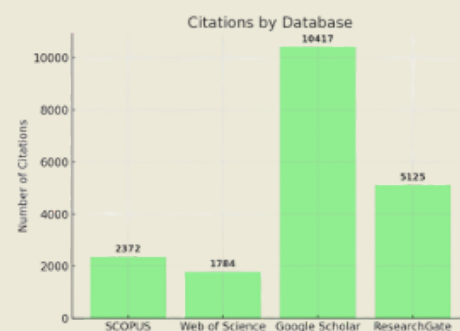
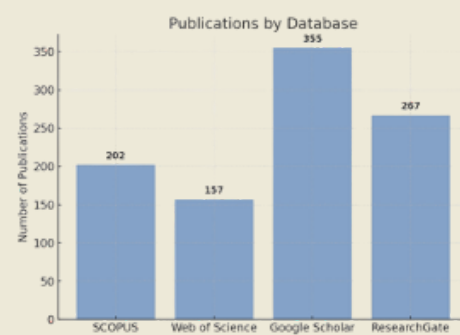
In a global field of more than 133,000 education researchers, Dr. Cheryl J. Craig has been ranked in the top two percent worldwide, based on citation and publication data from Clarivate's InCites and Analytical Benchmarking platform.

The evaluation draws on articles and reviews indexed in Web of Science between 1980 and 2025 in the category of Education and Educational Research. Only scholars with three or more publications in the field were included. Based on publication output, total citations, and H-Index, Dr. Craig ranked within the top 2,664 researchers globally, confirming her placement in the top two percent.

Dr. Craig's research record reflects both reach and longevity. Her work continues to be cited well beyond its year of publication, indicating sustained influence in the field. Her 2001 article, "Opportunities and Challenges in the Development of Teachers' Knowledge," published in *Teaching and Teacher Education*, has received 118 citations and a Category Normalized Citation Impact (CNCI) of 3.27, meaning it has been cited more than three times the global average for comparable research. Her 2007 article, "Story Constellations: A Narrative Approach to Contextualizing Teachers' Knowledge of School Reform," has been cited 98 times and carries a CNCI of 4.79. Earlier works published in *Curriculum Inquiry* in 1995 and 2001 continue to show citation impact well above field norms.

The influence of Dr. Craig's scholarship extends beyond journals and databases. She has delivered peer-reviewed conference presentations in 14 countries, reflecting sustained international engagement with her work. China accounts for the largest number of presentations (19), followed by Portugal (7) and the United States (7). Additional presentations have taken place in Israel, Singapore, and Turkey (5 each); Canada, Italy, New Zealand, and South Korea (3 each); and Brazil, Hong Kong, and Russia (2 each). These presentations were accepted through blind review and are distinct from invited keynote addresses.

Dr. Craig's academic reach is further reflected in her international co-authorship network, demonstrating long-standing collaboration with scholars across institutions and regions. This collaborative profile aligns closely with the focus of her research on teachers' knowledge, narrative inquiry, and professional learning communities.



Fields of Research ANZSRC 2020	Publication Count	% Activity
3903 Education Systems	147	66.52%
3901 Curriculum and Pedagogy	119	53.85%
3902 Education Policy, Sociology, and Philosophy	20	9.05%
3904 Specialist Studies in Education	12	5.43%
Total Publications Classified in Dimensions	221	