Minna Lakkala

List of Publications by Year
in descending order

43	1,094	567281 15	454955 30
papers	citations	h-index	g-index

44	44	44	724
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Digital competence â€“ an emergent boundary concept for policy and educational research. Education and Information Technologies, 2016, 21, 655-679.	5.7	281
2	Studentsâ€™ skills and practices of using ICT: results of a national assessment in Finland. Computers and Education, 2000, 34, 103-117.	8.3	119
3	Technology-Mediation and Tutoring: How Do They Shape Progressive Inquiry Discourse?. Journal of the Learning Sciences, 2005, 14, 527-565.	2.9	76
4	Digital technology and practices for school improvement: innovative digital school model. Research and Practice in Technology Enhanced Learning, 2018, 13, 25.	3.2	55
5	Collaborative technology for facilitating progressive inquiry. , 1999, , .		49
6	Teachersâ€™ pedagogical designs for technology-supported collective inquiry: A national case study. Computers and Education, 2005, 45, 337-356.	8.3	46
7	Exploring metaskills of knowledge-creating inquiry in higher education. International Journal of Computer-Supported Collaborative Learning, 2009, 4, 187-211.	3.0	39
8	The roles and uses of design principles for developing the trialogical approach on learning. Research in Learning Technology, 2011, 19, .	2.3	39
9	Teachersâ€™ attitudes to and beliefs about web-based Collaborative Learning Environments in the context of an international implementation. Computers and Education, 2005, 45, 295-315.	8.3	33
10	A case study of developing ICT-supported pedagogy through aÂcollegial practice transfer process. Computers and Education, 2015, 90, 1-12.	8.3	32
11	The impact of the flipped classroom in a principles of microeconomics course: evidence from a quasi-experiment with two flipped classroom designs. International Review of Economics Education, 2018, 29, 14-28.	1.6	27
12	Re-designing university courses to support collaborative knowledge creation practices. Australasian Journal of Educational Technology, 2015, 31, .	3.5	23
13	Assessing the Development of Collaborative Knowledge Work Competence: Scales for Higher Education Course Contexts. Scandinavian Journal of Educational Research, 2020, 64, 1071-1089.	1.7	20
14	The roles and uses of design principles for developing the trialogical approach on learning. Research in Learning Technology, 2011, 19, 233-246.	2.3	20
15	DESIGNING PEDAGOGICAL INFRASTRUCTURES IN UNIVERSITY COURSES FOR TECHNOLOGY-ENHANCED COLLABORATIVE INQUIRY. Research and Practice in Technology Enhanced Learning, 2008, 03, 33-64.	3.2	19
16	Case studies of learning objects used in school settings. Learning, Media and Technology, 2006, 31, 249-267.	3.2	18
17	Team teaching implementation in engineering education: teacher perceptions and experiences. European Journal of Engineering Education, 2019, 44, 519-534.	2.3	18
18	Patterns of scaffolding in computerâ€mediated collaborative inquiry. Mentoring and Tutoring: Partnership in Learning, 2005, 13, 281-300.	1.4	16

#	Article	IF	Citations
19	The impact of project-based learning curriculum on first-year retention, study experiences, and knowledge work competence. Research Papers in Education, 2020, 35, 64-81.	3.0	16
20	Assessing the learning of knowledge work competence in higher education â€“ cross-cultural translation and adaptation of the Collaborative Knowledge Practices Questionnaire. Research Papers in Education, 2020, 35, 8-22.	3.0	15
21	Assessment of competences in knowledge work and object-bound collaboration during higher education courses. , 2017, , 288-305.		14
22	Implementing virtual collaborative inquiry practises in a middle-school context. Behaviour and Information Technology, 2007, 26, 37-53.	4.0	13
23	KNOWLEDGE CREATING INQUIRY IN A DISTRIBUTED PROJECT-MANAGEMENT COURSE. Research and Practice in Technology Enhanced Learning, 2010, 05, 73-96.	3.2	13
24	Computer-Mediated Progressive Inquiry in Higher Education. , 2004, , 28-53.		13
25	Using Trialogical Design Principles to Assess Pedagogical Practices in Two Higher Education Courses. , 2012, , 141-161.		9
26	Teacher Learning within a Multinational Project in an Upper Secondary School. Education Research International, 2017, 2017, 1-13.	1.1	8
27	Lower secondary studentsâ€™ poetry writing with the AI-based Poetry Machine. Computers and Education Artificial Intelligence, 2022, 3, 100048.	10.8	8
28	A Product Development Course as a Pedagogical Setting for Multidisciplinary Professional Learning. , 2012, , 185-202.		7
29	DESIGNING INFRASTRUCTURES FOR LEARNING WITH TECHNOLOGY. , 2006, , 449-460.		7
30	A case study of ICT adoption within a teacher community at a Finnish lower secondary school. Learning, Media and Technology, 2004, 4, 53-69.	0.4	6
31	Investigating knowledge creation technology in an engineering course. Computers and Education, 2011, 57, 1930-1942.	8.3	6
32	Technology-Enhanced Progressive Inquiry in Higher Education. , 2009, , 3714-3720.		4
33	Designing Classroom Practices for Teaching Online Inquiry: Experiences from the Field. Journal of Adolescent and Adult Literacy, 2022, 65, 297-308.	1.1	4
34	Introducing Collaborative Practices to Undergraduate Studies. IFIP Advances in Information and Communication Technology, 2016, , 47-55.	0.7	3
35	Using a Modelling Language for Supporting University Studentsâ€™ Orienting Activity when Studying Research Methods. Journal of Interactive Media in Education, 2015, 2015, .	1.7	3
36	Virtual communication in middle school students' and teachers' inquiry. , 2002, , .		3

#	Article	IF	Citations
37	KPE (Knowledge Practices Environment) Supporting Knowledge Creation Practices in Education. , 2012, , 53-74.		3
38	Correction to: Digital technology and practices for school improvement: innovative digital school model. Research and Practice in Technology Enhanced Learning, 2019, 14, .	3.2	2
39	Improving Group Work Practices in Teaching Life Sciences: Trialogical Learning. Research in Science Education, 2019, 49, 809-828.	2.3	2
40	From Instructional Design to Setting up Pedagogical Infrastructures. Advances in Human and Social Aspects of Technology Book Series, 0, , 169-185.	0.3	2
41	RESEARCH-BASED EVALUATION OF CUSTOMER PROJECT COURSES IN AGRICULTURAL SCIENCES. EDULEARN Proceedings, 2018, , .	0.0	1
42	Providing an orientation basis for a young blind readerâ€™s structuring interaction with expository texts. , 2010, 12, 24-41.		1
43	â€œSOLETâ€• A SELF-ORGANISED LEARNING ENVIRONMENT FOR TEACHERS ABOUT CRITICAL DIGITAL LITERACIES: PROPOSAL AND VALIDATION. INTED Proceedings, 2022, , .	0.0	0