

Petar JandriÄ

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5489434/publications.pdf>

Version: 2024-02-01

118
papers

2,844
citations

218381

26
h-index

243296

44
g-index

128
all docs

128
docs citations

128
times ranked

914
citing authors

#	ARTICLE	IF	CITATIONS
1	Postdigital science and education. <i>Educational Philosophy and Theory</i> , 2018, 50, 893-899.	1.3	393
2	Postdigital Dialogue. <i>Postdigital Science and Education</i> , 2019, 1, 163-189.	4.3	136
3	Teaching in the Age of Covid-19. <i>Postdigital Science and Education</i> , 2020, 2, 1069-1230.	4.3	136
4	Reimagining the new pedagogical possibilities for universities post-Covid-19. <i>Educational Philosophy and Theory</i> , 2022, 54, 717-760.	1.3	122
5	Learning in the Age of Digital Reason. <i>Educational Futures</i> , 2017, , .	0.6	118
6	Postdigital Research in the Time of Covid-19. <i>Postdigital Science and Education</i> , 2020, 2, 233-238.	4.3	97
7	The Postdigital Human: Making the History of the Future. <i>Postdigital Science and Education</i> , 2019, 1, 190-217.	4.3	64
8	Postdigital Ecopedagogies: Genealogies, Contradictions, and Possible Futures. <i>Postdigital Science and Education</i> , 2022, 4, 692-710.	4.3	62
9	Towards a philosophy of academic publishing. <i>Educational Philosophy and Theory</i> , 2016, 48, 1401-1425.	1.3	60
10	Viral modernity? Epidemics, infodemics, and the "bioinformational"™ paradigm. <i>Educational Philosophy and Theory</i> , 2022, 54, 675-697.	1.3	57
11	Postdigital Living in the Age of Covid-19: Unsettling What We See as Possible. <i>Postdigital Science and Education</i> , 2020, 2, 989-1005.	4.3	53
12	Postdigital-biodigital: An emerging configuration. <i>Educational Philosophy and Theory</i> , 2023, 55, 1-14.	1.3	46
13	Who is Really in Charge of Contemporary Education? People and technologies in, against and beyond the neoliberal university. <i>Open Review of Educational Research</i> , 2014, 1, 193-210.	1.2	45
14	The curious promise of educationalising technological unemployment: What can places of learning really do about the future of work?. <i>Educational Philosophy and Theory</i> , 2019, 51, 242-254.	1.3	45
15	The Postdigital Challenge of Critical Media Literacy. <i>The International Journal of Critical Media Literacy</i> , 2019, 1, 26-37.	0.7	44
16	Biodigital Philosophy, Technological Convergence, and Postdigital Knowledge Ecologies. <i>Postdigital Science and Education</i> , 2021, 3, 370-388.	4.3	44
17	Teaching in the Age of Covid-19 - A Longitudinal Study. <i>Postdigital Science and Education</i> , 2021, 3, 743-770.	4.3	39
18	We-Think, We-Learn, We-Act: the Trialectic of Postdigital Collective Intelligence. <i>Postdigital Science and Education</i> , 2019, 1, 275-279.	4.3	38

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19	Ten Years of the Postdigital in the 52group: Reflections and Developments 2009â€“2019. Postdigital Science and Education, 2019, 1, 475-506.	4.3	37
20	The dubious promise of educational technologies: Historical patterns and future challenges. E-Learning and Digital Media, 2015, 12, 425-439.	1.5	36
21	Postdigital We-Learn. Studies in Philosophy and Education, 2020, 39, 285-297.	0.3	36
22	The postdigital turn: Philosophy, education, research. Policy Futures in Education, 2022, 20, 780-795.	1.2	36
23	Critical Revolutionary Pedagogy is Made by Walking: In a World Where Many Worlds Coexist. Policy Futures in Education, 2014, 12, 805-831.	1.2	34
24	Teaching in the Age of Covid-19â€“1 Year Later. Postdigital Science and Education, 2021, 3, 1073-1223.	4.3	33
25	The velvet cage of educational con(pro)sumption. Open Review of Educational Research, 2018, 5, 113-129.	1.2	32
26	The postdigital challenge of redefining academic publishing from the margins. Learning, Media and Technology, 2019, 44, 381-393.	2.1	32
27	Postdigital: A Term That Sucks but Is Useful. Postdigital Science and Education, 2021, 3, 966-989.	4.3	31
28	Is peer review in academic publishing still working?. Open Review of Educational Research, 2018, 5, 95-112.	1.2	29
29	A viral theory of post-truth. Educational Philosophy and Theory, 2022, 54, 698-706.	1.3	27
30	Biology, Information, Society. Postdigital Science and Education, 2021, 3, 261-265.	4.3	27
31	FEATURE ARTICLE: INTERVIEW WITH SIÄŦN BAYNE. FROM ANTHROPOCENTRIC HUMANISM TO CRITICAL POSTHUMANISM IN DIGITAL EDUCATION. Knowledge Cultures, 2017, 5, 197.	0.7	25
32	Philosophy of education in a new key: Who remembers Greta Thunberg? Education and environment after the coronavirus. Educational Philosophy and Theory, 2021, 53, 1421-1441.	1.3	24
33	Bidigital technologies and the bioeconomy: The Global New Green Deal?. Educational Philosophy and Theory, 2023, 55, 251-260.	1.3	24
34	Speculative Social Science Fiction of Digitalization in Higher Education: From What Is to What Could Be. Postdigital Science and Education, 2022, 4, 224-236.	4.3	24
35	Postdigital Research: Genealogies, Challenges, and Future Perspectives. Postdigital Science and Education, 0, , 1.	4.3	22
36	Postdigital Research Measurement. Postdigital Science and Education, 2021, 3, 15-26.	4.3	21

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37	Peer production and collective intelligence as the basis for the public digital university. <i>Educational Philosophy and Theory</i> , 2018, 50, 1271-1284.	1.3	20
38	The Failure of Failure: Postdigital Aesthetics Against Techno-mystification. <i>Postdigital Science and Education</i> , 2021, 3, 566-574.	4.3	20
39	Deschooling Virtuality. <i>Open Review of Educational Research</i> , 2014, 1, 84-98.	1.2	19
40	Post-truth and Critical Pedagogy of Trust. , 2018, , 101-111.		19
41	Welcome to Postdigital Science and Education!. <i>Postdigital Science and Education</i> , 2019, 1, 1-3.	4.3	18
42	Enchantment - Disenchantment-Re-Enchantment: Postdigital Relationships between Science, Philosophy, and Religion. <i>Postdigital Science and Education</i> , 2021, 3, 934-965.	4.3	18
43	The Methodology and Philosophy of Collective Writing. , 0, , .		18
44	Dissolving the Dichotomies Between Online and Campus-Based Teaching: a Collective Response to The Manifesto for Teaching Online (Bayne et al. 2020). <i>Postdigital Science and Education</i> , 2022, 4, 271-329.	4.3	18
45	The Day After Covid-19. <i>Postdigital Science and Education</i> , 2020, 2, 531-537.	4.3	17
46	The Methodological Challenge of Networked Learning: (Post)disciplinarity and Critical Emancipation. , 2016, , 165-181.		16
47	Futures Studies, Mobilities, and the Postdigital Condition: Contention or Complement. <i>Postdigital Science and Education</i> , 0, , 1.	4.3	15
48	Antipodean theory for educational research. <i>Open Review of Educational Research</i> , 2017, 4, 61-74.	1.2	14
49	Revisiting the Concept of the Edited Collection: Bioinformational Philosophy and Postdigital Knowledge Ecologies. <i>Postdigital Science and Education</i> , 2021, 3, 283-293.	4.3	14
50	Collective Writing: The Continuous Struggle for Meaning-Making. <i>Postdigital Science and Education</i> , 2023, 5, 851-893.	4.3	14
51	The Intimate Machine â€“ 30 years on. <i>E-Learning and Digital Media</i> , 2015, 12, 410-424.	1.5	13
52	Deweyâ€™s Democracy and Education in the age of digital reason: the global, ecological and digital turns. <i>Open Review of Educational Research</i> , 2017, 4, 205-218.	1.2	13
53	Artificial Intelligence, Human Evolution, and the Speed of Learning. <i>Perspectives on Rethinking and Reforming Education</i> , 2019, , 195-206.	0.1	13
54	Embrace the Antagonism, Build the Party! The New Communist Horizon in and Against Communicative Capitalism. <i>Postdigital Science and Education</i> , 2019, 1, 218-235.	4.3	13

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55	Critical intellectuals in postdigital times. <i>Policy Futures in Education</i> , 2021, 19, 626-639.	1.2	13
56	From liberation to salvation: Revolutionary critical pedagogy meets liberation theology. <i>Policy Futures in Education</i> , 2017, 15, 620-652.	1.2	12
57	Ten theses on the the shift from (static) text to (moving) image. <i>Open Review of Educational Research</i> , 2018, 5, 56-94.	1.2	12
58	Posthumanism, open ontologies and bio-digital becoming: Response to Luciano Floridiâ€™s <i>Onlife Manifesto</i> . <i>Educational Philosophy and Theory</i> , 2019, 51, 971-980.	1.3	12
59	The Critical Challenge of Networked Learning: Using Information Technologies in the Service of Humanity. , 2015, , 199-226.		12
60	Postdigital Ecopedagogies: Genealogies, Contradictions, and Possible Futures. <i>Postdigital Science and Education</i> , 2022, , 3-23.	2.0	12
61	Education in and for the Belt and Road Initiative:. <i>Educational Philosophy and Theory</i> , 2020, 52, 1040-1063.	1.3	11
62	A Peer-Reviewed Scholarly Article. <i>Postdigital Science and Education</i> , 2021, 3, 36-47.	4.3	10
63	Public intellectuals in the age of viral modernity: An EPAT collective writing project. <i>Educational Philosophy and Theory</i> , 2022, 54, 783-798.	1.3	10
64	Postdigital Knowledge Cultures and Their Politics. <i>ECNU Review of Education</i> , 2018, 1, 23-43.	1.3	9
65	Writing the History of the Present. <i>Postdigital Science and Education</i> , 2020, 2, 1062-1068.	4.3	9
66	Postdigital Humans: Taking Evolution in Own Hands. <i>Postdigital Science and Education</i> , 2021, , 17-31.	2.0	9
67	Neoliberalism and the University. , 0, , 553-563.		9
68	Deschooling. , 2020, , 1-6.		8
69	Postdigital Knowledge Socialism. <i>East-West Dialogues in Educational Philosophy and Theory</i> , 2020, , 81-98.	0.5	8
70	New knowledge for a new planet: critical pedagogy for the Anthropocene. <i>Open Review of Educational Research</i> , 2016, 3, 148-178.	1.2	7
71	Learning in the age of algorithmic cultures. <i>E-Learning and Digital Media</i> , 2017, 14, 101-104.	1.5	7
72	Introduction: Technological Unemployment and the Future of Work. , 2019, , 1-12.		7

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73	Postdigital Anthropology: Hacks, Hackers, and the Human Condition. <i>Postdigital Science and Education</i> , 2019, 1, 525-550.	4.3	7
74	Postdigital cross border reflections on critical utopia. <i>Educational Philosophy and Theory</i> , 2020, 52, 1470-1482.	1.3	7
75	Exploring the philosophy and practice of collective writing. <i>Educational Philosophy and Theory</i> , 2022, 54, 871-878.	1.3	7
76	Postdigital Marxism and education. <i>Educational Philosophy and Theory</i> , 2024, 56, 1-6.	1.3	7
77	Uncanny. <i>Postdigital Science and Education</i> , 2020, 2, 239-244.	4.3	6
78	The Seeds of The Commons: Peer-to-Peer Alternatives for Planetary Survival and Justice. <i>Postdigital Science and Education</i> , 2021, 3, 575-591.	4.3	6
79	Karl Marx and Liberation Theology: Dialectical Materialism and Christian Spirituality in, against, and beyond Contemporary Capitalism. <i>TripleC</i> , 2018, 16, 598-607.	0.6	6
80	The Fellowship of the Crooked Cross: Trumpâ€™s Evangelical Hounds of Hell. <i>Postdigital Science and Education</i> , 2020, 2, 302-329.	4.3	5
81	The Highway Robberâ€™s Road to Knowledge Socialism: A Collective Work on Collective Work. <i>East-West Dialogues in Educational Philosophy and Theory</i> , 2020, , 301-325.	0.5	5
82	Postdigital education in a biotech future. <i>Policy Futures in Education</i> , 2023, 21, 503-513.	1.2	5
83	Alone-Time and Loneliness in the Academia. <i>Postdigital Science and Education</i> , 2022, 4, 633-642.	4.3	5
84	Precariat, education and technologies: Towards a global class identity. <i>Policy Futures in Education</i> , 2015, 13, 990-994.	1.2	4
85	The Voice of the Pandemic Generation. <i>Postdigital Science and Education</i> , 2021, 3, 649.	4.3	4
86	Postdigital Artistic Positionality and its Potentials for Cultural Education. , 2021, , 17-28.		4
87	Lies, damned lies, and the Web. <i>Educational Philosophy and Theory</i> , 2017, 49, 578-579.	1.3	3
88	Postdigital openness. <i>Open Review of Educational Research</i> , 2018, 5, 179-181.	1.2	3
89	Infantasies: An EPAT collective project. <i>Educational Philosophy and Theory</i> , 2021, 53, 1442-1453.	1.3	3
90	Scallywag Pedagogy. <i>Postdigital Science and Education</i> , 2021, , 215-232.	2.0	3

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91	Creativity and Collective Intelligence. , 2020, , 1-5.		3
92	Visual Cultures and Education. , 2018, , 1-6.		3
93	From learning loss to learning opportunity. Educational Philosophy and Theory, 0, , 1-9.	1.3	3
94	Postdigital Warfare: A Plea for Dialogue. Postdigital Science and Education, 2022, 4, 201-206.	4.3	3
95	Biodigital Philosophy, Technological Convergence, and Postdigital Knowledge Ecologies. Postdigital Science and Education, 2022, , 3-22.	2.0	3
96	Distributed Computing Education, Part 3: The Winter School Online Experience. IEEE Distributed Systems Online, 2008, 9, 1-1.	0.5	2
97	Discourse, genre and curriculum. Open Review of Educational Research, 2018, 5, 164-178.	1.2	2
98	The Design of the RU EU? Game: A Game-Based Approach to Help Studentsâ€™ Exploring of European Identity and Values. Communications in Computer and Information Science, 2019, , 120-133.	0.4	2
99	Review of Fang Fang (2020). Wuhan Diary: Dispatches from a Quarantined City. Trans. M. Berry. Postdigital Science and Education, 2020, 2, 1025-1030.	4.3	2
100	Linking Learning Outcomes and Game Mechanics in the Early Stages of the RU EU? Project. Lecture Notes in Computer Science, 2019, , 191-200.	1.0	1
101	Whatâ€™s In a game? A game-based approach to exploring 21st-century European identity and values. Open Review of Educational Research, 2019, 6, 12-25.	1.2	1
102	Surreal economics, fiscal stimulus, and the financialization of public health: Politics of the covid-19 narrative. Educational Philosophy and Theory, 0, , 1-6.	1.3	1
103	Towards a philosophy of academic publishing. , 0, .		1
104	Technological Unemployment and Its Educational Discontents. , 2020, , 161-182.		1
105	Academic Community in Transition. Advances in Business Information Systems and Analytics Book Series, 2013, , 88-106.	0.3	1
106	Critical Pedagogy and Digital Technology: Postmodernist and Marxist Perspectives. , 2015, , 1-6.		1
107	EDITORIAL: VISUAL PEDAGOGIES AND DIGITAL CULTURES. Knowledge Cultures, 2017, 5, 11.	0.7	1
108	Postdigital-Biodigital: An Emerging Configuration. Postdigital Science and Education, 2022, , 205-222.	2.0	1

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109	“After Brexit and AUKUS”™: Twitter-inspired collective writing on geopolitics of an emerging multipolar world. <i>Educational Philosophy and Theory</i> , 2023, 55, 1322-1328.	1.3	1
110	Networked realms and hoped-for futures: A trans-generational dialogue. <i>E-Learning and Digital Media</i> , 2015, 12, 261-264.	1.5	0
111	Curriculum, text and forms of textuality. <i>Open Review of Educational Research</i> , 2018, 5, 150-163.	1.2	0
112	Review of Eduardo Beira and Andrew Feenberg (Eds.) (2018). <i>Technology, Modernity and Democracy: Essays by Andrew Feenberg</i> . <i>Postdigital Science and Education</i> , 2019, 1, 551-557.	4.3	0
113	Ewa Mazierska, Leslie Gillon, & Tony Rigg (Eds.). <i>Popular Music in the Post-Digital Age: Politics, Economy, Culture and Technology</i> . <i>Postdigital Science and Education</i> , 2019, 1, 247-251.	4.3	0
114	Critical consciousness against Armageddon: The end of capitalism vs. the end of time. <i>Educational Philosophy and Theory</i> , 2020, 52, 827-829.	1.3	0
115	Critical Pedagogy and Digital Technology: Postmodernist and Marxist Perspectives. , 2017, , 286-291.		0
116	Children and Pedagogy Between Science and Fiction. <i>Children: Global Posthumanist Perspectives and Materialist Theories</i> , 2019, , 211-226.	0.0	0
117	Conclusion: Mobility, Data and Learner Agency in Networked Learning. <i>Research in Networked Learning</i> , 2020, , 193-213.	0.6	0
118	Postdigital Pedagogy of Liberation. <i>Vierteljahrschrift F�r Wissenschaftliche P�dagogik</i> , 2021, 97, 395-413.	0.2	0