Eileen Scanlon

List of Publications by Year
in descending order

66 papers	1,642 citations	304743 22 h-index	302126 39 g-index
68 all docs	68 docs citations	68 times ranked	1222 citing authors

#	Article	IF	Citations
1	Educational Technology Research: Contexts, Complexity and Challenges. Journal of Interactive Media in Education, 2021, 2021, .	1.7	11
2	Open voices on COVID-19: covid challenges and opportunities driving the research agenda. Open Learning, 2021, 36, 201-211.	4.0	3
3	Interdisciplinary Working Methods: Reflections Based on Technology-Enhanced Learning (TEL). Frontiers in Education, 2019, 4, .	2.1	9
4	Accessible Inclusive Learning: Foundations. , 2019, , 51-73.		6
5	Accessible Inclusive Learning: Futures. , 2019, , 75-91.		1
6	STEM Learning: Foundations. , 2019, , 127-138.		2
7	STEM Learning: Futures. , 2019, , 139-150.		0
8	Digital Scholarship: Identity, Interdisciplinarity, and Openness. Frontiers in Digital Humanities, 2018, 5, .	1.2	4
9	Concepts and Challenges in Digital Scholarship. Frontiers in Digital Humanities, 2017, 4, .	1.2	1
10	Supporting immigrant language learning on smartphones: A field trial. Studies in the Education of Adults, 2017, 49, 228-252.	1.2	10
11	The Sense-it App. International Journal of Mobile and Blended Learning, 2017, 9, 16-38.	0.8	15
12	Personal Inquiry: Orchestrating Science Investigations Within and Beyond the Classroom. Journal of the Learning Sciences, 2015, 24, 308-341.	2.9	59
13	Mobile Incidental Learning to Support the Inclusion of Recent Immigrants. Ubiquitous Learning, 2015, 7, 9-21.	0.2	31
14	Designing for Educational Technology to Enhance the Experience of Learners in Distance Education: How Open Educational Resources, Learning Design and Moocs Are Influencing Learning. Journal of Interactive Media in Education, 2015, 2015, .	1.7	25
15	Creating Coherent Incidental Learning Journeys on Smartphones Using Feedback and Progress Indicators. , 2015, , 630-646.		1
16	Creating Coherent Incidental Learning Journeys on Smartphones Using Feedback and Progress Indicators. International Journal of Mobile and Blended Learning, 2014, 6, 75-92.	0.8	9
17	Distance learning, OER, and MOOCs. , 2014, , .		2
18	Scholarship in the digital age: Open educational resources, publication and public engagement. British Journal of Educational Technology, 2014, 45, 12-23.	6.3	47

#	ARTICLE	IF	CITATIONS
19	The Gaming Involvement and Informal Learning Framework. Simulation and Gaming, 2014, 45, 611-626.	1.9	21
20	Mobile learning: Two case studies of supporting inquiry learning in informal and semiformal settings. Computers and Education, 2013, 61, 21-32.	8.3	130
21	Talk Factory: supporting 'exploratory talk' around an interactive whiteboard in primary school science plenaries. Technology, Pedagogy and Education, 2013, 22, 89-102.	5.4	19
22	Analysis of Learners' Fieldtrip Talk during a Collaborative Inquiry Task. Lecture Notes in Computer Science, 2013, , 32-42.	1.3	1
23	Interdisciplinary Knowledge Creation in Technology – Enhanced Learning. Lecture Notes in Computer Science, 2013, , 631-632.	1.3	0
24	nQuire for the OpenScience Lab: Supporting Communities of Inquiry Learning. Lecture Notes in Computer Science, 2013, , 585-588.	1.3	0
25	Investigating the relationships between informal learning and player involvement in digital games. Learning, Media and Technology, 2012, 37, 321-327.	3.2	14
26	Digital futures. Arts and Humanities in Higher Education, 2012, 11, 177-184.	1.4	4
27	Technology Enhanced Informal Science Learning and Engagements: A Typology of Activity. , 2012, , .		0
28	Open educational resources in support of science learning: tools for inquiry and observation. Distance Education, 2012, 33, 221-236.	3.9	10
29	nQuire: Technological Support for Personal Inquiry Learning. IEEE Transactions on Learning Technologies, 2012, 5, 157-169.	3.2	47
30	Museum learning via social and mobile technologies: (How) can online interactions enhance the visitor experience?. British Journal of Educational Technology, 2012, 43, 802-819.	6.3	110
31	Doing Geography: A multimodal analysis of students' situated improvisational interpretation during fieldtrips. Learning, Culture and Social Interaction, 2012, 1, 78-89.	1.8	7
32	Digital approaches to researching learners' computer interactions using gazes, actions, utterances and sketches. Educational Technology Research and Development, 2012, 60, 859-881.	2.8	5
33	Open science: trends in the development of science learning. Open Learning, 2011, 26, 97-112.	4.0	3
34	Motivation, Engagement and Learning through Digital Games. International Journal of Virtual and Personal Learning Environments, 2011, 2, 1-16.	0.6	44
35	How technology resources can be used to represent personal inquiry and support students' understanding of it across contexts. Journal of Computer Assisted Learning, 2011, 27, 516-529.	5.1	35
36	The influence of audio communications technology on computer-supported collaborative learning. Research in Learning Technology, 2011, 4, .	2.3	2

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37	Analyzing Productive Interactions in CSCL: Collaborations, Computers and Contradictions. , 2011, , 319-339.		1
38	Using netbooks to support mobile learners' investigations across activities and places. Open Learning, 2010, 25, 187-200.	4.0	5
39	Personal inquiry: innovations in participatory design and models for inquiry learning. Educational Media International, 2010, 47, 277-292.	1.7	10
40	New educational technology models for social and personal computing. , 2007, , .		2
41	Reconsidering simulations in science education at a distance: features of effective use. Journal of Computer Assisted Learning, 2007, 23, 491-502.	5.1	74
42	The use of ICT to support the development of practical music skills through acquiring keyboard skills: a classroom based study. Computers and Education, 2006, 46, 391-406.	8.3	16
43	Investigating cooperation and collaboration in near synchronous computer mediated conferences. Computers and Education, 2006, 46, 322-335.	8.3	30
44	Mobile technologies: prospects for their use in learning in informal science settings. Journal of Interactive Media in Education, 2006, 2005, 23.	1.7	41
45	Activity Theory and Higher Education: evaluating learning technologies. Journal of Computer Assisted Learning, 2005, 21, 430-439.	5.1	99
46	Women in higher education: Issues and challenges for part-time scientists. Women's Studies International Forum, 2005, 28, 247-258.	1.1	6
47	PDAs as lifelong learning tools: an activity theory based analysis. Learning, Media and Technology, 2005, 30, 107-130.	3.2	51
48	Technologically mediated complex problem-solving on a statistics task. Learning, Media and Technology, 2005, 30, 165-183.	3.2	4
49	Combining interaction and context design to support collaborative argumentation using a tool for synchronous CMC. Journal of Computer Assisted Learning, 2004, 20, 194-204.	5.1	119
50	Digital maps for learning: A review and prospects. Computers and Education, 2004, 43, 91-107.	8.3	22
51	Remote experiments, re-versioning and re-thinking science learning. Computers and Education, 2004, 43, 153-163.	8.3	74
52	Contemporary approaches to learning science: technologically-mediated practical work. Studies in Science Education, 2002, 38, 73-114.	5.4	43
53	Using remote laboratories to extend access to science and engineering. Computers and Education, 2002, 38, 65-76.	8.3	73
54	Using technology in Higher Education: an Activity Theory perspective. Journal of Computer Assisted Learning, 2002, 18, 77-83.	5.1	94

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55	Educational Technology: The Influence of Theory. Journal of Interactive Media in Education, 2002, 2002, 6.	1.7	17
56	Barriers and constraints: women physicists' perceptions of career progress. Physics Education, 2000, 35, 454-459.	0.5	5
57	How gender influences learners working collaboratively with science simulations. Learning and Instruction, 2000, 10, 463-481.	3.2	25
58	Contexts for evaluating educational software. Interacting With Computers, 1999, 11, 499-516.	1.5	62
59	Learning Science On-line. Studies in Science Education, 1997, 30, 57-92.	5.4	16
60	Two empirical studies of computer-supported collaborative learning in science. , 1997, , .		7
61	Solving the problem of physics problem solving. International Journal of Mathematical Education in Science and Technology, 1993, 24, 349-358.	1.4	3
62	Running in the rain: using a shared simulation to solve open-ended physics problems. Physics Education, 1993, 28, 107-113.	0.5	12
63	Computer-supported collaborative learning: Problem solving and distance education. Computers and Education, 1990, 15, 127-136.	8.3	34
64	A rational reconstruction of a bubble chamber simulation using the Alternate Reality Kit. Computers and Education, 1988, 12, 199-207.	8.3	5
65	Redesigning practical work. , 0, , .		1
66	ICT for science education. , 0, , .		1