

List of Publications by Citations

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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.

184 papers	2,410 citations	25 h-index	41 g-index
203 ext. papers	2,699 ext. citations	3 avg, IF	5.32 L-index

#	Paper	IF	Citations
184	Teachers' beliefs and intentions concerning teaching in higher education. <i>Higher Education</i> , 2005 , 50, 537-571	3	195
183	Note-taking: A critical review. <i>Programmed Learning and Educational Technology</i> , 1978 , 15, 207-224		155
182	Preinstructional Strategies: The Role of Pretests, Behavioral Objectives, Overviews and Advance Organizers. <i>Review of Educational Research</i> , 1976 , 46, 239-265	10.3	131
181	A comparison between the time-management skills and academic performance of mature and traditional-entry university students. <i>Higher Education</i> , 1996 , 32, 199-215	3	121
180	SOME OBSERVATIONS ON THE EFFICIENCY OF LECTURING. <i>Educational Review</i> , 1967 , 20, 30-37	1.8	92
179	What's in a title? Numbers of words and the presence of colons. <i>Scientometrics</i> , 2005 , 63, 341-356	3	68
178	A research strategy for text designers: The role of headings. <i>Instructional Science</i> , 1985 , 14, 99-155	2	58
177	Planning that title: Practices and preferences for titles with colons in academic articles. <i>Library and Information Science Research</i> , 2007 , 29, 553-568	1.9	49
176	Obtaining information accurately and quickly: are structured abstracts more efficient?. <i>Journal of Information Science</i> , 1996 , 22, 349-356	2	40
175	Eighty ways of improving instructional text. <i>IEEE Transactions on Professional Communication</i> , 1981 , PC-24, 17-27	1	40
174	Current findings from research on structured abstracts. <i>Journal of the Medical Library Association: JMLA</i> , 2004 , 92, 368-71	1.4	40
173	Underlining Can Make a Difference Sometimes. <i>Journal of Educational Research</i> , 1980 , 73, 218-224	1.1	39
172	An evaluation of structured abstracts in journals published by the British Psychological Society. <i>British Journal of Educational Psychology</i> , 1998 , 68, 443-456	3.2	36
171	Are Structured Abstracts Easier to Read Than Traditional Ones?. <i>Journal of Research in Reading</i> , 1997 , 20, 122-136	2.1	34
170	Four layouts and a finding: the effects of changes in the order of the verbal labels and numerical values on Likert-type scales. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2010 , 13, 17-27	2.8	32
169	Sex Differences in Handwriting: a comment on Spear. <i>British Educational Research Journal</i> , 1991 , 17, 141-145	1.5	31
168	THE EFFECTS OF HEADINGS IN TEXT ON RECALL, SEARCH AND RETRIEVAL. <i>British Journal of Educational Psychology</i> , 1983 , 53, 205-214	3.2	31

167	Reading and writing book reviews across the disciplines. <i>Journal of the Association for Information Science and Technology</i> , 2006 , 57, 1194-1207		30
166	The psychologist as wordsmith: a questionnaire study of the writing strategies of productive British psychologists. <i>Higher Education</i> , 1989 , 18, 423-452	3	30
165	Designing instructional text for older readers: a literature review. <i>British Journal of Educational Technology</i> , 1994 , 25, 172-188	4.3	28
164	Publication fees for open access journals: Different disciplines—different methods. <i>Journal of the Association for Information Science and Technology</i> , 2013 , 64, 2591-2594		27
163	Does correction for guessing reduce students' performance on multiple-choice examinations? Yes? No? Sometimes?. <i>Assessment and Evaluation in Higher Education</i> , 2009 , 34, 1-15	3.1	27
162	Classic articles in Psychology in the Science Citation Index Expanded: A bibliometric analysis. <i>British Journal of Psychology</i> , 2016 , 107, 768-780	4	27
161	Notetaking in non-academic settings: a review. <i>Applied Cognitive Psychology</i> , 2002 , 16, 559-574	2.1	23
160	The effects of spacing and titles on judgments of the effectiveness of structured abstracts. <i>Journal of the Association for Information Science and Technology</i> , 2007 , 58, 2335-2340		22
159	Common weaknesses in traditional abstracts in the social sciences. <i>Journal of the Association for Information Science and Technology</i> , 2009 , 60, 2010-2018		21
158	A Thorn in the Flesh: Observations on the Unreliability of Computer-Based Readability Formulae. <i>British Journal of Educational Technology</i> , 1997 , 28, 143-145	4.3	21
157	Learning from experience: the expectations and experiences of first-year undergraduate psychology students. <i>Journal of Further and Higher Education</i> , 2008 , 32, 399-413	1.5	21
156	Writing through time: longitudinal studies of the effects of new technology on writing. <i>British Journal of Educational Technology</i> , 2001 , 32, 141-151	4.3	21
155	Classic Articles Published by American Scientists (1900-2014): A Bibliometric Analysis. <i>Current Science</i> , 2016 , 111, 1156	2.2	20
154	Academics and their writing. <i>Studies in Higher Education</i> , 1984 , 9, 151-167	2.6	19
153	THE EFFECT OF HEADINGS ON CHILDREN'S RECALL FROM PROSE TEXT. <i>British Journal of Educational Psychology</i> , 1980 , 50, 304-307	3.2	19
152	Clarity Across the Disciplines: An Analysis of Texts in the Sciences, Social Sciences, and Arts and Humanities. <i>Science Communication</i> , 2004 , 26, 188-210	5.5	18
151	Which layout do you prefer? An analysis of readers' preferences for different typographic layouts of structured abstracts. <i>Journal of Information Science</i> , 1996 , 22, 27-37	2	18
150	Three ways to improve the clarity of journal abstracts. <i>British Journal of Educational Psychology</i> , 1994 , 64, 331-343	3.2	18

149	Divergent thinking in arts and science students: Contrary imaginations at Keele revisited. <i>Studies in Higher Education</i> , 1997 , 22, 93-97	2.6	17
148	Do structured abstracts take more space? And does it matter?. <i>Journal of Information Science</i> , 2002 , 28, 417-422	2	17
147	Applying ergonomics to Applied Ergonomics: using structured abstracts. <i>Applied Ergonomics</i> , 1999 , 30, 535-41	4.2	17
146	Current findings from research on structured abstracts: an update. <i>Journal of the Medical Library Association: JMLA</i> , 2014 , 102, 146-8	1.4	16
145	To cite or not to cite: author self-citations and the impact factor. <i>Scientometrics</i> , 2012 , 92, 313-317	3	16
144	Sleeping beauties in psychology. <i>Scientometrics</i> , 2017 , 110, 301-305	3	15
143	Is it appropriate to use structured abstracts in social science journals?. <i>Learned Publishing</i> , 1997 , 10, 313-317	3.87	15
142	Assessing the mock viva: the experiences of British doctoral students. <i>Studies in Higher Education</i> , 2004 , 29, 727-738	2.6	13
141	Programmed Instruction 1954-1974 A Review. <i>Programmed Learning and Educational Technology</i> , 1974 , 11, 278-291		13
140	Speaking versus typing: a case-study of the effects of using voice-recognition software on academic correspondence. <i>British Journal of Educational Technology</i> , 2003 , 34, 5-16	4.3	13
139	Preinstructional Strategies: The Role of Pretests, Behavioral Objectives, Overviews and Advance Organizers		13
138	Is time up for the Flesch measure of reading ease?. <i>Scientometrics</i> , 2016 , 107, 1523-1526	3	12
137	Speaking versus typing: a case-study of the effects of using voice-recognition software on academic correspondence. <i>British Journal of Educational Technology</i> , 2003 , 34, 5-16	4.3	12
136	The effects of verbal and numerical quantifiers on questionnaire responses. <i>Applied Ergonomics</i> , 1984 , 15, 149-55	4.2	12
135	On notes and note-taking. <i>Higher Education Quarterly</i> , 1974 , 28, 225-235	1.3	12
134	Spamming in scholarly publishing: A case study. <i>Journal of the Association for Information Science and Technology</i> , 2016 , 67, 2009-2015	2.7	11
133	Single Authors Are Not Alone: Colleagues Often Help. <i>Journal of Scholarly Publishing</i> , 2003 , 34, 108-113	0.3	11
132	Writing, thinking and computers. <i>British Journal of Educational Technology</i> , 1993 , 24, 22-31	4.3	11

131	Using principles of text design to improve the effectiveness of audiotapes. <i>British Journal of Educational Technology</i> , 1988 , 19, 4-16	4.3	11
130	Typographic Settings for Structured Abstracts. <i>Journal of Technical Writing and Communication</i> , 2000 , 30, 355-365	0.5	10
129	From Structured Abstracts to Structured Articles: A Modest Proposal. <i>Journal of Technical Writing and Communication</i> , 1999 , 29, 255-270	0.5	10
128	THE VALIDITY OF A SIMPLIFIED VERSION OF BADDELEY'S THREE-MINUTE REASONING TEST. <i>Educational Research</i> , 1971 , 14, 70-73	1.9	10
127	Typographical problems of journal design. <i>Applied Ergonomics</i> , 1974 , 5, 15-20	4.2	10
126	SOCIAL FACTORS IN PROGRAMMED INSTRUCTION: A REVIEW. <i>Programmed Learning</i> , 1966 , 3, 3-16		10
125	Issues of work-life balance among JASIST authors and editors. <i>Journal of the Association for Information Science and Technology</i> , 2013 , 64, 2182-2186		9
124	To write or to type? The effects of handwriting and word-processing on the written style of examination essays. <i>Innovations in Education and Teaching International</i> , 2013 , 50, 85-93	1.3	9
123	Legal ease and illegalese. <i>Psychology, Crime and Law</i> , 2000 , 6, 1-20	1.4	9
122	On the typing of tables. <i>Applied Ergonomics</i> , 1975 , 6, 39-42	4.2	9
121	The delights, discomforts, and downright furies of the manuscript submission process. <i>Learned Publishing</i> , 2017 , 30, 167-172	1.8	8
120	An academic odyssey: writing over time. <i>Scientometrics</i> , 2015 , 103, 1073-1082	3	8
119	The Anatomy of a Book Review. <i>Journal of Technical Writing and Communication</i> , 2010 , 40, 473-487	0.5	8
118	Reading, Writing, Speaking and Listening: Perspectives in Applied Linguistics. <i>Applied Linguistics</i> , 2007 , 28, 316-320	2.4	8
117	Planning the Typographical Structure of Instructional Text. <i>Educational Psychologist</i> , 1986 , 21, 315-332	6.8	8
116	Some Observations on Producing and Measuring Readable Writing. <i>Programmed Learning and Educational Technology</i> , 1980 , 17, 164-174		8
115	The role of spatial and typographic cues in the layout of journal references. <i>Applied Ergonomics</i> , 1979 , 10, 165-9	4.2	8
114	Authors and their citations: a point of view. <i>Scientometrics</i> , 2017 , 110, 1081-1084	3	7

113	Recalling structured text: Does what goes in determine what comes out?. <i>British Journal of Educational Technology</i> , 1993 , 24, 84-91	4.3	7
112	The effects of the typographic layout of cloze-type tests on reading comprehension scores. <i>Journal of Research in Reading</i> , 1986 , 9, 116-124	2.1	7
111	Some Observations on the Reliability of Measures Used in Reading and Typographic Research. <i>Journal of Literacy Research</i> , 1975 , 7, 283-296		7
110	Are some parts larger than others? Qualifying Hammerton's quantifiers. <i>Applied Ergonomics</i> , 1977 , 8, 93-5	4.2	7
109	The Effects of Pre-Test Difficulty on Post-Test Performance Following Self-Instruction. <i>Programmed Learning and Educational Technology</i> , 1972 , 9, 108-112		7
108	Brief Communication: Is it Appropriate to use Structured Abstracts in Non-Medical Science Journals?. <i>Journal of Information Science</i> , 1998 , 24, 359-364	2	7
107	Solo versus collaborative writing: Discrepancies in the use of tables and graphs in academic articles. <i>Journal of the Association for Information Science and Technology</i> , 2014 , 65, 812-820	2.7	6
106	The Role of Printouts in Editing Text. <i>British Journal of Educational Technology</i> , 1998 , 29, 277-282	4.3	6
105	Lost in translation: contributions of editors to the meanings of text. <i>Journal of Information Science</i> , 2007 , 33, 551-565	2	6
104	Using New Technology to Assess the Academic Writing Styles of Male and Female Pairs and Individuals. <i>Journal of Technical Writing and Communication</i> , 2003 , 33, 243-261	0.5	6
103	What do we know about footnotes? Opinions and data. <i>Journal of Information Science</i> , 1999 , 25, 205-212		6
102	Extracting information from flowcharts and contingency statements: the effects of age and practice. <i>British Journal of Educational Technology</i> , 1991 , 22, 84-98	4.3	6
101	Improving Study-skills. <i>British Educational Research Journal</i> , 1986 , 12, 111-123	1.6	6
100	Sequencing the elements in references. <i>Applied Ergonomics</i> , 1981 , 12, 7-12	4.2	6
99	Tables in text. <i>Applied Ergonomics</i> , 1976 , 7, 13-8	4.2	6
98	Learning and Studying		6
97	Who woke the sleeping beauties in psychology?. <i>Scientometrics</i> , 2017 , 112, 1065-1068	3	5
96	Highly cited publications in World War II: a bibliometric analysis. <i>Scientometrics</i> , 2017 , 110, 1065-1075	3	5

95	The effects of data input errors on subsequent statistical inference. <i>Journal of Applied Statistics</i> , 2015 , 42, 2030-2037	1	5
94	Do men and women differ in their use of tables and graphs in academic publications?. <i>Scientometrics</i> , 2014 , 98, 1161-1172	3	5
93	Graphs and prestige in agricultural journals. <i>Journal of the Association for Information Science and Technology</i> , 2013 , 64, 1946-1950		5
92	Time of day, exam performance and new technology. <i>British Journal of Educational Technology</i> , 2008 , 39, 555-558	4.3	5
91	The Effects of Using Colored Paper to Boost Response-Rates to Surveys and Questionnaires. <i>Journal of Technical Writing and Communication</i> , 2003 , 33, 29-40	0.5	5
90	Obtaining ReprintsDoes Color Help?. <i>Science Communication</i> , 2000 , 22, 212-218	5.5	5
89	Alternatives in the typographic design of questionnaires. <i>Journal of Occupational Psychology</i> , 1977 , 50, 299-304		5
88	What's new in abstracts of science articles. <i>Journal of the Medical Library Association: JMLA</i> , 2016 , 104, 235-6	1.4	5
87	Postcard, Letter, or E-Mail? What's the Best Way to Obtain a Reprint?. <i>Science Communication</i> , 1997 , 19, 56-61	5.5	4
86	Predicting university performance in Psychology: the role of previous performance and discipline-specific knowledge. <i>Educational Studies</i> , 2008 , 34, 543-556	1	4
85	Book reviewing in the BJET: a survey of BJET's referees and writers' views. <i>British Journal of Educational Technology</i> , 2005 , 36, 897-905	4.3	4
84	Is Judging Text On Screen Different From Judging Text In Print? A Naturalistic E-Mail Experiment. <i>Innovations in Education and Teaching International</i> , 2002 , 39, 21-25	1.3	4
83	Headings in structured abstracts. <i>British Journal of Psychiatry</i> , 1998 , 173, 178	5.4	4
82	Captions for tables and figures. <i>British Journal of Educational Technology</i> , 1991 , 22, 149-150	4.3	4
81	Student Preferences in Typography. <i>Programmed Learning and Educational Technology</i> , 1982 , 19, 166-175		4
80	A selected bibliography of typographical research relevant to the production of instructional materials. <i>AV Communication Review</i> , 1974 , 22, 181-190		4
79	Writing Lines: an Exploratory Study. <i>Programmed Learning and Educational Technology</i> , 1975 , 12, 84-87		4
78	Typographic decision making: the layout of indexes. <i>Applied Ergonomics</i> , 1977 , 8, 35-9	4.2	4

77	PROGRAMMED LEARNING IN PAIRS. <i>Educational Research</i> , 1971 , 13, 130-134	1.9	4
76	Is this chapter any use? Methods for evaluating text 2005 , 335-356		4
75	Book reviews in time. <i>Scientometrics</i> , 2016 , 109, 2123-2128	3	4
74	Some reflections on being cited 10,000 times. <i>Scientometrics</i> , 2019 , 118, 375-381	3	4
73	What can new technology tell us about the reviewing process for journal submissions in BJET?. <i>British Journal of Educational Technology</i> , 2017 , 48, 212-220	4.3	3
72	Look: No hands! Driving on the motorway. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 2016 , 42, 558-561	4.5	3
71	Hattie, John (2012) Visible learning for teachers Routledge (New York & London) isbn 978-0-415-69015-7 269 pp £22.99 www.routledge.com/books/details/9780415690157/ . <i>British Journal of Educational Technology</i> , 2012 , 43, E134-E136	4.3	3
70	Refereeing academic articles in the information age. <i>British Journal of Educational Technology</i> , 2012 , 43, 520-528	4.3	3
69	Sir Cyril Burt and typography: A re-evaluation. <i>British Journal of Psychology</i> , 1983 , 74, 203-212	4	3
68	The Three-minute Reasoning Test a Re-evaluation. <i>Educational Research</i> , 1973 , 16, 58-62	1.9	3
67	Structured abstracts for technical journals. <i>Science</i> , 2001 , 292, 1067	33.3	3
66	The decline and fall of book reviews in psychology: a bibliometric analysis. <i>Scientometrics</i> , 2017 , 112, 655-657	3	2
65	Some observations on the current state of book reviewing in the social sciences. <i>Learned Publishing</i> , 2018 , 31, 169-171	1.8	2
64	Are two authors better than one? Can writing in pairs affect the readability of academic blogs?. <i>Scientometrics</i> , 2016 , 109, 2119-2122	3	2
63	Is it true that papers written by joint-authors are cited more than papers written by single ones? What else matters?. <i>Scientometrics</i> , 2016 , 106, 817-818	3	2
62	Thirteen Ways to Write an Abstract. <i>Publications</i> , 2017 , 5, 11	1.7	2
61	Multiple Pie Charts: Unreadable, Inefficient, and Over-Used. <i>Journal of Scholarly Publishing</i> , 2015 , 46, 282-289	0.3	2
60	Write when you can and submit when you are ready!. <i>Learned Publishing</i> , 2011 , 24, 29-32	1.8	2

59	Key variables come first! How best to design a correlation table when there is one key variable. <i>Journal of Information Science</i> , 2012 , 38, 399-403	2	2
58	Never mind the impact factor: colleagues know better!. <i>Learned Publishing</i> , 2010 , 23, 63-65	1.8	2
57	Revising and polishing a structured abstract: Is it worth the time and effort?. <i>Journal of the Association for Information Science and Technology</i> , 2008 , 59, 1870-1877		2
56	On Requesting Re-Prints Electronically. <i>Journal of Information Science</i> , 2004 , 30, 280-284	2	2
55	Applying psychology to text design. <i>Information Design Journal</i> , 2004 , 12, 91-102	0.4	2
54	Obtaining ReprintsThe Effects of Self-Addressed Return Labels. <i>Journal of Technical Writing and Communication</i> , 2002 , 32, 67-73	0.5	2
53	Readers as Text Designers: Personalizing the Layout of Text. <i>Innovations in Education and Teaching International</i> , 1999 , 36, 346-350		2
52	The effects of sex of speaker and listener on recall from a medical audiotape. <i>British Journal of Educational Technology</i> , 1989 , 20, 191-199	4.3	2
51	A reply to Robin Kinross. <i>Instructional Science</i> , 1979 , 8, 291-294	2	2
50	The Effects of Interline Space on Judgments of Typesize. <i>Programmed Learning and Educational Technology</i> , 1975 , 12, 115-119		2
49	Mixed-Ability versus Own-Choice Pairs. <i>Programmed Learning and Educational Technology</i> , 1973 , 10, 69-76		2
48	Linear and skip-branching programmes: a comparison study. <i>British Journal of Educational Psychology</i> , 1965 , 35, 320-8	3.2	2
47	Publication trends in a high impact journal: the case of World Psychiatry. <i>Library Hi Tech News</i> , 2018 , 35, 25-30	0.9	1
46	Presenting numerical values within sentences and text tables. <i>Journal of the Association for Information Science and Technology</i> , 2012 , 63, 108-113		1
45	New ways of sending Christmas greetings. <i>Scientometrics</i> , 2013 , 97, 911-912	3	1
44	Inaccuracies in titles. <i>Scientometrics</i> , 2015 , 103, 329-330	3	1
43	Campbell, Robert et al ed (2012) Academic and professional publishing Chandos Publishing (Cambridge) isbn 978-1-84334-669-2 510 pp £60 (paper and e-versions) www.woodheadpublishing.com/9781843346692. <i>British Journal of Educational Technology</i> , 2013 , 44, E100-E101	4.3	1
42	Making the Journal Abstract More Concrete. <i>Journal of Scholarly Publishing</i> , 2011 , 43, 110-115	0.3	1

41	On the need to distinguish between author and journal self-citations. <i>Scientometrics</i> , 2009 , 81, 787-788	3	1
40	Sage handbook of educational action research [Edited by Susan Noffke & Bridget Somekh. <i>British Journal of Educational Technology</i> , 2009 , 40, 966-967	4.3	1
39	Structured abstracts in the British Journal of Clinical Psychology. <i>British Journal of Clinical Psychology</i> , 1998 , 37, 1-2	3.6	1
38	Disabled students in higher education [Sheila, Riddell et al. <i>British Journal of Educational Technology</i> , 2006 , 37, 808-809	4.3	1
37	On the presentation of book reviews. <i>Learned Publishing</i> , 2003 , 16, 219-220	1.8	1
36	Referees are not always right! The case of the 3-D graph. <i>British Journal of Educational Technology</i> , 2001 , 32, 623-626	4.3	1
35	Where is the Address: Give Readers and Writers a Chance by Providing Postal Details. <i>Social Studies of Science</i> , 2001 , 31, 627-628	2.4	1
34	More News from Abroad: Educational Changes in the United Kingdom. <i>Teaching of Psychology</i> , 1999 , 26, 190-192	0.7	1
33	Improving the readability of scientific articles. <i>British Journal of Educational Technology</i> , 1993 , 24, 215-216	3	1
32	Scientific communication: So where do we go from here?. <i>Behavioral and Brain Sciences</i> , 1982 , 5, 215-216	0.9	1
31	Reading Hygiene: A Difference Viewpoint. <i>Journal of Educational Research</i> , 1975 , 68, 196-196	1.1	1
30	. <i>IEEE Transactions on Professional Communication</i> , 1980 , PC-23, 138-142	1	0
29	Research on tables and graphs in academic articles: Pitfalls and promises. <i>Journal of the Association for Information Science and Technology</i> , 2015 , 66, 428-431	2.7	
28	Writing a Book Review 2019 , 559-563		
27	New technology and Christmas greetings. <i>Scientometrics</i> , 2014 , 101, 2081-2082	3	
26	Self-citations should be counted. <i>Archivos De Bronconeumologia</i> , 2015 , 51, 102	0.7	
25	Self-citations Should be Counted. <i>Archivos De Bronconeumologia</i> , 2015 , 51, 102	0.7	
24	Torrance, Mark et al ed (2012) Learning to write effectively Brill (Leiden, Netherlands) isbn 978-1-78052-928-8 431 pp £13.95 http://www.brill.com/learning-write-effectively-current-trends-european-research . <i>British Journal of Educational Technology</i> , 2013 , 44, E70-E71	4.3	

23	Social and behavioral research and the internet [Edited by Marcel Das et al. <i>British Journal of Educational Technology</i> , 2011 , 42, E110-E111	4.3
22	Teaching the new writing [Edited by Ann Herrington et al. <i>British Journal of Educational Technology</i> , 2010 , 41, E112-E113	4.3
21	E-collaboration [Edited by Ned Kock. <i>British Journal of Educational Technology</i> , 2009 , 40, 1146-1147	4.3
20	Applied e-learning and e-teaching in higher education [Edited by Roisin Donnelly & Fiona McSweeney. <i>British Journal of Educational Technology</i> , 2009 , 40, 584-585	4.3
19	The Joy of Counting. <i>Journal of Scholarly Publishing</i> , 2010 , 41, 364-374	0.3
18	Handbook of research on electronic surveys and measurements [Edited by Rodney A Reynolds. <i>British Journal of Educational Technology</i> , 2008 , 39, 189-189	4.3
17	Oxford handbook of internet psychology [Edited by Adam Joinson. <i>British Journal of Educational Technology</i> , 2008 , 39, 561-562	4.3
16	The effects of pretesting on post-test performance following self-instruction: A summary. <i>NSPI Journal</i> , 2008 , 10, 7-11	
15	Developing ICT for early childhood education [Siraj-Blatchford, Iram & Siraj-Blatchford, John. <i>British Journal of Educational Technology</i> , 2006 , 37, 653-653	4.3
14	Perfect presentations! [Peter Levin & Graham Topping. <i>British Journal of Educational Technology</i> , 2006 , 37, 983-983	4.3
13	TnT: texts and technology. <i>British Journal of Educational Technology</i> , 2004 , 35, 756-756	4.3
12	Individual preferences in e-learning. <i>British Journal of Educational Technology</i> , 2004 , 35, 383-384	4.3
11	Reviews: 4. <i>British Journal of Educational Technology</i> , 2003 , 34, 678-679	4.3
10	Reviews: 8. <i>British Journal of Educational Technology</i> , 2003 , 34, 535-536	4.3
9	Down with bp. cit. <i>Learned Publishing</i> , 2005 , 18, 75-77	1.8
8	IssueWeb. <i>British Journal of Educational Technology</i> , 2005 , 36, 348-349	4.3
7	Small group teaching. <i>British Journal of Educational Technology</i> , 2005 , 36, 577-578	4.3
6	Individual preferences in e-learning. <i>British Journal of Educational Technology</i> , 2005 , 36, 695-696	4.3

5	Students, Writing and Computers. <i>Psychology Learning and Teaching</i> , 2001 , 1, 10-15	1.3
4	Hype and hypertext. <i>Higher Education</i> , 1990 , 20, 113-119	3
3	5. THE FUNCTIONAL ANALYSIS OF FRAMES: PROPOSED SYSTEMS. <i>Programmed Learning</i> , 1965 , 2, 93-99	
2	A bibliometric analysis of highly cited Phosphoinositide 3-Kinase (PI3K) research papers. <i>Collnet Journal of Scientometrics and Information Management</i> , 2020 , 14, 37-54	0.5
1	Peer choice <input checked="" type="checkbox"/> Does reviewer self-selection work?. <i>Learned Publishing</i> , 2016 , 29, 27-29	1.8