

Stefan Hrastinski

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7173768/publications.pdf>

Version: 2024-02-01

47
papers

1,836
citations

471509

17
h-index

302126

39
g-index

47
all docs

47
docs citations

47
times ranked

1339
citing authors

#	ARTICLE	IF	CITATIONS
1	A theory of online learning as online participation. <i>Computers and Education</i> , 2009, 52, 78-82.	8.3	295
2	What Do We Mean by Blended Learning?. <i>TechTrends</i> , 2019, 63, 564-569.	2.3	287
3	What is online learner participation? A literature review. <i>Computers and Education</i> , 2008, 51, 1755-1765.	8.3	215
4	The potential of synchronous communication to enhance participation in online discussions: A case study of two e-learning courses. <i>Information and Management</i> , 2008, 45, 499-506.	6.5	135
5	How are campus students using social media to support their studies? An explorative interview study. <i>Education and Information Technologies</i> , 2012, 17, 451-464.	5.7	123
6	Socio-technical IS design science research: developing design theory for IS integration management. <i>Information Systems and E-Business Management</i> , 2011, 9, 109-131.	3.7	80
7	Design exemplars for synchronous e-learning: A design theory approach. <i>Computers and Education</i> , 2010, 55, 652-662.	8.3	77
8	Networked Learning in 2021: A Community Definition. <i>Postdigital Science and Education</i> , 2021, 3, 326-369.	5.3	54
9	Introducing an informal synchronous medium in a distance learning course: How is participation affected?. <i>Internet and Higher Education</i> , 2006, 9, 117-131.	6.5	51
10	The relationship between adopting a synchronous medium and participation in online group work: An explorative study. <i>Interactive Learning Environments</i> , 2006, 14, 137-152.	6.4	45
11	Computer-mediated Communication in Education: A review of recent research. <i>Educational Media International</i> , 2007, 44, 61-77.	1.7	41
12	Critical Imaginaries and Reflections on Artificial Intelligence and Robots in Postdigital K-12 Education. <i>Postdigital Science and Education</i> , 2019, 1, 427-445.	5.3	38
13	Using the Community of Inquiry Framework to Inform Effective Instructional Design. , 2012, , 97-125.		37
14	A Review of Technologies for Open Innovation: Characteristics and Future Trends. , 2010, , .		34
15	Navigating the development and dissemination of internet cognitive behavioral therapy (iCBT) for anxiety disorders in children and young people: A consensus statement with recommendations from the #iCBTLorentz Workshop Group. <i>Internet Interventions</i> , 2018, 12, 1-10.	2.7	34
16	An Examination of Research Approaches that Underlie Research on Educational Technology: A Review From 2000 to 2004. <i>Journal of Educational Computing Research</i> , 2007, 36, 175-190.	5.5	28
17	Creating technology-enabled lifelong learning: A heutagogical approach. <i>British Journal of Educational Technology</i> , 2021, 52, 1646-1662.	6.3	23
18	Social media in higher education: Introduction to the special issue. <i>Internet and Higher Education</i> , 2012, 15, 1-2.	6.5	20

#	ARTICLE	IF	CITATIONS
19	Informal math coaching by instant messaging: Two case studies of how university students coach K-12 students. <i>Interactive Learning Environments</i> , 2014, 22, 84-96.	6.4	20
20	Identifying and exploring the effects of different types of tutor questions in individual online synchronous tutoring in mathematics. <i>Interactive Learning Environments</i> , 2021, 29, 510-522.	6.4	19
21	Studentâ€™student online coaching: Conceptualizing an emerging learning activity. <i>Internet and Higher Education</i> , 2013, 16, 66-69.	6.5	18
22	Dissolving the Dichotomies Between Online and Campus-Based Teaching: a Collective Response to The Manifesto for Teaching Online (Bayne et al. 2020). <i>Postdigital Science and Education</i> , 2022, 4, 271-329.	5.3	18
23	Online question and answer sessions: How students support their own and other students' processes of inquiry in a text-based learning environment. <i>Internet and Higher Education</i> , 2021, 51, 100817.	6.5	16
24	The student, the private and the professional role: Studentsâ€™ social media use. <i>Education and Information Technologies</i> , 2016, 21, 1583-1594.	5.7	15
25	Tutoring online tutors: Using digital badges to encourage the development of online tutoring skills. <i>British Journal of Educational Technology</i> , 2018, 49, 127-136.	6.3	15
26	Exploring studentsâ€™ expectations of learning analytics: A person-centered approach. <i>Education and Information Technologies</i> , 2022, 27, 8561-8581.	5.7	12
27	The impact of national culture on eâ€learning implementation: a comparative study of an Argentinean and a Swedish university. <i>Educational Media International</i> , 2009, 46, 67-80.	1.7	9
28	Digital tools to support teacher professional development in lesson studies: a systematic literature review. <i>International Journal for Lesson and Learning Studies</i> , 2021, 10, 138-149.	0.9	9
29	How can software support open innovation? Extending community and marketplace perspectives. <i>International Journal of Networking and Virtual Organisations</i> , 2012, 10, 1.	0.2	8
30	Editorial introduction: Collaborative learning enhanced by mobile technologies. <i>British Journal of Educational Technology</i> , 2018, 49, 201-206.	6.3	8
31	An approach for designing management support systems. , 2009, , .		7
32	Teachers as developers of local evidence to improve digital course design. <i>Interactive Learning Environments</i> , 2021, 29, 648-654.	6.4	7
33	Using chat as a complement to discussion board in small-group online seminars: How is student participation affected?. <i>International Journal of Knowledge and Learning</i> , 2007, 3, 483.	0.2	6
34	Designing and evaluating an online role play in conflict management. <i>Campus Wide Information Systems</i> , 2009, 26, 287-297.	1.1	5
35	Informed design for learning with digital technologies. <i>Interactive Learning Environments</i> , 2023, 31, 972-979.	6.4	5
36	How and why do students of higher education participate in online seminars?. <i>Education and Information Technologies</i> , 2012, 17, 253-271.	5.7	4

#	ARTICLE	IF	CITATIONS
37	Exploring the relationship between the use of an interactive video website and organizational learning. <i>New Media and Society</i> , 2014, 16, 594-614.	5.0	4
38	Communities, networks and ICT professional development across schools in close physical proximity. <i>Technology, Pedagogy and Education</i> , 2020, 29, 219-229.	5.4	4
39	Web Weather 2.0: Improving Weather Information with User-Generated Observations. <i>AIS Transactions on Human-Computer Interaction</i> , 2013, 5, 28-41.	1.5	3
40	The informal and formal dimensions of computer-mediated communication: a model. <i>International Journal of Networking and Virtual Organisations</i> , 2010, 7, 23.	0.2	2
41	Informing designs for learning when shifting to digital. <i>Educational Technology Research and Development</i> , 2021, 69, 285-288.	2.8	2
42	Towards Digitally Literate University Teachers. <i>Nordic Journal of Digital Literacy</i> , 2009, 4, 104-115.	1.4	2
43	IM Support for Informal Synchronous E-Collaboration. , 2008, , 349-354.		1
44	Towards Understanding How and Why Learners Participate in Online Seminars. , 2010, , .		0
45	Exploring how teachers suggest informing designs for learning. <i>International Journal of Information and Learning Technology</i> , 2021, 38, 381-392.	2.3	0
46	Illustrating Knowledge Networks as Sociograms. , 2009, , 96-104.		0
47	Is E-Learning Used for Enhancing Administration or Learning? On the Implications of Organisational Culture. , 2009, , 55-64.		0