

# Jason M Lodge

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/636691/publications.pdf>

Version: 2024-02-01

75  
papers

1,662  
citations

361045

20  
h-index

360668

35  
g-index

83  
all docs

83  
docs citations

83  
times ranked

1331  
citing authors

#	ARTICLE	IF	CITATIONS
1	Co-creation in higher education: towards a conceptual model. <i>Journal of Marketing for Higher Education</i> , 2018, 28, 210-231.	2.3	165
2	Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review. <i>Frontiers in Education</i> , 2017, 2, .	1.2	146
3	Academic workload: the silent barrier to the implementation of technology-enhanced learning strategies in higher education. <i>Distance Education</i> , 2015, 36, 210-230.	2.5	109
4	Using formative assessment to influence self- and co-regulated learning: the role of evaluative judgement. <i>European Journal of Psychology of Education</i> , 2019, 34, 535-557.	1.3	90
5	Redefining "early career"™ in academia: a collective narrative approach. <i>Higher Education Research and Development</i> , 2017, 36, 890-902.	1.9	85
6	Understanding Difficulties and Resulting Confusion in Learning: An Integrative Review. <i>Frontiers in Education</i> , 2018, 3, .	1.2	66
7	Inside Out. <i>Journal of Educational Computing Research</i> , 2017, 55, 526-551.	3.6	57
8	On the Irrelevance of Neuromyths to Teacher Effectiveness: Comparing Neuro-Literacy Levels Amongst Award-Winning and Non-award Winning Teachers. <i>Frontiers in Psychology</i> , 2018, 9, 1666.	1.1	51
9	Working Together in Learning Analytics Towards the Co-Creation of Value. <i>Journal of Learning Analytics</i> , 2019, 6, .	1.8	49
10	A tale of two MOOCs: How student motivation and participation predict learning outcomes in different MOOCs. <i>Australasian Journal of Educational Technology</i> , 2018, 34, .	2.0	47
11	Co-creation strategies for learning analytics. , 2018, , .		46
12	Early career academic perceptions, attitudes and professional development activities: questioning the teaching and research gap to further academic development. <i>International Journal for Academic Development</i> , 2014, 19, 112-124.	0.8	43
13	Assessment in the age of artificial intelligence. <i>Computers and Education Artificial Intelligence</i> , 2022, 3, 100075.	6.9	43
14	Seeking optimal confusion: a review on epistemic emotion management in interactive digital learning environments. <i>Interactive Learning Environments</i> , 2019, 27, 200-210.	4.4	42
15	Student-staff co-creation in higher education: an evidence-informed model to support future design and implementation. <i>Journal of Higher Education Policy and Management</i> , 2020, 42, 532-546.	1.5	41
16	Inferring Learning from Big Data: The Importance of a Transdisciplinary and Multidimensional Approach. <i>Technology, Knowledge and Learning</i> , 2017, 22, 385-400.	3.1	34
17	Facilitating epistemic fluency through design thinking: a strategy for the broader application of studio pedagogy within higher education. <i>Teaching in Higher Education</i> , 2019, 24, 81-97.	1.7	31
18	Technologies to Enhance Self-Regulated Learning in Online and Computer-Mediated Learning Environments. , 2020, , 37-52.		30

#	ARTICLE	IF	CITATIONS
19	Use of live chat in higher education to support self-regulated help seeking behaviours: a comparison of online and blended learner perspectives. <i>International Journal of Educational Technology in Higher Education</i> , 2021, 18, 17.	4.5	29
20	What data and analytics can and do say about effective learning. <i>Npj Science of Learning</i> , 2017, 2, 5.	1.5	28
21	Evaluating quality learning in higher education: re-examining the evidence. <i>Quality in Higher Education</i> , 2014, 20, 3-23.	0.6	26
22	Can New Digital Technologies Support Parasitology Teaching and Learning?. <i>Trends in Parasitology</i> , 2016, 32, 522-530.	1.5	24
23	Eye tracking and early detection of confusion in digital learning environments: Proof of concept. <i>Australasian Journal of Educational Technology</i> , 2016, 32, .	2.0	22
24	Supporting self-regulated learning with learning analytics. , 2018, , 45-55.		21
25	Modality preference and learning style theories: rethinking the role of sensory modality in learning. <i>Learning: Research and Practice</i> , 2016, 2, 4-17.	1.1	20
26	Exploring Metacognition as Support for Learning Transfer. <i>Teaching and Learning Inquiry</i> , 2017, 5, .	0.5	17
27	Keep Calm and Credential on: Linking Learning, Life and Work Practices in a Complex World. , 2016, , 41-54.		16
28	Effects of anatomical variation on trainee performance in a virtual reality temporal bone surgery simulator. <i>Journal of Laryngology and Otology</i> , 2017, 131, S29-S35.	0.4	16
29	“The university doesn’t care about the impact it is having on us”: academic experiences of the institutionalisation of blended learning. <i>Higher Education Research and Development</i> , 2022, 41, 1557-1571.	1.9	14
30	Learning Analytics for Primary and Secondary Schools. <i>Journal of Learning Analytics</i> , 2021, 8, 1-5.	1.8	14
31	The impact of binge watching on memory and perceived comprehension. <i>First Monday</i> , 0, , .	0.6	14
32	The hard problem of “educational neuroscience”. <i>Trends in Neuroscience and Education</i> , 2017, 6, 204-210.	1.5	13
33	Continuous Evaluation of Video Lectures from Real-Time Difficulty Self-Report. , 2019, , .		13
34	The Role of Attention in Learning in the Digital Age. <i>Yale Journal of Biology and Medicine</i> , 2019, 92, 21-28.	0.2	13
35	Understanding value in the student experience through student-staff partnerships. <i>Higher Education Research and Development</i> , 2020, 39, 940-952.	1.9	12
36	Two sides of the same coin: video annotations and in-video questions for active learning. <i>Educational Technology Research and Development</i> , 2021, 69, 2571-2588.	2.0	12

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37	Capturing dynamic presentation: Using technology to enhance the chalk and the talk. Australasian Journal of Educational Technology, 2013, 29, .	2.0	12
38	Fostering and supporting empirical research on evaluative judgement via a crowdsourced adaptive learning system. , 2020, , .		11
39	Making sense of how I learn: Metacognitive capital and the first year university student. The International Journal of the First Year in Higher Education, 2014, 5, .	0.5	11
40	Teacher and student interactions in the first year of university. Journal of Further and Higher Education, 2020, 44, 1130-1142.	1.4	9
41	Orientation Online: Introducing commencing students to university study. A Practice Report. The International Journal of the First Year in Higher Education, 2012, 3, .	0.5	9
42	Digital Learning Environments, The Science of Learning, and the Relationship Between the Teacher and the Learner. , 2020, , 154-168.		9
43	Exploring the usage of thermal imaging for understanding video lecture designs and students' experiences. , 2020, , .		7
44	2020 vision: What happens next in education technology research in Australia. Australasian Journal of Educational Technology, 2020, 36, 1-8.	2.0	7
45	Analytics-enabled teaching as design. , 2018, , .		6
46	What learning analytics can learn from students as partners. Educational Media International, 2019, 56, 218-232.	0.9	6
47	Understanding, assessing and enhancing student evaluative judgement in digital environments. , 2018, , 70-78.		6
48	Bridging the Gap Between Theory and Empirical Research in Evaluative Judgment. Journal of Learning Analytics, 2021, 8, 117-132.	1.8	6
49	Understanding the pedagogical practices of biochemistry and molecular biology academics. Australian Educational Researcher, 2020, 47, 839-856.	1.6	5
50	Productive Uncertainty: The Pedagogical Benefits of Co-creating Research in the Design Studio. International Journal of Art and Design Education, 2021, 40, 184-200.	0.6	5
51	The role of change in AJET in 2021: reflections, bibliometrics, and future plans. Australasian Journal of Educational Technology, 2021, 37, 1-6.	2.0	5
52	Towards a model for student selection in clinical psychology. Clinical Psychologist, 2014, 18, 125-132.	0.5	4
53	PeerWise: Evaluating the Effectiveness of a Web-Based Learning Aid in a Second-Year Psychology Subject. Psychology Learning and Teaching, 2018, 17, 166-176.	1.3	4
54	Applying Cognitive Science to Critical Thinking among Higher Education Students. , 2015, , 391-407.		3

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55	Communicating with first year students; so many channels but is anyone listening? A Practice Report. The International Journal of the First Year in Higher Education, 2010, 1, .	0.5	3
56	To type or to speak? The effect of input modality on text understanding during note-taking. , 2022, , .		3
57	Do the learning sciences have a place in higher education research?. Higher Education Research and Development, 2016, 35, 634-637.	1.9	2
58	Trends in education technology in higher education. Australasian Journal of Educational Technology, 2021, 37, 1-4.	2.0	2
59	Pedagogy, Practice, and the Allure of Open Online Courses: Implications for Schools and Their Students. , 2017, , 443-454.		2
60	Peer Observation as a Collaborative Vehicle for Innovation in Incorporating Educational Technology into Teaching. , 2015, , 209-225.		2
61	Implementing a Principal Tutor to Increase Student Engagement and Retention within the First Year of a Professional Program. The International Journal of the First Year in Higher Education, 2012, 3, .	0.5	2
62	The importance of choosing the right keywords for educational technology publications. Australasian Journal of Educational Technology, 2022, 38, 1-8.	2.0	2
63	AJET in 2021: Change, bibliometrics and future directions. Australasian Journal of Educational Technology, 2021, 37, 1-7.	2.0	1
64	Open Science and Educational Technology Research. Australasian Journal of Educational Technology, 2021, 37, 1-6.	2.0	1
65	Editorial: Brain, mind and educational technology. Australasian Journal of Educational Technology, 2016, 32, .	2.0	1
66	2018 Special Issue: Student Engagement and Retention in Higher Education. Student Success, 2018, 9, .	0.5	1
67	Online Education by Design: Using Evidence and Course Analytics to Achieve Best Online Teaching and Learning Practice. , 2020, , 3-11.		1
68	Professional Learning through MOOCs?. Advances in Educational Technologies and Instructional Design Book Series, 0, , 48-60.	0.2	1
69	Learning styles at the crossroads of the laboratory and the classroom. Learning: Research and Practice, 2017, 3, 183-187.	1.1	0
70	Refocusing Threshold Concepts: Surfacing and Attending to Student Misconceptions as a Necessary (and Safer) Form of Liminal Learning. Theory and Method in Higher Education Research, 2018, , 31-47.	0.2	0
71	A Comparison of the Effectiveness of Two Computer-Based Learning Aids. Frontiers in Education, 2018, 3, .	1.2	0
72	A Futures Perspective on Information Technology and Assessment. Springer International Handbooks of Education, 2018, , 1-13.	0.1	0

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73	Learning analytics and teaching. , 2018, , 11-21.		0
74	Authorship practices in educational technology research. Australasian Journal of Educational Technology, 2022, 38, .	2.0	0
75	Applying Cognitive Science to Critical Thinking among Higher Education Students. , 0, , .		0