

Jako Olivier

List of Publications by Year in descending order

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Version: 2024-02-01

41
papers

116
citations

1683354

5
h-index

1473754

9
g-index

47
all docs

47
docs citations

47
times ranked

63
citing authors

#	ARTICLE	IF	CITATIONS
1	Are we there yet? A systematic literature review of Open Educational Resources in Africa: A combined content and bibliometric analysis. PLoS ONE, 2022, 17, e0262615.	1.1	14
2	A Comprehensive Framework for Comparing Textbooks: Insights from the Literature and Experts. Sustainability, 2022, 14, 6940.	1.6	1
3	Online Access and Resources for Open Self-directed Learning in Africa. Lecture Notes in Educational Technology, 2021, , 1-16.	0.5	2
4	Self-Directed Learning at School and in Higher Education in Africa. Lecture Notes in Educational Technology, 2021, , 17-39.	0.5	2
5	Individual Language Planning for Self-Directed Learning in Multilingual Information Technology Classrooms. Multilingual Education Yearbook, 2021, , 117-134.	0.3	1
6	Sustainable Quality Education Through Self-directed Multimodal Learning, for Open Indigenous Knowledge Co-creation. World Sustainability Series, 2021, , 91-107.	0.3	0
7	Self-directed Learning, Online Mentoring and Online Coaching. Lecture Notes in Educational Technology, 2021, , 87-104.	0.5	0
8	Aligning metaliteracy with self-directed learning to expand assessment opportunities. NWU Self-directed Learning Series, 2021, , 71-97.	0.1	0
9	Self-directed multimodal assessment: Towards assessing in a more equitable and differentiated way. NWU Self-directed Learning Series, 2021, , 51-69.	0.1	1
10	Diluted self-directed multimodal learning guidelines: Probing online study advice in the context of panic pedagogy. NWU Self-directed Learning Series, 2021, , 45-70.	0.1	0
11	Assessing axiologocets: Exploring the language of situated self-directed learning-oriented assessment. NWU Self-directed Learning Series, 2021, , 27-49.	0.1	1
12	Exploring microworlds as supporting environments for self-directed multimodal learning. NWU Self-directed Learning Series, 2021, , 71-106.	0.1	1
13	Learning through assessment: An approach towards Self-Directed Learning. NWU Self-directed Learning Series, 2021, , .	0.1	1
14	Gliding Across the Digital Divide with High Anxiety: Electronic Resource Selection Toward Self-Directed Writing Practice in a South African EAP Context. , 2020, , 403-431.		1
15	Research Ethics Guidelines for Personalized Learning and Teaching Through Big Data. Lecture Notes in Educational Technology, 2020, , 37-55.	0.5	3
16	Self-Directed Learning for the 21st Century: Implications for Higher Education. NWU Self-directed Learning Series, 2019, , .	0.1	6
17	Towards a multiliteracies framework in support of self-directed learning through open educational resources. NWU Self-directed Learning Series, 2019, , 167-201.	0.1	3
18	Professional development in fostering self-directed learning in German Second Additional Language teachers. Per Linguam, 2019, 35, .	0.1	3

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19	The decolonisation of the curriculum project: The affordances of indigenous knowledge for self-directed learning. NWU Self-directed Learning Series, 2019, , .	0.1	3
20	The affordances of technology for teaching indigenous knowledge. NWU Self-directed Learning Series, 2019, , 277-317.	0.1	0
21	The state of online open educational resources in Afrikaans: Afrikaans teaching as a case study. Tydskrif Vir Geesteswetenskappe, 2018, 58, 905-924.	0.0	2
22	Carstens's framework of Afrikaans conjunction markers: A more accurate and complete version. Tydskrif Vir Geesteswetenskappe, 2017, 57, 814-836.	0.0	0
23	Exploring writing apprehension amongst Afrikaans-speaking first-year students. Reading and Writing (South Africa), 2016, 7, .	0.2	1
24	Blended learning in a first-year language class: Evaluating the acceptance of an interactive learning environment. Literator, 2016, 37, .	0.2	6
25	Sesotho Online: Establishing an internet-based language knowledge community. South African Journal of African Languages, 2016, 36, 141-152.	0.2	28
26	The DBAL: An unknown digital language museum. Tydskrif Vir Geesteswetenskappe, 2016, 56, .	0.0	1
27	A journey towards self-directed writing: a longitudinal study of undergraduate language students's writing. Per Linguam, 2016, 32, .	0.1	6
28	Blended interaction: Implementing a bring-your-own-device approach versus provided tablet computers. South African Journal of Science and Technology, 2016, 35, .	0.1	0
29	Tell-tale signs: reflection towards the acquisition of academic discourses as second languages. Stellenbosch Papers in Linguistics, 2015, 43, 63-80.	0.4	0
30	Compulsory African languages in tertiary education: prejudices from news website commentary. Southern African Linguistics and Applied Language Studies, 2014, 32, 483-498.	0.2	6
31	A blended learning approach to teaching sociolinguistic research methods. Per Linguam, 2014, 30, .	0.1	2
32	The influence of affective variables on the acquisition of academic literacy. Per Linguam, 2013, 29, .	0.1	2
33	Acknowledging and protecting language rights on SABC TV through the use of subtitles. Communicatio, 2011, 37, 225-241.	0.2	4
34	Accommodating multilingualism in IT classrooms in the Free State province ¹ . Southern African Linguistics and Applied Language Studies, 2011, 29, 209-220.	0.2	2
35	Self-directed multimodal learning within a context of transformative open education. NWU Self-directed Learning Series, 0, , 1-49.	0.1	3
36	Diffraction pathways in self-directed multimodal learning: Experiences from Botswana and South Africa. NWU Self-directed Learning Series, 0, , 165-199.	0.1	0

#	ARTICLE	IF	CITATIONS
37	The affordances of the Community of Inquiry framework for self-directed blended learning in South African research. NWU Self-directed Learning Series, 0, , 51-92.	0.1	0
38	Self-directed multimodal learning in higher education. NWU Self-directed Learning Series, 0, , .	0.1	1
39	Situated and culturally appropriate self-directed multimodal learning. NWU Self-directed Learning Series, 0, , 235-284.	0.1	2
40	Higher Education in the melting pot: Emerging discourses of the Fourth Industrial Revolution and decolonisation. , 0, , .		1
41	The affordances of open educational resources and student-centred open pedagogy for the decolonisation of teacher education in South Africa. , 0, , 145-162.		0