

# Sarah J Prestridge

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6163192/publications.pdf>

Version: 2024-02-01

27  
papers

1,156  
citations

566801

15  
h-index

552369

26  
g-index

29  
all docs

29  
docs citations

29  
times ranked

803  
citing authors

#	ARTICLE	IF	CITATIONS
1	The beliefs behind the teacher that influences their ICT practices. <i>Computers and Education</i> , 2012, 58, 449-458.	5.1	200
2	Preparing beginning teachers for technology integration in education: ready for take-off?. <i>Technology, Pedagogy and Education</i> , 2017, 26, 157-177.	3.3	156
3	A multilevel analysis of what matters in the training of pre-service teacher's ICT competencies. <i>Computers and Education</i> , 2018, 122, 32-42.	5.1	149
4	Categorising teachers'™ use of social media for their professional learning: A self-generating professional learning paradigm. <i>Computers and Education</i> , 2019, 129, 143-158.	5.1	126
5	A focus on students'™ use of Twitter – their interactions with each other, content and interface. <i>Active Learning in Higher Education</i> , 2014, 15, 101-115.	3.5	65
6	ICT professional development for teachers in online forums: Analysing the role of discussion. <i>Teaching and Teacher Education</i> , 2010, 26, 252-258.	1.6	52
7	Examining the shaping of teachers'™ pedagogical orientation for the use of technology. <i>Technology, Pedagogy and Education</i> , 2017, 26, 367-381.	3.3	51
8	Exploring Elements That Support Teachers Engagement in Online Professional Development. <i>Education Sciences</i> , 2015, 5, 199-219.	1.4	48
9	Teachers'™ talk in professional development activity that supports change in their ICT pedagogical beliefs and practices. <i>Teacher Development</i> , 2009, 13, 43-55.	0.4	31
10	Conceptualising self-generating online teacher professional development. <i>Technology, Pedagogy and Education</i> , 2017, 26, 85-104.	3.3	31
11	Teachers' Beliefs about the Possibilities and Limitations of Digital Games in Classrooms. <i>E-Learning and Digital Media</i> , 2014, 11, 569-581.	1.5	28
12	Supporting Learning Leaders for the Effective Integration of Technology into Schools. <i>Technology, Knowledge and Learning</i> , 2018, 23, 457-472.	3.1	25
13	Insights from ICT-expert teachers about the design of educational practice: the learning opportunities of social media. <i>Technology, Pedagogy and Education</i> , 2019, 28, 157-172.	3.3	25
14	The interplay of five elements of influence on educators'™ PLN actions. <i>Teaching and Teacher Education</i> , 2021, 97, 103195.	1.6	20
15	A Classification Framework for Exploring Technology-Enabled Practice – FrameTEP. <i>Journal of Educational Computing Research</i> , 2016, 54, 901-921.	3.6	18
16	Reflective Blogging as part of ICT Professional Development to Support Pedagogical Change. <i>Australian Journal of Teacher Education</i> , 2014, 39, .	0.4	18
17	Understanding fully online teaching in vocational education. <i>Research and Practice in Technology Enhanced Learning</i> , 2020, 15, .	1.9	13
18	New alignments for the digital age: insights into connected learning. <i>Educational Technology Research and Development</i> , 2021, 69, 2171-2186.	2.0	10

#	ARTICLE	IF	CITATIONS
19	Teachers as Drivers of Their Professional Learning Through Design Teams, Communities, and Networks. Springer International Handbooks of Education, 2018, , 433-447.	0.1	9
20	International insights about a holistic model of teaching competence for a digital era: the digital teacher framework reviewed. European Journal of Teacher Education, 2022, 45, 493-512.	2.2	9
21	Play like a team in teams: A typology of online cognitive-social learning engagement. Active Learning in Higher Education, 2023, 24, 3-20.	3.5	6
22	Self-Efficacy in a 3-Dimensional Virtual Reality Classroomâ€™Initial Teacher Education Studentsâ€™ Experiences. Education Sciences, 2022, 12, 368.	1.4	6
23	A cross-cultural comparison: the socio-technical affordances of social media as a professional learning tool for teachers. Teacher Development, 0, , 1-18.	0.4	5
24	HOW ENGLISH TEACHERS LEARN IN INDONESIA: TENSION BETWEEN POLICY-DRIVEN AND SELF-DRIVEN PROFESSIONAL DEVELOPMENT. Teflin Journal, 2018, 29, 245.	0.2	5
25	Continuing Professional Development and teachersâ€™ perceptions and practices - A tenable relationship. Indonesian Journal of Applied Linguistics, 2019, 9, .	0.2	5
26	Teachers as Drivers of Their Professional Learning Through Design Teams, Communities, and Networks. Springer International Handbooks of Education, 2018, , 1-15.	0.1	0
27	Teachers as Drivers of Their Professional Learning Through Design Teams, Communities, and Networks. Springer International Handbooks of Education, 2018, , 1-15.	0.1	0