

Susan Bull

List of Publications by Year in descending order

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Version: 2024-02-01

109
papers

3,104
citations

147566

31
h-index

223531

46
g-index

120
all docs

120
docs citations

120
times ranked

2106
citing authors

#	ARTICLE	IF	CITATIONS
1	Key criteria for the ethical acceptability of COVID-19 human challenge studies: Report of a WHO Working Group. <i>Vaccine</i> , 2021, 39, 633-640.	1.7	42
2	Vaccine-enhanced disease: case studies and ethical implications for research and public health. <i>Wellcome Open Research</i> , 2021, 6, 154.	0.9	4
3	Jim Greer's 25-Year Influence on a Research Programme on Open Learner Models. <i>International Journal of Artificial Intelligence in Education</i> , 2021, 31, 476-515.	3.9	0
4	SARS-CoV-2 challenge studies: ethics and risk minimisation. <i>Journal of Medical Ethics</i> , 2020, , medethics-2020-106504.	1.0	15
5	There are Open Learner Models About!. <i>IEEE Transactions on Learning Technologies</i> , 2020, 13, 425-448.	2.2	37
6	Are we getting the biometric bioethics right? the use of biometrics within the healthcare system in Malawi. <i>Global Bioethics</i> , 2020, 31, 67-80.	0.5	3
7	Researcher and study participants' perspectives of consent in clinical studies in four referral hospitals in Vietnam. <i>BMC Medical Ethics</i> , 2020, 21, 4.	1.0	5
8	The ethics of data sharing and biobanking in health research. <i>Wellcome Open Research</i> , 2020, 5, 270.	0.9	7
9	How should assent to research be sought in low income settings? Perspectives from parents and children in Southern Malawi. <i>BMC Medical Ethics</i> , 2019, 20, 32.	1.0	7
10	It is an entrustment: Broad consent for genomic research and biobanks in sub-Saharan Africa. <i>Developing World Bioethics</i> , 2019, 19, 9-17.	0.6	42
11	Know That Now, I'm Going to Learn This Next Promoting Self-regulated Learning with a Robotic Tutor. <i>International Journal of Social Robotics</i> , 2018, 10, 439-454.	3.1	33
12	Challenges arising when seeking broad consent for health research data sharing: a qualitative study of perspectives in Thailand. <i>BMC Medical Ethics</i> , 2018, 19, 86.	1.0	18
13	Navigation support in complex open learner models: assessing visual design alternatives. <i>New Review of Hypermedia and Multimedia</i> , 2018, 24, 160-192.	0.9	12
14	Which Learning Visualisations to Offer Students?. <i>Lecture Notes in Computer Science</i> , 2018, , 524-530.	1.0	3
15	A Novel Web-Based Approach for Visualization and Inspection of Reading Difficulties on University Students. <i>IEEE Transactions on Learning Technologies</i> , 2017, 10, 53-67.	2.2	36
16	Fine-Grained Open Learner Models. , 2017, , .		16
17	Sharing Individual-Level Health Research Data: Experiences, Challenges and a Research Agenda. <i>Asian Bioethics Review</i> , 2017, 9, 393-400.	0.9	7
18	Competence visualisation: Making sense of data from 21 st -century technologies in language learning. <i>ReCALL</i> , 2016, 28, 147-165.	3.2	17

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19	Introduction of learning visualisations and metacognitive support in a persuadable open learner model. , 2016, , .		43
20	Preface to the IJAIED 25th Anniversary Issue, Part 2. International Journal of Artificial Intelligence in Education, 2016, 26, 539-543.	3.9	4
21	Negotiated learner modelling to maintain today's learner models. Research and Practice in Technology Enhanced Learning, 2016, 11, 10.	1.9	22
22	SMILI ² : a Framework for Interfaces to Learning Data in Open Learner Models, Learning Analytics and Related Fields. International Journal of Artificial Intelligence in Education, 2016, 26, 293-331.	3.9	99
23	Trust, Respect, and Reciprocity. Journal of Empirical Research on Human Research Ethics, 2015, 10, 251-263.	0.6	35
24	Sharing Public Health Research Data. Journal of Empirical Research on Human Research Ethics, 2015, 10, 217-224.	0.6	28
25	Views of Ethical Best Practices in Sharing Individual-Level Data From Medical and Public Health Research. Journal of Empirical Research on Human Research Ethics, 2015, 10, 225-238.	0.6	60
26	I know how that feels " An empathic robot tutor. , 2015, , .		2
27	Research Stakeholders' Views on Benefits and Challenges for Public Health Research Data Sharing in Kenya: The Importance of Trust and Social Relations. PLoS ONE, 2015, 10, e0135545.	1.1	39
28	Sweat, Skepticism, and Uncharted Territory. Journal of Empirical Research on Human Research Ethics, 2015, 10, 239-250.	0.6	37
29	Involving Research Stakeholders in Developing Policy on Sharing Public Health Research Data in Kenya. Journal of Empirical Research on Human Research Ethics, 2015, 10, 264-277.	0.6	46
30	Developing Ethical Practices for Public Health Research Data Sharing in South Africa. Journal of Empirical Research on Human Research Ethics, 2015, 10, 290-301.	0.6	44
31	Perceived Benefits, Harms, and Views About How to Share Data Responsibly. Journal of Empirical Research on Human Research Ethics, 2015, 10, 278-289.	0.6	45
32	Uncertainty Representation in Visualizations of Learning Analytics for Learners: Current Approaches and Opportunities. IEEE Transactions on Learning Technologies, 2015, 8, 242-260.	2.2	36
33	Understandings of genomic research in developing countries: a qualitative study of the views of MalariaGEN participants in Mali. BMC Medical Ethics, 2015, 16, 42.	1.0	23
34	Best Practices for Ethical Sharing of Individual-Level Health Research Data From Low- and Middle-Income Settings. Journal of Empirical Research on Human Research Ethics, 2015, 10, 302-313.	0.6	60
35	Open Learner Modelling with a Robotic Tutor. , 2015, , .		5
36	New Opportunities with Open Learner Models and Visual Learning Analytics. Lecture Notes in Computer Science, 2015, , 666-669.	1.0	14

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37	Discussion around Individual Open Learner Models: Understanding or Copying?. , 2014, , .		0
38	Ethical issues in the export, storage and reuse of human biological samples in biomedical research: perspectives of key stakeholders in Ghana and Kenya. BMC Medical Ethics, 2014, 15, 76.	1.0	37
39	Consensus standards for introductory e-learning courses in human participants research ethics. Journal of Medical Ethics, 2014, 40, 426-428.	1.0	6
40	Formative Assessment and Meaningful Learning Analytics. , 2014, , .		9
41	Investigating the Effect of a Robotic Tutor on Learner Perception of Skill Based Feedback. Lecture Notes in Computer Science, 2014, , 186-195.	1.0	12
42	Scaffolding Reflection for Collaborative Brainstorming. Lecture Notes in Computer Science, 2014, , 615-616.	1.0	1
43	Collaborative Language Learning in Immersive Virtual Worlds: Competence-based Formative Feedback and Open Learner Modeling. International Journal of Serious Games, 2014, 1, .	0.8	3
44	Consent and Community Engagement in Diverse Research Contexts: Reviewing and Developing Research and Practice. Journal of Empirical Research on Human Research Ethics, 2013, 8, 1-18.	0.6	123
45	Open Learner Models as Drivers for Metacognitive Processes. Springer International Handbooks of Education, 2013, , 349-365.	0.1	47
46	An eye-tracking study of notational, informational, and emotional aspects of learning analytics representations. , 2013, , .		14
47	Second International Workshop on Teaching Analytics. , 2013, , .		3
48	Towards Empathic Virtual and Robotic Tutors. Lecture Notes in Computer Science, 2013, , 733-736.	1.0	42
49	Visualising Multiple Data Sources in an Independent Open Learner Model. Lecture Notes in Computer Science, 2013, , 199-208.	1.0	17
50	Learning, Learning Analytics, Activity Visualisation and Open Learner Model: Confusing?. Lecture Notes in Computer Science, 2013, , 532-535.	1.0	8
51	Tailoring Information Provision and Consent Processes to Research Contexts: The Value of Rapid Assessments. Journal of Empirical Research on Human Research Ethics, 2012, 7, 37-52.	0.6	45
52	Seeking consent to genetic and genomic research in a rural Ghanaian setting: A qualitative study of the MalariaGEN experience. BMC Medical Ethics, 2012, 13, 15.	1.0	97
53	Preferred Features of Open Learner Models for University Students. Lecture Notes in Computer Science, 2012, , 411-421.	1.0	8
54	Design of a Computer-assisted Assessment System for classroom formative assessment. , 2011, , .		10

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55	Towards visual analytics for teachers' dynamic diagnostic pedagogical decision-making. , 2011, , .		56
56	Ensuring Consent to Research is Voluntary: How Far Do We Need to Go?. American Journal of Bioethics, 2011, 11, 27-29.	0.5	22
57	Optional Finer Granularity in an Open Learner Model. Lecture Notes in Computer Science, 2011, , 478-480.	1.0	0
58	Raising learner awareness of progress towards UK-SPEC learning outcomes. Engineering Education, 2010, 5, 11-22.	0.3	4
59	Students' Interest in Their Misconceptions in First-Year Electrical Circuits and Mathematics Courses. International Journal of Electrical Engineering and Education, 2010, 47, 307-318.	0.4	34
60	Open Learner Models. Studies in Computational Intelligence, 2010, , 301-322.	0.7	103
61	Encouraging advanced second language speakers to recognise their language difficulties: a personalised computer-based approach. Computer Assisted Language Learning, 2010, 23, 111-127.	4.8	19
62	Interfaces for Inspectable Learner Models. Lecture Notes in Computer Science, 2010, , 275-277.	1.0	3
63	Features of an Independent Open Learner Model Influencing Uptake by University Students. Lecture Notes in Computer Science, 2010, , 393-398.	1.0	3
64	Preferences in Multiple-View Open Learner Models. Lecture Notes in Computer Science, 2010, , 476-481.	1.0	10
65	Ethics in collaborative global health research networks. Clinical Ethics, 2009, 4, 165-168.	0.5	17
66	Impact of social stigma on the process of obtaining informed consent for genetic research on podoconiosis: a qualitative study. BMC Medical Ethics, 2009, 10, 13.	1.0	85
67	Conversational Agents in E-Learning. , 2009, , 169-182.		41
68	Use and Trust of Simple Independent Open Learner Models to Support Learning within and across Courses. Lecture Notes in Computer Science, 2009, , 42-53.	1.0	15
69	Theory-based Support for Mobile Language Learning: Noticing and Recording. International Journal of Interactive Mobile Technologies, 2009, 3, 12.	0.7	37
70	CALMsystem: A Conversational Agent for Learner Modelling. Knowledge-Based Systems, 2008, 21, 238-246.	4.0	61
71	Relationships between teachers'™ perceived leadership style, students'™ learning style, and academic achievement: a study on high school students. Educational Psychology, 2008, 28, 73-81.	1.2	18
72	Children'™s Interactions with Inspectable and Negotiated Learner Models. Lecture Notes in Computer Science, 2008, , 132-141.	1.0	26

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73	Can Students Edit Their Learner Model Appropriately?. Lecture Notes in Computer Science, 2008, , 674-676.	1.0	6
74	Investigating Learner Trust in Open Learner Models Using a "Wizard of Oz" Approach. Lecture Notes in Computer Science, 2008, , 722-724.	1.0	3
75	Does "Notice" Prompt Noticing? Raising Awareness in Language Learning with an Open Learner Model. Lecture Notes in Computer Science, 2008, , 173-182.	1.0	14
76	Do Students Trust Their Open Learner Models?. Lecture Notes in Computer Science, 2008, , 255-258.	1.0	7
77	Adaptive Navigation Support, Learner Control and Open Learner Models. Lecture Notes in Computer Science, 2008, , 275-278.	1.0	5
78	Supporting Interaction Preferences and Recognition of Misconceptions with Independent Open Learner Models. Lecture Notes in Computer Science, 2008, , 62-72.	1.0	18
79	An open learner model for trainee pilots. Research in Learning Technology, 2008, 16, .	2.3	8
80	Bringing chatbots into education: Towards natural language negotiation of open learner models. Knowledge-Based Systems, 2007, 20, 177-185.	4.0	120
81	Bringing Chatbots into education: Towards Natural Language Negotiation of Open Learner Models. , 2007, , 179-192.		104
82	Visual Attention in Open Learner Model Presentations: An Eye-Tracking Investigation. Lecture Notes in Computer Science, 2007, , 177-186.	1.0	14
83	A haptic learner model. International Journal of Continuing Engineering Education and Life-Long Learning, 2006, 16, 137.	0.1	9
84	Computer-based formative assessment to promote reflection and learner autonomy. Engineering Education, 2006, 1, 8-18.	0.3	29
85	Designing learner-controlled educational interactions based on learning/cognitive style and learner behaviour. Interacting With Computers, 2006, 18, 356-384.	1.0	50
86	The Potential for Chatbots in Negotiated Learner Modelling: A Wizard-of-Oz Study. Lecture Notes in Computer Science, 2006, , 443-452.	1.0	14
87	Evaluation of a mobile learning organiser for university students. Journal of Computer Assisted Learning, 2005, 21, 162-170.	3.3	133
88	Context and learner modelling for the mobile foreign language learner. System, 2005, 33, 353-367.	1.7	86
89	An Open Learner Model for Children and Teachers: Inspecting Knowledge Level of Individuals and Peers. Lecture Notes in Computer Science, 2004, , 646-655.	1.0	27
90	Alternative Views on Knowledge: Presentation of Open Learner Models. Lecture Notes in Computer Science, 2004, , 689-698.	1.0	37

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91	Location-Aware Adaptive Interfaces for Information Access with Handheld Computers. Lecture Notes in Computer Science, 2004, , 328-331.	1.0	2
92	User Modelling and Mobile Learning. Lecture Notes in Computer Science, 2003, , 383-387.	1.0	14
93	Modelling cognitive style in a peer help network. Instructional Science, 2002, 30, 497-528.	1.1	14
94	Raising Learner Awareness of Language Learning Strategies in Situations of Limited Resources. Interactive Learning Environments, 2001, 9, 171-200.	4.4	27
95	User Modelling in I-Help: What, Why, When and How. Lecture Notes in Computer Science, 2001, , 117-126.	1.0	32
96	The human stem cells debate: A UK perspective. Journal of Commercial Biotechnology, 2001, 8, .	0.2	0
97	Individualized Recommendations for Learning Strategy Use. Lecture Notes in Computer Science, 2000, , 594-603.	1.0	6
98	Active Learner Modelling. Lecture Notes in Computer Science, 2000, , 53-62.	1.0	41
99	Reader, Writer and Student Models to Support Writing. CISM International Centre for Mechanical Sciences, Courses and Lectures, 1999, , 295-297.	0.3	2
100	PROMOTING EFFECTIVE LEARNING STRATEGY USE IN CALL. Computer Assisted Language Learning, 1997, 10, 3-39.	4.8	33
101	See Yourself Write: A Simple Student Model to Make Students Think. , 1997, , 315-326.		16
102	Extending the scope of the student model. User Modeling and User-Adapted Interaction, 1995, 5, 45-65.	2.9	64
103	Mr. Collins: A collaboratively constructed, inspectable student model for intelligent computer assisted language learning. Instructional Science, 1995, 23, 65-87.	1.1	23
104	Student modelling for second language acquisition. Computers and Education, 1994, 23, 13-20.	5.1	13
105	Learning languages: Implications for student modelling in ICALL. ReCALL, 1994, 6, 34-39.	3.2	7
106	Towards user/system collaboration in developing a student model for intelligent computer assisted language learning. ReCALL, 1993, 5, 3-8.	3.2	4
107	Engaging publics in biobanking and genetic research governance - a literature review towards informing practice in India. Wellcome Open Research, 0, 6, 5.	0.9	2
108	Engaging publics in biobanking and genetic research governance - a literature review towards informing practice in India. Wellcome Open Research, 0, 6, 5.	0.9	1

#	ARTICLE	IF	CITATIONS
109	Respecting values and perspectives in biobanking and genetic research governance: Outcomes of a qualitative study in Bengaluru, India. Wellcome Open Research, 0, 7, 78.	0.9	1