

# Paul Prinsloo

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3275819/publications.pdf>

Version: 2024-02-01

57  
papers

2,103  
citations

394286  
19  
h-index

289141  
40  
g-index

61  
all docs

61  
docs citations

61  
times ranked

1195  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Learning Analytics. American Behavioral Scientist, 2013, 57, 1510-1529.  | 2.3 | 559       |
| 2  | A Wake-Up Call: Equity, Inequality and Covid-19 Emergency Remote Teaching and Learning. Postdigital Science and Education, 2020, 2, 946-967.   | 4.3 | 146       |
| 3  | Teaching in the Age of Covid-19. Postdigital Science and Education, 2020, 2, 1069-1230.  | 4.3 | 136       |
| 4  | Turning the tide: a socio-critical model and framework for improving student success in open distance learning at the University of South Africa. Distance Education, 2011, 32, 177-193.                   | 2.5 | 106       |
| 5  | The "smart" classroom: a new frontier in the age of the smart university. Teaching in Higher Education, 2020, 25, 510-526.   | 1.7 | 78        |
| 6  | Ethical oversight of student data in learning analytics: a typology derived from a cross-continental, cross-institutional perspective. Educational Technology Research and Development, 2016, 64, 881-901. | 2.0 | 71        |
| 7  | Student privacy self-management. , 2015, , .   |     | 68        |
| 8  | Student Vulnerability, Agency and Learning Analytics: An Exploration. Journal of Learning Analytics, 2016, 3, .  | 1.8 | 66        |
| 9  | An elephant in the learning analytics room. , 2017, , .  |     | 62        |
| 10 | Learning analytics at the intersections of student trust, disclosure and benefit. , 2019, , .  |     | 51        |
| 11 | An evaluation of policy frameworks for addressing ethical considerations in learning analytics. , 2013, , .  |     | 50        |
| 12 | <i>WhatsApp</i> use among African international distance education (IDE) students: transferring, translating and transforming educational experiences. Learning, Media and Technology, 2019, 44, 267-282.  | 2.1 | 46        |
| 13 | Big(ger) data as better data in open distance learning. International Review of Research in Open and Distance Learning, 2015, 16, .  | 1.0 | 41        |
| 14 | Ethics and Learning Analytics: Charting the (Un)Charted. , 2017, , 49-57.  |     | 37        |
| 15 | Fleeing from Frankenstein's monster and meeting Kafka on the way: Algorithmic decision-making in higher education. E-Learning and Digital Media, 2017, 14, 138-163.  | 1.5 | 36        |
| 16 | Teaching in the Age of Covid-19"1 Year Later. Postdigital Science and Education, 2021, 3, 1073-1223.   | 4.3 | 33        |
| 17 | (Re)centring students in learning analytics: in conversation with Paulo Freire. Assessment and Evaluation in Higher Education, 2020, 45, 617-628.  | 3.9 | 31        |
| 18 | Validating the profile of a successful first year accounting student. Meditari: Accountancy Research, 2007, 15, 19-33.   | 0.4 | 30        |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 19 | Data frontiers and frontiers of power in (higher) education: a view of/from the Global South. Teaching in Higher Education, 2020, 25, 366-383.  | 1.7 | 24        |
| 20 | Supporting the development of critical data literacies in higher education: building blocks for fair data cultures in society. International Journal of Educational Technology in Higher Education, 2020, 17, 58. | 4.5 | 24        |
| 21 | Speculative Social Science Fiction of Digitalization in Higher Education: From What Is to What Could Be. Postdigital Science and Education, 2022, 4, 224-236.   | 4.3 | 24        |
| 22 | Educational triage in open distance learning: Walking a moral tightrope. International Review of Research in Open and Distance Learning, 2014, 15, .  | 1.0 | 23        |
| 23 | Speaking the unspoken in learning analytics: troubling the defaults. Assessment and Evaluation in Higher Education, 2020, 45, 888-900.  | 3.9 | 23        |
| 24 | The answer is (not only) technological: Considering student data privacy in learning analytics. British Journal of Educational Technology, 2022, 53, 876-893.   | 3.9 | 23        |
| 25 | Big Data, Higher Education and Learning Analytics: Beyond Justice, Towards an Ethics of Care. , 2017, , 109-124.  |     | 22        |
| 26 | A phenomenographic analysis of student reflections in online learning diaries. Open Learning, 2011, 26, 27-38.  | 2.4 | 20        |
| 27 | Learning analytics. , 2012, , .   |     | 19        |
| 28 | A social cartography of analytics in education as performative politics. British Journal of Educational Technology, 2019, 50, 2810-2823.  | 3.9 | 17        |
| 29 | Benchmarking the habits and behaviours of successful students: A case study of academic-business collaboration. International Review of Research in Open and Distance Learning, 2014, 15, .                       | 1.0 | 16        |
| 30 | Student data privacy in MOOCs: a sentiment analysis. Distance Education, 2019, 40, 395-413.   | 2.5 | 15        |
| 31 | User Consent in MOOCs – Micro, Meso, and Macro Perspectives. International Review of Research in Open and Distance Learning, 2018, 19, .  | 1.0 | 14        |
| 32 | Why Teach Corporate Citizenship Differently. Journal of Corporate Citizenship, 2005, 2005, 113-122.   | 0.2 | 13        |
| 33 | (Re)considering distance education: exploring its relevance, sustainability and value contribution. Distance Education, 2016, 37, 139-145.  | 2.5 | 13        |
| 34 | Distance education as socio-material assemblage: Place, distribution, and aggregation. Population, Space and Place, 2020, 26, e2320.  | 1.2 | 13        |
| 35 | A Comparative Study of National Infrastructures for Digital (Open) Educational Resources in Higher Education. Open Praxis, 2021, 12, 241.   | 1.7 | 13        |
| 36 | In the nexus of integrity and surveillance: Proctoring (re)considered. Journal of Computer Assisted Learning, 2022, 38, 1589-1602.  | 3.3 | 12        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 37 | Understanding the Early Adjustment Experiences of Undergraduate Distance Education Students in South Africa. <i>International Review of Research in Open and Distance Learning</i> , 2019, 20, .                               | 1.0 | 11        |
| 38 | Of “black boxes” and algorithmic decision-making in (higher) education – A commentary. <i>Big Data and Society</i> , 2020, 7, 205395172093399.   | 2.6 | 11        |
| 39 | Faculty perceptions, awareness and use of open educational resources for teaching and learning in higher education: a cross-comparative analysis. <i>Research and Practice in Technology Enhanced Learning</i> , 2022, 17, 11. | 1.9 | 11        |
| 40 | Raising Awareness of the Risk of Failure in First-year Accounting Students. <i>Accounting Education</i> , 2010, 19, 203-218.   | 2.3 | 10        |
| 41 | The complexities of developing a personal code of ethics for learning analytics practitioners. , 2018, , .   |     | 10        |
| 42 | “Queering” and querying academic identities in postgraduate education. <i>Higher Education Research and Development</i> , 2015, 34, 695-708.   | 1.9 | 9         |
| 43 | The unbearable lightness of consent. , 2018, , .   |     | 9         |
| 44 | Data privacy on the African continent: Opportunities, challenges and implications for learning analytics. <i>British Journal of Educational Technology</i> , 2022, 53, 894-913.  | 3.9 | 9         |
| 45 | A Comparison of Learning Analytics Frameworks: a Systematic Review. , 2022, , .  |     | 8         |
| 46 | Returning the data gaze in higher education. <i>Learning, Media and Technology</i> , 2023, 48, 153-165.  | 2.1 | 8         |
| 47 | Corporate citizenship education for responsible business leaders. <i>Development Southern Africa</i> , 2006, 23, 197-211.  | 1.1 | 6         |
| 48 | Learning Analytics in a Time of Pandemics: Mapping the Field. <i>European Distance and E-Learning Network</i> , 2021, , 59-70.   | 0.3 | 5         |
| 49 | Retracing the Evolution of Thinking Ethically About Student Data. <i>New Directions for Institutional Research</i> , 2019, 2019, 19-34.  | 0.2 | 4         |
| 50 | The (d)(t)oxic lifeworld of early career postgraduate supervisors. <i>Teaching in Higher Education</i> , 2019, 24, 563-577.  | 1.7 | 3         |
| 51 | Narrating the (dis)comfort and multiplicities of becoming faculty. <i>Gender and Education</i> , 2021, 33, 692-706.  | 1.1 | 2         |
| 52 | Realising the Potential of Learning Analytics. , 2021, , 79-94.  |     | 2         |
| 53 | How Do We Know They are Learning? Student Data and the Synergies of Human and Artificial Intelligence (AI). <i>European Distance and E-Learning Network</i> , 2020, , 262-276.   | 0.3 | 2         |
| 54 | The New Normal. , 2016, , 381-395.   |     | 1         |

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|----|--|-----|-----------|
| 55 | Towards New Taxonomies of Responsibility and Hope: An Introduction to the South African Policy on Religion and Education (2003). International Handbooks of Religion and Education, 2010, , 805-825. | 0.0 | 0         |
| 56 | Here Be Dragons. Advances in Educational Marketing, Administration, and Leadership Book Series, 2016, , 170-188.   | 0.1 | 0         |
| 57 | Here Be Dragons. , 2016, , 1717-1735.  |     | 0         |