

George Veletsianos

List of Publications by Year in descending order

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Version: 2024-02-01

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	Support for scholars coping with online harassment: an ecological framework. <i>Feminist Media Studies</i> , 2022, 22, 1120-1138.	2.1	7
2	Public responses to COVID-19 information from the public health office on Twitter and YouTube: implications for research practice. <i>Journal of Information Technology and Politics</i> , 2022, 19, 156-164.	2.9	4
3	Faculty perceptions, awareness and use of open educational resources for teaching and learning in higher education: a cross-comparative analysis. <i>Research and Practice in Technology Enhanced Learning</i> , 2022, 17, 11.	3.2	11
4	Person in environment: Focusing on the ecological aspects of online and distance learning. <i>Distance Education</i> , 2022, 43, 318-324.	3.9	3
5	A synthesis of surveys examining the impacts of COVID-19 and emergency remote learning on students in Canada. <i>Journal of Computing in Higher Education</i> , 2022, 34, 820-843.	6.1	7
6	An Evaluation of a Microlearning Intervention to Limit COVID-19 Online Misinformation. <i>Journal of Formative Design in Learning</i> , 2022, 6, 13-24.	1.1	2
7	The problem with flexible learning: neoliberalism, freedom, and learner subjectivities. <i>Learning, Media and Technology</i> , 2021, 46, 144-155.	3.2	27
8	Open educational resources: expanding equity or reflecting and furthering inequities?. <i>Educational Technology Research and Development</i> , 2021, 69, 407-410.	2.8	13
9	An Analysis of Digital Education in Canada in 2017-2019. <i>International Review of Research in Open and Distance Learning</i> , 2021, 22, 102-117.	1.8	2
10	Professional and Personal Impacts Experienced by Faculty Stemming from the Intersection of the Covid-19 Pandemic and Racial Tensions. <i>Journal of Interactive Media in Education</i> , 2021, 2021, .	1.7	4
11	The hidden costs of connectivity: nature and effects of scholars's online harassment. <i>Learning, Media and Technology</i> , 2021, 46, 264-280.	3.2	25
12	Never-ending repetitiveness, sadness, loss, and "juggling with a blindfold on": Lived experiences of Canadian college and university faculty members during the COVID-19 pandemic. <i>British Journal of Educational Technology</i> , 2021, 52, 1306-1322.	6.3	38
13	The health belief model: How public health can address the misinformation crisis beyond COVID-19. <i>Public Health in Practice</i> , 2021, 2, 100151.	1.5	10
14	Temporal flexibility, gender, and online learning completion. <i>Distance Education</i> , 2021, 42, 22-36.	3.9	14
15	Inoculating an Infodemic: An Ecological Approach to Understanding Engagement With COVID-19 Online Information. <i>American Behavioral Scientist</i> , 2021, 65, 1990-2013.	3.8	5
16	A Comparative Study of National Infrastructures for Digital (Open) Educational Resources in Higher Education. <i>Open Praxis</i> , 2021, 12, 241.	2.7	13
17	Editorial for Volume 1, Issue 1 (2021). , 2021, 1, 1-6.		0
18	How should we respond to the life-altering crises that education is facing?. <i>Distance Education</i> , 2020, 41, 604-607.	3.9	4

#	ARTICLE	IF	CITATIONS
19	Radical Flexibility and Relationality as Responses to Education in Times of Crisis. <i>Postdigital Science and Education</i> , 2020, 2, 849-862.	5.3	29
20	Elements of Open Education: An Invitation to Future Research. <i>International Review of Research in Open and Distance Learning</i> , 2020, 21, .	1.8	47
21	U.S. Faculty and Administratorsâ€™ Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic. <i>Online Learning Journal</i> , 2020, 24, .	1.8	301
22	â€œLifelong learning Ecologies: Linking formal and informal contexts of learning in the digital eraâ€•. <i>British Journal of Educational Technology</i> , 2019, 50, 1615-1618.	6.3	16
23	Academics' social media use over time is associated with individual, relational, cultural and political factors. <i>British Journal of Educational Technology</i> , 2019, 50, 1713-1728.	6.3	28
24	A posthumanist critique of flexible online learning and its â€œanytime anyplaceâ€•claims. <i>British Journal of Educational Technology</i> , 2019, 50, 1005-1018.	6.3	49
25	An analysis of flexible learning and flexibility over the last 40 years of <i>Distance Education</i>. <i>Distance Education</i> , 2019, 40, 454-468.	3.9	40
26	Scholars in an increasingly open and digital world: imagined audiences and their impact on scholarsâ€™ online participation. <i>Learning, Media and Technology</i> , 2018, 43, 17-30.	3.2	7
27	Content is King: An Analysis of How the Twitter Discourse Surrounding Open Education Unfolded From 2009 to 2016. <i>International Review of Research in Open and Distance Learning</i> , 2018, 19, .	1.8	9
28	Public comment sentiment on educational videos: Understanding the effects of presenter gender, video format, threading, and moderation on YouTube TED talk comments. <i>PLoS ONE</i> , 2018, 13, e0197331.	2.5	23
29	Women scholarsâ€™ experiences with online harassment and abuse: Self-protection, resistance, acceptance, and self-blame. <i>New Media and Society</i> , 2018, 20, 4689-4708.	5.0	75
30	Mining social media divides: an analysis of K-12 U.S. School uses of Twitter. <i>Learning, Media and Technology</i> , 2018, 43, 307-325.	3.2	28
31	Public Internet Data Mining Methods in Instructional Design, Educational Technology, and Online Learning Research. <i>TechTrends</i> , 2018, 62, 492-500.	2.3	42
32	Social media use by instructional design departments. <i>Australasian Journal of Educational Technology</i> , 2018, 34, .	3.5	7
33	Toward a generalizable understanding of Twitter and social media use across MOOCs: who participates on MOOC hashtags and in what ways?. <i>Journal of Computing in Higher Education</i> , 2017, 29, 65-80.	6.1	19
34	Selective openness, branding, broadcasting, and promotion: Twitter use in Canadaâ€™s public universities. <i>Educational Media International</i> , 2017, 54, 1-19.	1.7	36
35	Three Cases of Hashtags Used as Learning and Professional Development Environments. <i>TechTrends</i> , 2017, 61, 284-292.	2.3	27
36	Institutional Uses of Twitter in U.S. Higher Education. <i>Innovative Higher Education</i> , 2017, 42, 97-111.	2.5	80

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37	Education scholarsâ€™™ evolving uses of twitter as a conference backchannel and social commentary platform. <i>British Journal of Educational Technology</i> , 2016, 47, 445-464.	6.3	97
38	Discreet Openness: Scholarsâ€™™ Selective and Intentional Self-Disclosures Online. <i>Social Media and Society</i> , 2016, 2, 205630511666422.	3.0	10
39	Design Principles for <i>Thriving in Our Digital World</i>. <i>Journal of Educational Computing Research</i> , 2016, 54, 443-461.	5.5	9
40	The Life Between Big Data Log Events. <i>AERA Open</i> , 2016, 2, 233285841665700.	2.1	35
41	Scholars in an increasingly open and digital world: How do education professors and students use Twitter?. <i>Internet and Higher Education</i> , 2016, 30, 1-10.	6.5	93
42	Training a diverse computer science teacher population. <i>ACM Inroads</i> , 2015, 6, 94-97.	0.6	5
43	Contributions to the mosaic describing learnersâ€™™ experiences with open online learning. <i>Educational Media International</i> , 2015, 52, 69-71.	1.7	0
44	Teacher professionalization in the age of social networking sites. <i>Learning, Media and Technology</i> , 2015, 40, 480-501.	3.2	31
45	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. <i>British Journal of Educational Technology</i> , 2015, 46, 570-587.	6.3	128
46	The fragmented educator 2.0: Social networking sites, acceptable identity fragments, and the identity constellation. <i>Computers and Education</i> , 2014, 72, 292-301.	8.3	89
47	Pedagogical Agents. , 2014, , 759-769.		58
48	Instructor experiences with a social networking site in a higher education setting: expectations, frustrations, appropriation, and compartmentalization. <i>Educational Technology Research and Development</i> , 2013, 61, 255-278.	2.8	59
49	Scholars and faculty members' lived experiences in online social networks. <i>Internet and Higher Education</i> , 2013, 16, 43-50.	6.5	141
50	What Do Learners and Pedagogical Agents Discuss When Given Opportunities for Open-Ended Dialogue?. <i>Journal of Educational Computing Research</i> , 2013, 48, 381-401.	5.5	14
51	Open practices and identity: Evidence from researchers and educators' social media participation. <i>British Journal of Educational Technology</i> , 2013, 44, 639-651.	6.3	95
52	Field-based professional development of teachers engaged in distance education: experiences from the Arctic. <i>Distance Education</i> , 2012, 33, 45-59.	3.9	7
53	Networked Participatory Scholarship: Emergent techno-cultural pressures toward open and digital scholarship in online networks. <i>Computers and Education</i> , 2012, 58, 766-774.	8.3	186
54	Online social networks as formal learning environments: Learner experiences and activities. <i>International Review of Research in Open and Distance Learning</i> , 2012, 13, 144.	1.8	139

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55	Assumptions and challenges of open scholarship. <i>International Review of Research in Open and Distance Learning</i> , 2012, 13, 166.	1.8	103
56	How do learners respond to pedagogical agents that deliver social-oriented non-task messages? Impact on student learning, perceptions, and experiences. <i>Computers in Human Behavior</i> , 2012, 28, 275-283.	8.5	41
57	Higher education scholars' participation and practices on Twitter. <i>Journal of Computer Assisted Learning</i> , 2012, 28, 336-349.	5.1	222
58	Building a Social Conversational Pedagogical Agent. , 2011, , 128-155.		36
59	Conversational agents in virtual worlds: Bridging disciplines. <i>British Journal of Educational Technology</i> , 2010, 41, 123-140.	6.3	15
60	Editorial: Crossing boundaries: Learning and teaching in virtual worlds. <i>British Journal of Educational Technology</i> , 2010, 41, 3-9.	6.3	29
61	Contextually relevant pedagogical agents: Visual appearance, stereotypes, and first impressions and their impact on learning. <i>Computers and Education</i> , 2010, 55, 576-585.	8.3	74
62	Long-term student experiences in a hybrid, open-ended and problem based Adventure Learning program. <i>Australasian Journal of Educational Technology</i> , 2010, 26, .	3.5	23
63	A review of adventure learning. <i>International Review of Research in Open and Distance Learning</i> , 2009, 10, 84.	1.8	22
64	Using the Technological, Pedagogical, and Content Knowledge Framework to Design Online Learning Environments and Professional Development. <i>Journal of Educational Computing Research</i> , 2009, 41, 319-346.	5.5	162
65	Enali: A Research and Design Framework for Virtual Characters and Pedagogical Agents. <i>Journal of Educational Computing Research</i> , 2009, 41, 171-194.	5.5	36
66	When sex, drugs, and violence enter the classroom: Conversations between adolescents and a female pedagogical agent. <i>Interacting With Computers</i> , 2008, 20, 292-301.	1.5	39
67	Conversing with pedagogical agents: A phenomenological exploration of interacting with digital entities. <i>British Journal of Educational Technology</i> , 2008, 39, 969-986.	6.3	50
68	Curriculum at forty below: a phenomenological inquiry of an educator/explorer's experience with adventure learning in the Arctic. <i>Distance Education</i> , 2008, 29, 253-267.	3.9	15
69	Hybrid Online Education. <i>Journal of Research on Technology in Education</i> , 2008, 41, 23-41.	6.5	41
70	Multi-Scaffolding Environment: An Analysis of Scaffolding and its Impact on Cognitive Load and Problem-Solving Ability. <i>Journal of Educational Computing Research</i> , 2007, 37, 107-129.	5.5	24
71	Cognitive and Affective Benefits of an Animated Pedagogical Agent: Considering Contextual Relevance and Aesthetics. <i>Journal of Educational Computing Research</i> , 2007, 36, 373-377.	5.5	42
72	The Effects of Digital Video Quality on Learner Comprehension in an American Sign Language Assessment Environment. <i>Sign Language Studies</i> , 2007, 8, 42-58.	0.3	23

#	ARTICLE	IF	CITATIONS
73	Social Media in Academia. , 0, , .		54
74	Scholarsâ€™ temporal participation on, temporary disengagement from, and return to Twitter. First Monday, 0, , .	0.6	3
75	Design Principles for an Educational Intervention Into Online Vaccine Misinformation. TechTrends, 0, , .	2.3	1