

Neil Selwyn

List of Publications by Year in descending order

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Version: 2024-02-01

154
papers

9,805
citations

61945

43
h-index

46771

89
g-index

171
all docs

171
docs citations

171
times ranked

5738
citing authors

#	ARTICLE	IF	CITATIONS
1	Reconsidering Political and Popular Understandings of the Digital Divide. <i>New Media and Society</i> , 2004, 6, 341-362.	3.1	773
2	Faceworking: exploring students' education-related use of <i>Facebook</i>. <i>Learning, Media and Technology</i> , 2009, 34, 157-174.	2.1	572
3	Older adults' use of information and communications technology in everyday life. <i>Ageing and Society</i> , 2003, 23, 561-582.	1.2	451
4	What works and why? Student perceptions of "useful" digital technology in university teaching and learning. <i>Studies in Higher Education</i> , 2017, 42, 1567-1579.	2.9	415
5	The digital native "myth and reality. <i>ASLIB Proceedings</i> , 2009, 61, 364-379.	1.2	398
6	The use of computer technology in university teaching and learning: a critical perspective. <i>Journal of Computer Assisted Learning</i> , 2007, 23, 83-94.	3.3	370
7	The information aged: A qualitative study of older adults' use of information and communications technology. <i>Journal of Aging Studies</i> , 2004, 18, 369-384.	0.7	357
8	Looking beyond learning: notes towards the critical study of educational technology. <i>Journal of Computer Assisted Learning</i> , 2010, 26, 65-73.	3.3	344
9	Apart from technology: understanding people's non-use of information and communication technologies in everyday life. <i>Technology in Society</i> , 2003, 25, 99-116.	4.8	277
10	Data entry: towards the critical study of digital data and education. <i>Learning, Media and Technology</i> , 2015, 40, 64-82.	2.1	188
11	Digital division or digital decision? A study of non-users and low-users of computers. <i>Poetics</i> , 2006, 34, 273-292.	0.6	168
12	Twenty years of online teacher communities: A systematic review of formally-organized and informally-developed professional learning groups. <i>Teaching and Teacher Education</i> , 2018, 75, 302-315.	1.6	163
13	Making sense of young people, education and digital technology: the role of sociological theory. <i>Oxford Review of Education</i> , 2012, 38, 81-96.	1.4	155
14	An investigation of differences in undergraduates' academic use of the internet. <i>Active Learning in Higher Education</i> , 2008, 9, 11-22.	3.5	152
15	Students' attitudes toward computers: Validation of a computer attitude scale for 16-19 education. <i>Computers and Education</i> , 1997, 28, 35-41.	5.1	145
16	Editorial: In praise of pessimism—the need for negativity in educational technology. <i>British Journal of Educational Technology</i> , 2011, 42, 713-718.	3.9	138
17	"Not necessarily a bad thing": a study of online plagiarism amongst undergraduate students. <i>Assessment and Evaluation in Higher Education</i> , 2008, 33, 465-479.	3.9	134
18	Digital downsides: exploring university students' negative engagements with digital technology. <i>Teaching in Higher Education</i> , 2016, 21, 1006-1021.	1.7	134

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19	Facial recognition technology in schools: critical questions and concerns. <i>Learning, Media and Technology</i> , 2020, 45, 115-128.	2.1	123
20	“Personal data literacies”: A critical literacies approach to enhancing understandings of personal digital data. <i>New Media and Society</i> , 2019, 21, 419-437.	3.1	122
21	Whose Internet is it Anyway?. <i>European Journal of Communication</i> , 2005, 20, 5-26.	1.1	114
22	Digital Technology and the Contemporary University. , 0, , .		112
23	Students’ everyday engagement with digital technology in university: exploring patterns of use and “usefulness”. <i>Journal of Higher Education Policy and Management</i> , 2015, 37, 308-319.	1.5	106
24	“E-establishing” an Inclusive Society? Technology, Social Exclusion and UK Government Policy Making. <i>Journal of Social Policy</i> , 2002, 31, 1-20.	0.8	98
25	What’s next for Ed-Tech? Critical hopes and concerns for the 2020s. <i>Learning, Media and Technology</i> , 2020, 45, 1-6.	2.1	94
26	Students' use of Wikipedia as an academic resource “ Patterns of use and perceptions of usefulness. <i>Internet and Higher Education</i> , 2016, 28, 28-34.	4.2	90
27	Adult Learning in the Digital Age. , 0, , .		86
28	Social media and education – now the dust has settled. <i>Learning, Media and Technology</i> , 2016, 41, 1-52.1		83
29	Schools and Schooling in the Digital Age. , 0, , .		82
30	Deep learning goes to school: toward a relational understanding of AI in education. <i>Learning, Media and Technology</i> , 2020, 45, 251-269.	2.1	78
31	Distrusting Educational Technology. , 0, , .		75
32	What’s the Problem with Learning Analytics?. <i>Journal of Learning Analytics</i> , 2019, 6, .	1.8	72
33	Making sense of making: critical issues in the integration of maker education into schools. <i>Technology, Pedagogy and Education</i> , 2019, 28, 317-328.	3.3	68
34	Primary pupils' use of information and communication technologies at school and home. <i>British Journal of Educational Technology</i> , 2009, 40, 919-932.	3.9	67
35	The effect of using a home computer on students' educational use of IT. <i>Computers and Education</i> , 1998, 31, 211-227.	5.1	66
36	Ten suggestions for improving academic research in education and technology. <i>Learning, Media and Technology</i> , 2012, 37, 213-219.	2.1	66

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37	A Safe Haven for Misbehaving?. <i>Social Science Computer Review</i> , 2008, 26, 446-465.	2.6	64
38	The sociology of education and digital technology: past, present and future. <i>Oxford Review of Education</i> , 2014, 40, 482-496.	1.4	64
39	Hi-tech = Guy-tech? An Exploration of Undergraduate Students' Gendered Perceptions of Information and Communication Technologies. <i>Sex Roles</i> , 2007, 56, 525-536.	1.4	61
40	High-tech, hard work: an investigation of teachers' work in the digital age. <i>Learning, Media and Technology</i> , 2017, 42, 390-405.	2.1	60
41	Teachers 'liking' their work? Exploring the realities of teacher Facebook groups. <i>British Educational Research Journal</i> , 2018, 44, 230-250.	1.4	58
42	Digital Divide or Digital Opportunity? The Role of Technology in Overcoming Social Exclusion in U.S. Education. <i>Educational Policy</i> , 2001, 15, 258-277.	1.4	56
43	Schooling the Mobile Generation: The future for schools in the mobile-networked society. <i>British Journal of Sociology of Education</i> , 2003, 24, 131-144.	1.1	55
44	From state-of-the-art to state-of-the-actual? Introduction to a special issue. <i>Technology, Pedagogy and Education</i> , 2008, 17, 83-87.	3.3	55
45	Exploring the 'digital disconnect' between net-savvy students and their schools. <i>Learning, Media and Technology</i> , 2006, 31, 5-17.	2.1	53
46	Postdigital Living in the Age of Covid-19: Unsettling What We See as Possible. <i>Postdigital Science and Education</i> , 2020, 2, 989-1005.	4.3	53
47	Left to their own devices: the everyday realities of one-to-one classrooms. <i>Oxford Review of Education</i> , 2017, 43, 289-310.	1.4	51
48	Selling tech to teachers: education trade shows as policy events. <i>Journal of Education Policy</i> , 2018, 33, 682-703.	2.1	51
49	Researching the realities of social software use "an introduction. <i>Learning, Media and Technology</i> , 2009, 34, 79-86.	2.1	50
50	MOVING ON-LINE? AN ANALYSIS OF PATTERNS OF ADULT INTERNET USE IN THE UK, 2002-2010. <i>Information, Communication and Society</i> , 2013, 16, 1-27.	2.6	50
51	The datafication of higher education: discussing the promises and problems. <i>Teaching in Higher Education</i> , 2020, 25, 527-540.	1.7	48
52	Making the best of it? Exploring the realities of 3D printing in school. <i>Research Papers in Education</i> , 2017, 32, 578-595.	1.7	47
53	A necessary evil? The rise of online exam proctoring in Australian universities. <i>Media International Australia</i> , 2023, 186, 149-164.	1.6	47
54	Why the Computer is not Dominating Schools: a failure of policy or a failure of practice?. <i>Cambridge Journal of Education</i> , 1999, 29, 77-91.	1.6	43

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55	Accounting undergraduates' changing use of ICT and their views on using the Internet in higher education – a research note. <i>Accounting Education</i> , 2004, 13, 117-130.	2.3	43
56	What might the school of 2030 be like? An exercise in social science fiction. <i>Learning, Media and Technology</i> , 2020, 45, 90-106.	2.1	41
57	Examining the “Male, Antisocial” Stereotype of High Computer Users. <i>Journal of Educational Computing Research</i> , 2000, 23, 291-303.	3.6	40
58	Doing data differently? Developing personal data tactics and strategies amongst young mobile media users. <i>Big Data and Society</i> , 2018, 5, 205395171876502.	2.6	40
59	Primary school children's use of ICT. <i>British Journal of Educational Technology</i> , 2000, 31, 321-332.	3.9	39
60	Curriculum online? Exploring the political and commercial construction of the UK digital learning marketplace. <i>British Journal of Sociology of Education</i> , 2007, 28, 223-240.	1.1	39
61	“There’s so much data”: Exploring the realities of data-based school governance. <i>European Educational Research Journal</i> , 2016, 15, 54-68.	1.4	38
62	“It’s Not Like It’s Life or Death or Whatever”: Young People’s Understandings of Social Media Data. <i>Social Media and Society</i> , 2018, 4, 205630511878780.	1.5	37
63	Education in a Digital World. , 0, , .		37
64	Switching on the learning society? - questioning the role of technology in widening participation in lifelong learning. <i>Journal of Education Policy</i> , 1999, 14, 523-534.	2.1	36
65	“It’s all about standardisation” – Exploring the digital (re)configuration of school management and administration. <i>Cambridge Journal of Education</i> , 2011, 41, 473-488.	1.6	36
66	Education recoded: policy mobilities in the international “learning to code” agenda. <i>Journal of Education Policy</i> , 2019, 34, 705-725.	2.1	35
67	Researching computers and education – glimpses of the wider picture. <i>Computers and Education</i> , 2000, 34, 93-101.	5.1	34
68	Logged on to learning? assessing the impact of technology on participation in lifelong learning. <i>International Journal of Lifelong Education</i> , 2003, 22, 281-296.	1.3	33
69	Towards a learning society? the impact of technology on patterns of participation in lifelong learning. <i>British Journal of Sociology of Education</i> , 2005, 26, 71-89.	1.1	33
70	Differences in educational computer use: the influence of subject cultures. <i>Curriculum Journal</i> , 1999, 10, 29-48.	1.0	32
71	Education, nation states and the globalization of information networks. <i>Journal of Education Policy</i> , 2000, 15, 661-682.	2.1	32
72	Re-imagining “Learning Analytics” – a case for starting again?. <i>Internet and Higher Education</i> , 2020, 46, 100745.	4.2	32

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73	Learning to Love the Micro: The discursive construction of 'educational' computing in the UK, 1979-89. British Journal of Sociology of Education, 2002, 23, 427-443.	1.1	31
74	Reality bytes: examining the rhetoric of widening educational participation via ICT. British Journal of Educational Technology, 2003, 34, 169-181.	3.9	31
75	Exploring the role of digital data in contemporary schools and schoolingâ€™â€™200,000 lines in an Excel spreadsheetâ€™â€™. British Educational Research Journal, 2015, 41, 767-781.	1.4	31
76	Using participatory design approaches in educational research. International Journal of Research and Method in Education, 2022, 45, 60-72.	1.1	31
77	Methodological capacity within the field of â€™educational technologyâ€™ research: an initial investigation. British Journal of Educational Technology, 2014, 45, 403-414.	3.9	30
78	Digitally distanced learning: a study of international distance learnersâ€™ (non)use of technology. Distance Education, 2011, 32, 85-99.	2.5	29
79	<sc>M</sc>assive <sc>O</sc>pen <sc>O</sc>nline <sc>C</sc>hange? Exploring the Discursive Construction of the â€™MOOCâ€™ in Newspapers. Higher Education Quarterly, 2015, 69, 175-192.	1.8	29
80	Banning mobile phones from classroomsâ€™ An opportunity to advance understandings of technology addiction, distraction and cyberbullying. British Journal of Educational Technology, 2021, 52, 8-19.	3.9	29
81	Digital Technologies and the Automation of Education â€™ Key Questions and Concerns. Postdigital Science and Education, 2023, 5, 15-24.	4.3	29
82	Surfing to School: The electronic reconstruction of institutional identities. Oxford Review of Education, 1999, 25, 501-520.	1.4	28
83	The Social Processes of Learning to Use Computers. Social Science Computer Review, 2005, 23, 122-135.	2.6	26
84	Towards a school-based â€™critical data educationâ€™. Pedagogy, Culture and Society, 2021, 29, 431-448.	1.8	26
85	What Makes a Lifelong Learner?. Teachers College Record, 2005, 107, 1193-1216.	0.4	26
86	Realising the potential of new technology? Assessing the legacy of New Labourâ€™s ICT agenda 1997â€™2007. Oxford Review of Education, 2008, 34, 701-712.	1.4	25
87	â€™Finding an appropriate fit for meâ€™: examining the (in)flexibilities of international distance learning. International Journal of Lifelong Education, 2011, 30, 367-383.	1.3	25
88	The Continuing Weaknesses of Educational Computing Research. British Journal of Educational Technology, 1997, 28, 305-307.	3.9	23
89	'Gilding the Grid': The marketing of the National Grid for Learning. British Journal of Sociology of Education, 1999, 20, 55-68.	1.1	22
90	Sex and relationships education in schools: the views and experiences of young people. Health Education, 2007, 107, 219-231.	0.4	22

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91	e-Learning or she-learning? Exploring students' gendered perceptions of education technology. <i>British Journal of Educational Technology</i> , 2007, 38, 744-746.	3.9	22
92	Learning online? Educational Internet use and participation in adult learning, 2002 to 2010. <i>Educational Review</i> , 2012, 64, 451-469.	2.2	22
93	The human labour of school data: exploring the production of digital data in schools. <i>Oxford Review of Education</i> , 0, , 1-16.	1.4	22
94	Net Gains or Net Pains? Business Students' Use of the Internet. <i>Higher Education Quarterly</i> , 2000, 54, 166-186.	1.8	21
95	Drawing digital pictures: An investigation of primary pupils'™ representations of ICT and schools. <i>British Educational Research Journal</i> , 2009, 35, 909-928.	1.4	21
96	Making the most of the "micro"™: revisiting the social shaping of micro-computing in UK schools. <i>Oxford Review of Education</i> , 2014, 40, 170-188.	1.4	21
97	Must Try Harder! Problems Facing Technological Solutions to Non-participation in Adult Learning. <i>British Educational Research Journal</i> , 2000, 26, 507-521.	1.4	20
98	Exploring primary pupils'™ experiences and understandings of "e-safety"™. <i>Education and Information Technologies</i> , 2009, 14, 127-142.	3.5	20
99	The educational benefits of technological competence: an investigation of students' perceptions. <i>Evaluation and Research in Education</i> , 2010, 23, 137-141.	0.5	20
100	The role of the "technical fix"™ in UK lifelong education policy. <i>International Journal of Lifelong Education</i> , 2001, 20, 255-271.	1.3	19
101	Nagging, noobs and new tricks " students'™ perceptions of school as a context for digital technology use. <i>Educational Studies</i> , 2016, 42, 239-251.	1.4	19
102	Ed-Tech Within Limits: Anticipating educational technology in times of environmental crisis. <i>E-Learning and Digital Media</i> , 2021, 18, 496-510.	1.5	19
103	"Just playing around with Excel and pivot tables"™ - the realities of data-driven schooling. <i>Research Papers in Education</i> , 2022, 37, 95-114.	1.7	18
104	Australian public understandings of artificial intelligence. <i>AI and Society</i> , 2022, 37, 1645-1662.	3.1	17
105	A patchwork of platforms: mapping data infrastructures in schools. <i>Learning, Media and Technology</i> , 2023, 48, 65-80.	2.1	17
106	The 'Conveyor Belt Effect': A re-assessment of the impact of National Targets for Lifelong Learning. <i>Oxford Review of Education</i> , 2002, 28, 75-89.	1.4	16
107	Assessing Students'™ Ability to Use Computers: theoretical considerations for practical research. <i>British Educational Research Journal</i> , 1997, 23, 47-59.	1.4	15
108	A grid for learning or a grid for earning? The significance of the Learning Grid initiative in UK education. <i>Journal of Education Policy</i> , 1998, 13, 423-431.	2.1	15

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109	KNOWING THE (DATAFIED) STUDENT: THE PRODUCTION OF THE STUDENT SUBJECT THROUGH SCHOOL DATA. British Journal of Educational Studies, 2022, 70, 345-361.	0.9	15
110	Promoting Mr. â€˜Chipsâ€™: the construction of the teacher/computer relationship in educational advertising. Teaching and Teacher Education, 2001, 17, 3-14.	1.6	14
111	Exploring school regulation of studentsâ€™ technology use â€“ rules that are made to be broken?. Educational Review, 2016, 68, 274-290.	2.2	14
112	Data points: exploring data-driven reforms of education. British Journal of Sociology of Education, 2018, 39, 733-741.	1.1	14
113	The Discursive Construction of the National Grid for Learning. Oxford Review of Education, 2000, 26, 63-79.	1.4	13
114	â€˜Privileging the Visibleâ€™: A critique of the National Learning Targets. British Educational Research Journal, 2002, 28, 309-325.	1.4	13
115	â€˜High-jinksâ€™ and â€˜minor mischiefâ€™: a study of undergraduate students as perpetrators of crime. Studies in Higher Education, 2008, 33, 1-16.	2.9	13
116	Bursting out of the â€˜ed-techâ€™ bubble. Learning, Media and Technology, 2012, 37, 331-334.	2.1	13
117	Researching the once-powerful in education: the value of retrospective elite interviewing in education policy research. Journal of Education Policy, 2013, 28, 339-352.	2.1	13
118	â€˜So What?â€™ â€“ a question that every journal article needs to answer. Learning, Media and Technology, 2014, 39, 1-5.	2.1	12
119	Education and â€˜the digitalâ€™. British Journal of Sociology of Education, 2014, 35, 155-164.	1.1	12
120	Attending to data: Exploring the use of attendance data within the datafied school. Research in Education, 2021, 109, 72-89.	0.5	12
121	Educational superhighways â€“ in the public or private interest?. Internet Research, 1999, 9, 225-231.	2.7	11
122	Adults' use of computers and the Internet for self-education. Studies in the Education of Adults, 2006, 38, 141-159.	0.5	11
123	The effect of using a computer at home on studentsâ€™ school use of IT. Research in Education, 1997, 58, 79-81.	0.5	10
124	The place of technology in the Conservative-Liberal Democrat education agenda: an ambition of absence?. Educational Review, 2011, 63, 395-408.	2.2	10
125	Digital technologies in universities: problems posing as solutions?. Learning, Media and Technology, 2013, 38, 1-3.	2.1	10
126	The national grid for learning: a case study of new labour education policy-making. Journal of Education Policy, 2001, 16, 127-147.	2.1	9

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127	Adults' use of ICTs for learning: reducing or increasing educational inequalities?. Journal of Vocational Education and Training, 2004, 56, 269-290.	0.9	9
128	Beyond Digital Divide. , 2010, , 1-20.		9
129	Authoroll: scripting the emergence of classroom facial recognition technology. Learning, Media and Technology, 2023, 48, 166-179.	2.1	9
130	'E-establishing a Learning Society': the Use of the Internet to Attract Adults to Lifelong Learning in Wales. Innovations in Education and Teaching International, 2001, 38, 205-219.	1.5	7
131	â€œThere is a danger we get too roboticâ€: an investigation of institutional data logics within secondary schools. Educational Review, 2023, 75, 377-393.	2.2	7
132	â€œYou need a systemâ€: exploring the role of data in the administration of university students and courses. Journal of Further and Higher Education, 2018, 42, 46-56.	1.4	6
133	The two faces of the child in facial recognition industry discourse: biometric capture between innocence and recalcitrance. Information, Communication and Society, 2022, 25, 752-767.	2.6	6
134	The Politics of Connectivity: The Role of Big Business in UK Education Technology Policy. Policy Studies Journal, 2001, 29, 551-570.	3.2	5
135	Turned On/Switched Off: Exploring Children's Engagement with Computers in Primary School. Journal of Educational Computing Research, 2001, 25, 245-266.	3.6	5
136	Exploring the â€œnewâ€ imperatives of technology-based lifelong learning. Research in Post-Compulsory Education, 2003, 8, 073-092.	0.4	5
137	Technology, media and education: telling the whole story. Learning, Media and Technology, 2011, 36, 211-213.	2.1	5
138	Mixed Messages: The enduring significance of email in school principalsâ€™ work. Australian Educational Researcher, 2023, 50, 255-273.	1.6	5
139	The National Grid for Learning Initiative: Connecting the learning society?. School Leadership and Management, 2000, 20, 407-414.	1.0	4
140	Highâ€œtech socâ€œofâ€œed? Signs of a â€œsmartâ€ sociology of education technology. British Journal of Sociology of Education, 2006, 27, 417-426.	1.1	4
141	The possibilities and limitations of applying â€œopen dataâ€ principles in schools. Cambridge Journal of Education, 2017, 47, 167-187.	1.6	4
142	Information technology and the Aâ€œlevel curriculum: a core skill or a fringe benefit?. Research Papers in Education, 1999, 14, 123-137.	1.7	3
143	â€œWe are guinea pigs reallyâ€: Examining the realities of ICT-based adult learning. Studies in the Education of Adults, 2002, 34, 23-41.	0.5	3
144	Learning, Media and Technology: looking backwards and moving forward. Learning, Media and Technology, 2011, 36, 1-3.	2.1	3

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145	Education, technology and the sociological imagination – lessons to be learned from C. Wright Mills. Learning, Media and Technology, 2017, 42, 230-245.	2.1	3
146	Automated Surveillance in Education. Postdigital Science and Education, 2023, 5, 195-205.	4.3	3
147	Educational data journeys: Where are we going, what are we taking and making for AI?. Computers and Education Artificial Intelligence, 2022, 3, 100073.	6.9	3
148	–Micro– politics: mapping the origins of schools computing as a field of education policy. History of Education, 2013, 42, 638-658.	0.2	2
149	A decade of Learning Media and Technology: looking back and looking forward. Learning, Media and Technology, 2017, 42, 127-129.	2.1	2
150	Beyond Digital Divide. , 2013, , 1678-1696.		2
151	Never believe the hype: questioning digital –disruption– and other big ideas. , 2015, , 182-194.		2
152	What Makes a Lifelong Learner?. Teachers College Record, 2005, 107, 1193-1216.	0.4	2
153	Online social networking on campus: understanding what matters in student culture. Evaluation and Research in Education, 2010, 23, 70-72.	0.5	1
154	IT's Not Just a Kids– Revolution: an empirical study of adult computer learners. Research in Post-Compulsory Education, 1996, 1, 275-290.	0.4	0