

Allison Littlejohn

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8035410/publications.pdf>

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56
papers

3,007
citations

304368

22
h-index

174990

52
g-index

57
all docs

57
docs citations

57
times ranked

2257
citing authors

#	ARTICLE	IF	CITATIONS
1	Are digital natives a myth or reality? University students' use of digital technologies. <i>Computers and Education</i> , 2011, 56, 429-440.	5.1	671
2	Instructional quality of Massive Open Online Courses (MOOCs). <i>Computers and Education</i> , 2015, 80, 77-83.	5.1	519
3	Learning in MOOCs: Motivations and self-regulated learning in MOOCs. <i>Internet and Higher Education</i> , 2016, 29, 40-48.	4.2	371
4	Context counts: How learners' contexts influence learning in a MOOC. <i>Computers and Education</i> , 2015, 91, 83-91.	5.1	155
5	Supporting professional learning in a massive open online course. <i>International Review of Research in Open and Distance Learning</i> , 2014, 15, .	1.0	92
6	Why Study on a MOOC? The Motives of Students and Professionals. <i>International Review of Research in Open and Distance Learning</i> , 2017, 18, .	1.0	91
7	Characterising effective eLearning resources. <i>Computers and Education</i> , 2008, 50, 757-771.	5.1	83
8	How health professionals regulate their learning in massive open online courses. <i>Internet and Higher Education</i> , 2016, 31, 113-121.	4.2	83
9	A framework for learning from incidents in the workplace. <i>Safety Science</i> , 2012, 50, 950-957.	2.6	68
10	Measuring self-regulated learning in the workplace. <i>International Journal of Training and Development</i> , 2015, 19, 32-52.	0.5	68
11	Charting collective knowledge: supporting self-regulated learning in the workplace. <i>Journal of Workplace Learning</i> , 2012, 24, 226-238.	0.9	67
12	How organisations learn from safety incidents: a multifaceted problem. <i>Journal of Workplace Learning</i> , 2010, 22, 428-450.	0.9	60
13	The importance of structuring information and resources within shared workspaces during collaborative design learning. <i>Open Learning</i> , 2005, 20, 31-49.	2.4	45
14	Self-regulated learning in the workplace: strategies and factors in the attainment of learning goals. <i>International Journal of Training and Development</i> , 2013, 17, 245-259.	0.5	41
15	How educators build knowledge and expand their practice: The case of open education resources. <i>British Journal of Educational Technology</i> , 2017, 48, 499-510.	3.9	40
16	Unpacking the intertemporal impact of self-regulation in a blended mathematics environment. <i>Computers in Human Behavior</i> , 2019, 100, 345-357.	5.1	39
17	Self-regulated learning behaviour in the finance industry. <i>Journal of Workplace Learning</i> , 2015, 27, 387-402.	0.9	35
18	Reviewing affective, behavioural and cognitive learning gains in higher education. <i>Assessment and Evaluation in Higher Education</i> , 2019, 44, 321-337.	3.9	31

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19	How and what do academics learn through their personal networks. <i>Journal of Further and Higher Education</i> , 2015, 39, 336-357.	1.4	29
20	Learning challenges in higher education: an analysis of contradictions within Open Educational Practice. <i>Higher Education</i> , 2017, 74, 599-615.	2.8	29
21	Designing for blended learning, sharing and reuse. <i>Journal of Further and Higher Education</i> , 2007, 31, 41-52.	1.4	27
22	Lockdown literacies and semiotic assemblages: academic boundary work in the Covid-19 crisis. <i>Learning, Media and Technology</i> , 2021, 46, 377-389.	2.1	27
23	Reconceptualising Learning in the Digital Age. <i>Springer Briefs in Education</i> , 2018, , .	0.2	26
24	Individual agency in learning from incidents. <i>Human Resource Development International</i> , 2013, 16, 409-425.	2.3	23
25	Learning from Incidents Questionnaire (LFIQ): The validation of an instrument designed to measure the quality of learning from incidents in organisations. <i>Safety Science</i> , 2017, 99, 80-93.	2.6	22
26	Research and development agenda for Learning from Incidents. <i>Safety Science</i> , 2017, 99, 5-13.	2.6	22
27	Creating an information-rich learning environment to enhance design student learning: challenges and approaches. <i>British Journal of Educational Technology</i> , 2005, 36, 629-642.	3.9	21
28	Professional Learning Through Everyday Work: How Finance Professionals Self-Regulate Their Learning. <i>Vocations and Learning</i> , 2016, 9, 207-226.	0.9	21
29	Technology-Enhanced Professional Learning. <i>Springer International Handbooks of Education</i> , 2014, , 1187-1212.	0.1	21
30	Moving Teaching Online: Cultural Barriers Experienced by University Teachers During Covid-19. <i>Journal of Interactive Media in Education</i> , 2021, 2021, .	1.1	19
31	Comparing safety culture and learning culture. <i>Risk Management</i> , 2014, 16, 272-293.	1.2	16
32	Hacking History: Redressing Gender Inequities on Wikipedia Through an Editathon. <i>International Review of Research in Open and Distance Learning</i> , 2018, 19, .	1.0	16
33	Seeking and sending signals: Remodelling teaching practice during the Covid-19 crisis. <i>Access: Critical Perspectives on Communication, Cultural and Policy Studies</i> , 2020, 40, 56-62.	0.5	16
34	Knowledge typologies for professional learning: educatorsâ€™ (re)generation of knowledge when learning open educational practice. <i>Educational Technology Research and Development</i> , 2017, 65, 1583-1604.	2.0	14
35	The amazingly patient tutor: students' interactions with an online carbohydrate chemistry course. <i>British Journal of Educational Technology</i> , 2002, 33, 313-321.	3.9	11
36	Creativity and Collaborative Learning and Teaching Strategies in the Design Disciplines. <i>Industry and Higher Education</i> , 2010, 24, 127-133.	1.4	11

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37	The Virtual University as a Conceptual Model for Faculty Change and Innovation. <i>Interactive Learning Environments</i> , 1999, 7, 209-225.	4.4	9
38	Does a formal wiki event contribute to the formation of a network of practice? A social capital perspective on the potential for informal learning. <i>Interactive Learning Environments</i> , 2018, 26, 308-319.	4.4	9
39	Transforming educators's™ practice: how university educators learned to teach online from home during the Covid-19 pandemic. <i>Higher Education Research and Development</i> , 2023, 42, 366-381.	1.9	8
40	CULTURAL ISSUES IN THE SHARING AND REUSE OF RESOURCES FOR LEARNING. <i>Research and Practice in Technology Enhanced Learning</i> , 2006, 01, 269-284.	1.9	7
41	The Role of Professional Learning in Addressing Global Challenges: Tensions and Innovations Associated With AMR. <i>Frontiers in Education</i> , 2019, 4, .	1.2	7
42	Gender and the lived body experience of academic work during COVID-19. <i>Learning, Media and Technology</i> , 2022, 47, 109-124.	2.1	7
43	A review of research with co-design methods in health education. <i>Open Education Studies</i> , 2022, 4, 273-295.	0.4	7
44	The Many Guises of MOOCs. <i>Springer Briefs in Education</i> , 2018, , 1-19.	0.2	3
45	Learning from incidents: applying the 3-P model of workplace learning. <i>Journal of Workplace Learning</i> , 2022, 34, 242-255.	0.9	3
46	Professional Learning in Open Networks: How Midwives Self-Regulate their Learning in Massive Open Online Courses. <i>Research in Networked Learning</i> , 2019, , 15-36.	0.6	3
47	The development and evaluation of a Learning from Incidents toolkit. <i>Policy and Practice in Health and Safety</i> , 2018, 16, 57-70.	0.5	2
48	Learning to become an online editor: the editathon as a learning environment. <i>Interactive Learning Environments</i> , 2019, , 1-14.	4.4	2
49	Preparing Graduates for Work in the Creative Industries. <i>Industry and Higher Education</i> , 2012, 26, 291-300.	1.4	1
50	A quasi-experimental study to explore the impact of PAR on becoming an Agile Warrior. <i>Military Psychology</i> , 2020, 32, 198-211.	0.7	1
51	The Choices that Connect Uncertainty and Sustainability: Student-Centred Agile Decision-Making Approaches Used by Universities in Australia and the UK during the COVID-19 Pandemic. <i>Journal of Interactive Media in Education</i> , 2021, 2021, .	1.1	1
52	Massive Numbers, Diverse Learning. <i>Springer Briefs in Education</i> , 2018, , 57-77.	0.2	1
53	The [Un]Democratisation of Education and Learning. <i>Springer Briefs in Education</i> , 2018, , 21-34.	0.2	0
54	Designing for Quality?. <i>Springer Briefs in Education</i> , 2018, , 79-94.	0.2	0

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55	The Emancipated Learner? The Tensions Facing Learners in Massive, Open Learning. Springer Briefs in Education, 2018, , 35-55.	0.2	0
56	Disruptive Democratisers?. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 1-28.	0.2	0