Judith Good

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/6375856/publications.pdf

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78	1,812	471371 17	395590 33
papers	citations	h-index	g-index

82	82	82	1159
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Novice Programming Environments. , 2022, , 94-126.		0
2	ADHD and Technology Research â€“ Investigated by Neurodivergent Readers. , 2022, , .		27
3	A Distributed Participatory Design Research Protocol for Co-designing with Children. , 2022, , .		3
4	Ethical Considerations of Distributed Participatory Design with Children. , 2022, , .		0
5	How Technology Applied to Music-Therapy and Sound-Based Activities Addresses Motor and Social Skills in Autistic Children. Multimodal Technologies and Interaction, 2021, 5, 11.	1.7	8
6	Participatory Design of the Worldâ€™s Largest DPD Project with Children. , 2021, , .		2
7	â€˜Whose agenda? Who knows best? Whose voice?â€™ Co-creating a technology research roadmap with autism stakeholders. Disability and Society, 2020, 35, 201-234.	1.4	55
8	"I am just terrified of my future" Â— Epistemic Violence in Disability Related Technology Research. , 2020, , .		58
9	Investigating children's spontaneous gestures when programming using TUIs and GUIs. , 2020, , .		4
10	OSMoSIS. , 2020, , .		5
11	Planning the world's most inclusive PD project. , 2020, , .		7
12	Comparing TUIs and GUIs for Primary School Programming. , 2020, , .		5
13	Expecting the Unexpected in Participatory Design. , 2019, , .		4
14	Pushing the Boundaries of Participatory Design with Children with Special Needs. , 2019, , .		10
15	Pushing the Boundaries of Participatory Design. Lecture Notes in Computer Science, 2019, , 747-753.	1.0	2
16	Blending Human and Artificial Intelligence to Support Autistic Childrenâ€™s Social Communication Skills. ACM Transactions on Computer-Human Interaction, 2018, 25, 1-35.	4.6	40
17	Designing for concreteness fading in primary computing. , 2018, , .		6
18	Interdisciplinary perspectives on designing, understanding and evaluating digital technologies for autism. Journal of Enabling Technologies, 2017, 11, 13-18.	0.7	7

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19	Beyond autism and technology: lessons from neurodiverse populations. Journal of Enabling Technologies, 2017, 11, 43-48.	0.7	14
20	Programming language, natural language? Supporting the diverse computational activities of novice programmers. Journal of Visual Languages and Computing, 2017, 39, 78-92.	1.8	22
21	â€œA child with autism only has one childhoodâ€: main themes and questions for research from the â€œDigital Bubblesâ€•seminar series. Journal of Enabling Technologies, 2017, 11, 113-119.	0.7	7
22	Participatory Evaluation with Autistic Children. , 2017, , .		45
23	ASCMEI.T. - AN ONLINE TOOL TO CAPTURE NEW DIGITAL AND TECHNOLOGICAL IDEAS AND FACILITATE THE DEVELOPMENT OF NEW PRODUCTS TO HELP INDIVIDUALS ON THE AUTISTIC SPECTRUM. , 2016, , .		0
24	How can participatory design inform the design and development of innovative technologies for autistic communities?. Journal of Assistive Technologies, 2016, 10, 115-120.	0.9	29
25	Autism and Technology. , 2016, , .		15
26	Virtual reality and robots for autism: moving beyond the screen. Journal of Assistive Technologies, 2016, 10, 211-216.	0.9	19
27	What Technology for Autism Needs to be Invented? Idea Generation from the Autism Community via the ASCmeI.T. App. Lecture Notes in Computer Science, 2016, , 343-350.	1.0	10
28	Knowing me, knowing you: perspectives on awareness in autism. Journal of Assistive Technologies, 2015, 9, 233-238.	0.9	6
29	Natural language and programming: Designing effective environments for novices. , 2015, , .		4
30	Agents and Avatars. , 2015, , .		0
31	In pursuit of rigour and accountability in participatory design. International Journal of Human Computer Studies, 2015, 74, 93-106.	3.7	158
32	Innovative technologies for autism: critical reflections on digital bubbles. Journal of Assistive Technologies, 2015, 9, 116-121.	0.9	14
33	Narrative support for young game designers' writing. , 2015, , .		4
34	Strategy, team cohesion and team member satisfaction: The effects of gender and group composition. Computers in Human Behavior, 2015, 53, 536-543.	5.1	15
35	Every child a coder?. , 2015, , .		1
36	Learning to communicate computationally with Flip: A bi-modal programming language for game creation. Computers and Education, 2015, 80, 224-240.	5.1	73

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37	Motivating children's initiations with novelty and surprise. , 2014, , .		14
38	Supporting children with complex communication needs. , 2014, , .		7
39	Conversing through and about technologies: Design critique as an opportunity to engage children with autism and broaden research(er) perspectives. International Journal of Child-Computer Interaction, 2013, 1, 38-49.	2.5	57
40	Discrepancies in a virtual learning environment. , 2013, , .		9
41	Designing for and with children with special needs in multiple settings. , 2013, , .		5
42	Narrative Threads: A Tool to Support Young People in Creating Their Own Narrative-Based Computer Games. Lecture Notes in Computer Science, 2013, , 122-145.	1.0	38
43	Deliberate System-Side Errors as a Potential Pedagogic Strategy for Exploratory Virtual Learning Environments. Lecture Notes in Computer Science, 2013, , 483-492.	1.0	3
44	Supporting the design contributions of children with autism spectrum conditions. , 2012, , .		51
45	Interpreting input from children. , 2012, , .		41
46	Challenges, opportunities and future perspectives in including children with disabilities in the design of interactive technology. , 2012, , .		51
47	Designing technology for children with special needs: bridging perspectives through participatory design. CoDesign, 2011, 7, 1-28.	1.4	165
48	Learners at the Wheel. International Journal of People-Oriented Programming, 2011, 1, 1-24.	0.3	52
49	Weak inter-rater reliability in heuristic evaluation of video games. , 2011, , .		13
50	Enhancing interactional synchrony with an ambient display. , 2011, , .		30
51	ECHOES II: the creation of a technology enhanced learning environment for typically developing children and children on the autism spectrum. Journal of Assistive Technologies, 2010, 4, 49-53.	0.9	49
52	Exploring affective technologies for the classroom with the subtle stone. , 2010, , .		44
53	Sequential art for science and CHI. , 2010, , .		11
54	Phenomenology, a framework for participatory design. , 2010, , .		30

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55	Young People's Descriptions of Computational Rules in Role-Playing Games: An Empirical Study. , 2010, , .		11
56	Language-based support for computational thinking. , 2009, , .		12
57	Supporting affective communication in the classroom with the Subtle Stone. International Journal of Learning Technology, 2009, 4, 188.	0.2	12
58	Democratizing access to computational tools: The 7th annual VL/HCC graduate student consortium. , 2009, , .		0
59	Is Embodied Interaction Beneficial When Learning Programming?. Lecture Notes in Computer Science, 2009, , 97-105.	1.0	3
60	Designing new technologies for illiterate populations: A study in mobile phone interface design. Interacting With Computers, 2008, 20, 574-586.	1.0	49
61	Developing a novel interface for capturing self reports of affect. , 2008, , .		11
62	An embodied interface for teaching computational thinking. , 2008, , .		3
63	Learning by game-building. , 2007, , .		19
64	A learner-centred design approach to developing a visual language for interactive storytelling. , 2007, , .		14
65	Supporting the Development of Interactive Storytelling Skills in Teenagers. Lecture Notes in Computer Science, 2006, , 348-357.	1.0	10
66	Storytelling in Interaction: Agility in Practice. Lecture Notes in Computer Science, 2006, , 196-197.	1.0	0
67	Childrenâ€™s narrative development through computer game authoring. TechTrends, 2005, 49, 43-59.	1.4	36
68	Story creation in virtual game worlds. Communications of the ACM, 2005, 48, 61-65.	3.3	119
69	Children's narrative development through computer game authoring. , 2004, , .		23
70	Computer games authored by children. , 2004, , .		10
71	Program comprehension and authentic measurement:. International Journal of Human Computer Studies, 2004, 61, 169-185.	3.7	14
72	Children's contributions to new technology. , 2003, , .		7

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73	Ghostwriter. , 2003, , .		7
74	Verbal effects of visual programs: Information type, structure and error in program summaries. Information Design Journal, 2002, 3, 120-134.	0.0	3
75	Learning to Think and Communicate with Diagrams: 14 Questions to Consider. Artificial Intelligence Review, 2001, 15, 115-134.	9.7	48
76	Cognitive Factors in Programming with Diagrams. Artificial Intelligence Review, 2001, 15, 95-114.	9.7	31
77	Information Types and Cognitive Principles in Program Comprehension: Towards Adaptable Support for Novice Visual Programmers. Lecture Notes in Computer Science, 1998, , 314-323.	1.0	0
78	Novice Programming Environments. Advances in Computer and Electrical Engineering Book Series, 0, , 1-41.	0.2	3