

Nick Kelly

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1735039/publications.pdf>

Version: 2024-02-01

30
papers

430
citations

758635

12
h-index

752256

20
g-index

32
all docs

32
docs citations

32
times ranked

370
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher peer support in social network sites. <i>Teaching and Teacher Education</i> , 2016, 56, 138-149.	1.6	136
2	Processing and Visualizing Data in Complex Learning Environments. <i>American Behavioral Scientist</i> , 2013, 57, 1401-1420.	2.3	35
3	Networked learning for agricultural extension: a framework for analysis and two cases. <i>Journal of Agricultural Education and Extension</i> , 2017, 23, 399-414.	1.1	30
4	Library Resources and Students' Learning Outcomes: Do All the Resources Have the Same Impact on Learning?. <i>Journal of Academic Librarianship</i> , 2016, 42, 551-556.	1.3	23
5	Early career teacher peer support through private groups in social media. <i>Asia-Pacific Journal of Teacher Education</i> , 2018, 46, 61-77.	1.2	23
6	Beginning Teacher Support in Australia: Towards an Online Community to Augment Current Support. <i>Australian Journal of Teacher Education</i> , 2014, 39, .	0.4	21
7	Co-design for Curriculum Planning: A Model for Professional Development for High School Teachers. <i>Australian Journal of Teacher Education</i> , 2019, 44, 84-107.	0.4	19
8	Design thinking and computational thinking: a dual process model for addressing design problems. <i>Design Science</i> , 2021, 7, .	1.1	18
9	Theory-led Design of Instruments and Representations in Learning Analytics: Developing a Novel Tool for Orchestration of Online Collaborative Learning. <i>Journal of Learning Analytics</i> , 2015, 2, 14-43.	1.8	17
10	Model-Based Knowing: How Do Students Ground Their Understanding About Climate Systems in Agent-Based Computer Models?. <i>Research in Science Education</i> , 2020, 50, 53-77.	1.4	16
11	Can massive communities of teachers facilitate collaborative reflection? Fractal design as a possible answer. <i>Asia-Pacific Journal of Teacher Education</i> , 2017, 45, 86-98.	1.2	13
12	Slipping through the cracks: teachers who miss out on early career support. <i>Asia-Pacific Journal of Teacher Education</i> , 2018, 46, 292-316.	1.2	13
13	Online communities of teachers to support situational knowledge: A design-based study. <i>Australasian Journal of Educational Technology</i> , 2018, 34, .	2.0	10
14	Situated interpretation in computational creativity. <i>Knowledge-Based Systems</i> , 2015, 80, 48-57.	4.0	9
15	Interpretation in design: modelling how the situation changes during design activity. <i>Research in Engineering Design - Theory, Applications, and Concurrent Engineering</i> , 2014, 25, 109-124.	1.2	7
16	Combining event- and variable-centred approaches to institution-facing learning analytics at the unit of study level. <i>International Journal of Information and Learning Technology</i> , 2017, 34, 63-78.	1.5	7
17	Generate and situated transformation as a paradigm for models of computational creativity. <i>International Journal of Design Creativity and Innovation</i> , 2017, 5, 149-167.	0.8	6
18	Methods for assessing higher education research team collaboration: comparing research outputs and participant perceptions across four collaborative research teams. <i>Higher Education Research and Development</i> , 2020, 39, 215-229.	1.9	5

#	ARTICLE	IF	CITATIONS
19	Patterns of Library Use by Undergraduate Students in a Chilean University. <i>Portal</i> , 2017, 17, 595-615.	0.2	4
20	Discovering indicators of successful collaboration using tense: Automated extraction of patterns in discourse. <i>British Journal of Educational Technology</i> , 2014, 45, 461-470.	3.9	3
21	Raising the Quality of Praxis in Online Mentoring. , 2018, , 123-134.		2
22	Developing a Learning Network for Pre-Service and Early Career Teachers. , 2016, , 67-82.		2
23	Analysing the Learning Networks of Pre-Service and Early Career Teachers. , 2016, , 57-66.		2
24	Interpretation as driver for psychological creativity. , 2011, , .		0
25	Developing Teacher Knowledge and Reflection. , 2016, , 31-41.		0
26	Critical Online Learning Networks of Teachers: Communitary and Collegiality as Contingent Elements. <i>Palgrave Studies in Education Research Methods</i> , 2020, , 101-126.	0.1	0
27	Towards faster feedback in higher education through digitally mediated dialogic loops. <i>Australasian Journal of Educational Technology</i> , 0, , 22-37.	2.0	0
28	Studying teachers in social network sites: a review of methods. <i>Review of Education</i> , 2021, 9, e3272.	1.1	0
29	Representing teacher coaching sessions: understanding coaching that develops teachers' capability to design for learning. <i>International Journal of Mentoring and Coaching in Education</i> , 2021, 10, 418-434.	0.7	0
30	Innovating Processes to Determine Quality alongside Increased Inclusivity in Higher Education. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2016, , 59-78.	0.1	0