Victor R Lee

List of Publications by Year
in descending order

61	1,024	516710 16	501196 28
papers	citations	h-index	g-index

63	63	63	602
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Kindergarten studentsâ€™ mathematics knowledge at work: the mathematics for programming robot toys. Mathematical Thinking and Learning, 2023, 25, 380-408.	1.2	13
2	Tabletop games designed to promote computational thinking. Computer Science Education, 2022, 32, 449-475.	3.7	3
3	Identifying the Content, Lesson Structure, and Data Use Within Pre-collegiate Data Science Curricula. Journal of Science Education and Technology, 2022, 31, 81-98.	3.9	6
4	Exploring Measurement through Coding: Childrenâ€™s Conceptions of a Dynamic Linear Unit with Robot Coding Toys. Education Sciences, 2022, 12, 143.	2.6	4
5	Children caring for robots: Expanding computational thinking frameworks to include a technological ethic of care. International Journal of Child-Computer Interaction, 2022, 33, 100491.	3.5	15
6	Measuring Electrodermal Activity in an Afterschool Maker Program to Detect Youth Engagement. , 2022, , 515-536.		1
7	Taking data feminism to school: A synthesis and review of preâ€collegiate data science education projects. British Journal of Educational Technology, 2022, 53, 1096-1113.	6.3	14
8	Data science education across the disciplines: Underexamined opportunities for Kâ€12 innovation. British Journal of Educational Technology, 2022, 53, 1073-1079.	6.3	7
9	Letâ€™s cut to commercial: where research, evaluation, and design of learning games should go next. Educational Technology Research and Development, 2021, 69, 145-148.	2.8	1
10	Current Approaches in Teacher Learning on Digital Social Platforms. Advances in Mobile and Distance Learning Book Series, 2021, , 624-641.	0.5	1
11	Developing a kindergarten computational thinking assessment using evidence-centered design: the case of algorithmic thinking. Computer Science Education, 2021, 31, 117-140.	3.7	27
12	Youth engagement during making: using electrodermal activity data and first-person video to generate evidence-based conjectures. Information and Learning Science, 2021, 12, 270-291.	1.3	5
13	How young children engage in and shift between reference frames when playing with coding toys. International Journal of Child-Computer Interaction, 2021, 28, 100250.	3.5	10
14	Remembering What Produced the Data: Individual and Social Reconstruction in the Context of aQuantified SelfElementary Data and Statistics Unit. Cognition and Instruction, 2021, 39, 367-408.	2.9	11
15	A Call for a Humanistic Stance Toward Kâ€“12 Data Science Education. Educational Researcher, 2021, 50, 664-672.	5.4	35
16	Itâ€™s More Than Just Technology Adoption: Understanding Variations in Teachersâ€™ Use of an Online Planning Tool. TechTrends, 2021, 65, 269-277.	2.3	3
17	At Home With Data: Family Engagements With Data Involved in Type 1 Diabetes Management. Journal of the Learning Sciences, 2020, 29, 11-31.	2.9	21
18	An Emerging Technology Report on Computational Toys in Early Childhood. Technology, Knowledge and Learning, 2020, 25, 213-224.	4.9	32

#	Article	IF	Citations
19	Introducing Coding through Tabletop Board Games and Their Digital Instantiations across Elementary Classrooms and School Libraries. , 2020, , .		8
20	Measuring Electrodermal Activity in an Afterschool Maker Program to Detect Youth Engagement. Advances in Educational Technologies and Instructional Design Book Series, 2020, , 128-150.	0.2	2
21	A wearables-based approach to detect and identify momentary engagement in afterschool Makerspace programs. Contemporary Educational Psychology, 2019, 59, 101789.	2.9	27
22	Instructional support for learning with agent-based simulations: A tale of vicarious and guided exploration learning approaches. Computers and Education, 2019, 142, 103644.	8.3	8
23	Conceptual Dynamics of Student Reasoning during Interviews Involving Discrepant Embodied Experiences. Journal for STEM Education Research, 2019, 2, 172-200.	1.5	0
24	Youth Concerns and Responses to Self-Tracking Tools and Personal Informatics Systems. , 2019, , .		6
25	An Expansively-framed Unplugged Weaving Sequence Intended to Bear Computational Fruit of the Loom. , 2019, , .		5
26	The picture of smartphones at school is not a dire one and the picture of student competence is a bright one. Learning, Culture and Social Interaction, 2019, 21, 293-295.	1.8	0
27	On researching activity tracking to support learning: a retrospective. Information and Learning Science, 2019, 120, 133-154.	1.3	11
28	The building blocks of coding: a comparison of early childhood coding toys. Information and Learning Science, 2019, 120, 505-518.	1.3	20
29	A Broad View of Wearables as Learning Technologies: Current and Emerging Applications. Smart Computing and Intelligence, 2019, , 113-133.	0.5	8
30	Coding Toys in Kindergarten. Teaching Children Mathematics, 2019, 25, 314-317.	0.2	5
31	Supporting Complex Multimodal Expression Around Representations of Data: Experience Matters. Advances in STEM Education, 2019, , 217-231.	0.5	0
32	Paper Circuits: A Tangible, Low Threshold, Low Cost Entry to Computational Thinking. TechTrends, 2018, 62, 197-203.	2.3	16
33	Personal Analytics Explorations to Support Youth Learning. Advances in Educational Technologies and Instructional Design Book Series, 2018, , 145-163.	0.2	4
34	From Wearing to Wondering. , 2018, , 810-832.		1
35	Supporting Interactive Youth Maker Programs in Public and School Libraries. , 2017, , .		7
36	How Time Gets Used in Afterschool Maker Programs. , 2017, , .		2

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37	A rubric for describing competences in the areas of circuitry, computation, and crafting after a course using e-textiles. International Journal of Information and Learning Technology, 2017, 34, 372-384.	2.3	8
38	From Wearing to Wondering. Advances in Educational Technologies and Instructional Design Book Series, 2017, , 1-29.	0.2	6
39	Measuring Electrodermal Activity to Capture Engagement in an Afterschool Maker Program. , 2016, , .		12
40	Appropriating Quantified Self Technologies to Support Elementary Statistical Teaching and Learning. IEEE Transactions on Learning Technologies, 2016, 9, 354-365.	3.2	44
41	Let's Get Physical: K-12 Students Using Wearable Devices to Obtain and Learn About Data from Physical Activities. TechTrends, 2015, 59, 46-53.	2.3	23
42	Combining High-Speed Cameras and Stop-Motion Animation Software to Support Studentsâ€™ Modeling of Human Body Movement. Journal of Science Education and Technology, 2015, 24, 178-191.	3.9	12
43	Opportunistic uses of the traditional school day through student examination of Fitbit activity tracker data. , 2015, , .		20
44	Studentsâ€™ Digital Photography Behaviors during a Multiday Environmental Science Field Trip and Their Recollections of Photographed Science Content. Education Research International, 2014, 2014, 1-11.	1.1	3
45	Lessons learned from an initial effort to bring a quantified self "meetup" experience to a new demographic. , 2014, , .		15
46	The Role of School District Science Coordinators in the District-Wide Appropriation of an Online Resource Discovery and Sharing Tool for Teachers. Journal of Science Education and Technology, 2014, 23, 309-323.	3.9	8
47	Knowing and Learning with Technology (and on Wheels!): An Introduction to the Special Issue. Technology, Knowledge and Learning, 2013, 18, 1-8.	4.9	5
48	Digital Physical Activity Data Collection and Use by Endurance Runners and Distance Cyclists. Technology, Knowledge and Learning, 2013, 18, 39-63.	4.9	24
49	Quantified recess. , 2013, , .		33
50	Collaborative Strategic Board Games as a Site for Distributed Computational Thinking. , 2013, , 285-301.		1
51	Material pets, virtual spaces, isolated designers. , 2012, , .		1
52	In Pursuit of Consensus: Disagreement and legitimization during small-group argumentation. International Journal of Science Education, 2012, 34, 1857-1882.	1.9	45
53	Some assembly required: How scientific explanations are constructed during clinical interviews. Journal of Research in Science Teaching, 2012, 49, 166-198.	3.3	52
54	Framing in cognitive clinical interviews about intuitive science knowledge: Dynamic student understandings of the discourse interaction. Science Education, 2012, 96, 573-599.	3.0	58

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55	Collaborative Strategic Board Games as a Site for Distributed Computational Thinking. International Journal of Game-Based Learning, 2011, 1, 65-81.	1.4	139
56	Integrating physical activity data technologies into elementary school classrooms. Educational Technology Research and Development, 2011, 59, 865-884.	2.8	38
57	An Exploration into How Physical Activity Data-Recording Devices Could be Used in Computer-Supported Data Investigations. International Journal of Computers for Mathematical Learning, 2010, 15, 167-189.	0.6	30
58	How different variants of orbit diagrams influence student explanations of the seasons. Science Education, 2010, 94, 985-1007.	3.0	23
59	Adaptations and Continuities in the Use and Design of Visual Representations in US Middle School Science Textbooks. International Journal of Science Education, 2010, 32, 1099-1126.	1.9	80
60	Conceptual Dynamics in Clinical Interviews. , 2007, , .		2
61	Reconstructing the Influences on and Focus of the Learning Sciences from the Field's Published Conference Proceedings. , 0, , 105-125.		1