

Nina Hood

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8042207/publications.pdf>

Version: 2024-02-01

30
papers

919
citations

840119

11
h-index

713013

21
g-index

30
all docs

30
docs citations

30
times ranked

880
citing authors

#	ARTICLE	IF	CITATIONS
1	Learning in MOOCs: Motivations and self-regulated learning in MOOCs. <i>Internet and Higher Education</i> , 2016, 29, 40-48.	4.2	371
2	Context counts: How learners' contexts influence learning in a MOOC. <i>Computers and Education</i> , 2015, 91, 83-91.	5.1	155
3	Teaching in the Age of Covid-19. <i>Postdigital Science and Education</i> , 2020, 2, 1069-1230.	4.3	136
4	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
5	Teaching in the Age of Covid-19"1 Year Later. <i>Postdigital Science and Education</i> , 2021, 3, 1073-1223.	4.3	33
6	Learning challenges in higher education: an analysis of contradictions within Open Educational Practice. <i>Higher Education</i> , 2017, 74, 599-615.	2.8	29
7	Reconceptualising Learning in the Digital Age. <i>Springer Briefs in Education</i> , 2018, , .	0.2	26
8	Enchantment - Disenchantment-Re-Enchantment: Postdigital Relationships between Science, Philosophy, and Religion. <i>Postdigital Science and Education</i> , 2021, 3, 934-965.	4.3	18
9	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
10	Postdigital Childhoods in the Time of Anthropocene. <i>Postdigital Science and Education</i> , 2019, 1, 307-310.	4.3	16
11	Knowledge typologies for professional learning: educators's (re)generation of knowledge when learning open educational practice. <i>Educational Technology Research and Development</i> , 2017, 65, 1583-1604.	2.0	14
12	Conceptualising online knowledge sharing: what teachers's perceptions can tell us. <i>Technology, Pedagogy and Education</i> , 2017, 26, 573-585.	3.3	12
13	Policy in the time of Anthropocene: Children, childhoods and digital worlds. <i>Policy Futures in Education</i> , 2019, 17, 102-104.	1.2	8
14	Infantologies. An EPAT collective writing project. <i>Educational Philosophy and Theory</i> , 0, , 1-19.	1.3	8
15	Personalising and localising knowledge: how teachers reconstruct resources and knowledge shared online in their teaching practice. <i>Technology, Pedagogy and Education</i> , 2018, 27, 589-605.	3.3	7
16	The case for academic plagiarism education: A PESA Executive collective writing project. <i>Educational Philosophy and Theory</i> , 2022, 54, 1307-1323.	1.3	7
17	Re-imagining the nature of (student-focused) learning through digital technology. <i>Policy Futures in Education</i> , 2018, 16, 321-326.	1.2	5
18	Infanticides: The unspoken side of infantologies. <i>Educational Philosophy and Theory</i> , 0, , 1-15.	1.3	4

#	ARTICLE	IF	CITATIONS
19	Infantasies: An EPAT collective project. Educational Philosophy and Theory, 2021, 53, 1442-1453.	1.3	3
20	Infantologies II: Songs of the cradle. Educational Philosophy and Theory, 0, , 1-16.	1.3	3
21	Re-opening Access. Access: Critical Perspectives on Communication, Cultural and Policy Studies, 2020, 40, 1-4.	0.5	3
22	Learning to become an online editor: the editathon as a learning environment. Interactive Learning Environments, 2019, , 1-14.	4.4	2
23	Collective writing: Introspective reflections on current experience. Educational Philosophy and Theory, 2022, 54, 1296-1306.	1.3	2
24	Massive Numbers, Diverse Learning. Springer Briefs in Education, 2018, , 57-77.	0.2	1
25	The [Un]Democratisation of Education and Learning. Springer Briefs in Education, 2018, , 21-34.	0.2	0
26	Designing for Quality?. Springer Briefs in Education, 2018, , 79-94.	0.2	0
27	Revisiting strategic directions in educational research: Does research actually lead to improvement?. Access: Critical Perspectives on Communication, Cultural and Policy Studies, 2021, 41, 2-6.	0.5	0
28	The Emancipated Learner? The Tensions Facing Learners in Massive, Open Learning. Springer Briefs in Education, 2018, , 35-55.	0.2	0
29	A Crisis of Identity? Contradictions and New Opportunities. Springer Briefs in Education, 2018, , 95-108.	0.2	0
30	Disruptive Democratisers?. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 1-28.	0.2	0