

Teemu Valtonen

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3259320/publications.pdf>

Version: 2024-02-01

47
papers

1,490
citations

394421

19
h-index

361022

35
g-index

48
all docs

48
docs citations

48
times ranked

864
citing authors

#	ARTICLE	IF	CITATIONS
1	Preliminary evidence of key factors in successful flipping: predicting positive student experiences in flipped classrooms. <i>Higher Education</i> , 2023, 85, 503-520.	4.4	14
2	The nature and building blocks of educational technology research. <i>Computers in Human Behavior</i> , 2022, 128, 107123.	8.5	35
3	Interacting By Drawing: Introducing Machine Learning Ideas to Children at a K𠇉 Science Fair. , 2022, , .		2
4	Pupils” experiences of using learning analytics in a learning environment that utilizes self-regulated learning. <i>Seminar Net</i> , 2022, 18, .	0.7	2
5	Learning environments preferred by university students: a shift toward informal and flexible learning environments. <i>Learning Environments Research</i> , 2021, 24, 371-388.	2.8	42
6	How pre-service teachers perceive their 21st-century skills and dispositions: A longitudinal perspective. <i>Computers in Human Behavior</i> , 2021, 116, 106643.	8.5	40
7	Teaching Machine Learning in K� Classroom: Pedagogical and Technological Trajectories for Artificial Intelligence Education. <i>IEEE Access</i> , 2021, 9, 110558-110572.	4.2	52
8	Adolescents” Digital Game-Related Information-Seeking. <i>Informaatitutkimus</i> , 2021, 40, .	0.1	1
9	Machine learning for middle schoolers: Learning through data-driven design. <i>International Journal of Child-Computer Interaction</i> , 2021, 29, 100281.	3.5	44
10	What Makes Computational Thinking so Troublesome?. , 2021, , .		11
11	Fresh perspectives on TPACK: pre-service teachers” own appraisal of their challenging and confident TPACK areas. <i>Education and Information Technologies</i> , 2020, 25, 2823-2842.	5.7	43
12	Co-Designing Machine Learning Apps in K� With Primary School Children. , 2020, , .		36
13	Tensions and trade-offs of participatory learning in the age of machine learning. <i>Educational Media International</i> , 2020, 57, 285-298.	1.7	8
14	Learning machine learning with very young children: Who is teaching whom?. <i>International Journal of Child-Computer Interaction</i> , 2020, 25, 100182.	3.5	73
15	Machine learning for middle-schoolers: Children as designers of machine-learning apps. , 2020, , .		14
16	Machine Learning Introduces New Perspectives to Data Agency in K� Computing Education. , 2020, , .		13
17	Examining pre–service teachers' Technological Pedagogical Content Knowledge as evolving knowledge domains: A longitudinal approach. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 491-502.	5.1	37
18	Including the Student Voice: Experiences and Learning Outcomes of a Flipped Communication Course. <i>Business and Professional Communication Quarterly</i> , 2019, 82, 337-356.	0.6	3

#	ARTICLE	IF	CITATIONS
19	Teacher educators as gatekeepers: Preparing the next generation of teachers for technology integration in education. <i>British Journal of Educational Technology</i> , 2019, 50, 1189-1209.	6.3	118
20	Media Literacy Education in the Age of Machine Learning. <i>Journal of Media Literacy Education</i> , 2019, 11, .	1.0	43
21	Key Components of Learning Environments in Creating a Positive Flipped Classroom Course Experience. <i>International Journal of Learning, Teaching and Educational Research</i> , 2019, 18, 61-86.	0.6	6
22	Teachers as users of ICT from the student perspective in higher education flipped classroom classes. <i>Seminar Net</i> , 2019, 15, 1-15.	0.7	9
23	Differences in pre-service teachers' knowledge and readiness to use <scp>ICT</scp> in education. <i>Journal of Computer Assisted Learning</i> , 2018, 34, 174-182.	5.1	37
24	NE STEM 4U afterschool intervention leads to gains in STEM content knowledge for middle school youth. <i>Cogent Education</i> , 2018, 5, 1558915.	1.5	4
25	Medical certificate education: controlled study between lectures and flipped classroom. <i>BMC Medical Education</i> , 2018, 18, 243.	2.4	8
26	Education Systems in the Digital Age: The Need for Alignment. <i>Technology, Knowledge and Learning</i> , 2018, 23, 473-494.	4.9	18
27	Students' experiences of learning with iPads in upper secondary school – a base for proto-TPACK. <i>Education and Information Technologies</i> , 2017, 22, 1299-1326.	5.7	17
28	Insights into Finnish first-year pre-service teachers' twenty-first century skills. <i>Education and Information Technologies</i> , 2017, 22, 2055-2069.	5.7	20
29	Preparing teacher-students for twenty-first-century learning practices (PREP 21): a framework for enhancing collaborative problem-solving and strategic learning skills. <i>Teachers and Teaching: Theory and Practice</i> , 2017, 23, 25-41.	1.9	161
30	TPACK updated to measure pre-service teachers' twenty-first century skills. <i>Australasian Journal of Educational Technology</i> , 2017, 33, .	3.5	125
31	Pre-service teachers' experiences of ICT in daily life and in educational contexts and their proto-technological pedagogical knowledge. <i>Education and Information Technologies</i> , 2016, 21, 919-943.	5.7	11
32	USING VIDEO CONFERENCING AND VIDEO RECORDINGS FOR UPPER SECONDARY DISTANCE TEACHING: TEACHERS' VIEW POINTS. , 2016, , .		0
33	The impact of authentic learning experiences with ICT on pre-service teachers' intentions to use ICT for teaching and learning. <i>Computers and Education</i> , 2015, 81, 49-58.	8.3	177
34	Introducing iPads into Senior Secondary School Teaching - Teachers' Use of iPads as Tools in Teaching. , 2015, , .		0
35	Developing a TPACK measurement instrument for 21st century pre-service teachers. <i>Seminar Net</i> , 2015, 11, .	0.7	19
36	Upper secondary and vocational level teachers at social software. <i>Education and Information Technologies</i> , 2014, 19, 763-779.	5.7	3

#	ARTICLE	IF	CITATIONS
37	Developing a Cross-Disciplinary Framework for Collaborative Research in Multi- and Intercultural Education. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2014, , 593-606.	0.2	1
38	Pre-service teachers' experiences of using social software applications for collaborative inquiry. <i>Computers and Education</i> , 2013, 69, 85-95.	8.3	23
39	Using technology to open up learning and teaching through improvisation: Case studies with micro-blogs and short message service communications. <i>Thinking Skills and Creativity</i> , 2013, 10, 13-22.	3.5	7
40	Challenges with social software for collaboration: Two case studies from teacher training. <i>Seminar Net</i> , 2013, 9, .	0.7	1
41	Perspectives on personal learning environments held by vocational students. <i>Computers and Education</i> , 2012, 58, 732-739.	8.3	82
42	Confronting the technological pedagogical knowledge of Finnish Net Generation student teachers. <i>Technology, Pedagogy and Education</i> , 2011, 20, 3-18.	5.4	50
43	Facilitating collaboration in lecture-based learning through shared notes using wireless technologies. <i>Journal of Computer Assisted Learning</i> , 2011, 27, 575-586.	5.1	18
44	Collaboratively constructed lecture notes. , 2011, , .		0
45	Net generation at social software: Challenging assumptions, clarifying relationships and raising implications for learning. <i>International Journal of Educational Research</i> , 2010, 49, 210-219.	2.2	33
46	Finnish high school students' readiness to adopt online learning: Questioning the assumptions. <i>Computers and Education</i> , 2009, 53, 742-748.	8.3	23
47	High School Teachers' Course Designs and Their Professional Knowledge of Online Teaching. <i>Informatics in Education</i> , 2006, 5, 313-328.	2.2	6