Charles K Crook

List of Publications by Year
in descending order

| 74 papers | 1,698 citations | 304743

22 h-index | 302126

39 g-index |
|---|---|---|---|
| 81 all docs | 81 docs citations | 81 times ranked | 1164 citing authors |

#	ARTICLE	IF	CITATIONS
1	CSsCL: the performance of collaborative learning. International Journal of Computer-Supported Collaborative Learning, 2022, 17, 169-183.	3.0	2
2	How internet essay mill websites portray the student experience of higher education. Internet and Higher Education, 2021, 48, 100775.	6.5	11
3	Performing PowerPoint lectures: examining the extent of slide-text integration into lecturersâ€™ spoken expositions. Journal of Further and Higher Education, 2020, 44, 467-482.	2.5	5
4	Assessment of ICT in Tertiary Education Applying Structural Equation Modeling and Rasch Model. SAGE Open, 2020, 10, 215824402097540.	1.7	4
5	Facilitating innovation with technology: Key actors in educational ecosystems. British Journal of Educational Technology, 2019, 50, 1118-1124.	6.3	15
6	How new technology is addressed by researchers in Educational Studies: Approaches from highâ€performing universities in China and the UK. British Journal of Educational Technology, 2019, 50, 1173-1188.	6.3	8
7	The â€œBritishâ€•voice of educational technology research: 50th birthday reflection. British Journal of Educational Technology, 2019, 50, 485-489.	6.3	8
8	The social anatomy of â€˜collusionâ€™. British Educational Research Journal, 2019, 45, 388-406.	2.5	15
9	Design possibilities for the e-Schoolbag: Addressing the 1:1 challenge within China. British Journal of Educational Technology, 2017, 48, 571-585.	6.3	9
10	Technology and Theories of Learning. , 2017, , 11-27.		6
11	Learning Spaces. , 2017, , 69-87.		19
12	The video lecture. Internet and Higher Education, 2017, 34, 56-64.	6.5	61
13	Images of Educational Practice: How School Websites Represent Digital Learning. , 2017, , 75-90.		2
14	The discourse of a 'smart' technology: implications for educational practice. International Journal of Smart Technology and Learning, 2016, 1, 4.	0.2	7
15	Technology and the dis-placing of learning in educational futures. Learning, Culture and Social Interaction, 2016, 11, 162-175.	1.8	13
16	Imagining technology-enhanced learning with heritage artefacts: teacher-perceived potential of 2D and 3D heritage site visualisations. Educational Research, 2015, 57, 331-351.	1.8	8
17	The Potential of a Mobile Group Blog to Support Cultural Learning Among Overseas Students. Journal of Studies in International Education, 2015, 19, 399-422.	3.2	16
18	Personal Inquiry: Orchestrating Science Investigations Within and Beyond the Classroom. Journal of the Learning Sciences, 2015, 24, 308-341.	2.9	59

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19	Can a social networking site support afterschool group learning of Mandarin?. Learning, Media and Technology, 2014, 39, 267-282.	3.2	16
20	An e-maturity analysis explains intention–behavior disjunctions in technology adoption in UK schools. Computers in Human Behavior, 2014, 34, 345-351.	8.5	12
21	Children as inventors: orchestrating an informal pedagogic scenario with digital resources. International Journal of Technology Enhanced Learning, 2014, 6, 21.	0.7	0
22	The Field of Digital Technology Research. , 2013, , 26-40.		6
23	A blueprint for ICT innovation. Headteacher Update, 2013, 2013, .	0.1	0
24	A blueprint for ICT innovation. SecEd, 2013, 2013, .	0.2	0
25	The Impact of Pathological Levels of Internet-Related Anxiety on Internet Usage. Journal of Educational Computing Research, 2012, 46, 341-356.	5.5	8
26	Ambience in social learning: student engagement with new designs for learning spaces. Cambridge Journal of Education, 2012, 42, 121-139.	2.4	40
27	Locating the Teacher Within Socially Constructivist Educational Practice. Chinese Journal of Applied Linguistics, 2012, 35, .	0.7	1
28	Emotion understanding and performance during computer-supported collaboration. Computers in Human Behavior, 2012, 28, 2046-2054.	8.5	36
29	The 'digital native' in context: tensions associated with importing Web 2.0 practices into the school setting. Oxford Review of Education, 2012, 38, 63-80.	2.0	97
30	Creating Personal Meaning through Technology-Supported Science Inquiry Learning across Formal and Informal Settings. International Journal of Science Education, 2012, 34, 251-273.	1.9	79
31	Anonymity in classroom voting and debating. Learning and Instruction, 2011, 21, 365-378.	3.2	28
32	'CAL'- Past, present and beyond. Journal of Computer Assisted Learning, 2010, 26, 1-3.	5.1	8
33	Maintaining Continuity of Inquiry Learning Experiences across Contexts: Teacher's Management Strategies and the Role of Technology. Lecture Notes in Computer Science, 2010, , 17-29.	1.3	3
34	The teaching voice on the learning platform: seeking classroom climates within a virtual learning environment. Learning, Media and Technology, 2009, 34, 199-213.	3.2	14
35	Does using a computer disturb the organization of children's writing?. British Journal of Developmental Psychology, 2007, 25, 313-321.	1.7	21
36	Beyond the printed page. Journal of Computer Assisted Learning, 2006, 22, 229-230.	5.1	0

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37	JCAL submissions: on getting yourself 'online early'. Journal of Computer Assisted Learning, 2006, 22, 391-391.	5.1	0
38	Assessment relationships in higher education: the tension of process and practice. British Educational Research Journal, 2006, 32, 95-114.	2.5	47
39	Internet Identification and Future Internet Use. Cyberpsychology, Behavior and Social Networking, 2006, 9, 410-414.	2.2	3
40	From promises to practices: the fate of educational software in the home. Technology, Pedagogy and Education, 2005, 14, 107-125.	5.4	24
41	Addressing research at the intersection of academic literacies and new technology. International Journal of Educational Research, 2005, 43, 509-518.	2.2	20
42	Gender, Internet Identification, and Internet Anxiety: Correlates of Internet Use. Cyberpsychology, Behavior and Social Networking, 2005, 8, 371-378.	2.2	129
43	ICT can recover collaborative tutorial conversation and position it within undergraduate curricula. , 2005, , .		0
44	Children's Computer Use at Home and at School: Context and continuity. British Educational Research Journal, 2002, 28, 751-771.	2.5	108
45	Deferring to resources: collaborations around traditional vs computer-based notes. Journal of Computer Assisted Learning, 2002, 18, 64-76.	5.1	24
46	The Campus Experience of Networked Learning. Computer Supported Cooperative Work / Series Ed By: Dan Diaper and Colston Sanger, 2002, , 293-308.	1.1	19
47	Learning Networks and the Issue of Communication Skills. Computer Supported Cooperative Work / Series Ed By: Dan Diaper and Colston Sanger, 2002, , 309-322.	1.1	5
48	Ubiquitous Computing on Campus: Patterns of Engagement by University Students. International Journal of Human-Computer Interaction, 2001, 13, 245-256.	4.8	44
49	The social character of knowing and learning: implications of cultural psychology for educational technology. Technology Pedagogy and Education, 2001, 10, 19-36.	0.2	19
50	Infants' visual preference for sex-congruent babies, children, toys and activities: A longitudinal study. British Journal of Developmental Psychology, 2000, 18, 479-498.	1.7	72
51	Learning sites: Networked resources and the learning community. New Review of Information Networking, 2000, 6, 187-194.	0.5	0
52	Still Talking at the Boundaries. Journal of the Learning Sciences, 1999, 8, 517-519.	2.9	0
53	Children as computer users: the case of collaborative learning. Computers and Education, 1998, 30, 237-247.	8.3	116
54	Computers and Classroom Culture (Book). Mind, Culture, and Activity, 1997, 4, 124-126.	1.9	0

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55	Sociocultural Psychology: Theory and Practice of Doing and Knowing (Book). Mind, Culture, and Activity, 1997, 4, 200-206.	1.9	0
56	European Society for Developmental Psychology. European Psychologist, 1997, 2, 178-178.	3.1	0
57	On Resourcing a Concern for Collaboration Within Peer Interactions. Cognition and Instruction, 1995, 13, 541-547.	2.9	29
58	Educational Practice Within Two Local Computer Networks. , 1995, , 165-182.		6
59	Young children's skill in using a mouse to control a graphical computer interface. Computers and Education, 1992, 19, 199-207.	8.3	35
60	Computers in the zone of proximal development: Implications for evaluation. Computers and Education, 1991, 17, 81-91.	8.3	54
61	Computers for preschool children: The role of direct manipulation interfaces. Early Child Development and Care, 1991, 69, 5-18.	1.3	8
62	Selfâ€selection of Simple Computer Activities by Infant School Pupils. Educational Psychology, 1987, 7, 23-32.	2.7	3
63	Advances in infancy research. Ethology and Sociobiology, 1985, 6, 189-190.	1.5	1
64	Introducing solid foods: Strategies and response. , 1984, 7, 282.		0
65	Factors influencing the use of transparency in children's drawing. British Journal of Developmental Psychology, 1984, 2, 213-221.	1.7	6
66	Behavioural assessment of childhood disorders. Behavioural Processes, 1983, 8, 206-208.	1.1	4
67	FUNCTIONAL ASPECTS OF THE CHEMICAL SENSES IN THE NEWBORN PERIOD. Developmental Medicine and Child Neurology, 1981, 23, 247-250.	2.1	3
68	Child compliance and maternal control techniques.. Developmental Psychology, 1980, 16, 54-61.	1.6	106
69	The Organization and Control of Infant Sucking. Advances in Child Development and Behavior, 1979, 14, 209-252.	1.3	22
70	Maternal Control Techniques in a Directed Play Situation. Child Development, 1979, 50, 989.	3.0	46
71	Some effects of an exteroceptive stimulus upon nutritive sucking of neonates.. Developmental Psychology, 1977, 13, 469-472.	1.6	2
72	Neonatal sucking: Effects of quantity of the response-contingent fluid upon sucking rhythm and heart rate. Journal of Experimental Child Psychology, 1976, 21, 539-548.	1.4	26

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73	Neonatal Nutritive Sucking: Effects of Taste Stimulation upon Sucking Rhythm and Heart Rate. Child Development, 1976, 47, 518.	3.0	67
74	Technology and educational 'pivoting' in the wake of the Covid-19 pandemic: A collected commentary. , 0, , .		0