

## Publications for Lina Markauskaite

### 2017

Khan, S., Markauskaite, L. (2017). Approaches to ICT-enhanced teaching in technical and vocational education: a phenomenographic perspective. *Higher Education*, 73(5), 691-707. <a href="http://dx.doi.org/10.1007/s10734-016-9990-2">[More Information]</a>

Jacobson, M., Markauskaite, L., Portolese, A., Kapur, M., Lai, P., Roberts, G. (2017). Designs for learning about climate change as a complex system. *Learning and Instruction*, 52, 1-14. <a href="http://dx.doi.org/10.1016/j.learninstruc.2017.03.007">[More Information]</a>

Markauskaite, L., Goodyear, P. (2017). *Epistemic fluency and professional education: Innovation, knowledgeable action and actionable knowledge*. Dordrecht: Springer.

### 2016

Lai, P., Jacobson, M., Markauskaite, L. (2016). Agent-Based Models versus video-based visualizations to learn nanoscience concepts: An embodied cognition perspective. *2016 American Educational Research Association (AERA) Annual Meeting*, Washington, D.C.: AERA.

Portolese, A., Markauskaite, L., Lai, P., Jacobson, M. (2016). Analyzing patterns of emerging understanding and misunderstanding in collaborative science learning: A method for unpacking critical turning points. *Transforming Learning, Empowering Learners: 12th International Conference of the Learning Sciences (ICLS 2016)*, Singapore: International Society of the Learning Sciences.

Khosronejad, M., Reimann, P., Markauskaite, L. (2016). Engineering professional identity practices: Investigating the use of web search in collaborative decision making. *33rd International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education (ASCILITE 2016)*, Adelaide: University Of South Australia.

Thompson, K., Markauskaite, L., Hussain, S. (2016). Identifying group processes and affect in learners: A holistic approach to assessment in virtual worlds in higher education. *Leadership and Personnel Management: Concepts, Methodologies, Tools, and Applications*, (pp. 2056-2082). Hershey: Business Science Reference. <a href="http://dx.doi.org/10.4018/978-1-4666-9624-2.ch092">[More Information]</a>

Portolese, A., Jacobson, M., Duvivier, R., Markauskaite, L. (2016). Redesigning problem-based learning in medical education: Contrasting solutions to improve consolidation. *12th International Conference of the Learning Sciences (ICLS 2016)*, Singapore: International Society of the Learning Sciences.

Markauskaite, L., Jacobson, M. (2016). Tracking and assessing students' learning strategies in model-based learning environments. In Peter Reimann, Susan Bull, Michael Kickmeier-Rust, Ravi Vatrappu, Barbara Wasson (Eds.), *Measuring and Visualizing Learning in the Information-Rich Classroom*, (pp. 137-153). New York: Routledge. <a href="http://dx.doi.org/10.4324/9781315777979">[More Information]</a>

Jacobson, M., Markauskaite, L., Portolese, A., Lai, P., Kapur, M. (2016). Understanding Climate Change as a Complex System with Agent-based Models: A Study of Contrasting

Learning Designs. *2016 American Educational Research Association (AERA) Annual Meeting*, Washington, D.C.: AERA.

### 2015

Portolese, A., Markauskaite, L., Lai, P., Jacobson, M. (2015). How collaborative successes and failures become productive: An exploration of emerging understanding and misunderstanding turning points in model-based learning with productive failure. *11th International Conference on Computer Supported Collaborative Learning*, Gothenburg, Sweden: International Society of the Learning Sciences.

Limbu, L., Markauskaite, L. (2015). How do learners experience joint writing: University students' conceptions of online collaborative writing tasks and environments. *Computers & Education*, 82, 393-408. <a href="http://dx.doi.org/10.1016/j.compedu.2014.11.024">[More Information]</a>

Thompson, K., Markauskaite, L. (2015). Identifying group processes and affect in learners: A holistic approach to assessment in virtual worlds in higher education. *Gamification: Concepts, Methodologies, Tools, and Applications*, (pp. 1479-1505). Hershey: IGI Global. <a href="http://dx.doi.org/10.4018/978-1-4666-8200-9.ch075">[More Information]</a>

Khosronejad, M., Reimann, P., Markauskaite, L. (2015). Implied identity: A conceptual framework for exploring engineering professional identity practices in higher education. *Frontiers in Education Conference 2015*, Piscataway: (IEEE) Institute of Electrical and Electronics Engineers. <a href="http://dx.doi.org/10.1109/FIE.2015.7344257">[More Information]</a>

Portolese, A., Markauskaite, L., Lai, P., Jacobson, M. (2015). Model-based learning with productive failure and analogical encoding: Unpacking learning dynamics with contrasting designs. *2015 Annual Meeting of the American Educational Research Association*, Washington, DC: AERA.

Markauskaite, L., Wardak, D. (2015). Research students' conceptions of the role of information and communication technologies in educational technology research. *Australasian Journal of Educational Technology*, 31(4), 421-438. <a href="http://dx.doi.org/10.14742/ajet.1419">[More Information]</a>

McKenney, S., Kali, Y., Markauskaite, L., Voogt, J. (2015). Teacher design knowledge for technology enhanced learning: An ecological framework for investigating assets and needs. *Instructional Science*, 43(2), 181-202. <a href="http://dx.doi.org/10.1007/s11251-014-9337-2">[More Information]</a>

Jacobson, M., Markauskaite, L. (2015). Understanding complex systems and climate change: Learning designs With agent-based models, productive failure, and analogical encoding. *2015 Annual Meeting of the American Educational Research Association*, Washington, DC: AERA.

### 2014

Markauskaite, L., Jacobson, M., Southavilay, V. (2014). An analytic exploration of model-based learning: Insights into inquiry patterns, task structure, time and students' performance ('Analytics for Learning and Becoming in Practice' workshop).

The International Conference of the Learning Sciences (ICLS) 2014, Boulder, CO: International Society of the Learning Sciences.

Levin, J., Jacobson, M., Markauskaite, L. (2014). Combining computational modeling, theory, and data: Steps toward a metamodel framework for the study of learning (Poster). *American Educational Research Association 2014 Annual Meeting*. AERA.

Thompson, K., Kennedy-Clark, S., Markauskaite, L., Southavilay, V. (2014). Discovering processes and patterns of learning in collaborative learning environments using multi-modal discourse analysis. *Research and Practice in Technology Enhanced Learning*, 9(2), 215-240. <a href="http://www.apsce.net/uploaded/filemanager/0498eadb-fbc-46f5-845e-db4e1f8037bd.pdf">[More Information]</a>

Reimann, P., Markauskaite, L., Bannert, M. (2014). e-Research and learning theory: What do sequence and process mining methods contribute? *British Journal of Educational Technology*, 45(3), 528-540. <a href="http://dx.doi.org/10.1111/bjet.12146">[More Information]</a>

Markauskaite, L., Reimann, P. (2014). Editorial: e-Research for education: Applied, methodological and critical perspectives. *British Journal of Educational Technology*, 45(3), 385-391. <a href="http://dx.doi.org/10.1111/bjet.12154">[More Information]</a>

Markauskaite, L., Goodyear, P., Bachfischer (previously Zmijewska), A. (2014). Epistemic games for knowledgeable action in professional learning ('Enrollment of higher education students in professional knowledge and practices' symposium). *The International Conference of the Learning Sciences (ICLS) 2014*, Boulder, CO: International Society of the Learning Sciences. <a href="https://isls.org/icls/2014/">[More Information]</a>

Thompson, K., Markauskaite, L. (2014). Identifying Group Processes and Affect in Learners: A Holistic Approach to Assessment in Virtual Worlds in Higher Education. In Shannon Kennedy-Clark, Kristina Everett, Penny Wheeler (Eds.), *Cases on the Assessment of Scenario and Game-Based Virtual Worlds in Higher Education*, (pp. 175-205). Hershey: IGI Global. <a href="http://dx.doi.org/10.4018/978-1-4666-4470-0.ch006">[More Information]</a>

Markauskaite, L., Goodyear, P. (2014). Professional work and knowledge. In S. Billett, C. Harteis & H. Gruber (Eds.), *International handbook of research in professional and practice-based learning*, (pp. 79-106). Dordrecht: Springer. <a href="http://dx.doi.org/10.1007/978-94-017-8902-8\_4">[More Information]</a>

Markauskaite, L., Reimann, P. (2014). Special issue: e-Research for education: Applied, methodological and critical perspectives. *British Journal of Educational Technology*, 45(3).

Markauskaite, L., Goodyear, P. (2014). Tapping into the mental resources of teachers' working knowledge: Insights into the generative power of intuitive pedagogy. *Learning, Culture and Social Interaction*, 3(4), 237-251. <a href="http://dx.doi.org/10.1016/j.lcsi.2014.01.001">[More Information]</a>

McKenney, S., Kali, Y., Markauskaite, L., Voogt, J. (2014). Teacher design knowledge for technology enhanced learning: A framework for investigating assets and needs ('Teachers as Designers', invited poster session). *The International Conference of the Learning Sciences (ICLS) 2014*, Boulder, CO: International Society of the Learning Sciences.

## 2013

Khan, S., Markauskaite, L. (2013). Emerging teachers' conceptions about their current use of ICT in vocational education. *30th Australasian Society for Computers in Learning in Tertiary Education Conference: Electric Dreams (ASCILITE 2013)*, Sydney: Macquarie University.

Southavilay, V., Markauskaite, L., Jacobson, M. (2013). From "Events" to "Activities": Creating Abstraction Techniques for Mining Students' Model-Based Inquiry Processes. *The 6th International Conference on Educational Data Mining (EDM 2013)*, Memphis, United States: International Educational Data Mining Society.

## 2012

Kelly, N., Jacobson, M., Markauskaite, L., Southavilay, V. (2012). Agent-based computer models for learning about climate change and process analysis techniques. *10th International Conference of the Learning Sciences the Future of Learning*, Sydney: International Society of the Learning Sciences.

Sutherland, L., Markauskaite, L. (2012). Examining the role of authenticity in supporting the development of professional identity: an example from teacher education. *Higher Education*, 64(6), 747-766. <a href="http://dx.doi.org/10.1007/s10734-012-9522-7">[More Information]</a>

Markauskaite, L., Kennan, M., Richardson, J., Aditomo, A., Hellmers, L. (2012). Investigating eResearch: Collaboration Practices and Future Challenges. In A. A. Juan. T. Daradoumis, M. Roca, S. E. Grasman, J. Faulin (Eds.), *Collaborative and Distributed E-Research: Innovations in Technologies, Strategies and Applications*, (pp. 1-33). Hershey, Pennsylvania: Information Science Reference. <a href="http://dx.doi.org/10.4018/978-1-4666-0125-3.ch001">[More Information]</a>

Chambers, B., Anderson, J., Waugh, F., Markauskaite, L., Barnes, J. (2012). Investigating inclusion and exclusion reasons for student attrition in first year at university. *2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APER) Association*, Sydney: Australian Association for Research in Education (AARE).

Jacobson, M., Markauskaite, L., Kelly, N., Stokes, P. (2012). Model-based learning about climate change with productive failure: Preliminary findings. *American Educational Research Association (AERA) Annual Meeting 2012 - Non Satis Scire: To Know Is Not Enough*, Washington, DC: AMERICAN EDUCATIONAL RESEARCH ASSOCIATION.

Goodyear, P., Markauskaite, L. (2012). Pedagogic Designs, Technology and Practice-Based Education. In J. Higgs, R. Barnett, S. Billett, M. Hutchings, F. Trede (Eds.), *Practice-Based Education: Perspectives and Strategies*, (pp. 131-144). Rotterdam: Sense Publishers. <a href="http://dx.doi.org/10.1007/978-94-6209-128-3\_10">[More Information]</a>

Bibi, S., Markauskaite, L., Ashe, D. (2012). Planning to teach with ICT: Some insights into university teachers' knowledge. *ascilite 2012: Future Challenges/Sustainable Futures*, Tugun, Australia: Australian Society for Computers in Learning in Tertiary Education Refereed Conference Collection.

Markauskaite, L., Jacobson, M., Southavilay, V., Kelly, N. (2012). Using process analysis techniques to understand students' learning strategies with computer models. *American Educational Research Association (AERA) Annual Meeting 2012 - Non Satis Scire: To Know Is Not Enough*, Washington, DC: AMERICAN EDUCATIONAL RESEARCH ASSOCIATION.

## 2011

Markauskaite, L. (2011). Beyond technology, pedagogy and content: Insights into the knowledge bases for collaborative elearning design. *AERA Annual Meeting 2011*. AERA.

Markauskaite, L., Freebody, P., Irwin, J. (2011). Bridging and blending disciplines of inquiry: doing science and changing practice and policy. In Markauskaite L, Freebody P, Irwin J (Eds.), *Methodological Choice and Design: Scholarship, Policy and Practice in Social and Educational Research*, (pp. 3-15). New York: Springer. <a href="http://dx.doi.org/10.1007/978-90-481-8933-5\_1">[More Information]</a>

Kali, Y., Markauskaite, L., Goodyear, P., Ward, M. (2011). Bridging Multiple Expertise in Collaborative Design for Technology-Enhanced Learning. *9th International Conference on Computer-Supported Collaborative Learning (CSCL 2011): Connecting research to policy and practice*, Hong Kong, China: International Society of the Learning Sciences.

Thompson, K., Kennedy-Clark, S., Markauskaite, L., Southavilay, V. (2011). Capturing and analysing the processes and patterns of learning in collaborative learning environments. *9th International Conference on Computer-Supported Collaborative Learning (CSCL 2011): Connecting research to policy and practice*, Hong Kong, China: International Society of the Learning Sciences.

Markauskaite, L. (2011). Digital Knowledge and Digital Research: What does eResearch Offer Education and Social Policy? In Markauskaite L, Freebody P, Irwin J (Eds.), *Methodological Choice and Design: Scholarship, Policy and Practice in Social and Educational Research*, (pp. 235-252). New York: Springer. <a href="http://dx.doi.org/10.1007/978-90-481-8933-5\_21">[More Information]</a>

Freebody, P., Markauskaite, L., Irwin, J. (2011). Knowledge and Epistemology in Scholarship, Practice and Policy: Research-as-Science and Research-as-Project. In Markauskaite L, Freebody P, Irwin J (Eds.), *Methodological Choice and Design: Scholarship, Policy and Practice in Social and Educational Research*, (pp. 17-34). New York: Springer. <a href="http://dx.doi.org/10.1007/978-90-481-8933-5\_2">[More Information]</a>

Markauskaite, L., Freebody, P., Irwin, J. (2011). *Methodological Choice and Design: Scholarship, Policy and Practice in Social and Educational Research*. New York: Springer. <a href="http://dx.doi.org/10.1007/978-90-481-8933-5">[More Information]</a>

Kali, Y., Goodyear, P., Markauskaite, L. (2011). Researching design practices and design cognition: Contexts, experiences and pedagogical knowledge-in-pieces. *Learning, Media & Technology*, 36(2), 129-149. <a href="http://dx.doi.org/10.1080/17439884.2011.553621">[More Information]</a>

Fyfe (Galstaun), V., Kennedy-Clark, S., Markauskaite, L., Goodyear, P., Bibi, S. (2011). Teaching Teachers for the Future: Exploring the different interpretations, applications and experiences of TPACK (Symposium). *Ascilite 2011: Changing Demands, Changing Directions*, Hobart, Australia: University of Tasmania.

## 2010

Markauskaite, L. (2010). Digital Media, Technologies and Scholarship: Some Shapes of eResearch in Educational Inquiry. *Australian Educational Researcher*, 37(4), 79-101. <a href="http://dx.doi.org/10.1007/BF03216938">[More Information]</a>

Calvo, R., Markauskaite, L., Trigwell, K. (2010). Factors affecting students' experiences and satisfaction about teaching

quality in engineering. *Australasian Journal of Engineering Education*, 16(2), 139-148.

Reimann, P., Markauskaite, L. (2010). New Learning - Old Methods? How E-research Might Change Technology - Enhanced Learning Research. In Khine M S, Saleh I M (Eds.), *New Science of Learning: Computers, Cognition and Collaboration in Education*, (pp. 249-272). New York: Springer. <a href="http://dx.doi.org/10.1007/978-1-4419-5716-0">[More Information]</a>

Sutherland, L., Howard, S., Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and Teacher Education*, 26(3), 455-465. <a href="http://dx.doi.org/10.1016/j.tate.2009.06.006">[More Information]</a>

## 2009

Markauskaite, L., Goodyear, P. (2009). Designing for complex ICT-based learning: Understanding teacher thinking to help improve educational design. *26th Australian Society for Computers in Learning in Tertiary Education Conference ASCILITE 2009*, Auckland: University of Auckland, Auckland University of Technology, ASCILITE.

Goodyear, P., Markauskaite, L., Kali, Y. (2009). Learning design, design contexts and pedagogical knowledge-in-pieces. *Future of Learning Design Conference*, Wollongong: University of Wollongong.

Markauskaite, L. (2009). National policies and practices on ICT in education: Lithuania. In Anderson, Ronald; Law, Nancy; Plomp, Tjeerd; Quale, Andreas (Eds.), *Cross-national information and communication technology: policies and practices in education*, (pp. 475-493). Greenwich, CT: Information Age Publishing.

Goodyear, P., Markauskaite, L. (2009). Teachers' design knowledge, epistemic fluency and reflections on students' experiences. *32nd Higher Education Research and Development Society of Australasia Annual Conference HERDSA 2009*, Milperra: Higher Education Research and Development Society of Australasia.

## 2008

Markauskaite, L., Reimann, P. (2008). Enabling teacher-led innovation and research: A conceptual design of an inquiry framework for ICT-enhanced teacher innovation. *ED-MEDIA 2008 World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008*, Chesapeake VA, US: Association for the Advancement of Computing in Education (AACE).

Markauskaite, L., Reimann, P. (2008). Enhancing and scaling-up design-based research: The potential of E-research. *The International Conference of Learning Sciences. ICLS 2008*, Utrecht: International Society of the Learning Sciences.

Markauskaite, L., Sutherland, L. (2008). Exploring individual and collaborative dimensions of knowledge building in an online learning community of practice. *Informatics in Education*, 7(1), 105-126.

Markauskaite, L., Sutherland, L., Howard, S. (2008). Knowledge labels and their correlates in an asynchronous text-based computer-supported collaborative learning environment: Who uses and who benefits? *Research and Practice in Technology Enhanced Learning*, 3(1), 65-93.

## 2007

Carroll, N., Markauskaite, L., Calvo, R. (2007). E-Portfolios for Developing Transferable Skills in a Freshman Engineering

Course. *IEEE Transactions on Education*, 50(4), 360-366. <a href="http://dx.doi.org/10.1109/TE.2007.907554">[More Information]</a>

Markauskaite, L. (2007). Exploring the structure of trainee teachers' ICT literacy: the main components of, and relationships between, general cognitive and technical capabilities. *Educational Technology Research and Development*, 55(6), 547-572. <a href="http://dx.doi.org/10.1007/s11423-007-9043-8">[More Information]</a>

Calvo, R., Ellis, R., Carroll, N., Markauskaite, L. (2007). Informing eLearning software development processes with the student experience of learning. In Angela Brew & Judyth Sachs (Eds.), *Transforming a university: the scholarship of teaching and learning in practice*, (pp. 175-185). NSW, Australia: Sydney University Press.

## 2006

Carroll, N., Markauskaite, L. (2006). E-Portfolios and Blogs: Online Tools for Giving Young Engineers a Voice. *7th International Conference on Information Technology Based Higher Education and Training, 2006. ITHET'06*, Piscataway, NJ USA: (IEEE) Institute of Electrical and Electronics Engineers.

Markauskaite, L., Goodyear, P., Reimann, P. (2006). Editorial: Who's Learning? Whose Technology? *23rd Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education ASCILITE 2006*, Australia: Sydney University Press.

Markauskaite, L., Reimann, P., Reid, D., Goodwin, N. (2006). Exploring the fit of an information technology course to the ICT literacy of trainee teachers. *Society for Information Technology & Teacher Education, 17th International Conference (2006)*, Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Markauskaite, L. (2006). Gender issues in preservice teachers' training: ICT literacy and online learning. *Australasian Journal of Educational Technology (Online)*, 22(1), 1-20. <a href="http://dx.doi.org/10.1016/j.ygyno.2006.08.026">[More Information]</a>

Markauskaite, L., Sutherland, L., Reimann, P. (2006). Interaction and Cognitive Engagement in the Community of Practice: The Contradiction of Terms? *Sixth International Conference on Advanced Learning Technologies ICAALT 2006*, Los Alamitos, California: (IEEE) Institute of Electrical and Electronics Engineers.

Markauskaite, L., Goodwin, N., Reid, D., Reimann, P. (2006). Modelling and evaluating ICT courses for pre-service teachers: What works and how it works? *Lecture Notes in Computer Science (LNCS)*, 4226, 242-254.

Markauskaite, L. (2006). Towards an integrated analytical framework of information and communications technology literacy: from intended to implemented and achieved dimensions. *Information Research: an International Electronic Journal*, 11(3), paper 252-1-252-23.

## 2005

Markauskaite, L. (2005). Exploring Differences in Trainee Teachers' ICT Literacy: Does Gender Matter? *22nd Annual Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) Conference 2005 : Balance, Fidelity, Mobility: maintaining the momentum?*, Brisband, Queensland, Australia: Department of Teaching and Learning Support Services Queensland University of Technology.

Markauskaite, L. (2005). From "Small Wins" to "Big Wins":

Strategic Principles for the Development of Digital Educational Resources and Integration of ICT across Curricula in Small Developing Countries. *5th IEEE International Conference on Advanced Learning Technologies - ICAALT 2005*, Los Alamitos, California, USA: (IEEE) Institute of Electrical and Electronics Engineers.

Markauskaite, L. (2005). From a Static to Dynamic Concept: a Model of ICT Literacy and an Instrument for Self Assessment. *5th IEEE International Conference on Advanced Learning Technologies - ICAALT 2005*, Los Alamitos, California, USA: (IEEE) Institute of Electrical and Electronics Engineers.

Markauskaite, L. (2005). Notions of ICT literacy in Australian school education. *Informatics in Education*, 4(2), 253-280.

## 2004

Jasutiene, E., Markauskaite, L. (2004). Atviro Kodo Virtualios Mokymosi Aplinkos Taikymo Bendrojo Lavinimo Mokykloje Galimybiu Tyrimas (The Investigation Of Possibilities To Use Open Source Virtual Learning Environments In General Schools). *Lietuvos Matematikos Rinkinyis*, 44, 281-286.

Markauskaite, L. (2004). Developing country-tailored policy for the provision of schools with educational software and content: The case of Lithuania. *Education and Information Technologies*, 9(1), 67-89.

Markauskaite, L. (2004). Framework For Educational Software Quality Assurance In Lithuania. *Informatics in Education*, 3(2), 289-308.

Markauskaite, L., Zacharin, M. (2004). Kompiuterinio Rastingumo Samprata Lietuvos Svetime (The Concept Of Computer Literacy In Lithuanian Education). *Informacijos Mokslai (Information Sciences)*, 31, 55-72.

Markauskaite, L., Dagiene, V. (2004). Lietuvos bendrojo lavinimo mokyklos kompiuterinio rastingumo samprata: Åiuolaikiniose raÅtingumo ir IKT diegimo diskursuose (Contemporary discourses of literacy and ICT implementation: Computer literacy in Lithuanian secondary schools, in Lithuanian). *Informacijos Mokslai (Information Sciences)*, 31, 55-72.

Markauskaite, L. (2004). Peculiarities of Lithuanian policy for the provision of schools with educational software. *Informacijos Mokslai (Information Sciences)*, 28, 17-29.

Markauskaite, L. (2004). Policies For Enhancing Students' ICT Literacy In Small Developing Countries. *International Conference on Computers in Education 2004. A Conference of the Asia-Pacific Society for Computers in Education (ICCE - APSCE)*, CD: Common Ground Publishing.

Markauskaite, L. (2004). Provision Of Lithuanian Secondary Schools With Educational Software And Content: State Of The Art And Challenges For Future. *Socialiniai Mokslai / Social Sciences*, 3(45), 70-83.

Kaklauskas, L., Narkiene, V., Markauskaite, L. (2004). The analysis of the informatics exam of secondary education in Lithuania. *Informatics in Education*, 3(1), 43-54.

## 2003

Markauskaite, L. (2003). Critical review of research findings on information technology in education. *Informatics in Education*, 2(1), 65-78.

Markauskaite, L. (2003). Europos SÄ...jungos universaliÅ³jÅ³ telekomunikacijÅ³ paslaugÅ³ politika: iÅ;Å;Å«kiai Lietuvai (Universal telecommunications service policy in the European Union and its challenges for Lithuania, in Lithuanian). *Informacijos Mokslai (Information Sciences)*, 26, 148-154.

Markauskaite, L. (2003). Merits and demerits of universal service policy in liberal telecommunications market. *Informacijos Mokslai (Information Sciences)*, 25, 32-43.

*international journal*, 12(3), 413-430.

Markauskaite, L. (2003). National policies and practices in ICT for education in Lithuania. In T. Plomp, R. E. Anderson, N. Law, & A. Quale (Eds.), *Cross-National ICT Policies and Practices in Education*, (pp. 357-374). Greenwich, CT: Information Age Publishing.

Markauskaite, L. (2003). Rationales of asymmetric regulation in telecommunications market: Analysis of the European Union legislation. *International Scientific Conference "European Union at 2004: Challenges, Processes and European Studies"*, Kaunas, Lithuania: Technologija.

Markauskaite, L. (2003). The influence of interconnection regime on competition in telecommunications market. *Management of Organizations: Systematic Research*, 26, 141-157.

Markauskaite, L. (2003). Virtuali mokymosi aplinkos diegimo ir informatikos mokymosi sąsajos Lietuvos pagrindinėse bendrojo lavinimo mokyklose (virtual learning environments, installation and computer learning link in the main Lithuanian general education schools) in Lithuanian. *Lietuvos Matematikos Rinkinys*, 43(3), 265-271.

## 2002

Markauskaite, L. (2002). Information technology implementation: Analysis of theoretical methods and frameworks. *Informatics in Education*, 1, 111-128.

## 2001

Markauskaite, L. (2001). Informacijos ir komunikacijos technologijos diegimo Lietuvos švietime strategijos teorinis pagrindimas (A theoretical base of the strategy for the implementation of information and communication technology into Lithuanian education, in Lithuanian). *Socialiniai Mokslai / Social Sciences*, 27(1), 29-40.

Markauskaite, L., Dagiene, V. (2001). Informacijos ir komunikacijos technologijos diegimo Lietuvos švietime strategijos ypatumai (Peculiarities of the national strategy for the implementation of information and communication technology into Lithuanian education, in Lithuanian). *Scientific-Technical Conference: Information Technologies*, Kaunas, Lithuania: Technologija.

Markauskaite, L. (2001). Informacijos technologijos diegimo Lietuvos švietime strategija ir informatikos mokymo bendrojo lavinimo mokyklose plėtros galimybės (The strategy for information technology implementation into Lithuanian education and possible directions for the development of informatics education in comprehensive schools, in Lithuanian). *3rd National Scientific-Practical Conference, Šiauliai*, Lithuania: Šiaulių universiteto leidykla.

Markauskaite, L. (2001). Kokybinis tyrimo metodų taikymas informacijos technologijos integravimo ugdymo veiksmingumo analizei (The use of qualitative research methods for the investigation of efficiency of information technology integration in education, in Lithuanian). *Informacijos Mokslai (Information Sciences)*, 18, 35-39.

Markauskaite, L. (2001). National ICT-related policies. In Pelgrum, W. J., & Anderson, R. E. (Eds.), *ICT and the Emerging Paradigm for Life Long Learning: an IEA Educational Assessment of Infrastructure, Goals and Practices in Twenty-six Countries*, (pp. 65-68). Amsterdam: International Association for the Evaluation of Educational Achievement.

Markauskaite, L. (2001). PLSpath modelling of various factors' influence on students' knowledge of informatics. *Informatica*: