Natalia Kucirkova

List of Publications by Year
in descending order

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	Children's critical thinking skills: perceptions of Norwegian early childhood educators. European Early Childhood Education Research Journal, 2023, 31, 259-271.	1.9	2
2	Understanding parents' conflicting beliefs about children's digital book reading. Journal of Early Childhood Literacy, 2022, 22, 157-181.	0.9	8
3	Professionals' 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
4	Children's stories and multisensory engagement: Insights from a cultural probes study. International Journal of Educational Research, 2022, 114, 101995.	2.2	5
5	Socio-material directions for developing empirical research on children's e-reading: A systematic review and thematic synthesis of the literature across disciplines. Journal of Early Childhood Literacy, 2021, 21, 148-174.	0.9	14
6	An empirical investigation of parent-child shared reading of digital personalized books. International Journal of Educational Research, 2021, 105, 101710.	2.2	4
7	Young Children'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
8	Designing personalised instruction: A research and design framework. British Journal of Educational Technology, 2021, 52, 1839-1861.	6.3	7
9	Parent-child joint reading of digital books in bilingual families in Malta. International Journal of Educational Research, 2021, 109, 101844.	2.2	3
10	Gender Equality, Human Development, and PISA Results over Time. Social Sciences, 2021, 10, 480.	1.4	9
11	The future-gazing potential of digital personalization in young children's reading: views from education professionals and app designers. Early Child Development and Care, 2020, 190, 135-149.	1.3	17
12	Lessons for child–computer interaction studies following the research challenges during the Covid-19 pandemic. International Journal of Child-Computer Interaction, 2020, 26, 100203.	3.5	15
13	Designing for oral storytelling practices at home: A parental perspective. International Journal of Child-Computer Interaction, 2020, 26, 100214.	3.5	5
14	Toward Reciprocity and Agency in Students' Digital Reading. Reading Teacher, 2020, 73, 825-831.	0.9	3
15	Exploring the Design Space for Parent-Child Reading. , 2020, , .		12
16	Digital literacies and children's personalized books: Locating the 'self'. London Review of Education, 2020, 18, .	1.8	1
17	4 th KidRec workshop - "what does good look like?". , 2020, , .		1
18	The Distance Between the "Self" and the "Other" in Children's Digital Books. Frontiers in Psychology, 2020, 11, 589281.	2.1	1

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19	Children's agency by design: Design parameters for personalization in story-making apps. International Journal of Child-Computer Interaction, 2019, 21, 112-120.	3.5	16
20	3rd KidRec Workshop. , 2019, , .		5
21	Children's Reading With Digital Books: Past Moving Quickly to the Future. Child Development Perspectives, 2019, 13, 208-214.	3.9	28
22	The Learning Value of Personalization in Children's Reading Recommendation Systems. International Journal of Mobile and Blended Learning, 2019, 11, 80-95.	0.8	4
23	Building Community. ACM SIGIR Forum, 2019, 52, 138-144.	0.5	3
24	Systematic review of young children's writing on screen: what do we know and what do we need to know. Literacy, 2019, 53, 216-225.	0.9	16
25	Supporting early language development and interest in reading with digital personalised books - ESRC. Impact, 2019, 2019, 66-68.	0.1	2
26	How Could Children's Storybooks Promote Empathy? A Conceptual Framework Based on Developmental Psychology and Literary Theory. Frontiers in Psychology, 2019, 10, 121.	2.1	19
27	'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. Dementia, 2019, 18, 864-881.	2.0	30
28	Theorising materiality in children's digital books. Libri Et Liberi, 2019, 8, 279-292.	0.1	4
29	Chapter 11. Investigating the effectiveness of the Our Story App to increase children's narrative skills. Studies in Narrative, 2019, , 265-281.	0.2	0
30	Digital Literacies in the UK. , 2019, , 61-77.		0
31	What does good look like?. ACM SIGIR Forum, 2019, 53, 76-81.	0.5	2
32	Personalised reading for pleasure with digital libraries: towards a pedagogy of practice and design. Cambridge Journal of Education, 2018, 48, 571-589.	2.4	13
33	Storytelling and story-acting: Co-construction in action. Journal of Early Childhood Research, 2018, 16, 3-17.	1.6	17
34	The influence of children's gender and age on children's use of digital media at home. British Journal of Educational Technology, 2018, 49, 545-559.	6.3	23
35	Dimensions of personalisation in technology-enhanced learning: A framework and implications for design. British Journal of Educational Technology, 2018, 49, 165-181.	6.3	42
36	Parents reading with their 10-month-old babies: key predictors for high-quality reading styles. Early Child Development and Care, 2018, 188, 195-207.	1.3	6

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37	Children's agency and reading with story-apps: considerations of design, behavioural and social dimensions. Qualitative Research in Psychology, 2018, , 1-25.	17.6	7
38	Personalised Learning with Digital Technologies at Home and School: Where is Children's Agency?. , 2018, , 133-153.		6
39	A taxonomy and research framework for personalization in children's literacy apps. Educational Media International, 2018, 55, 255-272.	1.7	5
40	International and interdisciplinary perspectives on children & recommender systems (KidRec). , 2018, , .		3
41	Evaluating the effectiveness of an educational programming intervention on children's mathematics skills, spatial awareness and working memory. Education and Information Technologies, 2018, 23, 2879-2888.	5.7	20
42	Percolating spaces: Creative ways of using digital technologies to connect young children's school and home lives. British Journal of Educational Technology, 2018, 49, 834-846.	6.3	29
43	A literature synthesis of personalised technology-enhanced learning: what works and why. Research in Learning Technology, 2018, 26, .	2.3	23
44	Digital Technologies, Children's Learning, and the Affective Dimensions of Family Relationships in the Home. , 2018, , 129-148.		1
45	iPad apps and visual methodologies: Empirical and ethical issues in achieving authentic data. Research in Learning Technology, 2018, 26, .	2.3	1
46	i<scp>RPD</scp>â€"A framework for guiding designâ€based research for i<scp>P</scp>ad apps. British Journal of Educational Technology, 2017, 48, 598-610.	6.3	29
47	Digital learning hubs: theoretical and practical ideas for innovating massive open online courses. Learning, Media and Technology, 2017, 42, 324-330.	3.2	3
48	Young children's reading for pleasure with digital books: six key facets of engagement. Cambridge Journal of Education, 2017, 47, 67-84.	2.4	44
49	A guiding framework for considering touchscreens in children under two. International Journal of Child-Computer Interaction, 2017, 12, 46-49.	3.5	12
50	How Can Digital Personal(ized) Books Enrich the Language Arts Curriculum?. Reading Teacher, 2017, 71, 275-284.	0.9	5
51	<i>Is technology good for education?</i> By Neil Selwyn. British Journal of Educational Studies, 2017, 65, 406-408.	1.3	0
52	Developing personalised education for personal mobile technologies with the pluralisation agenda. Oxford Review of Education, 2017, 43, 276-288.	2.0	23
53	An integrative framework for studying, designing and conceptualising interactivity in children's digital books. British Educational Research Journal, 2017, 43, 1168-1185.	2.5	24
54	Personalized Story-Making on the iPad: Opportunities for Developing the Self and Building Closeness with Others. , 2017, , 179-193.		1

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55	Digital media and young children's learning. , 2017, , 15-32.		3
56	New literacies and new media. , 2017, , 40-54.		4
57	Literacy learning in a digital world. , 2017, , 167-174.		0
58	Personalisation: A theoretical possibility to reinvigorate children's interest in storybook reading and facilitate greater book diversity. Contemporary Issues in Early Childhood, 2016, 17, 304-316.	1.3	13
59	Flexible friends?. Nursery World, 2016, 2016, 34-35.	0.1	1
60	Digital Technologies, Children's Learning, and the Affective Dimensions of Family Relationships in the Home. , 2016, , 1-21.		0
61	Digital Personal Stories: A Case Study of Two African Adolescents, with Severe Learning and Communication Disabilities. Journal of Childhood & Developmental Disorders, 2015, 01, .	0.3	6
62	A Vygotskian perspective on parent–child talk during iPad story sharing. Journal of Research in Reading, 2015, 38, 428-441.	2.0	35
63	Child–father creative text-making at home with crayons, iPad collage & PC. Thinking Skills and Creativity, 2015, 17, 59-73.	3.5	29
64	New directions for early literacy in a digital age: The iPad. Journal of Early Childhood Literacy, 2015, 15, 289-310.	0.9	202
65	iPads in early education: separating assumptions and evidence. Frontiers in Psychology, 2014, 5, 715.	2.1	85
66	Reading personalized books with preschool children enhances their word acquisition. First Language, 2014, 34, 227-243.	1.2	24
67	Story-Making on the iPad When Children Have Complex Needs. Communication Disorders Quarterly, 2014, 36, 44-54.	0.8	18
68	Personalization in Mother-Child Emotion Talk Across Three Contexts. Infant and Child Development, 2014, 23, 153-169.	1.5	8
69	The effects of personalisation on young children's spontaneous speech during shared book reading. Journal of Pragmatics, 2014, 71, 45-55.	1.5	14
70	Children's engagement with educational iPad apps: Insights from a Spanish classroom. Computers and Education, 2014, 71, 175-184.	8.3	143
71	Sharing personalised stories on iPads: a close look at one parent–child interaction. Literacy, 2013, 47, 115-122.	0.9	76
72	Parents reading with their toddlers: The role of personalization in book engagement. Journal of Early Childhood Literacy, 2013, 13, 445-470.	0.9	19

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73	Children's interactions with iPad books: research chapters still to be written. Frontiers in Psychology, 2013, 4, 995.	2.1	17
74	iPads in early education. Early Years Educator, 2013, 14, 24-26.	0.0	1
75	Language and Cognition in Bilinguals and Multilinguals. Europe's Journal of Psychology, 2011, 7, .	1.3	4
76	Sharing Personalised Books: A Practical Solution to the Challenges Posed by Home Book Reading Interventions. Literacy Information and Computer Education Journal, 2010, 1, 186-191.	0.1	7
77	A Comparison of Children's Reading on Paper Versus Screen: A Meta-Analysis. Review of Educational Research, 0, , 003465432199807.	7.5	74
78	The Routledge International Handbook of early Literacy Education. , 0, , .		6
79	Apps, Technology and Younger Learners. , 0, , .		7