

Peter Goodyear

List of Publications by Year in descending order

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69
papers

3,227
citations

331259

21
h-index

197535

49
g-index

81
all docs

81
docs citations

81
times ranked

2266
citing authors

#	ARTICLE	IF	CITATIONS
1	The art of the question: the structure of questions posed by youth soccer coaches during training. <i>Physical Education and Sport Pedagogy</i> , 2022, 27, 304-319.	1.8	6
2	Realising the Good University: Social Innovation, Care, Design Justice and Educational Infrastructure. <i>Postdigital Science and Education</i> , 2022, 4, 33-56.	4.3	18
3	Patterns for a Hybrid Campus. <i>Understanding Teaching-learning Practice</i> , 2022, , 249-263.	1.3	3
4	Activity-Centred Analysis and Design (ACAD): Core purposes, distinctive qualities and current developments. <i>Educational Technology Research and Development</i> , 2021, 69, 445-464.	2.0	56
5	Navigating difficult waters in a digital era: Technology, uncertainty and the objects of informal lifelong learning. <i>British Journal of Educational Technology</i> , 2021, 52, 1594-1611.	3.9	9
6	Afterwords: Considering the Postgraduate, Postdigital and Postcritical. <i>Postdigital Science and Education</i> , 2021, , 233-256.	2.0	6
7	Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. <i>Postdigital Science and Education</i> , 2020, 2, 923-945.	4.3	883
8	Design and co-configuration for hybrid learning: Theorising the practices of learning space design. <i>British Journal of Educational Technology</i> , 2020, 51, 1045-1060.	3.9	50
9	Networked Professional Learning, Design Research and Social Innovation. <i>Research in Networked Learning</i> , 2019, , 239-256.	0.6	5
10	Instrumental genesis in the design studio. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2019, 14, 77-107.	1.9	9
11	The Analysis of Complex Learning Environments. , 2019, , 49-65.		18
12	Learning Spaces Research: Framing Actionable Knowledge. <i>Understanding Teaching-learning Practice</i> , 2018, , 221-238.	1.3	20
13	Design, learning networks and service innovation. <i>Design Studies</i> , 2018, 55, 27-53.	1.9	40
14	Collaborative Design-in-use. <i>Proceedings of the ACM on Human-Computer Interaction</i> , 2018, 2, 1-24.	2.5	3
15	Teachers as designers of TEL interventions. <i>British Journal of Educational Technology</i> , 2018, 49, 975-980.	3.9	19
16	Conceptualising decision-making and its development: a phenomenographic analysis. <i>Science and Medicine in Football</i> , 2018, 2, 261-271.	1.0	12
17	Designing, using and evaluating learning spaces: the generation of actionable knowledge. <i>Australasian Journal of Educational Technology</i> , 2018, 34, .	2.0	5
18	Supporting collaborative design activity in a multi-user digital design ecology. <i>Computers in Human Behavior</i> , 2017, 71, 327-342.	5.1	33

#	ARTICLE	IF	CITATIONS
19	Learning in Hybrid Spaces: Designing a Mobile Technology Capacity Building Framework for Workplace Learning. <i>International Perspectives on Education and Society</i> , 2017, , 83-97.	0.4	1
20	Epistemic Fluency and Professional Education. <i>Professional and Practice-based Learning</i> , 2017, , .	0.2	99
21	Epistemic Tools and Artefacts in Epistemic Practices and Systems. <i>Professional and Practice-based Learning</i> , 2017, , 233-264.	0.2	3
22	Defining the Problem: Four Epistemic Projects in Professional Work and Education. <i>Professional and Practice-based Learning</i> , 2017, , 47-69.	0.2	1
23	Inscribing Professional Knowledge and Knowing. <i>Professional and Practice-based Learning</i> , 2017, , 265-302.	0.2	0
24	Conceptual Resourcefulness and Actionable Concepts: Concepts Revisited. <i>Professional and Practice-based Learning</i> , 2017, , 495-522.	0.2	0
25	Artefacts and Activities in the Analysis of Learning Networks. , 2016, , 93-110.		16
26	A little healthy competition: using mixed methods to pilot a team-based digital game for boosting medical student engagement with anatomy and histology content. <i>BMC Medical Education</i> , 2015, 15, 173.	1.0	38
27	Review of: Hodgson et al. (2014) <i>The Design, Experience and Practice of Networked. Technology, Knowledge and Learning</i> , 2015, 20, 269-273.	3.1	1
28	Analysing the Structural Properties of Learning Networks. , 2015, , 15-29.		2
29	Using Video Games to Enhance Motivation States in Online Education: Protocol for a Team-Based Digital Game. <i>JMIR Research Protocols</i> , 2015, 4, e114.	0.5	4
30	Tapping into the mental resources of teachers' working knowledge: Insights into the generative power of intuitive pedagogy. <i>Learning, Culture and Social Interaction</i> , 2014, 3, 237-251.	1.1	21
31	Computer-Supported Collaborative Learning: Instructional Approaches, Group Processes and Educational Designs. , 2014, , 439-451.		65
32	Professional Work and Knowledge. <i>Springer International Handbooks of Education</i> , 2014, , 79-106.	0.1	20
33	Strategic capacity building for Australian educational research: creating spaces for action. <i>Australian Educational Researcher</i> , 2013, 40, 415-424.	1.6	3
34	Processing and Visualizing Data in Complex Learning Environments. <i>American Behavioral Scientist</i> , 2013, 57, 1401-1420.	2.3	35
35	Pedagogic Designs, Technology and Practice-Based Education. , 2012, , 131-144.		5
36	Blended learning in vocational education: teachers'™ conceptions of blended learning and their approaches to teaching and design. <i>Australian Educational Researcher</i> , 2012, 39, 237-257.	1.6	43

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37	Understanding student learning in context: relationships between university students' social identity, approaches to learning, and academic performance. <i>European Journal of Psychology of Education</i> , 2011, 26, 417-433.	1.3	61
38	Researching design practices and design cognition: contexts, experiences and pedagogical knowledge's pieces. <i>Learning, Media and Technology</i> , 2011, 36, 129-149.	2.1	73
39	Emerging Methodological Challenges for Educational Research. , 2011, , 253-266.		16
40	Creating shareable representations of practice. <i>Research in Learning Technology</i> , 2011, 6, .	2.3	20
41	Networked learning in higher education: practitioners' perspectives. <i>Research in Learning Technology</i> , 2011, 8, .	2.3	20
42	Learning through face-to-face and online discussions: Associations between students' conceptions, approaches and academic performance in political science. <i>British Journal of Educational Technology</i> , 2010, 41, 512-524.	3.9	75
43	University students' approaches to learning: rethinking the place of technology. <i>Distance Education</i> , 2008, 29, 141-152.	2.5	54
44	DISCUSSION, COLLABORATIVE KNOWLEDGE WORK AND EPISTEMIC FLUENCY. <i>British Journal of Educational Studies</i> , 2007, 55, 351-368.	0.9	64
45	Patterns, designs and activities: unifying descriptions of learning structures. <i>International Journal of Learning Technology</i> , 2006, 2, 216.	0.2	87
46	Using pattern languages to mediate theory-praxis conversations in design for networked learning. <i>Research in Learning Technology</i> , 2006, 14, 211-223.	0.5	35
47	Networked Learning in Higher Education: Students' Expectations and Experiences. <i>Higher Education</i> , 2005, 50, 473-508.	2.8	69
48	Educational design and networked learning: Patterns, pattern languages and design practice. <i>Australasian Journal of Educational Technology</i> , 2005, 21, .	2.0	248
49	Research on networked learning: An overview. , 2004, , 1-9.		58
50	Psychological Foundations for Networked Learning. <i>Computer Supported Cooperative Work / Series Ed By: Dan Diaper and Colston Sanger</i> , 2002, , 49-75.	1.1	53
51	Teaching Online. , 2002, , 79-101.		16
52	Competences for online teaching: A special report. <i>Educational Technology Research and Development</i> , 2001, 49, 65-72.	2.0	261
53	Environments for Lifelong Learning. , 2000, , 1-18.		10
54	Enabling professional learning in distributed communities of practice: Descriptors for multimedia objects. <i>Journal of Network and Computer Applications</i> , 1999, 22, 133-145.	5.8	5

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55	Asynchronous multimedia conferencing in continuing professional development: issues in the representation of practice through user-created videoclips. <i>Distance Education</i> , 1999, 20, 31-48.	2.5	15
56	Creating shareable representations of practice. <i>Research in Learning Technology</i> , 1998, 6, 16-23.	0.5	14
57	Technological support for teaching and learning: computer-mediated communications in higher education (CMC in HE). <i>Computers and Education</i> , 1996, 26, 71-80.	5.1	40
58	Situated Action and Distributed Knowledge: a JITOL Perspective on EPSS. <i>Innovations in Education and Teaching International</i> , 1995, 32, 45-55.	0.2	13
59	Infrastructure for Courseware Engineering. , 1995, , 11-31.		5
60	Foundations for Courseware Engineering. , 1994, , 7-28.		11
61	FLEXIBLE LEARNING IN HIGHER EDUCATION: THE USE OF COMPUTER-MEDIATED COMMUNICATIONS. , 1994, , 83-90.		1
62	Diagnosing Students' Learning and Adjusting Plans for Instruction. , 1992, , 203-208.		0
63	Student-System Interactions. , 1992, , 319-324.		1
64	Systems and Architectures for Instruction. , 1992, , 13-17.		0
65	Development of Learning Technology at the European Level: The DELTA Programme. <i>Educational and Training Technology International</i> , 1989, 26, 335-341.	0.2	1
66	EXPERTS SYSTEMS AND INTELLIGENT TUTORING SOME ISSUES IN THE ENGINEERING OF PEDAGOGIC KNOWLEDGE. , 1989, , 45-51.		1
67	Social co-configuration in online language learning. <i>Australasian Journal of Educational Technology</i> , 0, , .	2.0	9
68	In medias res&/em>; reframing design for learning. <i>Research in Learning Technology</i> , 0, 21, .	2.3	83
69	The Education Ecology of Universities. , 0, , .		29