

# Allison Littlejohn

## List of Publications by Year in descending order

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

Version: 2024-02-01

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	Transforming educators's™ practice: how university educators learned to teach online from home during the Covid-19 pandemic. Higher Education Research and Development, 2023, 42, 366-381.	1.9	8
2	Learning from incidents: applying the 3-P model of workplace learning. Journal of Workplace Learning, 2022, 34, 242-255.	0.9	3
3	Gender and the lived body experience of academic work during COVID-19. Learning, Media and Technology, 2022, 47, 109-124.	2.1	7
4	A review of research with co-design methods in health education. Open Education Studies, 2022, 4, 273-295.	0.4	7
5	Lockdown literacies and semiotic assemblages: academic boundary work in the Covid-19 crisis. Learning, Media and Technology, 2021, 46, 377-389.	2.1	27
6	Moving Teaching Online: Cultural Barriers Experienced by University Teachers During Covid-19. Journal of Interactive Media in Education, 2021, 2021, .	1.1	19
7	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. Journal of Interactive Media in Education, 2021, 2021, .	1.1	1
8	A quasi-experimental study to explore the impact of PAR on becoming an Agile Warrior. Military Psychology, 2020, 32, 198-211.	0.7	1
9	Seeking and sending signals: Remodelling teaching practice during the Covid-19 crisis. Access: Critical Perspectives on Communication, Cultural and Policy Studies, 2020, 40, 56-62.	0.5	16
10	Unpacking the intertemporal impact of self-regulation in a blended mathematics environment. Computers in Human Behavior, 2019, 100, 345-357.	5.1	39
11	Learning to become an online editor: the editathon as a learning environment. Interactive Learning Environments, 2019, , 1-14.	4.4	2
12	The Role of Professional Learning in Addressing Global Challenges: Tensions and Innovations Associated With AMR. Frontiers in Education, 2019, 4, .	1.2	7
13	Reviewing affective, behavioural and cognitive learning gains in higher education. Assessment and Evaluation in Higher Education, 2019, 44, 321-337.	3.9	31
14	Professional Learning in Open Networks: How Midwives Self-Regulate their Learning in Massive Open Online Courses. Research in Networked Learning, 2019, , 15-36.	0.6	3
15	Disruptive Democratisers?. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 1-28.	0.2	0
16	The Many Guises of MOOCs. Springer Briefs in Education, 2018, , 1-19.	0.2	3
17	Reconceptualising Learning in the Digital Age. Springer Briefs in Education, 2018, , .	0.2	26
18	The development and evaluation of a Learning from Incidents toolkit. Policy and Practice in Health and Safety, 2018, 16, 57-70.	0.5	2

#	ARTICLE	IF	CITATIONS
19	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
20	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
21	The [Un]Democratisation of Education and Learning. <i>Springer Briefs in Education</i> , 2018, , 21-34.	0.2	0
22	Designing for Quality?. <i>Springer Briefs in Education</i> , 2018, , 79-94.	0.2	0
23	The Emancipated Learner? The Tensions Facing Learners in Massive, Open Learning. <i>Springer Briefs in Education</i> , 2018, , 35-55.	0.2	0
24	Massive Numbers, Diverse Learning. <i>Springer Briefs in Education</i> , 2018, , 57-77.	0.2	1
25	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
26	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
27	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
28	Research and development agenda for Learning from Incidents. <i>Safety Science</i> , 2017, 99, 5-13.	2.6	22
29	Learning challenges in higher education: an analysis of contradictions within Open Educational Practice. <i>Higher Education</i> , 2017, 74, 599-615.	2.8	29
30	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
31	How health professionals regulate their learning in massive open online courses. <i>Internet and Higher Education</i> , 2016, 31, 113-121.	4.2	83
32	Professional Learning Through Everyday Work: How Finance Professionals Self-Regulate Their Learning. <i>Vocations and Learning</i> , 2016, 9, 207-226.	0.9	21
33	Learning in MOOCs: Motivations and self-regulated learning in MOOCs. <i>Internet and Higher Education</i> , 2016, 29, 40-48.	4.2	371
34	Self-regulated learning behaviour in the finance industry. <i>Journal of Workplace Learning</i> , 2015, 27, 387-402.	0.9	35
35	Measuring self-regulated learning in the workplace. <i>International Journal of Training and Development</i> , 2015, 19, 32-52.	0.5	68
36	Context counts: How learners' contexts influence learning in a MOOC. <i>Computers and Education</i> , 2015, 91, 83-91.	5.1	155

#	ARTICLE	IF	CITATIONS
37	Instructional quality of Massive Open Online Courses (MOOCs). Computers and Education, 2015, 80, 77-83.	5.1	519
38	How and what do academics learn through their personal networks. Journal of Further and Higher Education, 2015, 39, 336-357.	1.4	29
39	Supporting professional learning in a massive open online course. International Review of Research in Open and Distance Learning, 2014, 15, .	1.0	92
40	Comparing safety culture and learning culture. Risk Management, 2014, 16, 272-293.	1.2	16
41	Technology-Enhanced Professional Learning. Springer International Handbooks of Education, 2014, , 1187-1212.	0.1	21
42	Self-regulated learning in the workplace: strategies and factors in the attainment of learning goals. International Journal of Training and Development, 2013, 17, 245-259.	0.5	41
43	Individual agency in learning from incidents. Human Resource Development International, 2013, 16, 409-425.	2.3	23
44	Charting collective knowledge: supporting self-regulated learning in the workplace. Journal of Workplace Learning, 2012, 24, 226-238.	0.9	67
45	Preparing Graduates for Work in the Creative Industries. Industry and Higher Education, 2012, 26, 291-300.	1.4	1
46	A framework for learning from incidents in the workplace. Safety Science, 2012, 50, 950-957.	2.6	68
47	Are digital natives a myth or reality? University students' use of digital technologies. Computers and Education, 2011, 56, 429-440.	5.1	671
48	Creativity and Collaborative Learning and Teaching Strategies in the Design Disciplines. Industry and Higher Education, 2010, 24, 127-133.	1.4	11
49	How organisations learn from safety incidents: a multifaceted problem. Journal of Workplace Learning, 2010, 22, 428-450.	0.9	60
50	Characterising effective eLearning resources. Computers and Education, 2008, 50, 757-771.	5.1	83
51	Designing for blended learning, sharing and reuse. Journal of Further and Higher Education, 2007, 31, 41-52.	1.4	27
52	CULTURAL ISSUES IN THE SHARING AND REUSE OF RESOURCES FOR LEARNING. Research and Practice in Technology Enhanced Learning, 2006, 01, 269-284.	1.9	7
53	Creating an information-rich learning environment to enhance design student learning: challenges and approaches. British Journal of Educational Technology, 2005, 36, 629-642.	3.9	21
54	The importance of structuring information and resources within shared workspaces during collaborative design learning. Open Learning, 2005, 20, 31-49.	2.4	45

#	ARTICLE	IF	CITATIONS
55	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
56	The Virtual University as a Conceptual Model for Faculty Change and Innovation. <i>Interactive Learning Environments</i> , 1999, 7, 209-225.	4.4	9