

Michael Henderson

List of Publications by Year in Descending Order

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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 | Three Modes of Creativity. <i>Journal of Creative Behavior</i> , 2021 , 55, 306-318 | 2.6 | 5 |
| 50 | Navigating four billion videos: teacher search strategies and the YouTube algorithm. <i>Learning, Media and Technology</i> , 2021 , 46, 47-59 | 4.1 | 8 |
| 49 | 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 |
| 48 | 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 |
| 47 | 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, 1009-1015 | 3.1 | 5 |
| 46 | 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 |
| 45 | 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 |
| 44 | The evolving field of learning analytics research in higher education. <i>Australasian Journal of Educational Technology</i> , 2020 , 36, 1-7 | 2.4 | 6 |
| 43 | TPACK [Time to reboot?]. <i>Australasian Journal of Educational Technology</i> , 2020 , 36, 1-9 | 2.4 | 12 |
| 42 | Developing a learning-centred framework for feedback literacy. <i>Assessment and Evaluation in Higher Education</i> , 2020 , 45, 527-540 | 3.1 | 89 |
| 41 | The usefulness of feedback. <i>Active Learning in Higher Education</i> , 2019 , 146978741987239 | 2.6 | 9 |
| 40 | 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 |
| 39 | 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 |
| 38 | The challenges of feedback in higher education. <i>Assessment and Evaluation in Higher Education</i> , 2019 , 44, 1237-1252 | 3.1 | 45 |
| 37 | Conditions that enable effective feedback. <i>Higher Education Research and Development</i> , 2019 , 38, 1401-1416 | 14.6 | 37 |
| 36 | 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 |
| 35 | Why Focus on Feedback Impact? 2019 , 3-14 | | 2 |

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| 34 | Identifying the Impact of Feedback Over Time and at Scale: Opportunities for Learning Analytics 2019 , 207-223 | | 5 |
| 33 | Improving Feedback Research in Naturalistic Settings 2019 , 245-265 | | 4 |
| 32 | Designing Feedback for Impact 2019 , 267-285 | | 7 |
| 31 | Identifying Feedback That Has Impact 2019 , 15-34 | | 16 |
| 30 | What makes for effective feedback: staff and student perspectives. <i>Assessment and Evaluation in Higher Education</i> , 2019 , 44, 25-36 | 3.1 | 129 |
| 29 | Feeling feedback: students' emotional responses to educator feedback. <i>Assessment and Evaluation in Higher Education</i> , 2018 , 43, 880-892 | 3.1 | 56 |
| 28 | 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 |
| 27 | 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 |
| 26 | Creativity and Technology in Education: An International Perspective. <i>Technology, Knowledge and Learning</i> , 2018 , 23, 409-424 | 2.9 | 22 |
| 25 | Designing for technology-enabled dialogic feedback 2018 , 117-126 | | 1 |
| 24 | Technology and Feedback Design 2018 , 1-45 | | 20 |
| 23 | Cognitive Engagement in Virtual Worlds Language Learning 2018 , 117-134 | | 3 |
| 22 | 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 |
| 21 | The possibilities and limitations of applying 'open data' principles in schools. <i>Cambridge Journal of Education</i> , 2017 , 47, 167-187 | 1.7 | 4 |
| 20 | 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 |
| 19 | What's used and what's useful? Exploring digital technology use(s) among taught postgraduate students. <i>Active Learning in Higher Education</i> , 2016 , 17, 235-247 | 2.6 | 12 |
| 18 | Developing a measure to understand young children's Internet cognition and cyber-safety awareness: a pilot test. <i>Early Years</i> , 2016 , 36, 322-335 | 0.6 | 6 |
| 17 | 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 |

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| 16 | 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 |
| 15 | Video-based feedback on student assessment: scarily personal. <i>Australasian Journal of Educational Technology</i> , 2015 , 31, | 2.4 | 48 |
| 14 | Young Children's Internet Cognition 2015 , 38-45 | | 3 |
| 13 | The Ethical Dilemmas of Social Networking Sites in Classroom Contexts 2015 , 741-756 | | |
| 12 | 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 |
| 11 | Technological mediation of young children's use of technology across their home and school contexts. <i>Technology, Pedagogy and Education</i> , 2014 , 23, 439-454 | 2.3 | 14 |
| 10 | 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 |
| 9 | Silences of ethical practice: dilemmas for researchers using social media. <i>Educational Research and Evaluation</i> , 2013 , 19, 546-560 | 0.6 | 83 |
| 8 | Examining the use of theory within educational technology and media research. <i>Learning, Media and Technology</i> , 2013 , 38, 337-344 | 4.1 | 17 |
| 7 | 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 |
| 6 | 'Like, stalk them on Facebook' Teachers' privacy and the risks of social networking sites 2010 , | | 4 |
| 5 | 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 |
| 4 | Feedback in higher education: aligning academic intent and student sensemaking. <i>Teaching in Higher Education</i> , 1-16 | 1.4 | 1 |
| 3 | Identifying the components of effective learner-centred feedback information. <i>Teaching in Higher Education</i> , 1-18 | 1.4 | 2 |
| 2 | Student agency in feedback: beyond the individual. <i>Assessment and Evaluation in Higher Education</i> , 1-14 | 3.1 | 13 |
| 1 | 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 | |