

Lori Lockyer

List of Publications by Year in descending order

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Version: 2024-02-01

68
papers

1,838
citations

394421

19
h-index

345221

36
g-index

70
all docs

70
docs citations

70
times ranked

1306
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Informing Pedagogical Action. American Behavioral Scientist, 2013, 57, 1439-1459. | 3.8 | 343 |
| 2 | Becoming an Online Teacher: Adapting to a Changed Environment for Teaching and Learning in Higher Education. Educational Media International, 2004, 41, 231-248. | 1.7 | 126 |
| 3 | A conceptual framework linking learning design with learning analytics. , 2016, , . | | 103 |
| 4 | Integrating Social Networking Technologies in Education: A Case Study of a Formal Learning Environment. , 2008, , . | | 82 |
| 5 | Technology tools to support learning design: Implications derived from an investigation of university teachers' design practices. Computers and Education, 2015, 81, 211-220. | 8.3 | 77 |
| 6 | The process of designing for learning: understanding university teachersâ€™ design work. Educational Technology Research and Development, 2017, 65, 125-145. | 2.8 | 71 |
| 7 | Understanding Difficulties and Resulting Confusion in Learning: An Integrative Review. Frontiers in Education, 2018, 3, . | 2.1 | 66 |
| 8 | Towards sustainable technologyâ€enhanced innovation in higher education: Advancing learning design by understanding and supporting teacher design practice. British Journal of Educational Technology, 2018, 49, 1014-1026. | 6.3 | 62 |
| 9 | Technological diversity: an investigation of studentsâ€™ technology use in everyday life and academic study. Learning, Media and Technology, 2010, 35, 387-401. | 3.2 | 60 |
| 10 | Inside Out. Journal of Educational Computing Research, 2017, 55, 526-551. | 5.5 | 57 |
| 11 | Learning designs and learning analytics. , 2011, , . | | 46 |
| 12 | Understanding students' use and value of technology for learning. Learning, Media and Technology, 2014, 39, 346-367. | 3.2 | 43 |
| 13 | Seeking optimal confusion: a review on epistemic emotion management in interactive digital learning environments. Interactive Learning Environments, 2019, 27, 200-210. | 6.4 | 42 |
| 14 | ICT in higher education: evaluating outcomes for health education. Journal of Computer Assisted Learning, 2001, 17, 275-283. | 5.1 | 41 |
| 15 | Developing Evaluative Judgement in Higher Education. , 0, , . | | 41 |
| 16 | A study of teachersâ€™ integration of interactive whiteboards into four Australian primary school classrooms. Learning, Media and Technology, 2008, 33, 289-300. | 3.2 | 40 |
| 17 | Handbook of Research on Learning Design and Learning Objects. , 2009, , . | | 39 |
| 18 | Understanding the design context for Australian university teachers: implications for the future of learning design. Learning, Media and Technology, 2011, 36, 151-167. | 3.2 | 37 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | Developing a learning object metadata application profile based on LOM suitable for the Australian higher education context. <i>Australasian Journal of Educational Technology</i> , 2004, 20, . | 3.5 | 31 |
| 20 | Measuring Effectiveness of Health Education in a Web-based Learning Environment: a preliminary report. <i>Higher Education Research and Development</i> , 1999, 18, 233-246. | 2.9 | 28 |
| 21 | Interactions in Online Education. , 0, , . | | 28 |
| 22 | Learning Design and Learning Analytics: Snapshot 2020. <i>Journal of Learning Analytics</i> , 2020, 7, 6-12. | 2.4 | 26 |
| 23 | Using social network metrics to assess the effectiveness of broad based admission practices. <i>Australasian Journal of Educational Technology</i> , 2011, 27, . | 3.5 | 25 |
| 24 | Self-regulation in open-ended online assignment tasks: the importance of initial task interpretation and goal setting. <i>Studies in Higher Education</i> , 2021, 46, 821-835. | 4.5 | 23 |
| 25 | Using concept maps and goal-setting to support the development of self-regulated learning in a problem-based learning curriculum. <i>Medical Teacher</i> , 2016, 38, 930-935. | 1.8 | 22 |
| 26 | Eye tracking and early detection of confusion in digital learning environments: Proof of concept. <i>Australasian Journal of Educational Technology</i> , 2016, 32, . | 3.5 | 22 |
| 27 | Developing multiliteracies in a technology-mediated environment. <i>Educational Media International</i> , 2013, 50, 93-107. | 1.7 | 21 |
| 28 | Conceptualising technology practice in education using Bourdieu's sociology. <i>Learning, Media and Technology</i> , 2018, 43, 197-210. | 3.2 | 19 |
| 29 | Multiliteracies in Motion. , 0, , . | | 15 |
| 30 | Where learning analytics meets learning design. , 2012, , . | | 14 |
| 31 | Is an online healthy lifestyles program acceptable for parents of preschool children?. <i>Nutrition and Dietetics</i> , 2011, 68, 149-154. | 1.8 | 13 |
| 32 | The future of learning design. <i>Learning, Media and Technology</i> , 2011, 36, 97-99. | 3.2 | 12 |
| 33 | Improving academic outcomes: does participating in online discussion forums payoff?. <i>International Journal of Technology Enhanced Learning</i> , 2013, 5, 117. | 0.7 | 12 |
| 34 | Online mentoring and peer support: using learning technologies to facilitate entry into a community of practice. <i>Research in Learning Technology</i> , 2011, 10, . | 2.3 | 12 |
| 35 | Reproduction and transformation of students' technology practice: The tale of two distinctive secondary student cases. <i>British Journal of Educational Technology</i> , 2019, 50, 3315-3328. | 6.3 | 11 |
| 36 | Identifying the characteristics of support Australian university teachers use in their design work: Implications for the learning design field. <i>Australasian Journal of Educational Technology</i> , 2018, 34, . | 3.5 | 11 |

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|----|--|-----|-----------|
| 37 | Towards nutrition education for adults: a systematic approach to the interface design of an online dietary assessment tool. <i>International Journal of Learning Technology</i> , 2007, 3, 32. | 0.2 | 9 |
| 38 | The role of social cues in supporting students to overcome challenges in online multi-stage assignments. <i>Internet and Higher Education</i> , 2019, 42, 25-33. | 6.5 | 9 |
| 39 | Developing an online program to prevent obesity in preschool-aged children: What do parents recommend?. <i>Nutrition and Dietetics</i> , 2009, 66, 151-157. | 1.8 | 8 |
| 40 | Researching learning design in open, distance, and flexible learning: investigating approaches to supporting design processes and practices. <i>Distance Education</i> , 2009, 30, 175-177. | 3.9 | 8 |
| 41 | Puzzle-Solving Activity as an Indicator of Epistemic Confusion. <i>Frontiers in Psychology</i> , 2019, 10, 163. | 2.1 | 8 |
| 42 | Digital Natives: Exploring the Diversity of Young People's Experience with Technology. <i>New Frontiers of Educational Research</i> , 2013, , 113-138. | 0.4 | 6 |
| 43 | A comparative study on the traditional and intensive delivery of an online course: design and facilitation recommendations. <i>Research in Learning Technology</i> , 2019, 27, . | 2.3 | 6 |
| 44 | Investigating University Educators' Design Thinking and the Implications for Design Support Tools. <i>Journal of Interactive Media in Education</i> , 2016, 2016, . | 1.7 | 6 |
| 45 | Constructing high quality learning environments using learning designs and learning objects. , 2005, , . | | 5 |
| 46 | Building a data governance model for learning analytics. , 2012, , . | | 5 |
| 47 | Development of a Computer Assisted Dietary Assessment Tool for use in Primary Healthcare Practice: Perceptions of Nutrition and Computers in a Sample of Older Adults with Type 2 Diabetes Mellitus. <i>Australian Journal of Primary Health</i> , 2005, 11, 54. | 0.9 | 5 |
| 48 | HELPING TEACHERS TO THINK ABOUT THEIR DESIGN PROBLEM: A PILOT STUDY TO STIMULATE DESIGN THINKING. <i>EDULEARN Proceedings</i> , 2017, , . | 0.0 | 5 |
| 49 | Social capital from online discussion forums: Differences between online and blended modes of delivery. <i>Australasian Journal of Educational Technology</i> , 2015, 31, . | 3.5 | 5 |
| 50 | Data in practice: A participatory approach to understanding pre-service teachers' perspectives. <i>Australasian Journal of Educational Technology</i> , 2020, 36, 107-119. | 3.5 | 5 |
| 51 | Identifying epistemic emotions from activity analytics in interactive digital learning environments. , 2018, , 56-68. | | 4 |
| 52 | <i>Making News Today</i> : a tool for adoption of ethics principles using technology-supported television journalism. <i>Learning, Media and Technology</i> , 2011, 36, 277-294. | 3.2 | 3 |
| 53 | Evaluating the validity of the online multiliteracy assessment tool. <i>Australian Journal of Education</i> , 2017, 61, 305-327. | 1.5 | 3 |
| 54 | Patchwork E-Dialogues in the Professional Development of New Teachers. , 0, , 192-209. | | 3 |

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|----|--|-----|-----------|
| 55 | Technology Use, Technology Views: Anticipating ICT Use for Beginning Physical and Health Education Teachers. , 0, , . | | 3 |
| 56 | Understanding Roles Within Technology Supported Teaching and Learning. , 0, , 210-223. | | 3 |
| 57 | Design for E-learning. , 2016, , 336-353. | | 1 |
| 58 | Exploring a Learning Design to Operationalise New Pedagogical Frameworks Using Multi-literacies. International Journal of Learning, 2006, 12, 175-178. | 0.1 | 1 |
| 59 | ActiveHealth. , 2007, , 331-348. | | 1 |
| 60 | Editorial: Brain, mind and educational technology. Australasian Journal of Educational Technology, 2016, 32, . | 3.5 | 1 |
| 61 | Understanding Roles Within Technology Supported Teaching and Learning. , 0, , . | | 1 |
| 62 | Media Analysis and Production: Developing Multiliteracies in Technology-Enhanced Environments. Innovations in Teaching and Learning in Information and Computer Sciences, 2006, 5, 76-96. | 0.2 | 0 |
| 63 | Handbook of research on learning design and learning objects: issues, applications, and technologies - Edited by Lori Lockyer et al. British Journal of Educational Technology, 2010, 41, 976-977. | 6.3 | 0 |
| 64 | Editorial 19(2). Australasian Journal of Educational Technology, 2003, 19, . | 3.5 | 0 |
| 65 | An Analysis of Learning Designs that Integrate Patient Cases in Health Professions Education. , 2009, , 777-791. | | 0 |
| 66 | Learning Designs as a Stimulus and Support for Teachersâ€™ Design Practices. , 2019, , 105-119. | | 0 |
| 67 | ActiveHealth. , 0, , . | | 0 |
| 68 | An Analysis of Learning Designs that Integrate Patient Cases in Health Professions Education. , 0, , . | | 0 |