

Rupert Wegerif

List of Publications by Year in descending order

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Version: 2024-02-01

65
papers

3,332
citations

236925

25
h-index

175258

52
g-index

77
all docs

77
docs citations

77
times ranked

1525
citing authors

#	ARTICLE	IF	CITATIONS
1	How do students generate ideas together in scientific creativity tasks through computer-based mind mapping?. Computers and Education, 2022, 176, 104359.	8.3	28
2	Digital education futures: design for doing education differently. Irish Educational Studies, 2022, 41, 1-4.	2.5	1
3	School-based Simulated Internships to support dialogic collaboration and authentic links with the world of work: a design-based research study. Irish Educational Studies, 2022, 41, 51-69.	2.5	2
4	A scoping review of Future Skills frameworks. Irish Educational Studies, 2022, 41, 171-186.	2.5	13
5	Collaborative group work in mathematics in the UK and Japan: use of group thinking measure tests. Education 3-13, 2021, 49, 119-133.	1.0	0
6	Dialogism. , 2021, , 219-239.		4
7	Effects of divergent thinking training on students' scientific creativity: The impact of individual creative potential and domain knowledge. Thinking Skills and Creativity, 2020, 37, 100682.	3.5	36
8	Buber, educational technology, and the expansion of dialogic space. AI and Society, 2019, 34, 109-119.	4.6	27
9	From active behaviour to active thinking in learning with technology. British Journal of Educational Technology, 2019, 50, 2178-2180.	6.3	6
10	Using computer-based cognitive mapping to improve students' divergent thinking for creativity development. British Journal of Educational Technology, 2019, 50, 2217-2233.	6.3	19
11	Students' collaborative decision-making processes in defining and classifying quadrilaterals: a semiotic/dialogic approach. Educational Studies in Mathematics, 2019, 101, 341-356.	2.8	6
12	Developing material-dialogic space in geography learning and teaching: Combining a dialogic pedagogy with the use of a microblogging tool. Thinking Skills and Creativity, 2019, 31, 217-231.	3.5	17
13	Exploring the ontological dimension of dialogic education through an evaluation of the impact of Internet mediated dialogue across cultural difference. Learning, Culture and Social Interaction, 2019, 20, 80-89.	1.8	10
14	Developing a material-dialogic approach to pedagogy to guide science teacher education. Journal of Education for Teaching, 2018, 44, 27-43.	2.0	42
15	Making the case for a material-dialogic approach to science education. Studies in Science Education, 2018, 54, 141-176.	5.4	24
16	Developing and trialing a measure of group thinking. Learning and Instruction, 2017, 48, 40-50.	3.2	26
17	The Semiotics of Emoji: The Rise of Visual Language in the Age of the Internet. Media and Communication, 2017, 5, 75-78.	1.9	9
18	O impacto, sobre estudantes brasileiros, de uma linguagem visual para aprender a aprender conjuntamente. Educacao E Pesquisa, 2017, 43, 427-451.	0.4	0

#	ARTICLE	IF	CITATIONS
19	Investigating and Promoting Trainee Science Teachers's Conceptual Change of the Nature of Science with Digital Dialogue Games "InterLoc". Research in Science Education, 2016, 46, 667-684.	2.3	8
20	Applying dialogic theory to illuminate the relationship between literacy education and teaching thinking in the context of the Internet Age. L1 Educational Studies in Language and Literature, 2016, 16, S.l. Dial. Ped., 1-21.	0.3	17
21	Toward Dialogic Literacy Education for the Internet Age. Literacy Research: Theory, Method, and Practice, 2015, 64, 56-72.	1.0	3
22	The importance of dialogic processes to conceptual development in mathematics. Educational Studies in Mathematics, 2015, 90, 105-120.	2.8	37
23	Combining scaffolding for content and scaffolding for dialogue to support conceptual breakthroughs in understanding probability. ZDM - International Journal on Mathematics Education, 2015, 47, 1269-1283.	2.2	10
24	Scaffolding and dialogic teaching in mathematics education: introduction and review. ZDM - International Journal on Mathematics Education, 2015, 47, 1047-1065.	2.2	87
25	Remembering professor Bob Burden: Member of the editorial board of thinking skills and creativity (21) Tj ETQq1 1,0,784314,rgBT /Ome	3.5	0
26	What does it mean to teach thinking in China? Challenging and developing notions of "Confucian education". Thinking Skills and Creativity, 2014, 11, 22-32.	3.5	56
27	Developing Technological and Pedagogical Affordances to Support the Collaborative Process of Inquiry-Based Science Education. , 2014, , 159-179.		1
28	Metafora: A Web-Based Platform for Learning to Learn Together in Science and Mathematics. IEEE Transactions on Learning Technologies, 2013, 6, 197-207.	3.2	32
29	Dialogic Science Education for Diversity. Cultural Studies of Science Education, 2013, , 3-22.	0.2	4
30	Towards a dialogic theory of how children learn to think. Thinking Skills and Creativity, 2011, 6, 179-190.	3.5	113
31	My Personal Responses to the School of the Dialogue of Cultures. Journal of Russian and East European Psychology: A Journal of Translations, 2011, 49, 83-89.	0.1	3
32	Developing responsible leadership through a "pedagogy of challenge": an investigation into the impact of leadership education on teenagers. School Leadership and Management, 2010, 30, 419-434.	1.6	17
33	Exploring creative thinking in graphically mediated synchronous dialogues. Computers and Education, 2010, 54, 613-621.	8.3	45
34	A Dialogic Approach to Technology-Enhanced Education for the Global Knowledge Society. , 2010, , 325-339.		10
35	Recognizing creative thinking in graphical e-discussions using artificial intelligence graph-matching techniques. , 2009, , .		3
36	Dialogic or dialectic? The significance of ontological assumptions in research on educational dialogue. British Educational Research Journal, 2008, 34, 347-361.	2.5	164

#	ARTICLE	IF	CITATIONS
37	Reason and Dialogue in Education. , 2008, , 273-286.		17
38	Dialogic Education and Technology. , 2007, , .		211
39	Computer supported moderation of e-discussions. Computer-supported Collaborative Learning, 2007, , .	0.0	29
40	Explicit reasoning, creativity and co-construction in primary school children's collaborative activities. Thinking Skills and Creativity, 2006, 1, 84-94.	3.5	69
41	A dialogic understanding of the relationship between CSCL and teaching thinking skills. International Journal of Computer-Supported Collaborative Learning, 2006, 1, 143-157.	3.0	142
42	An examination of interactional coherence in email use in elementary school. Computers in Human Behavior, 2005, 21, 417-439.	8.5	11
43	Reason and Creativity in Classroom Dialogues. Language and Education, 2005, 19, 223-237.	2.1	68
44	Talking and thinking together at Key Stage 1. Early Years, 2005, 25, 167-182.	1.0	44
45	Towards a dialogic understanding of the relationship between CSCL and teaching thinking skills. , 2005, , .		7
46	Widening access to educational opportunities through teaching children how to reason together. Westminster Studies in Education, 2004, 27, 143-156.	0.1	30
47	Reasoning as a scientist: ways of helping children to use language to learn science. British Educational Research Journal, 2004, 30, 359-377.	2.5	439
48	Methods for studying the processes of interaction and collaborative activity in computer-based educational activities. Technology, Pedagogy and Education, 2004, 13, 195-212.	5.4	66
49	The role of educational software as a support for teaching and learning conversations. Computers and Education, 2004, 43, 179-191.	8.3	37
50	Widening access to educational opportunities through teaching children how to reason together. Westminster Studies in Education, 2004, 27, 143-156.	0.1	1
51	Talk about texts at the computer: using ICT to develop children's oral and literate abilities. Literacy, 2003, 37, 81-89.	0.1	23
52	Stand-alone computers supporting learning dialogues in primary classrooms. International Journal of Educational Research, 2003, 39, 851-860.	2.2	17
53	Oracy and the Educational Achievement of Pupils with English as an Additional Language: The Impact of Bringing 'Talking Partners' into Bradford Schools. International Journal of Bilingual Education and Bilingualism, 2001, 4, 403-419.	2.1	24
54	Computers and Pedagogy. TESOL Quarterly, 2000, 34, 617.	2.9	3

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55	Language for the Social Construction of Knowledge: Comparing Classroom Talk in Mexican Preschools. <i>Language and Education</i> , 1999, 13, 133-150.	2.1	26
56	From social interaction to individual reasoning: an empirical investigation of a possible socio-cultural model of cognitive development. <i>Learning and Instruction</i> , 1999, 9, 493-516.	3.2	295
57	Children's Talk and the Development of Reasoning in the Classroom. <i>British Educational Research Journal</i> , 1999, 25, 95-111.	2.5	467
58	Software design to support discussion in the primary curriculum. <i>Journal of Computer Assisted Learning</i> , 1998, 14, 199-211.	5.1	46
59	Using Computer-based Text Analysis to Integrate Qualitative and Quantitative Methods in Research on Collaborative Learning. <i>Language and Education</i> , 1997, 11, 271-286.	2.1	70
60	Using computers to help coach exploratory talk across the curriculum. <i>Computers and Education</i> , 1996, 26, 51-60.	8.3	47
61	Collaborative learning and directive software. <i>Journal of Computer Assisted Learning</i> , 1996, 12, 22-32.	5.1	30
62	Computers and Reasoning Through Talk in the Classroom. <i>Language and Education</i> , 1996, 10, 47-64.	2.1	62
63	Dialogic: Education for the Internet Age. , 0, , .		122
64	Dialogue on "Dialogic Education": Has Rupert gone over to "the Dark Side"? <i>Dialogic Pedagogy</i> , 0, 2, . 0.0		8
65	Commentary on Eugene and Kyo's dialogue on dialogic pedagogy. <i>Dialogic Pedagogy</i> , 0, 2, .	0.0	0