

Michael Henderson

List of Publications by Citations

Source: <https://exaly.com/author-pdf/5453686/michael-henderson-publications-by-citations.pdf>

Version: 2024-04-25

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

51
papers

1,236
citations

17
h-index

34
g-index

74
ext. papers

1,583
ext. citations

2.5
avg, IF

5.4
L-index

#	Paper	IF	Citations
51	What works and why? Student perceptions of 'useful' digital technology in university teaching and learning. <i>Studies in Higher Education</i> , 2017 , 42, 1567-1579	2.6	264
50	What makes for effective feedback: staff and student perspectives. <i>Assessment and Evaluation in Higher Education</i> , 2019 , 44, 25-36	3.1	129
49	Developing a learning-centred framework for feedback literacy. <i>Assessment and Evaluation in Higher Education</i> , 2020 , 45, 527-540	3.1	89
48	Silences of ethical practice: dilemmas for researchers using social media. <i>Educational Research and Evaluation</i> , 2013 , 19, 546-560	0.6	83
47	Students' everyday engagement with digital technology in university: exploring patterns of use and 'usefulness' <i>Journal of Higher Education Policy and Management</i> , 2015 , 37, 308-319	2.1	62
46	Feeling feedback: students' emotional responses to educator feedback. <i>Assessment and Evaluation in Higher Education</i> , 2018 , 43, 880-892	3.1	56
45	Video-based feedback on student assessment: scarily personal. <i>Australasian Journal of Educational Technology</i> , 2015 , 31,	2.4	48
44	The challenges of feedback in higher education. <i>Assessment and Evaluation in Higher Education</i> , 2019 , 44, 1237-1252	3.1	45
43	Using mobile phones as placed resources for literacy learning in a remote Indigenous community in Australia. <i>Language and Education</i> , 2012 , 26, 279-296	1.7	44
42	Conditions that enable effective feedback. <i>Higher Education Research and Development</i> , 2019 , 38, 1401-1416	1.6	37
41	Young children's everyday concepts of the internet: A platform for cyber-safety education in the early years. <i>British Journal of Educational Technology</i> , 2018 , 49, 45-55	4.3	30
40	Digital disconnect or digital difference? A socio-ecological perspective on young children's technology use in the home and the early childhood centre. <i>Technology, Pedagogy and Education</i> , 2017 , 26, 1-17	2.3	26
39	Exploring the role of digital data in contemporary schools and schooling: 200,000 lines in an Excel spreadsheet <i>British Educational Research Journal</i> , 2015 , 41, 767-781	1.6	23
38	Creativity and Technology in Education: An International Perspective. <i>Technology, Knowledge and Learning</i> , 2018 , 23, 409-424	2.9	22
37	Technology and Feedback Design 2018 , 1-45		20
36	Feedback modes matter: Comparing student perceptions of digital and non-digital feedback modes in higher education. <i>British Journal of Educational Technology</i> , 2019 , 50, 1507-1523	4.3	19
35	Methodological capacity within the field of 'educational technology' research: an initial investigation. <i>British Journal of Educational Technology</i> , 2014 , 45, 403-414	4.3	19

34	Examining the use of theory within educational technology and media research. <i>Learning, Media and Technology</i> , 2013 , 38, 337-344	4.1	17
33	Identifying Feedback That Has Impact 2019 , 15-34		16
32	Technological me[young children] use of technology across their home and school contexts. <i>Technology, Pedagogy and Education</i> , 2014 , 23, 439-454	2.3	14
31	Creativity and technology in teaching and learning: a literature review of the uneasy space of implementation. <i>Educational Technology Research and Development</i> , 2021 , 69, 2091-2108	3.6	14
30	Failing in Creativity: The Problem of Policy and Practice in Australia and the United States. <i>Kappa Delta Pi Record</i> , 2019 , 55, 4-10	0.6	13
29	Student agency in feedback: beyond the individual. <i>Assessment and Evaluation in Higher Education</i> , 1-14	3.1	13
28	What[is] used and what[is] useful? Exploring digital technology use(s) among taught postgraduate students. <i>Active Learning in Higher Education</i> , 2016 , 17, 235-247	2.6	12
27	TPACK [Time to reboot?]. <i>Australasian Journal of Educational Technology</i> , 2020 , 36, 1-9	2.4	12
26	The usefulness of feedback. <i>Active Learning in Higher Education</i> , 2019 , 146978741987239	2.6	9
25	What are users thinking in a virtual world lesson? Using stimulated recall interviews to report student cognition, and its triggers. <i>Journal of Virtual Worlds Research</i> , 2010 , 3,	1.1	8
24	Navigating four billion videos: teacher search strategies and the YouTube algorithm. <i>Learning, Media and Technology</i> , 2021 , 46, 47-59	4.1	8
23	Designing Feedback for Impact 2019 , 267-285		7
22	Videos in higher education: Making the most of a good thing. <i>Australasian Journal of Educational Technology</i> , 2019 , 35, 1-7	2.4	6
21	The evolving field of learning analytics research in higher education. <i>Australasian Journal of Educational Technology</i> , 2020 , 36, 1-7	2.4	6
20	Developing a measure to understand young children['] Internet cognition and cyber-safety awareness: a pilot test. <i>Early Years</i> , 2016 , 36, 322-335	0.6	6
19	Designing learner-centred text-based feedback: a rapid review and qualitative synthesis. <i>Assessment and Evaluation in Higher Education</i> , 2021 , 46, 894-912	3.1	6
18	Identifying the Impact of Feedback Over Time and at Scale: Opportunities for Learning Analytics 2019 , 207-223		5
17	Three Modes of Creativity. <i>Journal of Creative Behavior</i> , 2021 , 55, 306-318	2.6	5

16	Creativity and risk-taking in teaching and learning settings: Insights from six international narratives. <i>International Journal of Educational Research Open</i> , 2021 , 2-2, 100024	13.1	5
15	The possibilities and limitations of applying 'open data' principles in schools. <i>Cambridge Journal of Education</i> , 2017 , 47, 167-187	1.7	4
14	You need a system' exploring the role of data in the administration of university students and courses. <i>Journal of Further and Higher Education</i> , 2018 , 42, 46-56	1.5	4
13	'Like, stalk them on Facebook' Teachers' 'privacy' and the risks of social networking sites 2010 ,		4
12	Improving Feedback Research in Naturalistic Settings 2019 , 245-265		4
11	Young Children's Internet Cognition 2015 , 38-45		3
10	Cognitive Engagement in Virtual Worlds Language Learning 2018 , 117-134		3
9	Why Focus on Feedback Impact? 2019 , 3-14		2
8	Identifying the components of effective learner-centred feedback information. <i>Teaching in Higher Education</i> , 1-18	1.4	2
7	Digitally recorded assessment feedback in a secondary school context: student engagement, perception and impact. <i>Technology, Pedagogy and Education</i> , 2020 , 29, 311-325	2.3	1
6	Feedback in higher education: aligning academic intent and student sensemaking. <i>Teaching in Higher Education</i> , 1-16	1.4	1
5	The Ethical Dilemmas of Social Networking Sites in Classroom Contexts. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2014 , 192-207	0.3	1
4	Designing for technology-enabled dialogic feedback 2018 , 117-126		1
3	The Ethical Dilemmas of Social Networking Sites in Classroom Contexts 2015 , 741-756		
2	Leading change for creativity in schools: mobilizing creative risk-taking and productive failure. <i>International Journal of Leadership in Education</i> , 1-24	0.8	
1	Exploring creative risk-taking and productive failure in classroom practice. A case study of the perceived self-efficacy and agency of teachers at one school. <i>Thinking Skills and Creativity</i> , 2021 , 42, 100951		