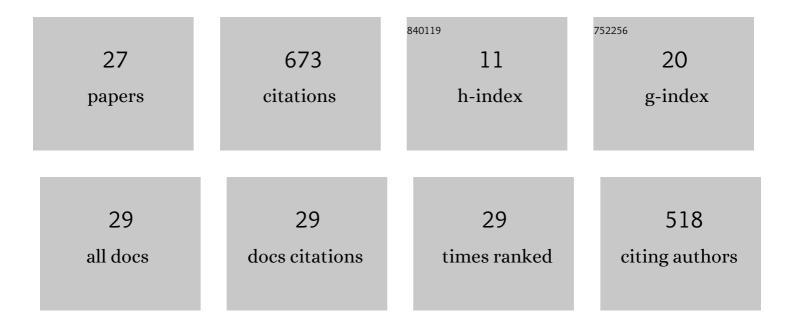
## Annika Lantz-Andersson

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/2864965/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Twenty years of online teacher communities: A systematic review of formally-organized and informally-developed professional learning groups. Teaching and Teacher Education, 2018, 75, 302-315.	1.6	163
2	Higher education dominance and siloed knowledge: a systematic review of flipped classroom research. International Journal of Educational Technology in Higher Education, 2018, 15, .	4.5	121
3	Crossing boundaries in Facebook: Students' framing of language learning activities as extended spaces. International Journal of Computer-Supported Collaborative Learning, 2013, 8, 293-312.	1.9	69
4	ICT tools in environmental education: reviewing two newcomers to schools. Environmental Education Research, 2014, 20, 248-283.	1.6	44
5	What's the problem? Meaning making and learning to do mathematical word problems in the context of digital tools. Instructional Science, 2009, 37, 325-343.	1.1	36
6	Teachers' professional digital competence: an overview of conceptualisations in the literature. Cogent Education, 2022, 9, .	0.6	35
7	What Matters? Shaping Meaningful Learning through Teaching Information Literacy. Libri, 2008, 58, .	O.5	32
8	Sharing repertoires in a teacher professional Facebook group. Learning, Culture and Social Interaction, 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. Contemporary Issues in Early Childhood, 2002, 3, 226-250.	0.9	19
10	Language play in a second language: Social media as contexts for emerging Sociopragmatic competence. Education and Information Technologies, 2018, 23, 705-724.	3.5	19
11	â€~Once upon a time there was a mouse': children's technology-mediated storytelling in preschool class. Early Child Development and Care, 2014, 184, 1583-1598.	0.7	13
12	Language in the Wild—Living the Carnival in Social Media. Social Sciences, 2014, 3, 871-892.	0.7	12
13	Students' frame shifting – resonances of social media in schooling. Learning, Media and Technology, 2016, 41, 371-395.	2.1	12
14	Teachers' narrative of learning to program in a professional development effort and the relation to the rhetoric of computational thinking. Education and Information Technologies, 2020, 25, 2175-2200.	3.5	9
15	Moderating professional learning on social media - A balance between monitoring, facilitation and expert membership. Computers and Education, 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. International Journal of Computer-Supported Collaborative Learning, 2009, 4, 93-107.	1.9	7
18	Instructional challenges of incorporating aspects of critical literacy work in digitalised classrooms. Cogent Education, 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, O, , 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–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–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	LÃ <b>ra</b> res lek och barns arbete. Educare - Vetenskapliga Skrifter, 2018, , 69-89.	0.1	0
27	"Going on Trialâ€: Teachers' Team Performance in Social Media Groups When Facing Problematic Work-Related Issues. , 2019, , 241-268.		Ο