

Pekka Mertala

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4232076/publications.pdf>

Version: 2024-02-01

27
papers

408
citations

840585

11
h-index

839398

18
g-index

56
all docs

56
docs citations

56
times ranked

228
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Teachersâ€™ beliefs about technology integration in early childhood education: A meta-ethnographical synthesis of qualitative research. <i>Computers in Human Behavior</i> , 2019, 101, 334-349. | 5.1 | 57 |
| 2 | Young childrenâ€™s conceptions of computers, code, and the Internet. <i>International Journal of Child-Computer Interaction</i> , 2019, 19, 56-66. | 2.5 | 48 |
| 3 | Digital technologies in early childhood education â€“ a frame analysis of preservice teachersâ€™ perceptions. <i>Early Child Development and Care</i> , 2019, 189, 1228-1241. | 0.7 | 39 |
| 4 | Wag the dog â€“ The nature and foundations of preschool educators' positive ICT pedagogical beliefs. <i>Computers in Human Behavior</i> , 2017, 69, 197-206. | 5.1 | 28 |
| 5 | It is a tool, but not a â€˜mustâ€™: early childhood preservice teachersâ€™ perceptions of ICT and its affordances. <i>Early Years</i> , 2021, 41, 540-555. | 0.6 | 27 |
| 6 | Paradoxes of participation in the digitalization of education: a narrative account. <i>Learning, Media and Technology</i> , 2020, 45, 179-192. | 2.1 | 26 |
| 7 | Young childrenâ€™s perceptions of ubiquitous computing and the Internet of Things. <i>British Journal of Educational Technology</i> , 2020, 51, 84-102. | 3.9 | 24 |
| 8 | Wonder children and victimizing parents â€“ preservice early childhood teachersâ€™ beliefs about children and technology at home. <i>Early Child Development and Care</i> , 2019, 189, 392-404. | 0.7 | 22 |
| 9 | The value of toys: 6â€“8-year-old children's toy preferences and the functional analysis of popular toys. <i>International Journal of Play</i> , 2016, 5, 11-27. | 0.3 | 14 |
| 10 | Data (il)literacy education as a hidden curriculum of the datafication of education. <i>Journal of Media Literacy Education</i> , 2020, 12, 30-42. | 0.4 | 14 |
| 11 | Multiliteracies in local curricula: conceptual contextualizations of transversal competence in the Finnish curricular framework. <i>Nordic Journal of Studies in Educational Policy</i> , 2019, 5, 114-126. | 0.5 | 12 |
| 12 | Two worlds collide? The role of Chinese traditions and Western influences in Chinese preservice teachersâ€™ perceptions of appropriate technology use. <i>British Journal of Educational Technology</i> , 2021, 52, 288-303. | 3.9 | 12 |
| 13 | The best game in the world: Exploring young childrenâ€™s digital gameâ€“related meaning-making via design activity. <i>Global Studies of Childhood</i> , 2019, 9, 275-289. | 0.2 | 9 |
| 14 | â€˜It is important at this point to make clear that this study is not â€œanti-iPadâ€â€™: Ed-Tech speak around iPads in educational technology research. <i>Learning, Media and Technology</i> , 2021, 46, 230-242. | 2.1 | 8 |
| 15 | Disciplinary contextualisation of transversal competence in Finnish local curricula: the case of multiliteracy, mathematics, and social studies. <i>Education Inquiry</i> , 2022, 13, 226-247. | 1.6 | 7 |
| 16 | The pedagogy of multiliteracies as a code breaker: A suggestion for a transversal approach to computing education in basic education. <i>British Journal of Educational Technology</i> , 2021, 52, 2227-2241. | 3.9 | 7 |
| 17 | Misunderstanding child-centeredness: The case of â€œchild 2.0â€ and media education. <i>Journal of Media Literacy Education</i> , 2020, 12, 26-41. | 0.4 | 6 |
| 18 | Preservice teachersâ€™ beliefs about young childrenâ€™s technology use at home. <i>Teaching and Teacher Education</i> , 2021, 102, 103325. | 1.6 | 4 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | SÄhkÄ¶Ä ja alkemiaa: TekoÄlydiskurssit Yleisradion verkkoartikkeleissa. Media & ViestintÄ, 2021, 44, 95-115. | 0.1 | 3 |
| 20 | An education-centred approach to digital media education. , 2019, , 151-164. | | 3 |
| 21 | How connectivity affects otherwise traditional toys? A functional analysis of Hello Barbie. International Journal of Child-Computer Interaction, 2020, 25, 100186. | 2.5 | 2 |
| 22 | Koulutuksen digitaalinen datafik(s)aatio. Kasvatus & Aika, 2021, 15, . | 0.0 | 2 |
| 23 | What, where, when and how: Finnish childrenâ€™s perceptions of learning in preschool. Early Child Development and Care, 2022, 192, 2023-2035. | 0.7 | 2 |
| 24 | Monilukutaito koodin purkajana: Ehdotus laaja-alaiseksi ohjelmoinnin pedagogiikaksi. Media & ViestintÄ, 2020, 43, . | 0.1 | 1 |
| 25 | Tieto- ja viestintÄtekniikka ja tyÄ¶ssÄ oppiminen. Aikuiskasvatus, 2015, 35, 189-198. | 0.1 | 1 |
| 26 | (Vasta)kertomuksia koulutuksen digitalisaatiosta. Kasvatus & Aika, 2019, 13, . | 0.0 | 1 |
| 27 | Kolmas tila suhteisuuden nÄyttÄmÄ¶nÄ â€œ mediaviitteet ja lÄheisten nimet yhteisÄ¶llisyyden osoittajina esiopetusikäisten lasten luovassa kirjoittamisessa. Media & ViestintÄ, 2015, 38, . | 0.1 | 0 |