

# Michael Glassman

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9034284/publications.pdf>

Version: 2024-02-01

63  
papers

1,623  
citations

430442

18  
h-index

315357

38  
g-index

64  
all docs

64  
docs citations

64  
times ranked

1139  
citing authors

#	ARTICLE	IF	CITATIONS
1	Concepts, collaboration, and a company of actors: a Vygotskian model for concept development in the 21st century. <i>Oxford Review of Education</i> , 2023, 49, 137-152.	1.4	7
2	Teacher Presence in a Different Light: Authority Shift in Multi-user Virtual Environments. <i>Technology, Knowledge and Learning</i> , 2021, 26, 79-103.	3.1	5
3	Spaces of Rebellion: the Use of Multi-user Virtual Environments in the Development of Learner Epistemic Identity. <i>Journal of Experimental Education</i> , 2021, 89, 490-507.	1.6	6
4	Cohesion, collaboration and the struggle of creating online learning communities: Development and validation of an online collective efficacy scale. <i>Computers and Education Open</i> , 2021, 2, 100031.	2.6	10
5	The internet as a context for participatory action research. <i>Education and Information Technologies</i> , 2020, 25, 1891-1911.	3.5	10
6	Alternative lifeworlds on the Internet: Habermas and democratic distance education. <i>Distance Education</i> , 2020, 41, 326-344.	2.5	9
7	Multi-User Virtual Environments (MUVes) as Alternative Lifeworlds: Transformative Learning in Cyberspace. <i>Journal of Transformative Education</i> , 2020, 18, 310-337.	0.8	11
8	Peer Exclusion: a Social Convention or Moral Decision? Cross-Cultural Insights into Students' Social Reasoning. <i>Journal of Cognition and Culture</i> , 2020, 20, 127-154.	0.1	0
9	Rethinking the use of Multi-User Virtual Environments in education. <i>Technology, Pedagogy and Education</i> , 2020, 29, 389-405.	3.3	9
10	DeMOOCing society: Convivial tools to systems and back again in the information age. <i>Educational Philosophy and Theory</i> , 2019, 51, 1413-1422.	1.3	5
11	Multi-user virtual environments as a pathway to distributed social networks in the classroom. <i>Computers and Education</i> , 2019, 130, 26-39.	5.1	26
12	Virtual Reality: Its Transformative Potential. , 2018, , 199-211.		2
13	The dialectic of the avatar: Developing in-world identities in Second Life. <i>Journal of Gaming and Virtual Worlds</i> , 2018, 10, 59-71.	0.1	9
14	Doing Gender Online: New Mothers' Psychological Characteristics, Facebook Use, and Depressive Symptoms. <i>Sex Roles</i> , 2017, 76, 276-289.	1.4	31
15	What it means to be a citizen in the internet age: Development of a reliable and valid digital citizenship scale. <i>Computers and Education</i> , 2017, 107, 100-112.	5.1	111
16	Teaching and learning through open source educative processes. <i>Teaching and Teacher Education</i> , 2016, 60, 281-290.	1.6	14
17	Connecting agents: Engagement and motivation in online collaboration. <i>Computers in Human Behavior</i> , 2015, 49, 333-342.	5.1	19
18	The Dialectical Relationship Between Place and Space in Education: How the Internet Is Changing Our Perceptions of Teaching and Learning. <i>Educational Theory</i> , 2014, 64, 15-32.	0.2	28

#	ARTICLE	IF	CITATIONS
19	Participatory Action Research and Its Meanings. <i>Adult Education Quarterly</i> , 2014, 64, 206-221.	1.0	111
20	Capability Through Participatory Democracy: Sen, Freire, and Dewey. <i>Educational Philosophy and Theory</i> , 2014, 46, 1353-1365.	1.3	19
21	Science as a Web of Trails: Redesigning Science Education with the Tools of the Present to Meet the Needs of the Future. <i>Journal of Science Education and Technology</i> , 2013, 22, 927-933.	2.4	5
22	Finding autonomy in activity: Development and validation of a democratic classroom survey. <i>Educational Assessment, Evaluation and Accountability</i> , 2013, 25, 303-320.	1.3	3
23	Rethinking substance abuse treatment with sex workers: How does the capability approach inform practice?. <i>Journal of Substance Abuse Treatment</i> , 2013, 45, 196-205.	1.5	3
24	Beyond search and communication: Development and validation of the Internet Self-efficacy Scale (ISS). <i>Computers in Human Behavior</i> , 2013, 29, 1421-1429.	5.1	82
25	Creating an educational context for Open Source Intelligence: The development of Internet self-efficacy through a blogcentric course. <i>Computers and Education</i> , 2013, 69, 332-342.	5.1	20
26	Investigating Constituent Values and School Policy. <i>Education and Urban Society</i> , 2013, 45, 340-361.	0.8	2
27	Open Source Theory .01. <i>Theory and Psychology</i> , 2013, 23, 675-692.	0.7	12
28	The importance of the second loop in educational technology: An action science study of introducing blogging in a course curriculum. <i>Action Research</i> , 2013, 11, 337-353.	0.8	10
29	Action Research and Its History as an Adult Education Movement for Social Change. <i>Adult Education Quarterly</i> , 2013, 63, 272-288.	1.0	28
30	Experiences Associated with Intervening with Homeless, Substance-abusing Mothers: The Importance of Success. <i>Social Work</i> , 2012, 57, 343-352.	0.6	11
31	Occupying the Noosystem: The Evolution of Media Platforms and Webs of Community Protest. <i>Berkeley Planning Journal</i> , 2012, 25, .	0.8	3
32	A Community of Voices: Educational Blog Management Strategies and Tools. <i>TechTrends</i> , 2012, 56, 19-25.	1.4	18
33	Intelligence in the internet age: The emergence and evolution of Open Source Intelligence (OSINT). <i>Computers in Human Behavior</i> , 2012, 28, 673-682.	5.1	103
34	New Parents' Facebook Use at the Transition to Parenthood. <i>Family Relations</i> , 2012, 61, 455-469.	1.1	188
35	An era of webs: Technique, technology and the new cognitive (r)evolution. <i>New Ideas in Psychology</i> , 2012, 30, 308-318.	1.2	16
36	Five Classrooms: Different forms of "democracies" and their relationship to cultural pluralism(s). <i>Educational Philosophy and Theory</i> , 2011, 43, 365-386.	1.3	11

#	ARTICLE	IF	CITATIONS
37	The logic of wikis: The possibilities of the Web 2.0 classroom. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2011, 6, 93-112.	1.9	48
38	Is education ripe for a paradigm shift? The case for the Capability Approach. <i>Education As Change</i> , 2011, 15, 161-174.	0.5	3
39	The cultural capital of the moralist and the scientist. <i>Behavioral and Brain Sciences</i> , 2010, 33, 340-341.	0.4	0
40	Pragmatism, connectionism and the internet: A mind's perfect storm. <i>Computers in Human Behavior</i> , 2010, 26, 1412-1418.	5.1	15
41	The problems and barriers of RHYA as social policy. <i>Children and Youth Services Review</i> , 2010, 32, 798-806.	1.0	3
42	Moral action as social capital, moral thought as cultural capital. <i>Journal of Moral Education</i> , 2010, 39, 21-36.	0.9	42
43	Attachment patterns of homeless youth: Choices of stress and confusion. <i>Behavioral and Brain Sciences</i> , 2009, 32, 32-33.	0.4	0
44	Development of a Student Engagement Approach to Alcohol Prevention: The Pragmatics Project. <i>Journal of American College Health</i> , 2009, 58, 33-38.	0.8	7
45	How to open and sustain a drop-in center for homeless youth. <i>Children and Youth Services Review</i> , 2008, 30, 727-734.	1.0	30
46	Semiosis as an educational instrument: The irrelevance of mediation and the relevance of social capital. <i>Semiotica</i> , 2007, 2007, .	0.2	1
47	Treatment outcome for street-living, homeless youth. <i>Addictive Behaviors</i> , 2007, 32, 1237-1251.	1.7	153
48	Ideology as instrument.. <i>American Psychologist</i> , 2007, 62, 1075-1076.	3.8	6
49	The role of trait affiliation in human community. <i>Behavioral and Brain Sciences</i> , 2005, 28, .	0.4	1
50	On the Interconnected Nature of Interpreting Vygotsky: Rejoinder to Gredler and Shields Does No One Read Vygotsky's Words 2004. <i>Educational Researcher</i> , 2004, 33, 19-22.	3.3	3
51	Running in Circles: Chasing Dewey. <i>Educational Theory</i> , 2004, 54, 315-341.	0.2	16
52	Experience and Responding. <i>Educational Researcher</i> , 2002, 31, 24-27.	3.3	61
53	Dewey and Vygotsky: Society, Experience, and Inquiry in Educational Practice. <i>Educational Researcher</i> , 2001, 30, 3-14.	3.3	143
54	Replication or reproduction?: Symbiogenesis as an alternative theory. <i>Behavioral and Brain Sciences</i> , 2001, 24, 537-538.	0.4	0

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55	Mutual Aid Theory and Human Development: Sociability as Primary. <i>Journal for the Theory of Social Behaviour</i> , 2000, 30, 391-412.	0.8	17
56	Negation through history: dialectics and human development. <i>New Ideas in Psychology</i> , 2000, 18, 1-22.	1.2	43
57	Adult and Peer Social Interactions During Preschool Activity: A Combination for Gender Segregation?. <i>Early Child Development and Care</i> , 2000, 165, 1-16.	0.7	7
58	From qualitative differences to a continuum of development: commentary on Leslie Smith's epistemological principles for developmental psychology. <i>New Ideas in Psychology</i> , 1999, 17, 123-129.	1.2	0
59	The Box, a Naturalistic Experiment with Young Children: The Same Object as Mediating Factor for Different Activities. <i>Early Child Development and Care</i> , 1999, 156, 63-71.	0.7	0
60	Moral Activity and Domain Theory: An Alternative Interpretation of Research with Young Children. <i>Developmental Review</i> , 1995, 15, 434-457.	2.6	14
61	The Difference between Piaget and Vygotsky: A Response to Duncan. <i>Developmental Review</i> , 1995, 15, 473-482.	2.6	5
62	All Things Being Equal: The Two Roads of Piaget and Vygotsky. <i>Developmental Review</i> , 1994, 14, 186-214.	2.6	29
63	The Construction and Validation of the Visuospatial Self-Efficacy (VSSE) Scale. <i>Journal of Science Education and Technology</i> , 0, , 1.	2.4	0