

# Ben Williamson

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2086771/publications.pdf>

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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	Investing in imagined digital futures: the techno-financial "futuring" of edtech investors in higher education. <i>Critical Studies in Education</i> , 2023, 64, 234-249.	3.3	14
2	Big EdTech. <i>Learning, Media and Technology</i> , 2022, 47, 157-162.	2.1	18
3	Digital policy sociology: software and science in data-intensive precision education. <i>Critical Studies in Education</i> , 2021, 62, 354-370.	3.3	23
4	Making markets through digital platforms: Pearson, edu-business, and the (e)valuation of higher education. <i>Critical Studies in Education</i> , 2021, 62, 50-66.	3.3	103
5	Automation, APIs and the distributed labour of platform pedagogies in Google Classroom. <i>Critical Studies in Education</i> , 2021, 62, 97-113.	3.3	76
6	Psychodata: disassembling the psychological, economic, and statistical infrastructure of "social-emotional learning". <i>Journal of Education Policy</i> , 2021, 36, 129-154.	2.1	40
7	Education Technology Seizes a Pandemic Opening. <i>Current History</i> , 2021, 120, 15-20.	0.4	23
8	Assembling New Toolboxes of Methods and Theories for Innovative Critical Research on Educational Technology. <i>Journal of New Approaches in Educational Research</i> , 2021, 10, 1.	2.1	41
9	Covid-19 controversies and critical research in digital education. <i>Learning, Media and Technology</i> , 2021, 46, 117-127.	2.1	40
10	Meta-edtech. <i>Learning, Media and Technology</i> , 2021, 46, 1-5.	2.1	28
11	Shifting scales of research on learning, media and technology. <i>Learning, Media and Technology</i> , 2021, 46, 369-376.	2.1	16
12	Machine behaviourism: future visions of "learnification" and "datafication" across humans and digital technologies. <i>Learning, Media and Technology</i> , 2020, 45, 31-45.	2.1	89
13	Historical threads, missing links, and future directions in AI in education. <i>Learning, Media and Technology</i> , 2020, 45, 223-235.	2.1	95
14	Bringing up the bio-datafied child: scientific and ethical controversies over computational biology in education. <i>Ethics and Education</i> , 2020, 15, 444-463.	0.6	12
15	Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. <i>Learning, Media and Technology</i> , 2020, 45, 107-114.	2.1	420
16	The datafication of teaching in Higher Education: critical issues and perspectives. <i>Teaching in Higher Education</i> , 2020, 25, 351-365.	1.7	118
17	New digital laboratories of experimental knowledge production: Artificial intelligence and education research. <i>London Review of Education</i> , 2020, 18, .	1.3	15
18	Education recoded: policy mobilities in the international "learning to code" agenda. <i>Journal of Education Policy</i> , 2019, 34, 705-725.	2.1	35

#	ARTICLE	IF	CITATIONS
19	Policy networks, performance metrics and platform markets: Charting the expanding data infrastructure of higher education. <i>British Journal of Educational Technology</i> , 2019, 50, 2794-2809.	3.9	68
20	Biosocial education: the social and biological entanglements of learning. <i>British Journal of Sociology of Education</i> , 2019, 40, 992-998.	1.1	0
21	New power networks in educational technology. <i>Learning, Media and Technology</i> , 2019, 44, 395-398.	2.1	25
22	New research problems and agendas in learning, media and technology: the editors'™ wishlist. <i>Learning, Media and Technology</i> , 2019, 44, 87-91.	2.1	41
23	Postdigital Dialogue. <i>Postdigital Science and Education</i> , 2019, 1, 163-189.	4.3	136
24	Brain Data: Scanning, Scraping and Sculpting the Plastic Learning Brain Through Neurotechnology. <i>Postdigital Science and Education</i> , 2019, 1, 65-86.	4.3	49
25	Objectivity as standardization in data-scientific education policy, technology and governance. <i>Learning, Media and Technology</i> , 2019, 44, 64-76.	2.1	56
26	The hidden architecture of higher education: building a big data infrastructure for the 'smarter university'™. <i>International Journal of Educational Technology in Higher Education</i> , 2018, 15, .	4.5	96
27	The social life of Learning Analytics: cluster analysis and the 'performance'™ of algorithmic education. <i>Learning, Media and Technology</i> , 2018, 43, 3-16.	2.1	73
28	Silicon startup schools: technocracy, algorithmic imaginaries and venture philanthropy in corporate education reform. <i>Critical Studies in Education</i> , 2018, 59, 218-236.	3.3	87
29	Biosocial spaces and neurocomputational governance: brain-based and brain-targeted technologies in education. <i>Discourse</i> , 2018, 39, 258-275.	1.1	9
30	Computing brains: learning algorithms and neurocomputation in the smart city. <i>Information, Communication and Society</i> , 2017, 20, 81-99.	2.6	38
31	Decoding ClassDojo: psycho-policy, social-emotional learning and persuasive educational technologies. <i>Learning, Media and Technology</i> , 2017, 42, 440-453.	2.1	89
32	The datafied child: The dataveillance of children and implications for their rights. <i>New Media and Society</i> , 2017, 19, 780-794.	3.1	243
33	Who owns educational theory? Big data, algorithms and the expert power of education data science. <i>E-Learning and Digital Media</i> , 2017, 14, 105-122.	1.5	33
34	Learning in the 'platform society'™: Disassembling an educational data assemblage. <i>Research in Education</i> , 2017, 98, 59-82.	0.5	53
35	Moulding student emotions through computational psychology: affective learning technologies and algorithmic governance. <i>Educational Media International</i> , 2017, 54, 267-288.	0.9	29
36	Boundary Brokers: Mobile Policy Networks, Database Pedagogies, and Algorithmic Governance in Education. , 2016, , 41-57.		5

#	ARTICLE	IF	CITATIONS
37	Digital education governance: An introduction. <i>European Educational Research Journal</i> , 2016, 15, 3-13.	1.4	81
38	Coding the biodigital child: the biopolitics and pedagogic strategies of educational data science. <i>Pedagogy, Culture and Society</i> , 2016, 24, 401-416.	1.8	36
39	Digital methodologies of education governance: Pearson plc and the remediation of methods. <i>European Educational Research Journal</i> , 2016, 15, 34-53.	1.4	52
40	Political computational thinking: policy networks, digital governance and "learning to code"™. <i>Critical Policy Studies</i> , 2016, 10, 39-58.	1.4	55
41	Digital education governance: data visualization, predictive analytics, and "real-time"™ policy instruments. <i>Journal of Education Policy</i> , 2016, 31, 123-141.	2.1	290
42	Educating the smart city: Schooling smart citizens through computational urbanism. <i>Big Data and Society</i> , 2015, 2, 205395171561778.	2.6	35
43	Governing methods: policy innovation labs, design and data science in the digital governance of education. <i>Journal of Educational Administration and History</i> , 2015, 47, 251-271.	1.4	61
44	Algorithmic skin: health-tracking technologies, personal analytics and the biopedagogies of digitized health and physical education. <i>Sport, Education and Society</i> , 2015, 20, 133-151.	1.5	107
45	Governing software: networks, databases and algorithmic power in the digital governance of public education. <i>Learning, Media and Technology</i> , 2015, 40, 83-105.	2.1	85
46	Programming Power: Policy Networks and the Pedagogies of "Learning to Code"™. , 2015, , 61-87.		2
47	Knowing public services: Cross-sector intermediaries and algorithmic governance in public sector reform. <i>Public Policy and Administration</i> , 2014, 29, 292-312.	1.5	55
48	Mediating Education Policy: Making Up the "Anti-Politics"™ of Third-Sector Participation in Public Education. <i>British Journal of Educational Studies</i> , 2014, 62, 37-55.	0.9	14
49	Soft openings: the psycho-technological expertise of third sector curriculum reform. <i>Pedagogy, Culture and Society</i> , 2013, 21, 217-237.	1.8	1
50	Effective or affective schools? Technological and emotional discourses of educational change. <i>Discourse</i> , 2012, 33, 425-441.	1.1	6
51	Centrifugal schooling: third sector policy networks and the reassembling of curriculum policy in England. <i>Journal of Education Policy</i> , 2012, 27, 775-794.	2.1	22
52	Policy Utopias, Sci-Fi Dystopias, and Contemporary Contests Over Childhood in Education Reform in the UK. <i>Journal of Children and Media</i> , 2010, 4, 206-222.	1.0	0
53	Educational reform, enquiry-based learning and the re-professionalisation of teachers. <i>Curriculum Journal</i> , 2009, 20, 287-304.	1.0	17
54	Teachers and innovation. <i>SecEd</i> , 2009, 2009, .	0.3	5

#	ARTICLE	IF	CITATIONS
55	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
56	Playful Pedagogies. Advances in Game-based Learning Book Series, 0, , 846-859.	0.2	4
57	Networked Cosmopolitanism? Shaping Learners by Remaking the Curriculum of the Future. , 0, , .		3