

Petar JandriÄ

List of Publications by Year in descending order

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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 Marxism and education. <i>Educational Philosophy and Theory</i> , 2024, 56, 1-6. | 1.3 | 7 |
| 2 | Biodigital technologies and the bioeconomy: The Global New Green Deal?. <i>Educational Philosophy and Theory</i> , 2023, 55, 251-260. | 1.3 | 24 |
| 3 | Postdigital-biodigital: An emerging configuration. <i>Educational Philosophy and Theory</i> , 2023, 55, 1-14. | 1.3 | 46 |
| 4 | Postdigital education in a biotech future. <i>Policy Futures in Education</i> , 2023, 21, 503-513. | 1.2 | 5 |
| 5 | “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 |
| 6 | Collective Writing: The Continuous Struggle for Meaning-Making. <i>Postdigital Science and Education</i> , 2023, 5, 851-893. | 4.3 | 14 |
| 7 | Viral modernity? Epidemics, infodemics, and the “bioinformational” paradigm. <i>Educational Philosophy and Theory</i> , 2022, 54, 675-697. | 1.3 | 57 |
| 8 | Reimagining the new pedagogical possibilities for universities post-Covid-19. <i>Educational Philosophy and Theory</i> , 2022, 54, 717-760. | 1.3 | 122 |
| 9 | A viral theory of post-truth. <i>Educational Philosophy and Theory</i> , 2022, 54, 698-706. | 1.3 | 27 |
| 10 | Exploring the philosophy and practice of collective writing. <i>Educational Philosophy and Theory</i> , 2022, 54, 871-878. | 1.3 | 7 |
| 11 | Postdigital Ecopedagogies: Genealogies, Contradictions, and Possible Futures. <i>Postdigital Science and Education</i> , 2022, 4, 692-710. | 4.3 | 62 |
| 12 | Speculative Social Science Fiction of Digitalization in Higher Education: From What Is to What Could Be. <i>Postdigital Science and Education</i> , 2022, 4, 224-236. | 4.3 | 24 |
| 13 | 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 |
| 14 | The postdigital turn: Philosophy, education, research. <i>Policy Futures in Education</i> , 2022, 20, 780-795. | 1.2 | 36 |
| 15 | Postdigital Warfare: A Plea for Dialogue. <i>Postdigital Science and Education</i> , 2022, 4, 201-206. | 4.3 | 3 |
| 16 | Alone-Time and Loneliness in the Academia. <i>Postdigital Science and Education</i> , 2022, 4, 633-642. | 4.3 | 5 |
| 17 | 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 |
| 18 | Biodigital Philosophy, Technological Convergence, and Postdigital Knowledge Ecologies. <i>Postdigital Science and Education</i> , 2022, , 3-22. | 2.0 | 3 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Postdigital-Biodigital: An Emerging Configuration. <i>Postdigital Science and Education</i> , 2022, , 205-222. | 2.0 | 1 |
| 20 | Postdigital Ecopedagogies: Genealogies, Contradictions, and Possible Futures. <i>Postdigital Science and Education</i> , 2022, , 3-23. | 2.0 | 12 |
| 21 | Critical intellectuals in postdigital times. <i>Policy Futures in Education</i> , 2021, 19, 626-639. | 1.2 | 13 |
| 22 | Philosophy of education in a new key: Who remembers Greta Thunberg? <i>Education and environment after the coronavirus. Educational Philosophy and Theory</i> , 2021, 53, 1421-1441. | 1.3 | 24 |
| 23 | Enchantment - Disenchantment-Re-Enchantment: Postdigital Relationships between Science, Philosophy, and Religion. <i>Postdigital Science and Education</i> , 2021, 3, 934-965. | 4.3 | 18 |
| 24 | A Peer-Reviewed Scholarly Article. <i>Postdigital Science and Education</i> , 2021, 3, 36-47. | 4.3 | 10 |
| 25 | Postdigital Humans: Taking Evolution in Own Hands. <i>Postdigital Science and Education</i> , 2021, , 17-31. | 2.0 | 9 |
| 26 | Infantasies: An EPAT collective project. <i>Educational Philosophy and Theory</i> , 2021, 53, 1442-1453. | 1.3 | 3 |
| 27 | The Failure of Failure: Postdigital Aesthetics Against Techno-mystification. <i>Postdigital Science and Education</i> , 2021, 3, 566-574. | 4.3 | 20 |
| 28 | Sallywag Pedagogy. <i>Postdigital Science and Education</i> , 2021, , 215-232. | 2.0 | 3 |
| 29 | Biodigital Philosophy, Technological Convergence, and Postdigital Knowledge Ecologies. <i>Postdigital Science and Education</i> , 2021, 3, 370-388. | 4.3 | 44 |
| 30 | 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 |
| 31 | 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 |
| 32 | Postdigital: A Term That Sucks but Is Useful. <i>Postdigital Science and Education</i> , 2021, 3, 966-989. | 4.3 | 31 |
| 33 | Biology, Information, Society. <i>Postdigital Science and Education</i> , 2021, 3, 261-265. | 4.3 | 27 |
| 34 | Teaching in the Age of Covid-19 - A Longitudinal Study. <i>Postdigital Science and Education</i> , 2021, 3, 743-770. | 4.3 | 39 |
| 35 | Teaching in the Age of Covid-19â€™1 Year Later. <i>Postdigital Science and Education</i> , 2021, 3, 1073-1223. | 4.3 | 33 |
| 36 | The Voice of the Pandemic Generation. <i>Postdigital Science and Education</i> , 2021, 3, 649. | 4.3 | 4 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | Postdigital Research Measurement. <i>Postdigital Science and Education</i> , 2021, 3, 15-26. | 4.3 | 21 |
| 38 | Postdigital Artistic Positionality and its Potentials for Cultural Education. , 2021, , 17-28. | | 4 |
| 39 | Postdigital Pedagogy of Liberation. <i>Vierteljahrschrift FÄœr Wissenschaftliche PÄ„dagogik</i> , 2021, 97, 395-413. | 0.2 | 0 |
| 40 | 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 |
| 41 | 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 |
| 42 | Teaching in the Age of Covid-19. <i>Postdigital Science and Education</i> , 2020, 2, 1069-1230. | 4.3 | 136 |
| 43 | 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 |
| 44 | Writing the History of the Present. <i>Postdigital Science and Education</i> , 2020, 2, 1062-1068. | 4.3 | 9 |
| 45 | The Day After Covid-19. <i>Postdigital Science and Education</i> , 2020, 2, 531-537. | 4.3 | 17 |
| 46 | Review of Fang Fang (2020). <i>Wuhan Diary: Dispatches from a Quarantined City</i> . Trans. M. Berry. <i>Postdigital Science and Education</i> , 2020, 2, 1025-1030. | 4.3 | 2 |
| 47 | Uncanny. <i>Postdigital Science and Education</i> , 2020, 2, 239-244. | 4.3 | 6 |
| 48 | Postdigital We-Learn. <i>Studies in Philosophy and Education</i> , 2020, 39, 285-297. | 0.3 | 36 |
| 49 | Postdigital Research in the Time of Covid-19. <i>Postdigital Science and Education</i> , 2020, 2, 233-238. | 4.3 | 97 |
| 50 | Postdigital cross border reflections on critical utopia. <i>Educational Philosophy and Theory</i> , 2020, 52, 1470-1482. | 1.3 | 7 |
| 51 | Education in and for the Belt and Road Initiative:. <i>Educational Philosophy and Theory</i> , 2020, 52, 1040-1063. | 1.3 | 11 |
| 52 | Deschooling. , 2020, , 1-6. | | 8 |
| 53 | Creativity and Collective Intelligence. , 2020, , 1-5. | | 3 |
| 54 | 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 |

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|----|--|-----|-----------|
| 55 | Postdigital Knowledge Socialism. East-West Dialogues in Educational Philosophy and Theory, 2020, , 81-98. | 0.5 | 8 |
| 56 | Technological Unemployment and Its Educational Discontents. , 2020, , 161-182. | | 1 |
| 57 | Conclusion: Mobility, Data and Learner Agency in Networked Learning. Research in Networked Learning, 2020, , 193-213. | 0.6 | 0 |
| 58 | We-Think, We-Learn, We-Act: the Trialectic of Postdigital Collective Intelligence. Postdigital Science and Education, 2019, 1, 275-279. | 4.3 | 38 |
| 59 | Introduction: Technological Unemployment and the Future of Work. , 2019, , 1-12. | | 7 |
| 60 | Posthumanism, open ontologies and bio-digital becoming: Response to Luciano Floridiâ€™s Onlife Manifesto. Educational Philosophy and Theory, 2019, 51, 971-980. | 1.3 | 12 |
| 61 | Postdigital Anthropology: Hacks, Hackers, and the Human Condition. Postdigital Science and Education, 2019, 1, 525-550. | 4.3 | 7 |
| 62 | Artificial Intelligence, Human Evolution, and the Speed of Learning. Perspectives on Rethinking and Reforming Education, 2019, , 195-206. | 0.1 | 13 |
| 63 | 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 |
| 64 | Ten Years of the Postdigital in the 52group: Reflections and Developments 2009â€“2019. Postdigital Science and Education, 2019, 1, 475-506. | 4.3 | 37 |
| 65 | Review of Eduardo Beira and Andrew Feenberg (Eds.) (2018). Technology, Modernity and Democracy: Essays by Andrew Feenberg. Postdigital Science and Education, 2019, 1, 551-557. | 4.3 | 0 |
| 66 | The Postdigital Human: Making the History of the Future. Postdigital Science and Education, 2019, 1, 190-217. | 4.3 | 64 |
| 67 | 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 |
| 68 | Welcome to Postdigital Science and Education!. Postdigital Science and Education, 2019, 1, 1-3. | 4.3 | 18 |
| 69 | 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 |
| 70 | The postdigital challenge of redefining academic publishing from the margins. Learning, Media and Technology, 2019, 44, 381-393. | 2.1 | 32 |
| 71 | The Postdigital Challenge of Critical Media Literacy. The International Journal of Critical Media Literacy, 2019, 1, 26-37. | 0.7 | 44 |
| 72 | Postdigital Dialogue. Postdigital Science and Education, 2019, 1, 163-189. | 4.3 | 136 |

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|----|--|-----|-----------|
| 73 | Ewa Mazierska, Leslie Gillon, & Tony Rigg (Eds.). Popular Music in the Post-Digital Age: Politics, Economy, Culture and Technology. Postdigital Science and Education, 2019, 1, 247-251. | 4.3 | 0 |
| 74 | Embrace the Antagonism, Build the Party! The New Communist Horizon in and Against Communicative Capitalism. Postdigital Science and Education, 2019, 1, 218-235. | 4.3 | 13 |
| 75 | The curious promise of educationalising technological unemployment: What can places of learning really do about the future of work?. Educational Philosophy and Theory, 2019, 51, 242-254. | 1.3 | 45 |
| 76 | Children and Pedagogy Between Science and Fiction. Children: Global Posthumanist Perspectives and Materialist Theories, 2019, , 211-226. | 0.0 | 0 |
| 77 | Peer production and collective intelligence as the basis for the public digital university. Educational Philosophy and Theory, 2018, 50, 1271-1284. | 1.3 | 20 |
| 78 | Post-truth and Critical Pedagogy of Trust. , 2018, , 101-111. | | 19 |
| 79 | Curriculum, text and forms of textuality. Open Review of Educational Research, 2018, 5, 150-163. | 1.2 | 0 |
| 80 | Discourse, genre and curriculum. Open Review of Educational Research, 2018, 5, 164-178. | 1.2 | 2 |
| 81 | Postdigital Knowledge Cultures and Their Politics. ECNU Review of Education, 2018, 1, 23-43. | 1.3 | 9 |
| 82 | Postdigital openness. Open Review of Educational Research, 2018, 5, 179-181. | 1.2 | 3 |
| 83 | The velvet cage of educational con(pro)sumption. Open Review of Educational Research, 2018, 5, 113-129. | 1.2 | 32 |
| 84 | Postdigital science and education. Educational Philosophy and Theory, 2018, 50, 893-899. | 1.3 | 393 |
| 85 | Ten theses on the the shift from (static) text to (moving) image. Open Review of Educational Research, 2018, 5, 56-94. | 1.2 | 12 |
| 86 | Is peer review in academic publishing still working?. Open Review of Educational Research, 2018, 5, 95-112. | 1.2 | 29 |
| 87 | Karl Marx and Liberation Theology: Dialectical Materialism and Christian Spirituality in, against, and beyond Contemporary Capitalism. TripleC, 2018, 16, 598-607. | 0.6 | 6 |
| 88 | Visual Cultures and Education. , 2018, , 1-6. | | 3 |
| 89 | Lies, damned lies, and the Web. Educational Philosophy and Theory, 2017, 49, 578-579. | 1.3 | 3 |
| 90 | From liberation to salvation: Revolutionary critical pedagogy meets liberation theology. Policy Futures in Education, 2017, 15, 620-652. | 1.2 | 12 |

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|-----|--|-----|-----------|
| 91 | Learning in the age of algorithmic cultures. <i>E-Learning and Digital Media</i> , 2017, 14, 101-104. | 1.5 | 7 |
| 92 | 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 |
| 93 | Antipodean theory for educational research. <i>Open Review of Educational Research</i> , 2017, 4, 61-74. | 1.2 | 14 |
| 94 | Learning in the Age of Digital Reason. <i>Educational Futures</i> , 2017, , . | 0.6 | 118 |
| 95 | FEATURE ARTICLE: INTERVIEW WITH SIÄ, N BAYNE. FROM ANTHROPOCENTRIC HUMANISM TO CRITICAL POSTHUMANISM IN DIGITAL EDUCATION. <i>Knowledge Cultures</i> , 2017, 5, 197. | 0.7 | 25 |
| 96 | Critical Pedagogy and Digital Technology: Postmodernist and Marxist Perspectives. , 2017, , 286-291. | | 0 |
| 97 | EDITORIAL: VISUAL PEDAGOGIES AND DIGITAL CULTURES. <i>Knowledge Cultures</i> , 2017, 5, 11. | 0.7 | 1 |
| 98 | The Methodological Challenge of Networked Learning: (Post)disciplinarity and Critical Emancipation. , 2016, , 165-181. | | 16 |
| 99 | 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 |
| 100 | Towards a philosophy of academic publishing. <i>Educational Philosophy and Theory</i> , 2016, 48, 1401-1425. | 1.3 | 60 |
| 101 | Networked realms and hoped-for futures: A trans-generational dialogue. <i>E-Learning and Digital Media</i> , 2015, 12, 261-264. | 1.5 | 0 |
| 102 | The dubious promise of educational technologies: Historical patterns and future challenges. <i>E-Learning and Digital Media</i> , 2015, 12, 425-439. | 1.5 | 36 |
| 103 | The Intimate Machine â€“ 30 years on. <i>E-Learning and Digital Media</i> , 2015, 12, 410-424. | 1.5 | 13 |
| 104 | Precariat, education and technologies: Towards a global class identity. <i>Policy Futures in Education</i> , 2015, 13, 990-994. | 1.2 | 4 |
| 105 | The Critical Challenge of Networked Learning: Using Information Technologies in the Service of Humanity. , 2015, , 199-226. | | 12 |
| 106 | Critical Pedagogy and Digital Technology: Postmodernist and Marxist Perspectives. , 2015, , 1-6. | | 1 |
| 107 | Critical Revolutionary Pedagogy is Made by Walking: In a World Where Many Worlds Coexist. <i>Policy Futures in Education</i> , 2014, 12, 805-831. | 1.2 | 34 |
| 108 | Deschooling Virtuality. <i>Open Review of Educational Research</i> , 2014, 1, 84-98. | 1.2 | 19 |

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|-----|---|-----|-----------|
| 109 | 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 |
| 110 | Academic Community in Transition. <i>Advances in Business Information Systems and Analytics Book Series</i> , 2013, , 88-106. | 0.3 | 1 |
| 111 | Distributed Computing Education, Part 3: The Winter School Online Experience. <i>IEEE Distributed Systems Online</i> , 2008, 9, 1-1. | 0.5 | 2 |
| 112 | Surreal economics, fiscal stimulus, and the financialization of public health: Politics of the covid-19 narrative. <i>Educational Philosophy and Theory</i> , 0, , 1-6. | 1.3 | 1 |
| 113 | The Methodology and Philosophy of Collective Writing. , 0, , . | | 18 |
| 114 | Futures Studies, Mobilities, and the Postdigital Condition: Contention or Complement. <i>Postdigital Science and Education</i> , 0, , 1. | 4.3 | 15 |
| 115 | Towards a philosophy of academic publishing. , 0, . | | 1 |
| 116 | Neoliberalism and the University. , 0, , 553-563. | | 9 |
| 117 | From learning loss to learning opportunity. <i>Educational Philosophy and Theory</i> , 0, , 1-9. | 1.3 | 3 |
| 118 | Postdigital Research: Genealogies, Challenges, and Future Perspectives. <i>Postdigital Science and Education</i> , 0, , 1. | 4.3 | 22 |