

Annika Lantz-Andersson

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2864965/publications.pdf>

Version: 2024-02-01

27
papers

673
citations

840119

11
h-index

752256

20
g-index

29
all docs

29
docs citations

29
times ranked

518
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | 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 |
| 2 | Higher education dominance and siloed knowledge: a systematic review of flipped classroom research. <i>International Journal of Educational Technology in Higher Education</i> , 2018, 15, . | 4.5 | 121 |
| 3 | Crossing boundaries in Facebook: Studentsâ€™ framing of language learning activities as extended spaces. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2013, 8, 293-312. | 1.9 | 69 |
| 4 | ICT tools in environmental education: reviewing two newcomers to schools. <i>Environmental Education Research</i> , 2014, 20, 248-283. | 1.6 | 44 |
| 5 | Whatâ€™s the problem? Meaning making and learning to do mathematical word problems in the context of digital tools. <i>Instructional Science</i> , 2009, 37, 325-343. | 1.1 | 36 |
| 6 | Teachersâ€™ professional digital competence: an overview of conceptualisations in the literature. <i>Cogent Education</i> , 2022, 9, . | 0.6 | 35 |
| 7 | What Matters? Shaping Meaningful Learning through Teaching Information Literacy. <i>Libri</i> , 2008, 58, . | 0.5 | 32 |
| 8 | Sharing repertoires in a teacher professional Facebook group. <i>Learning, Culture and Social Interaction</i> , 2017, 15, 44-55. | 1.1 | 28 |
| 9 | Electronic Exaggerations and Virtual Worries: Mapping Research of Computer Games Relevant to the Understanding of Children's Game Play. <i>Contemporary Issues in Early Childhood</i> , 2002, 3, 226-250. | 0.9 | 19 |
| 10 | Language play in a second language: Social media as contexts for emerging Sociopragmatic competence. <i>Education and Information Technologies</i> , 2018, 23, 705-724. | 3.5 | 19 |
| 11 | â€œOnce upon a time there was a mouseâ€™: children's technology-mediated storytelling in preschool class. <i>Early Child Development and Care</i> , 2014, 184, 1583-1598. | 0.7 | 13 |
| 12 | Language in the Wildâ€”Living the Carnival in Social Media. <i>Social Sciences</i> , 2014, 3, 871-892. | 0.7 | 12 |
| 13 | Studentsâ€™ frame shifting â€” resonances of social media in schooling. <i>Learning, Media and Technology</i> , 2016, 41, 371-395. | 2.1 | 12 |
| 14 | Teachersâ€™ narrative of learning to program in a professional development effort and the relation to the rhetoric of computational thinking. <i>Education and Information Technologies</i> , 2020, 25, 2175-2200. | 3.5 | 9 |
| 15 | Moderating professional learning on social media - A balance between monitoring, facilitation and expert membership. <i>Computers and Education</i> , 2021, 168, 104191. | 5.1 | 9 |
| 16 | To be Lost and to be a Loser Through the Web. , 2008, , 249-263. | | 8 |
| 17 | The power of natural frameworks: Technology and the question of agency in CSCL settings. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2009, 4, 93-107. | 1.9 | 7 |
| 18 | Instructional challenges of incorporating aspects of critical literacy work in digitalised classrooms. <i>Cogent Education</i> , 2018, 5, 1516498. | 0.6 | 5 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Significant Structuring Resources in the Reading Practices of a Digital Classroom. Journal of Information Technology Education:Research, 0, 15, 131-156. | 0.0 | 5 |
| 20 | Preschool Teachers'™ Work with Curriculum Content Areas in Relation to Their Professional Competence and Group Size in Preschool: A Mixed-methods Analysis. Scandinavian Journal of Educational Research, 0, , 1-16. | 1.0 | 4 |
| 21 | Teachers'™ Identity Work in a Professional Facebook Group. Journal of Information Technology Education:Research, 0, 19, 205-222. | 0.0 | 4 |
| 22 | Teacher's™ Child Interaction in a Goal-Oriented Preschool Context: A Micro-Analytical Study. Education Sciences, 2021, 11, 692. | 1.4 | 4 |
| 23 | Teachers' collaborative reflective discussions on technology-mediated teaching: Envisioned and enacted transformative agency. Learning, Culture and Social Interaction, 2022, 35, 100645. | 1.1 | 2 |
| 24 | To conform or not to conform: An in-depth analysis of teacher's™ child interaction and the role of emotions in social adaptation in preschool. Journal of Early Childhood Research, 2022, 20, 383-396. | 0.9 | 1 |
| 25 | Facebook and Conversation Analysis: The Structure and Organization of Comment Threads by Matteo Farina. CALICO Journal, 2019, 36, 142-144. | 0.6 | 0 |
| 26 | L rars lek och barns arbete. Educare - Vetenskapliga Skrifter, 2018, , 69-89. | 0.1 | 0 |
| 27 |  Going on Trial : Teachers'™ Team Performance in Social Media Groups When Facing Problematic Work-Related Issues. , 2019, , 241-268. | | 0 |