

Matthew J Koehler

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9315991/publications.pdf>

Version: 2024-02-01

49
papers

10,687
citations

236833

25
h-index

265120

42
g-index

56
all docs

56
docs citations

56
times ranked

4401
citing authors

#	ARTICLE	IF	CITATIONS
1	Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record, 2006, 108, 1017-1054.	0.4	4,942
2	Technological Pedagogical Content Knowledge (TPACK). Journal of Research on Technology in Education, 2009, 42, 123-149.	4.0	984
3	What Happens When Teachers Design Educational Technology? The Development of Technological Pedagogical Content Knowledge. Journal of Educational Computing Research, 2005, 32, 131-152.	3.6	819
4	Teachers'™ Technological Pedagogical Content Knowledge and Learning Activity Types. Journal of Research on Technology in Education, 2009, 41, 393-416.	4.0	640
5	Tracing the development of teacher knowledge in a design seminar: Integrating content, pedagogy and technology. Computers and Education, 2007, 49, 740-762.	5.1	552
6	What is Technological Pedagogical Content Knowledge (TPACK)? Journal of Education, 2013, 193, 13-19.	0.7	498
7	Effects of an early literacy professional development intervention on head start teachers and children.. Journal of Educational Psychology, 2010, 102, 299-312.	2.1	293
8	The Technological Pedagogical Content Knowledge Framework. , 2014, , 101-111.		248
9	Understanding affordances and challenges of three types of video for teacher professional development. Teaching and Teacher Education, 2011, 27, 454-462.	1.6	184
10	Context and Technological Pedagogical Content Knowledge (TPACK): A Systematic Review. Journal of Research on Technology in Education, 2015, 47, 186-210.	4.0	182
11	Deep-play: developing TPACK for 21st century teachers. International Journal of Learning Technology, 2011, 6, 146.	0.2	120
12	The Song Remains the Same: Looking Back to the Future of Educational Technology. TechTrends, 2009, 53, 48-53.	1.4	112
13	Virtual Professional Learning Communities: Teachers'™ Perceptions of Virtual Versus Face-to-Face Professional Development. Journal of Science Education and Technology, 2013, 22, 267-277.	2.4	110
14	How Do We Measure TPACK? Let Me Count the Ways. , 2012, , 16-31.		89
15	Regulated randomization: A potentially sharper analytical tool for the multiple-baseline design.. , 1998, 3, 206-217.		83
16	28 Days Later: Twitter Hashtags as 'Just in Time' Teacher Professional Development. TechTrends, 2017, 61, 273-281.	1.4	81
17	Cognitive outcomes from the Game-Design and Learning (GDL) after-school program. Computers and Education, 2014, 75, 72-81.	5.1	78
18	If a picture is worth a thousand words is video worth a million? Differences in affective and cognitive processing of video and text cases. Journal of Computing in Higher Education, 2011, 23, 15-37.	3.9	71

#	ARTICLE	IF	CITATIONS
19	Foundations of online learning: Challenges and opportunities. <i>Educational Psychologist</i> , 2022, 57, 131-147.	4.7	55
20	An investigation of State Educational Twitter Hashtags (SETHs) as affinity spaces. <i>E-Learning and Digital Media</i> , 2016, 13, 24-44.	1.5	50
21	Editorial 33(3): TPCK/TPACK research and development: Past, present, and future directions. <i>Australasian Journal of Educational Technology</i> , 2017, 33, .	2.0	46
22	Teaching "Against" Social Media: Confronting Problems of Profit in the Curriculum. <i>Teachers College Record</i> , 2019, 121, 1-42.	0.4	45
23	Identifying multiple learning spaces within a single teacher-focused Twitter hashtag. <i>Computers and Education</i> , 2020, 148, 103809.	5.1	38
24	A Turn toward Specifying Validity Criteria in the Measurement of Technological Pedagogical Content Knowledge (TPACK). <i>Journal of Research on Technology in Education</i> , 2013, 46, 129-148.	4.0	34
25	Exploring the intention-behavior gap in the technology acceptance model: A mixed-methods study in the context of foreign-language teaching in China. <i>British Journal of Educational Technology</i> , 2019, 50, 2536-2556.	3.9	32
26	Idle chatter or compelling conversation? The potential of the social media-based #NGSSchat network for supporting science education reform efforts. <i>Journal of Research in Science Teaching</i> , 2020, 57, 1322-1355.	2.0	32
27	Designing Case-Based Hypermedia for Developing Understanding of Children's Mathematical Reasoning. <i>Cognition and Instruction</i> , 2002, 20, 151-195.	1.9	31
28	Describing increasing proficiency in teachers' knowledge of the effective use of digital technology. <i>Computers and Education</i> , 2020, 147, 103784.	5.1	29
29	Understanding Inservice Science Teachers' Needs for Professional Development. <i>Journal of Science Teacher Education</i> , 2015, 26, 471-496.	1.4	26
30	Lifting the veil on TeachersPayTeachers.com: an investigation of educational marketplace offerings and downloads. <i>Learning, Media and Technology</i> , 2022, 47, 268-287.	2.1	22
31	Spam and Educators' Twitter Use: Methodological Challenges and Considerations. <i>TechTrends</i> , 2020, 64, 460-469.	1.4	21
32	Use of a Case-Based Hypermedia Resource in an Early Literacy Coaching Intervention With Pre-Kindergarten Teachers. <i>Topics in Early Childhood Special Education</i> , 2010, 29, 239-249.	1.5	20
33	Understanding the Connection Between Epistemic Beliefs and Internet Searching. <i>Journal of Educational Computing Research</i> , 2015, 53, 345-383.	3.6	16
34	Collaborative Interactivity and Integrated Thinking in Brazilian Business Schools Using Cognitive Flexibility Hypertexts: The Panteon Project. <i>Journal of Educational Computing Research</i> , 2004, 31, 371-406.	3.6	15
35	RegRand: Statistical software for the multiple-baseline design. <i>Behavior Research Methods</i> , 2000, 32, 367-371.	1.3	14
36	Designing a Hypermedia Tool for Learning about Children's Mathematical Cognition. <i>Journal of Educational Computing Research</i> , 1998, 18, 123-145.	3.6	13

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37	Tweet, and We Shall Find: Using Digital Methods to Locate Participants in Educational Hashtags. TechTrends, 2018, 62, 501-508.	1.4	11
38	“Science Talks” in Kindergarten Classrooms: Improving Classroom Practice Through Collaborative Action Research. Journal of Science Teacher Education, 2010, 21, 161-179.	1.4	9
39	The Habits of Mind Necessary to Generate New Ways of Teaching in a Career of Constant Change. TechTrends, 2013, 57, 40-46.	1.4	7
40	Context and Teaching with Technology in the Digital Age. Advances in Higher Education and Professional Development Book Series, 2015, , 440-465.	0.1	7
41	Considerations for Using Social Media Data in Learning Design and Technology Research. , 2020, , 64-77.		5
42	Introducing the First Hybrid Doctoral Program in Educational Technology. TechTrends, 2013, 57, 47-53.	1.4	4
43	Thematic Considerations in Integrating TPACK in a Graduate Program. , 2012, , 1-12.		4
44	Context and Teaching With Technology in the Digital Age. , 0, , 1595-1622.		4
45	Participation in a freshman design sequence and its influence on students' attitudes towards engineering. , 2009, , .		2
46	A Taxonomy Approach to Studying How Gamers Review Games. Simulation and Gaming, 2017, 48, 363-380.	1.2	2
47	“Pretty Good Practices” for the Design of Teacher Portfolio Courses. Advances in Higher Education and Professional Development Book Series, 2015, , 256-280.	0.1	2
48	Approaches to Mormon Identity and Practice in the #ldsconf Twitter Hashtag. Journal of Media and Religion, 2019, 18, 122-133.	0.4	1
49	“Pretty Good Practices” for the Design of Teacher Portfolio Courses. , 0, , 126-151.		0