

Publications for Karl Maton

2017

Maton, K., Doran, Y. (2017). Condensation: A translation device for revealing complexity of knowledge practices in discourse, part 2 - clausing and sequencing. *Onomazein*, SFL(1), 77-110. [More Information]

Maton, K., Doran, Y. (2017). Semantic density: A translation device for revealing complexity of knowledge practices in discourse, part 1-wording. *Onomazein*, Special Issue SFL(1), 46-76. [More Information]

Maton, K. (2017). Semantics from Legitimation Code Theory: How context-dependence and complexity shape academic discourse. *Understanding Academic Discourse: Systemic Functional Linguistics and Legitimation Code Theory (in press)*. Shanghai: Beijing Higher Education Press.

Martin, J., Maton, K., Quiroz, B. (2017). Special Issue on Education and Knowledge. *Onomazein*, (August).

Maton, K., Chen, R. (2017). Specialization from Legitimation Code Theory: How the basis of achievement shapes student success. *Understanding Academic Discourse: Systemic Functional Linguistics and Legitimation Code Theory (in press)*. Shanghai: Beijing Higher Education Press.

Maton, K., Doran, Y. (2017). Systemic functional linguistics and code theory. *The Routledge Handbook of Systemic Functional Linguistics*, (pp. 605-618). London: Routledge. [More Information]

Martin, J., Maton, K. (2017). Systemic functional linguistics and Legitimation Code Theory on education: Rethinking field and knowledge structure. *Onomazein*, SFL, 12-45. [More Information]

Martin, J., Maton, K., Wang, P., Wang, Z. (2017). *Understanding Academic Discourse: Systemic Functional Linguistics and Legitimation Code Theory (in press)*. Shanghai: Beijing Higher Education Press.

2016

Maton, K., Hood, S., Shay, S. (2016). *Knowledge-building: Educational studies in Legitimation Code Theory*. Abingdon: Routledge. [More Information]

Maton, K., Martin, J., Matruglio, E. (2016). LCT and systemic functional linguistics: Enacting complementary theories for explanatory power. In Karl Maton, Susan Hood and Suellen Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory*, (pp. 93-113). Abingdon: Routledge. [More Information]

Maton, K., Howard, S. (2016). LCT in mixed-methods research: Evolving an instrument for quantitative data. In Karl Maton, Susan Hood and Suellen Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory*, (pp. 49-71). Abingdon: Routledge. [More Information]

Maton, K., Carvalho, L., Dong, A. (2016). LCT in praxis: Creating an e-learning environment for informal learning of principled knowledge. In Karl Maton, Susan Hood and Suellen Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory*, (pp. 72-92). Abingdon: Routledge. [More Information]

Maton, K., Tsai-Hung Chen, R. (2016). LCT in qualitative research: Creating a translation device for studying constructivist pedagogy. In Karl Maton, Susan Hood and Suellen Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory*, (pp. 27-48). Abingdon: Routledge. [More Information]

Maton, K. (2016). Legitimation Code Theory: Building knowledge about knowledge-building. In Karl Maton, Susan Hood and Suellen Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory*, (pp. 1-23). Abingdon: Routledge. [More Information]

Van Krieken, R., Habibis, D., Smith, P., Hutchins, B., Martin, G., Maton, K. (2016). *Sociology: 6th edition*. Sydney: Pearson Education.

Maton, K. (2016). Starting points: Resources and architectural glossary. In Karl Maton, Susan Hood and Suellen Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory*, (pp. 233-243). Abingdon: Routledge. [More Information]

2015

Carvalho, L., Dong, A., Maton, K. (2015). Foregrounding knowledge in e-learning design: An illustration in a museum setting. *Australasian Journal of Educational Technology*, 31(3), 328-348. [More Information]

Szenes, E., Tilakaratna, N., Maton, K. (2015). The Knowledge Practices of Critical Thinking. In Martin Davies, Ronald Barnett (Eds.), *The Palgrave Handbook of Critical Thinking in Higher Education*, (pp. 573-591). New York: Palgrave Macmillan. [More Information]

Dong, A., Maton, K., Carvalho, L. (2015). The Structuring of Design Knowledge. In Paul A. Rodgers, Joyce Yee (Eds.), *The Routledge Companion to Design Research*, (pp. 38-49). Abingdon, Oxon: Routledge. [More Information]

2014

Maton, K. (2014). A TALL order? Legitimation Code Theory for academic language and learning. *Journal of Academic Language and Learning*, 8(3), 34-48.

Maton, K. (2014). Building Powerful Knowledge: The Significance of Semantic Waves. In Brian Barrett, Elizabeth Rata (Eds.), *Knowledge and the Future of the Curriculum: International Studies in Social Realism*, (pp. 181-197). London: Palgrave Macmillan. [More Information]

Maton, K. (2014). *Knowledge and Knowers: Towards a realist sociology of education*. London: Routledge. [More Information]

Georgiou, H., Maton, K., Sharma, M. (2014). Recovering knowledge for science education research: Exploring the 'Icarus effect' in student work. *Canadian Journal of Science, Mathematics, and Technology Education*, 14(3), 252-268. [More Information]

Van Krieken, R., Habibis, D., Smith, P., Hutchins, B., Martin, G., Maton, K. (2014). *Sociology: Themes and perspectives, 5th edition*. Sydney: Pearson Education.

2013

Maton, K., Martin, J. (2013). Cumulative Knowledge-Building in Secondary Schooling, Linguistics and Education. *Linguistics and Education*, 24(1).

Martin, J., Maton, K. (2013). Cumulative knowledge-building in secondary schooling: Guest editors' preface. *Linguistics and Education*, 24(1), 1-3. [More Information]

Macnaught, L., Maton, K., Martin, J., Matruglio, E. (2013). Jointly constructing semantic waves: Implications for teacher training. *Linguistics and Education*, 24(1), 50-63. [More Information]

Maton, K. (2013). Making semantic waves: A key to cumulative knowledge-building. *Linguistics and Education*, 24(1), 8-22. [More Information]

Maton, K., Howard, S., Thompson, K. (2013). Systems of integration: Using system dynamics to understand technology integration in learning and teaching. *15th Biennial Conference of the European Association for Research in Learning and Instruction (EARLI)*, TBA: European Association for Research on Learning and Instruction (EARLI).

Howard, S., Maton, K. (2013). Technology & knowledge: An exploration of teachers' conceptions of subject-area knowledge practices and technology integration. *AERA 2013 SIG-Computer and Internet Applications in Education*, San Francisco: AERA.

Matruglio, E., Maton, K., Martin, J. (2013). Time travel: The role of temporality in enabling semantic waves in secondary school teaching. *Linguistics and Education*, 24(1), 38-49. [More Information]

2012

Maton, K. (2012). Habitus. In Michael Grenfell (Eds.), *Pierre Bourdieu: Key concepts (revised)*, (pp. 48-64). London, UK: Acumen Publishing.

2011

Chen, R., Maton, K., Bennett, S. (2011). Absenting discipline: constructivist approaches in online teaching. In Frances Christie and Karl Maton (Eds.), *Disciplinary: Functional Linguistic and Sociological Perspectives*, (pp. 129-150). London: Continuum.

Christie, F., Maton, K. (2011). *Disciplinary: Functional Linguistic and Sociological Perspectives*. London: Continuum.

Bennett, S., Maton, K. (2011). Intellectual field or faith-based religion: Moving on from the idea of "digital natives". In Michael Thomas (Eds.), *Deconstructing Digital Natives: Young people, technology and the new literacies*, (pp. 169-185). New York: Routledge imprint of Taylor & Francis. [More Information]

Maton, K. (2011). Knowledge Building: Analysing the cumulative development of ideas. In Gabrielle Ivinson, Brian Davies, John Fitz (Eds.), *Knowledge and Identity: Concepts and Applications in Bernsteins Sociology*, (pp. 23-38). London: Routledge imprint of Taylor & Francis. [More Information]

Maton, K. (2011). Please reject me: A survivor's guide to publish or perish. *The Conversation*.

Maton, K. (2011). Segmentalism: the problem of building knowledge and creating knowers. In Frandji, D. and Vitale, P. (Eds.), *Knowledge, Pedagogy and Society: International perspectives on Basil Bernsteins sociology of education*, (pp. 126-139). United Kingdom: Routledge imprint of Taylor & Francis. [More Information]

Maton, K. (2011). Theories and Things: the Semantics of Disciplinary. In Frances Christie and Karl Maton (Eds.), *Disciplinary: Functional Linguistic and Sociological Perspectives*, (pp. 62-84). London: Continuum.

Howard, S., Maton, K. (2011). Theorising knowledge practices: A missing piece of the educational technology puzzle. *Research in Learning Technology*, 19(3), 191-206. [More Information]

Bennett, S., Maton, K., Carrington, L. (2011). Understanding the Complexity of Technology Acceptance by Higher Education Students. In Timothy Teo (Eds.), *Technology Acceptance in Education: Research and Issues*, (pp. 63-77). Rotterdam, Netherlands: Sense Publishers. [More Information]

Christie, F., Maton, K. (2011). Why disciplinary? In Frances Christie and Karl Maton (Eds.), *Disciplinary: Functional Linguistic and Sociological Perspectives*, (pp. 1-9). London: Continuum.

2010

Maton, K. (2010). Analysing Knowledge Claims and Practices: Languages of Legitimation. In Karl Maton, Rob Moore (Eds.), *Social Realism, Knowledge and the Sociology of Education: Coalitions of the Mind*, (pp. 35-59). London: Continuum.

Bennett, S., Maton, K. (2010). Beyond the 'digital natives' debate: Towards a more nuanced understanding of students' technology experiences. *Journal of Computer Assisted Learning*, 26(5), 321-331. [More Information]

Maton, K. (2010). Canons and Progress in the Arts and

Humanities: Knowers and Gazes. In Karl Maton, Rob Moore (Eds.), *Social Realism, Knowledge and the Sociology of Education: Coalitions of the Mind*, (pp. 154-178). London: Continuum.

Maton, K., Moore, R. (2010). Coalitions of the Mind. In Karl Maton, Rob Moore (Eds.), *Social Realism, Knowledge and the Sociology of Education: Coalitions of the Mind*, (pp. 1-13). London: Continuum.

Maton, K. (2010). Education and Knowledge. In R van Krieken; D Habibis; P Smith; B Hutchins; K Maton; G Martin (Eds.), *Sociology: Fourth Edition*, (pp. 162-191). Sydney: Pearson Education.

Martin, J., Maton, K., Matruglio, E. (2010). Historical cosmologies: epistemology and axiology in Australian secondary school history discourse. *Revista Signos: estudios de lengua y literatura*, 43(74), 433-463. [More Information]

Maton, K. (2010). Invisible Tribunals: Progress and Knowledge-Building in the Humanities. In Singh, P; Sadovnik, A. and Semel, S. (Eds.), *Toolkits, Translation Devices and Conceptual Accounts: Essays on Basil Bernsteins Sociology of Knowledge*, (pp. 177-196). New York: Peter Lang Publishing.

Maton, K. (2010). Last Night We Dreamt That Somebody Loved Us: Smiths Fans (and Me) in the Late 1980s. In Campbell, S. and Coulter, C. (Eds.), *Why Pamper Lives Complexities Essays on The Smiths*, (pp. 179-194). Manchester, UK: Manchester University Press.

Maton, K., Moore, R. (2010). *Social Realism, Knowledge and the Sociology of Education: Coalitions of the Mind*. London: Continuum.

van Krieken, R., Habibis, D., Smith, P., Hutchins, B., Maton, K., Martin, G. (2010). *Sociology: Fourth Edition*. Sydney: Pearson Education.

Van Krieken, R., Habibis, D., Smith, P., Hutchins, B., Maton, K., Martin, G. (2010). *Sociology: Themes and Perspectives*. Sydney: Pearson Education.

Maton, K., Bennett, S. (2010). *The Role of ICTs at the University of Sydney: A report on the experiences and expectations of students and teaching staff*.

Lamont, A., Maton, K. (2010). Unpopular Music: Beliefs and Behaviours towards Music in Education. In Ruth Wright (Eds.), *Sociology and Music Education*, (pp. 63-80). Surrey: Ashgate.

2009

Maton, K. (2009). Cumulative and segmented learning: Exploring the role of curriculum structures in knowledge-building. *British Journal of Sociology of Education*, 30(1), 43-57. [More Information]

Kennedy, G., Dalgarno, B., Bennett, S., Gray, K., Waycott, J., Judd, T., Bishop, A., Maton, K., Krause, K., Chang, R. (2009). *Educating the Net Generation: A Handbook of Findings for Practice and Policy*. Australia: Australian Learning and Teaching Council.

Carvalho, L., Dong, A., Maton, K. (2009). Legitimizing design: A sociology of knowledge account of the field. *Design Studies*, 30(5), 483-502. [More Information]

2008

Chen, R., Bennett, S., Maton, K. (2008). Adaptation of Chinese international students to online flexible learning: Two case studies. *Distance Education*, 29(3), 307-323. [More Information]

Lamont, A., Maton, K. (2008). Choosing music: Exploratory studies into the low uptake of music GCSE. *British Journal of Music Education*, 25(3), 267-282. [More Information]

Maton, K. (2008). Gravite Semantique et Apprentissage Segmente. La Question de la Construction du Savoir et de la Creation de Detenteurs de Savoir. In Daniel Frandji, Philippe Vitale (Eds.), *Actualite de Basil Bernstein: Savoir, pedagogie et societe*, (pp. 151-168). Rennes: Presses Universitaires de Rennes. [More Information]

Maton, K. (2008). GravitÃ© sÃ©mantique et Apprentissage segmentÃ©. In P. Vitale and D. Frandji (Eds.), *Enjeux Sociaux, Savoirs, Langage, Pedagogie: ActualitÃ© et fÃ©conditÃ© de lâ€™oeuvre de Basil Bernstein*. Rennes: University of Rennes Press.

Maton, K. (2008). Habitus. In Michael Grenfell (Eds.), *Pierre Bourdieu: Key Concepts*, (pp. 49-65). Stocksfield: Acumen Publishing.

Freebody, P., Maton, K., Martin, J. (2008). Talk, text and knowledge in cumulative, integrated learning: A response to 'intellectual challenge'. *Australian Journal of Language and Literacy*, 31(2), 188-201.

Bennett, S., Maton, K., Kervin, L. (2008). The 'digital natives' debate: A critical review of the evidence. *British Journal of Educational Technology*, 39(5), 775-786. [More Information]

2007

Maton, K., Muller, J. (2007). A sociology for the transmission of knowledges. In Frances Christie and J.R. Martin (Eds.), *Language, Knowledge and Pedagogy: Functional Linguistic and Sociological Perspectives*, (pp. 14-33). London: Continuum.

Maton, K. (2007). Knowledge-knower structures in intellectual and educational fields. In Frances Christie and J.R. Martin (Eds.), *Language, Knowledge and Pedagogy: Functional Linguistic and Sociological Perspectives*, (pp. 87-108). London: Continuum.

Maton, K., Shipway, B. (2007). Studies of education. *Dictionary of Critical Realism*. (pp. 442-443). Routledge imprint of Taylor & Francis.

Christie, F., Martin, J., Maton, K., Muller, J. (2007). Taking stock: future directions in research in knowledge structure. In Frances Christie and J.R. Martin (Eds.), *Language, Knowledge and Pedagogy: Functional Linguistic and Sociological Perspectives*, (pp. 239-257). London: Continuum.

Kennedy, G., Dalgarno, B., Gray, K., Judd, T., Waycott, J., Bennett, S., Maton, K., Krause, K., Bishop, A., Chang, R., et al (2007). The net generation are not big users of Web 2.0 technologies: Preliminary findings. *ascilite 2007: ICT: Providing Choices for Learners and Learning*, Singapore: Nanyang Technological University.

Chen, R., Bennett, S., Maton, K. (2007). The Online Acculturation of Chinese Student 'Sojourners'. *ED-MEDIA 2007 World Conference on Educational Multimedia, Hypermedia & Telecommunications*, Chesapeake USA:

Association for the Advancement of Computing in Education (AACE).

2006

Maton, K. (2006). On knowledge structures and knower structures. In Moore, R., Arnot, M., Beck, J. & Daniels, H (Eds.), *Knowledge, Power and Educational Reform: Applying the Sociology of Basil Bernstein*, (pp. 44-59). Oxon: Routledge imprint of Taylor & Francis. [More Information]

Kennedy, G., Krause, K., Gray, K., Judd, T., Bennett, S., Maton, K., Dalgarno, B., Bishop, A. (2006). Questioning the net generation: A collaborative project in Australian higher education. *23rd Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education ASCILITE 2006*, Australia: Sydney University Press.

Maton, K. (2006). Why theory? It's not rocket surgery!. *AARE NEWS*, 56, 11-11.

2005

Maton, K. (2005). A question of autonomy: Bourdieu's field approach and higher education policy. *Journal of Education Policy*, 20(6), 687-704. [More Information]

Maton, K. (2005). The sacred and the profane: The arbitrary legacy of Pierre Bourdieu. *European Journal of Cultural Studies*, 8(1), 121-132.

2004

Maton, K. (2004). Cultural fastfood with the Frankfurt School. *Three-D: UK Media, Communication & Cultural Studies Association*, 2.

Wright, H., Maton, K. (2004). Cultural Studies and Education: From Birmingham Origin to Glocal Presence. *The Review of Education - Pedagogy - Cultural Studies*, 26(2/3), 73-90. [More Information]

Maton, K., Wright, H. (2004). Cultural studies in Education - double issue. *The Review of Education, Pedagogy, and Cultural Studies*, 26(2-3).

Maton, K. (2004). The wrong kind of knower: Education, expansion and the epistemic device. In Johan. Muller, Brian Davies, Ana Morais (Eds.), *Reading Bernstein, Researching Bernstein*, (pp. 218-222). London: Routledge imprint of Taylor & Francis.

2003

Maton, K. (2003). Eternizando o arbitrario: O legado profano de Pierre Bourdieu. *Educacao, Sociedade and Culturas*, 19, 89-102.

Maton, K. (2003). Reflecting on reflexivity. *Three D: UK Media, Communication & Cultural Studies Association*, 1, 15.

Maton, K. (2003). Reflexivity, Relationism and Research: Pierre Bourdieu and the Epistemic Conditions of Social Scientific Knowledge. *Space and Culture*, 6(1), 52-65. [More Information]

Maton, K. (2003). Talking Paradigms. *Three D: UK Media, Communication & Cultural Studies Association*, 1, 6.

2002

Maton, K. (2002). Popes, Kings and cultural studies: Placing the commitment to non-disciplinarity in historical context, in Herbrechter. In Stefan Herbrechter (Eds.), *Cultural Studies: Interdisciplinarity and Translation*, (pp. 31-53). Amsterdam: Rodopi.

Maton, K., Wright, H. (2002). Returning cultural studies to education. *International Journal of Cultural Studies*, 5(4), 379-392.

Maton, K., Wright, H. (2002). Special Issue: Returning Cultural Studies and Education. *International Journal of Cultural Studies*, 5(4), 379-392.

2001

Moore, R., Maton, K. (2001). Founding the sociology of knowledge: Basil Bernstein, intellectual fields and the epistemic device, in Morais. In Ana Morais, Isabel Neves, Brian Davies, Harry Daniels (Eds.), *Towards a Sociology of Pedagogy: The Contribution of Basil Bernstein to Research*. United States: Peter Lang Publishing.

Maton, K. (2001). The real and critical need of educational research for critical realism. *Journal of Critical Realism*.

2000

Maton, K. (2000). Languages of legitimation: the structuring significance for intellectual fields of strategic knowledge claims. *British Journal of Sociology*, 21(2), 147-167.

Maton, K. (2000). Recovering pedagogic discourse: A Bernsteinian approach to the sociology of educational knowledge. *Linguistics and Education*, 11(1), 79-98.

1999

Maton, K. (1999). Extra curricular activity require: Pierre Bourdieu and the sociology of educational knowledge. *Pierre Bourdieu: Language, Culture and Education*, (pp. 197-210). Bern: Peter Lang Publishing.

Maton, K. (1999). What's the philosophy of education? *Teaching History*, 3.

1998

Arnot, M., Millen, D., Maton, K. (1998). *Current Innovative Practice in Schools in the United Kingdom: Final Report*.

1991

Landesman, C., Maton, K., Young, T. (1991). Opening editorial. *The Modern Review*, 4-5.