Ben Williamson

List of Publications by Year
in descending order

57 papers	3,581 citations	172386 29 h-index	175177 52 g-index
63 all docs	63 docs citations	63 times ranked	1912 citing authors

#	Article	IF	Citations
1	Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. Learning, Media and Technology, 2020, 45, 107-114.	2.1	420
2	Digital education governance: data visualization, predictive analytics, and 'real-time' policy instruments. Journal of Education Policy, 2016, 31, 123-141.	2.1	290
3	The datafied child: The dataveillance of children and implications for their rights. New Media and Society, 2017, 19, 780-794.	3.1	243
4	Postdigital Dialogue. Postdigital Science and Education, 2019, 1, 163-189.	4.3	136
5	The datafication of teaching in Higher Education: critical issues and perspectives. Teaching in Higher Education, 2020, 25, 351-365.	1.7	118
6	Algorithmic skin: health-tracking technologies, personal analytics and the biopedagogies of digitized health and physical education. Sport, Education and Society, 2015, 20, 133-151.	1.5	107
7	Making markets through digital platforms: Pearson, edu-business, and the (e)valuation of higher education. Critical Studies in Education, 2021, 62, 50-66.	3.3	103
8	The hidden architecture of higher education: building a big data infrastructure for the 'smarter university'. International Journal of Educational Technology in Higher Education, 2018, 15, .	4.5	96
9	Historical threads, missing links, and future directions in AI in education. Learning, Media and Technology, 2020, 45, 223-235.	2.1	95
10	Decoding ClassDojo: psycho-policy, social-emotional learning and persuasive educational technologies. Learning, Media and Technology, 2017, 42, 440-453.	2.1	89
11	Machine behaviourism: future visions of 'learnification' and 'datafication' across humans and digital technologies. Learning, Media and Technology, 2020, 45, 31-45.	2.1	89
12	Silicon startup schools: technocracy, algorithmic imaginaries and venture philanthropy in corporate education reform. Critical Studies in Education, 2018, 59, 218-236.	3.3	87
13	Governing software: networks, databases and algorithmic power in the digital governance of public education. Learning, Media and Technology, 2015, 40, 83-105.	2.1	85
14	Digital education governance: An introduction. European Educational Research Journal, 2016, 15, 3-13.	1.4	81
15	Automation, APIs and the distributed labour of platform pedagogies in Google Classroom. Critical Studies in Education, 2021, 62, 97-113.	3.3	76
16	The social life of Learning Analytics: cluster analysis and the 'performance' of algorithmic education. Learning, Media and Technology, 2018, 43, 3-16.	2.1	73
17	Policy networks, performance metrics and platform markets: Charting the expanding data infrastructure of higher education. British Journal of Educational Technology, 2019, 50, 2794-2809.	3.9	68
18	Governing methods: policy innovation labs, design and data science in the digital governance of education. Journal of Educational Administration and History, 2015, 47, 251-271.	1.4	61

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19	Objectivity as standardization in data-scientific education policy, technology and governance. Learning, Media and Technology, 2019, 44, 64-76.	2.1	56
20	Knowing public services: Cross-sector intermediaries and algorithmic governance in public sector reform. Public Policy and Administration, 2014, 29, 292-312.	1.5	55
21	Political computational thinking: policy networks, digital governance and â€˜learning to codeâ€™. Critical Policy Studies, 2016, 10, 39-58.	1.4	55
22	Learning in the â€˜platform societyâ€™: Disassembling an educational data assemblage. Research in Education, 2017, 98, 59-82.	0.5	53
23	Digital methodologies of education governance: Pearson plc and the remediation of methods. European Educational Research Journal, 2016, 15, 34-53.	1.4	52
24	Brain Data: Scanning, Scraping and Sculpting the Plastic Learning Brain Through Neurotechnology. Postdigital Science and Education, 2019, 1, 65-86.	4.3	49
25	New research problems and agendas in learning, media and technology: the editorsâ€™ wishlist. Learning, Media and Technology, 2019, 44, 87-91.	2.1	41
26	Assembling New Toolboxes of Methods and Theories for Innovative Critical Research on Educational Technology. Journal of New Approaches in Educational Research, 2021, 10, 1.	2.1	41
27	Psychodata: disassembling the psychological, economic, and statistical infrastructure of â€˜social-emotional learningâ€™. Journal of Education Policy, 2021, 36, 129-154.	2.1	40
28	Covid-19 controversies and critical research in digital education. Learning, Media and Technology, 2021, 46, 117-127.	2.1	40
29	Computing brains: learning algorithms and neurocomputation in the smart city. Information, Communication and Society, 2017, 20, 81-99.	2.6	38
30	Coding the biodigital child: the biopolitics and pedagogic strategies of educational data science. Pedagogy, Culture and Society, 2016, 24, 401-416.	1.8	36
31	Educating the smart city: Schooling smart citizens through computational urbanism. Big Data and Society, 2015, 2, 205395171561778.	2.6	35
32	Education recoded: policy mobilities in the international â€˜learning to codeâ€™ agenda. Journal of Education Policy, 2019, 34, 705-725.	2.1	35
33	Who owns educational theory? Big data, algorithms and the expert power of education data science. E-Learning and Digital Media, 2017, 14, 105-122.	1.5	33
34	More than 'just a game': the implications for schools of children's computer games communities. Learning, Media and Technology, 2004, 4, 255-270.	0.4	31
35	Moulding student emotions through computational psychology: affective learning technologies and algorithmic governance. Educational Media International, 2017, 54, 267-288.	0.9	29
36	Meta-edtech. Learning, Media and Technology, 2021, 46, 1-5.	2.1	28

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37	New power networks in educational technology. Learning, Media and Technology, 2019, 44, 395-398.	2.1	25
38	Digital policy sociology: software and science in data-intensive precision education. Critical Studies in Education, 2021, 62, 354-370.	3.3	23
39	Education Technology Seizes a Pandemic Opening. Current History, 2021, 120, 15-20.	0.4	23
40	Centrifugal schooling: third sector policy networks and the reassembling of curriculum policy in England. Journal of Education Policy, 2012, 27, 775-794.	2.1	22
41	Big EdTech. Learning, Media and Technology, 2022, 47, 157-162.	2.1	18
42	Educational reform, enquiryâ€based learning and the reâ€professionalisation of teachers. Curriculum Journal, 2009, 20, 287-304.	1.0	17
43	Shifting scales of research on learning, media and technology. Learning, Media and Technology, 2021, 46, 369-376.	2.1	16
44	New digital laboratories of experimental knowledge production: Artificial intelligence and education research. London Review of Education, 2020, 18, .	1.3	15
45	Mediating Education Policy: Making Up the â€˜Anti-Politicsâ€™ of Third-Sector Participation in Public Education. British Journal of Educational Studies, 2014, 62, 37-55.	0.9	14
46	Investing in imagined digital futures: the techno-financial â€˜futuringâ€™ of edtech investors in higher education. Critical Studies in Education, 2023, 64, 234-249.	3.3	14
47	Bringing up the bio-datafied child: scientific and ethical controversies over computational biology in education. Ethics and Education, 2020, 15, 444-463.	0.6	12
48	Biosocial spaces and neurocomputational governance: brain-based and brain-targeted technologies in education. Discourse, 2018, 39, 258-275.	1.1	9
49	Effective or affective schools? Technological and emotional discourses of educational change. Discourse, 2012, 33, 425-441.	1.1	6
50	Boundary Brokers: Mobile Policy Networks, Database Pedagogies, and Algorithmic Governance in Education. , 2016, , 41-57.		5
51	Teachers and innovation. SecEd, 2009, 2009, .	0.3	5
52	Playful Pedagogies. Advances in Game-based Learning Book Series, 0, , 846-859.	0.2	4
53	Networked Cosmopolitanism? Shaping Learners by Remaking the Curriculum of the Future. , 0, , .		3
54	Programming Power: Policy Networks and the Pedagogies of â€˜Learning to Codeâ€™. , 2015, , 61-87.		2

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55	Soft openings: the psycho-technological expertise of third sector curriculum reform. Pedagogy, Culture and Society, 2013, 21, 217-237.	1.8	1
56	Policy Utopias, Sci-Fi Dystopias, and Contemporary Contests Over Childhood in Education Reform in the UK. Journal of Children and Media, 2010, 4, 206-222.	1.0	0
57	Biosocial education: the social and biological entanglements of learning. British Journal of Sociology of Education, 2019, 40, 992-998.	1.1	0