George Veletsianos

List of Publications by Year
in descending order

75 papers	3,311 citations	172457 29 h-index	175258 52 g-index
77 all docs	77 docs citations	77 times ranked	2090 citing authors

#	Article	IF	Citations
1	U.S. Faculty and Administratorsâ€™ Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic. Online Learning Journal, 2020, 24, .	1.8	301
2	Higher education scholars' participation and practices on Twitter. Journal of Computer Assisted Learning, 2012, 28, 336-349.	5.1	222
3	Networked Participatory Scholarship: Emergent techno-cultural pressures toward open and digital scholarship in online networks. Computers and Education, 2012, 58, 766-774.	8.3	186
4	Using the Technological, Pedagogical, and Content Knowledge Framework to Design Online Learning Environments and Professional Development. Journal of Educational Computing Research, 2009, 41, 319-346.	5.5	162
5	Scholars and faculty members' lived experiences in online social networks. Internet and Higher Education, 2013, 16, 43-50.	6.5	141
6	Online social networks as formal learning environments: Learner experiences and activities. International Review of Research in Open and Distance Learning, 2012, 13, 144.	1.8	139
7	Digging deeper into learners' experiences in <scp>MOOC</scp>s: Participation in social networks outside of <scp>MOOC</scp>s, notetaking and contexts surrounding content consumption. British Journal of Educational Technology, 2015, 46, 570-587.	6.3	128
8	Assumptions and challenges of open scholarship. International Review of Research in Open and Distance Learning, 2012, 13, 166.	1.8	103
9	Education scholarsâ€™ evolving uses of twitter as a conference backchannel and social commentary platform. British Journal of Educational Technology, 2016, 47, 445-464.	6.3	97
10	Open practices and identity: Evidence from researchers and educators' social media participation. British Journal of Educational Technology, 2013, 44, 639-651.	6.3	95
11	Scholars in an increasingly open and digital world: How do education professors and students use Twitter?. Internet and Higher Education, 2016, 30, 1-10.	6.5	93
12	The fragmented educator 2.0: Social networking sites, acceptable identity fragments, and the identity constellation. Computers and Education, 2014, 72, 292-301.	8.3	89
13	Institutional Uses of Twitter in U.S. Higher Education. Innovative Higher Education, 2017, 42, 97-111.	2.5	80
14	Women scholarsâ€™ experiences with online harassment and abuse: Self-protection, resistance, acceptance, and self-blame. New Media and Society, 2018, 20, 4689-4708.	5.0	75
15	Contextually relevant pedagogical agents: Visual appearance, stereotypes, and first impressions and their impact on learning. Computers and Education, 2010, 55, 576-585.	8.3	74
16	Instructor experiences with a social networking site in a higher education setting: expectations, frustrations, appropriation, and compartmentalization. Educational Technology Research and Development, 2013, 61, 255-278.	2.8	59
17	Pedagogical Agents. , 2014, , 759-769.		58
18	Social Media in Academia. , 0, , .		54

#	ARTICLE	IF	CITATIONS
19	Conversing with pedagogical agents: A phenomenological exploration of interacting with digital entities. British Journal of Educational Technology, 2008, 39, 969-986.	6.3	50
20	A posthumanist critique of flexible online learning and its â€œanytime anyplaceâ€•claims. British Journal of Educational Technology, 2019, 50, 1005-1018.	6.3	49
21	Elements of Open Education: An Invitation to Future Research. International Review of Research in Open and Distance Learning, 2020, 21, .	1.8	47
22	Cognitive and Affective Benefits of an Animated Pedagogical Agent: Considering Contextual Relevance and Aesthetics. Journal of Educational Computing Research, 2007, 36, 373-377.	5.5	42
23	Public Internet Data Mining Methods in Instructional Design, Educational Technology, and Online Learning Research. TechTrends, 2018, 62, 492-500.	2.3	42
24	Hybrid Online Education. Journal of Research on Technology in Education, 2008, 41, 23-41.	6.5	41
25	How do learners respond to pedagogical agents that deliver social-oriented non-task messages? Impact on student learning, perceptions, and experiences. Computers in Human Behavior, 2012, 28, 275-283.	8.5	41
26	An analysis of flexible learning and flexibility over the last 40 years of <i>Distance Education</i>. Distance Education, 2019, 40, 454-468.	3.9	40
27	When sex, drugs, and violence enter the classroom: Conversations between adolescents and a female pedagogical agent. Interacting With Computers, 2008, 20, 292-301.	1.5	39
28	Neverâ€ending repetitiveness, sadness, loss, and â€œjuggling with a blindfold on:â€•Lived experiences of Canadian college and university faculty members during the COVIDâ€19 pandemic. British Journal of Educational Technology, 2021, 52, 1306-1322.	6.3	38
29	Enali: A Research and Design Framework for Virtual Characters and Pedagogical Agents. Journal of Educational Computing Research, 2009, 41, 171-194.	5.5	36
30	Selective openness, branding, broadcasting, and promotion: Twitter use in Canadaâ€™s public universities. Educational Media International, 2017, 54, 1-19.	1.7	36
31	Building a Social Conversational Pedagogical Agent. , 2011, , 128-155.		36
32	The Life Between Big Data Log Events. AERA Open, 2016, 2, 233285841665700.	2.1	35
33	Teacher professionalization in the age of social networking sites. Learning, Media and Technology, 2015, 40, 480-501.	3.2	31
34	Editorial: Crossing boundaries: Learning and teaching in virtual worlds. British Journal of Educational Technology, 2010, 41, 3-9.	6.3	29
35	Radical Flexibility and Relationality as Responses to Education in Times of Crisis. Postdigital Science and Education, 2020, 2, 849-862.	5.3	29
36	Mining social media divides: an analysis of K-12 U.S. School uses of Twitter. Learning, Media and Technology, 2018, 43, 307-325.	3.2	28

#	ARTICLE	IF	CITATIONS
37	Academics' social media use over time is associated with individual, relational, cultural and political factors. British Journal of Educational Technology, 2019, 50, 1713-1728.	6.3	28
38	Three Cases of Hashtags Used as Learning and Professional Development Environments. TechTrends, 2017, 61, 284-292.	2.3	27
39	The problem with flexible learning: neoliberalism, freedom, and learner subjectivities. Learning, Media and Technology, 2021, 46, 144-155.	3.2	27
40	The hidden costs of connectivity: nature and effects of scholars' online harassment. Learning, Media and Technology, 2021, 46, 264-280.	3.2	25
41	Multi-Scaffolding Environment: An Analysis of Scaffolding and its Impact on Cognitive Load and Problem-Solving Ability. Journal of Educational Computing Research, 2007, 37, 107-129.	5.5	24
42	The Effects of Digital Video Quality on Learner Comprehension in an American Sign Language Assessment Environment. Sign Language Studies, 2007, 8, 42-58.	0.3	23
43	Public comment sentiment on educational videos: Understanding the effects of presenter gender, video format, threading, and moderation on YouTube TED talk comments. PLoS ONE, 2018, 13, e0197331.	2.5	23
44	Long-term student experiences in a hybrid, open-ended and problem based Adventure Learning program. Australasian Journal of Educational Technology, 2010, 26, .	3.5	23
45	A review of adventure learning. International Review of Research in Open and Distance Learning, 2009, 10, 84.	1.8	22
46	Toward a generalizable understanding of Twitter and social media use across MOOCs: who participates on MOOC hashtags and in what ways?. Journal of Computing in Higher Education, 2017, 29, 65-80.	6.1	19
47	"Lifelong learning Ecologies: Linking formal and informal contexts of learning in the digital era". British Journal of Educational Technology, 2019, 50, 1615-1618.	6.3	16
48	Curriculum at forty below: a phenomenological inquiry of an educator/explorer's experience with adventure learning in the Arctic. Distance Education, 2008, 29, 253-267.	3.9	15
49	Conversational agents in virtual worlds: Bridging disciplines. British Journal of Educational Technology, 2010, 41, 123-140.	6.3	15
50	What Do Learners and Pedagogical Agents Discuss When Given Opportunities for Open-Ended Dialogue?. Journal of Educational Computing Research, 2013, 48, 381-401.	5.5	14
51	Temporal flexibility, gender, and online learning completion. Distance Education, 2021, 42, 22-36.	3.9	14
52	Open educational resources: expanding equity or reflecting and furthering inequities?. Educational Technology Research and Development, 2021, 69, 407-410.	2.8	13
53	A Comparative Study of National Infrastructures for Digital (Open) Educational Resources in Higher Education. Open Praxis, 2021, 12, 241.	2.7	13
54	Faculty perceptions, awareness and use of open educational resources for teaching and learning in higher education: a cross-comparative analysis. Research and Practice in Technology Enhanced Learning, 2022, 17, 11.	3.2	11

#	ARTICLE	IF	CITATIONS
55	Discreet Openness: Scholars' Selective and Intentional Self-Disclosures Online. Social Media and Society, 2016, 2, 205630511666422.	3.0	10
56	The health belief model: How public health can address the misinformation crisis beyond COVID-19. Public Health in Practice, 2021, 2, 100151.	1.5	10
57	Design Principles for *Thriving in Our Digital World*. Journal of Educational Computing Research, 2016, 54, 443-461.	5.5	9
58	Content is King: An Analysis of How the Twitter Discourse Surrounding Open Education Unfolded From 2009 to 2016. International Review of Research in Open and Distance Learning, 2018, 19, .	1.8	9
59	Field-based professional development of teachers engaged in distance education: experiences from the Arctic. Distance Education, 2012, 33, 45-59.	3.9	7
60	Scholars in an increasingly open and digital world: imagined audiences and their impact on scholars' online participation. Learning, Media and Technology, 2018, 43, 17-30.	3.2	7
61	Support for scholars coping with online harassment: an ecological framework. Feminist Media Studies, 2022, 22, 1120-1138.	2.1	7
62	Social media use by instructional design departments. Australasian Journal of Educational Technology, 2018, 34, .	3.5	7
63	A synthesis of surveys examining the impacts of COVID-19 and emergency remote learning on students in Canada. Journal of Computing in Higher Education, 2022, 34, 820-843.	6.1	7
64	Training a diverse computer science teacher population. ACM Inroads, 2015, 6, 94-97.	0.6	5
65	Inoculating an Infodemic: An Ecological Approach to Understanding Engagement With COVID-19 Online Information. American Behavioral Scientist, 2021, 65, 1990-2013.	3.8	5
66	How should we respond to the life-altering crises that education is facing?. Distance Education, 2020, 41, 604-607.	3.9	4
67	Professional and Personal Impacts Experienced by Faculty Stemming from the Intersection of the Covid-19 Pandemic and Racial Tensions. Journal of Interactive Media in Education, 2021, 2021, .	1.7	4
68	Public responses to COVID-19 information from the public health office on Twitter and YouTube: implications for research practice. Journal of Information Technology and Politics, 2022, 19, 156-164.	2.9	4
69	Scholars' temporal participation on, temporary disengagement from, and return to Twitter. First Monday, 0, , .	0.6	3
70	Person in environment: Focusing on the ecological aspects of online and distance learning. Distance Education, 2022, 43, 318-324.	3.9	3
71	An Analysis of Digital Education in Canada in 2017-2019. International Review of Research in Open and Distance Learning, 2021, 22, 102-117.	1.8	2
72	An Evaluation of a Microlearning Intervention to Limit COVID-19 Online Misinformation. Journal of Formative Design in Learning, 2022, 6, 13-24.	1.1	2

#	Article	IF	Citations
73	Design Principles for an Educational Intervention Into Online Vaccine Misinformation. TechTrends, 0, , .	2.3	1
74	Contributions to the mosaic describing learnersâ€™ experiences with open online learning. Educational Media International, 2015, 52, 69-71.	1.7	0
75	Editorial for Volume 1, Issue 1 (2021). , 2021, 1, 1-6.		0