

Natalia Kucirkova

List of Publications by Year in descending order

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Version: 2024-02-01

79
papers

1,383
citations

471509

17
h-index

414414

32
g-index

95
all docs

95
docs citations

95
times ranked

829
citing authors

#	ARTICLE	IF	CITATIONS
1	New directions for early literacy in a digital age: The iPad. <i>Journal of Early Childhood Literacy</i> , 2015, 15, 289-310.	0.9	202
2	Children's engagement with educational iPad apps: Insights from a Spanish classroom. <i>Computers and Education</i> , 2014, 71, 175-184.	8.3	143
3	iPads in early education: separating assumptions and evidence. <i>Frontiers in Psychology</i> , 2014, 5, 715.	2.1	85
4	Sharing personalised stories on iPads: a close look at one parent-child interaction. <i>Literacy</i> , 2013, 47, 115-122.	0.9	76
5	A Comparison of Children's Reading on Paper Versus Screen: A Meta-Analysis. <i>Review of Educational Research</i> , 0, , 003465432199807.	7.5	74
6	Young children's reading for pleasure with digital books: six key facets of engagement. <i>Cambridge Journal of Education</i> , 2017, 47, 67-84.	2.4	44
7	Dimensions of personalisation in technology-enhanced learning: A framework and implications for design. <i>British Journal of Educational Technology</i> , 2018, 49, 165-181.	6.3	42
8	A Vygotskian perspective on parent-child talk during iPad story sharing. <i>Journal of Research in Reading</i> , 2015, 38, 428-441.	2.0	35
9	It Brings it all Back, all those Good Times; it Makes Me Go Close to Tears. Creating Digital Personalised Stories with People who have Dementia. <i>Dementia</i> , 2019, 18, 864-881.	2.0	30
10	Child-father creative text-making at home with crayons, iPad collage & PC. <i>Thinking Skills and Creativity</i> , 2015, 17, 59-73.	3.5	29
11	RPD: A framework for guiding design-based research for iPad apps. <i>British Journal of Educational Technology</i> , 2017, 48, 598-610.	6.3	29
12	Percolating spaces: Creative ways of using digital technologies to connect young children's school and home lives. <i>British Journal of Educational Technology</i> , 2018, 49, 834-846.	6.3	29
13	Children's Reading With Digital Books: Past Moving Quickly to the Future. <i>Child Development Perspectives</i> , 2019, 13, 208-214.	3.9	28
14	Reading personalized books with preschool children enhances their word acquisition. <i>First Language</i> , 2014, 34, 227-243.	1.2	24
15	An integrative framework for studying, designing and conceptualising interactivity in children's digital books. <i>British Educational Research Journal</i> , 2017, 43, 1168-1185.	2.5	24
16	Developing personalised education for personal mobile technologies with the pluralisation agenda. <i>Oxford Review of Education</i> , 2017, 43, 276-288.	2.0	23
17	The influence of children's gender and age on children's use of digital media at home. <i>British Journal of Educational Technology</i> , 2018, 49, 545-559.	6.3	23
18	A literature synthesis of personalised technology-enhanced learning: what works and why. <i>Research in Learning Technology</i> , 2018, 26, .	2.3	23

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19	Evaluating the effectiveness of an educational programming intervention on children's mathematics skills, spatial awareness and working memory. <i>Education and Information Technologies</i> , 2018, 23, 2879-2888.	5.7	20
20	Parents reading with their toddlers: The role of personalization in book engagement. <i>Journal of Early Childhood Literacy</i> , 2013, 13, 445-470.	0.9	19
21	How Could Children's Storybooks Promote Empathy? A Conceptual Framework Based on Developmental Psychology and Literary Theory. <i>Frontiers in Psychology</i> , 2019, 10, 121.	2.1	19
22	Story-Making on the iPad When Children Have Complex Needs. <i>Communication Disorders Quarterly</i> , 2014, 36, 44-54.	0.8	18
23	Children's interactions with iPad books: research chapters still to be written. <i>Frontiers in Psychology</i> , 2013, 4, 995.	2.1	17
24	Storytelling and story-acting: Co-construction in action. <i>Journal of Early Childhood Research</i> , 2018, 16, 3-17.	1.6	17
25	The future-gazing potential of digital personalization in young children's reading: views from education professionals and app designers. <i>Early Child Development and Care</i> , 2020, 190, 135-149.	1.3	17
26	Children's agency by design: Design parameters for personalization in story-making apps. <i>International Journal of Child-Computer Interaction</i> , 2019, 21, 112-120.	3.5	16
27	Systematic review of young children's writing on screen: what do we know and what do we need to know. <i>Literacy</i> , 2019, 53, 216-225.	0.9	16
28	Lessons for child-computer interaction studies following the research challenges during the Covid-19 pandemic. <i>International Journal of Child-Computer Interaction</i> , 2020, 26, 100203.	3.5	15
29	The effects of personalisation on young children's spontaneous speech during shared book reading. <i>Journal of Pragmatics</i> , 2014, 71, 45-55.	1.5	14
30	Socio-material directions for developing empirical research on children's e-reading: A systematic review and thematic synthesis of the literature across disciplines. <i>Journal of Early Childhood Literacy</i> , 2021, 21, 148-174.	0.9	14
31	Personalisation: A theoretical possibility to reinvigorate children's interest in storybook reading and facilitate greater book diversity. <i>Contemporary Issues in Early Childhood</i> , 2016, 17, 304-316.	1.3	13
32	Personalised reading for pleasure with digital libraries: towards a pedagogy of practice and design. <i>Cambridge Journal of Education</i> , 2018, 48, 571-589.	2.4	13
33	A guiding framework for considering touchscreens in children under two. <i>International Journal of Child-Computer Interaction</i> , 2017, 12, 46-49.	3.5	12
34	Exploring the Design Space for Parent-Child Reading. , 2020, , .		12
35	Gender Equality, Human Development, and PISA Results over Time. <i>Social Sciences</i> , 2021, 10, 480.	1.4	9
36	Personalization in Mother-Child Emotion Talk Across Three Contexts. <i>Infant and Child Development</i> , 2014, 23, 153-169.	1.5	8

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37	Understanding parents' conflicting beliefs about children's digital book reading. <i>Journal of Early Childhood Literacy</i> , 2022, 22, 157-181.	0.9	8
38	Children's agency and reading with story-apps: considerations of design, behavioural and social dimensions. <i>Qualitative Research in Psychology</i> , 2018, , 1-25.	17.6	7
39	Designing personalised instruction: A research and design framework. <i>British Journal of Educational Technology</i> , 2021, 52, 1839-1861.	6.3	7
40	Sharing Personalised Books: A Practical Solution to the Challenges Posed by Home Book Reading Interventions. <i>Literacy Information and Computer Education Journal</i> , 2010, 1, 186-191.	0.1	7
41	Apps, Technology and Younger Learners. , 0, , .		7
42	Digital Personal Stories: A Case Study of Two African Adolescents, with Severe Learning and Communication Disabilities. <i>Journal of Childhood & Developmental Disorders</i> , 2015, 01, .	0.3	6
43	Parents reading with their 10-month-old babies: key predictors for high-quality reading styles. <i>Early Child Development and Care</i> , 2018, 188, 195-207.	1.3	6
44	Personalised Learning with Digital Technologies at Home and School: Where is Children's Agency?. , 2018, , 133-153.		6
45	The Routledge International Handbook of early Literacy Education. , 0, , .		6
46	How Can Digital Personal(ized) Books Enrich the Language Arts Curriculum?. <i>Reading Teacher</i> , 2017, 71, 275-284.	0.9	5
47	A taxonomy and research framework for personalization in children's literacy apps. <i>Educational Media International</i> , 2018, 55, 255-272.	1.7	5
48	3rd KidRec Workshop. , 2019, , .		5
49	Designing for oral storytelling practices at home: A parental perspective. <i>International Journal of Child-Computer Interaction</i> , 2020, 26, 100214.	3.5	5
50	Children's stories and multisensory engagement: Insights from a cultural probes study. <i>International Journal of Educational Research</i> , 2022, 114, 101995.	2.2	5
51	The Learning Value of Personalization in Children's Reading Recommendation Systems. <i>International Journal of Mobile and Blended Learning</i> , 2019, 11, 80-95.	0.8	4
52	An empirical investigation of parent-child shared reading of digital personalized books. <i>International Journal of Educational Research</i> , 2021, 105, 101710.	2.2	4
53	Theorising materiality in children's digital books. <i>Libri Et Liberi</i> , 2019, 8, 279-292.	0.1	4
54	New literacies and new media. , 2017, , 40-54.		4

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55	Language and Cognition in Bilinguals and Multilinguals. Europe's Journal of Psychology, 2011, 7, .	1.3	4
56	Digital learning hubs: theoretical and practical ideas for innovating massive open online courses. Learning, Media and Technology, 2017, 42, 324-330.	3.2	3
57	International and interdisciplinary perspectives on children & recommender systems (KidRec). , 2018, , .		3
58	Building Community. ACM SIGIR Forum, 2019, 52, 138-144.	0.5	3
59	Toward Reciprocity and Agency in Studentsâ€™ Digital Reading. Reading Teacher, 2020, 73, 825-831.	0.9	3
60	Parent-child joint reading of digital books in bilingual families in Malta. International Journal of Educational Research, 2021, 109, 101844.	2.2	3
61	Digital media and young childrenâ€™s learning. , 2017, , 15-32.		3
62	Supporting early language development and interest in reading with digital personalised books - ESRC. Impact, 2019, 2019, 66-68.	0.1	2
63	What does good look like?. ACM SIGIR Forum, 2019, 53, 76-81.	0.5	2
64	Professionalsâ€™ Perceptions of the Classroom Assessment Scoring System as a structure for professional community and development. European Early Childhood Education Research Journal, 2022, 30, 701-714.	1.9	2
65	Childrenâ€™s critical thinking skills: perceptions of Norwegian early childhood educators. European Early Childhood Education Research Journal, 2023, 31, 259-271.	1.9	2
66	Young Childrenâ€™s Use of Personalized Technologies: Insights From Teachers and Digital Software Designers in Japan. Technology, Knowledge and Learning, 2021, 26, 535-554.	4.9	1
67	Personalized Story-Making on the iPad: Opportunities for Developing the Self and Building Closeness with Others. , 2017, , 179-193.		1
68	Digital literacies and childrenâ€™s personalized books: Locating the â€˜selfâ€™. London Review of Education, 2020, 18, .	1.8	1
69	iPads in early education. Early Years Educator, 2013, 14, 24-26.	0.0	1
70	Flexible friends?. Nursery World, 2016, 2016, 34-35.	0.1	1
71	Digital Technologies, Childrenâ€™s Learning, and the Affective Dimensions of Family Relationships in the Home. , 2018, , 129-148.		1
72	iPad apps and visual methodologies: Empirical and ethical issues in achieving authentic data. Research in Learning Technology, 2018, 26, .	2.3	1

#	ARTICLE	IF	CITATIONS
73	4 th KidRec workshop - "what does good look like?". , 2020, , .		1
74	The Distance Between the "Self" and the "Other" in Children's Digital Books. <i>Frontiers in Psychology</i> , 2020, 11, 589281.	2.1	1
75	<i>Is technology good for education?</i> By Neil Selwyn. <i>British Journal of Educational Studies</i> , 2017, 65, 406-408.	1.3	0
76	Digital Technologies, Children's Learning, and the Affective Dimensions of Family Relationships in the Home. , 2016, , 1-21.		0
77	Literacy learning in a digital world. , 2017, , 167-174.		0
78	Chapter 11. Investigating the effectiveness of the Our Story App to increase children's narrative skills. <i>Studies in Narrative</i> , 2019, , 265-281.	0.2	0
79	Digital Literacies in the UK. , 2019, , 61-77.		0