

Yannis A Dimitriadis

List of Publications by Year in descending order

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Version: 2024-02-01

155
papers

3,116
citations

218677

26
h-index

223800

46
g-index

167
all docs

167
docs citations

167
times ranked

2022
citing authors

#	ARTICLE	IF	CITATIONS
1	Classifying MOOC forum posts using corpora semantic similarities: a study on transferability across different courses. <i>Neural Computing and Applications</i> , 2023, 35, 161-175.	5.6	4
2	The cohesion of small groups in technology-mediated learning environments: A systematic literature review. <i>Educational Research Review</i> , 2022, 35, 100427.	7.8	7
3	Assessing Learner Facilitation in MOOC Forums: A Mixed-Methods Evaluation Study. <i>IEEE Transactions on Learning Technologies</i> , 2022, 15, 265-278.	3.2	1
4	Collaborative peer feedback and learning analytics: theory-oriented design for supporting class-wide interventions. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 169-190.	5.6	28
5	A collaborative learning approach to dialogic peer feedback: a theoretical framework. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 586-600.	5.6	26
6	Exploring Teachers'™ Needs for Guidance While Designing for Technology-Enhanced Learning with Digital Tools. <i>Lecture Notes in Computer Science</i> , 2021, , 358-362.	1.3	3
7	Classification of Discussions in MOOC Forums: An Incremental Modeling Approach. , 2021, , .		3
8	Exploring the "distance" between MOOC forums: A comparative study on discussion topics. , 2021, , .		0
9	Supporting contextualized learning with linked open data. <i>Web Semantics</i> , 2021, 70, 100657.	2.9	5
10	ADA for IBL: Lessons Learned in Aligning Learning Design and Analytics for Inquiry-Based Learning Orchestration. <i>Journal of Learning Analytics</i> , 2021, 8, 22-50.	2.4	5
11	Affordances and Core Functions of Smart Learning Environments: A Systematic Literature Review. <i>IEEE Transactions on Learning Technologies</i> , 2021, 14, 129-145.	3.2	30
12	Human-Centered Design Principles for Actionable Learning Analytics. , 2021, , 277-296.		22
13	Tools and Resources for Setting Up Collaborative Spaces. , 2021, , 445-460.		3
14	Teachers' perceptions of learning design recommendations. , 2021, , .		1
15	Generating actionable predictions regarding MOOC learners'™ engagement in peer reviews. <i>Behaviour and Information Technology</i> , 2020, 39, 1356-1373.	4.0	5
16	Supporting and representing Learning Design with digital tools: in between guidance and flexibility. <i>Technology, Pedagogy and Education</i> , 2020, 29, 109-128.	5.4	13
17	“Exploring Students'™ Engagement Within a Collaborative Inquiry-Based Language Learning Activity in a Blended Environment” Bridging Human and Machine: Future Education With Intelligence, 2020, , 355-375.	1.1	10
18	From theory to action. , 2020, , .		22

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19	Design of Conversational Agents for CSCL: Comparing Two Types of Agent Intervention Strategies in a University Classroom. Lecture Notes in Computer Science, 2020, , 215-229.	1.3	1
20	What Agile Processes Should We Use in Software Engineering Course Projects?. , 2020, , .		4
21	Achievements and challenges in learning analytics in Spain: The view of SNOLA. RIED: Revista Iberoamericana De Educaci3n A Distancia, 2020, 23, 187.	1.5	5
22	To reward and beyond: Analyzing the effect of reward-based strategies in a MOOC. Computers and Education, 2019, 142, 103639.	8.3	42
23	Informing the Design of Collaborative Activities in MOOCs using Actionable Predictions. , 2019, , .		1
24	Creating collaborative groups in a MOOC: a homogeneous engagement grouping approach. Behaviour and Information Technology, 2019, 38, 1107-1121.	4.0	30
25	Exploring the Problems Experienced by Learners in a MOOC Implementing Active Learning Pedagogies. Lecture Notes in Computer Science, 2019, , 81-90.	1.3	8
26	Aligning learning design and learning analytics through instructor involvement: a MOOC case study. Interactive Learning Environments, 2019, 27, 685-698.	6.4	22
27	The Potential of Open Data to Automatically Create Learning Resources for Smart Learning Environments. Proceedings (mdpi), 2019, 31, 61.	0.2	3
28	Exploiting the Web of Data to bridge formal and informal learning experiences. , 2019, , .		2
29	Comparative Study of Two Different Mooc Forums Posts Classifiers: Analysis and Generalizability Issues. , 2019, , .		4
30	Evaluation of a Massive Online Course Forum: Design Issues and Their Impact on Learnersâ€™ Support. Lecture Notes in Computer Science, 2019, , 197-206.	1.3	5
31	Teaching Assistants in MOOCs Forums: Omnipresent Interlocutors or Knowledge Facilitators. Lecture Notes in Computer Science, 2019, , 236-250.	1.3	8
32	Synergy: A Web-Based Tool to Facilitate Dialogic Peer Feedback. Lecture Notes in Computer Science, 2019, , 709-713.	1.3	3
33	Orchestrating learning analytics (OrLA): Supporting inter-stakeholder communication about adoption of learning analytics at the classroom level. Australasian Journal of Educational Technology, 2019, 35, .	3.5	54
34	â€œError 404- Struggling Learners Not Foundâ€•Exploring the Behavior of MOOC Learners. Lecture Notes in Computer Science, 2019, , 636-639.	1.3	1
35	Towards Integrating Conversational Agents and Learning Analytics in MOOCs. Lecture Notes on Data Engineering and Communications Technologies, 2018, , 1061-1072.	0.7	10
36	The teacher in the loop. , 2018, , .		33

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37	Learning Buckets: Helping Teachers Introduce Flexibility in the Management of Learning Artifacts Across Spaces. IEEE Transactions on Learning Technologies, 2018, 11, 203-215.	3.2	3
38	Teaching assistants' interventions in online courses. , 2018, , .		7
39	Scalable Team-Based Software Engineering Education via Automated Systems. , 2018, , .		3
40	Implementing Imagination-Based Pedagogies in a Web-Based Computer Supported Collaborative Language Learning Writing Activity: Orchestration Issues. , 2018, , .		0
41	Conversational Agents as Group-Teacher Interaction Mediators in MOOCs. , 2018, , .		14
42	SmartLET. , 2018, , .		8
43	Supporting Group Formation in Ongoing MOOCs Using Actionable Predictive Models. , 2018, , .		0
44	Exploring teachersâ€™ needs and the existing barriers to the adoption of Learning Design methods and tools: A literature survey. British Journal of Educational Technology, 2018, 49, 998-1013.	6.3	33
45	Monitoring Collaborative Learning Activities: Exploring the Differential Value of Collaborative Flow Patterns for Learning Analytics. , 2018, , .		3
46	Supporting collaborative design activity in a multi-user digital design ecology. Computers in Human Behavior, 2017, 71, 327-342.	8.5	33
47	Towards teaching as design: Exploring the interplay between full-lifecycle learning design tooling and Teacher Professional Development. Computers and Education, 2017, 114, 92-116.	8.3	44
48	From Low-Scale to Collaborative, Gamified and Massive-Scale Courses: Redesigning a MOOC. Lecture Notes in Computer Science, 2017, , 77-87.	1.3	5
49	Automatic Group Formation in a MOOC Based on Studentsâ€™ Activity Criteria. Lecture Notes in Computer Science, 2017, , 179-193.	1.3	12
50	Influential factors for managing virtual groups in massive and variable scale courses. , 2016, , .		1
51	The synthesis approach to analysing educational design dataset: Application of three scaffolds to a learning by design task for postgraduate education students. British Journal of Educational Technology, 2015, 46, 1020-1027.	6.3	4
52	Supporting Teacher Orchestration in Ubiquitous Learning Environments: A Study in Primary Education. IEEE Transactions on Learning Technologies, 2015, 8, 83-97.	3.2	76
53	DESPRO: A method based on roles to provide collaboration analysis support adapted to the participants in CSCL situations. Computers and Education, 2015, 82, 335-353.	8.3	61
54	Scripting and monitoring meet each other: Aligning learning analytics and learning design to support teachers in orchestrating CSCL situations. British Journal of Educational Technology, 2015, 46, 330-343.	6.3	100

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55	Mobile and Accessible Learning for MOOCs. Journal of Interactive Media in Education, 2015, 2015, .	1.7	28
56	Bucket-Server: A System for Including Teacher-Controlled Flexibility in the Management of Learning Artifacts in Across-Spaces Learning Situations. Lecture Notes in Computer Science, 2015, , 518-521.	1.3	1
57	Measuring the Effort Demanded by CSCL Design Processes Supporting a Consistent Artifact Flow. Lecture Notes in Computer Science, 2015, , 45-62.	1.3	0
58	Exploring teachers' perceptions on different CSCL script editing tools. Computers and Education, 2014, 78, 383-396.	8.3	24
59	Welcome Message from TeSC 2014 Workshop Chairs. , 2014, , .		0
60	TaggingCreaditor: A tool to create and share content for location-based games for learning. , 2014, , .		5
61	Using Objective Metrics to Measure the Effort Overload in CSCL Design Processes That Support Artifact Flow. , 2014, , .		1
62	Supporting orchestration of CSCL scenarios in web-based Distributed Learning Environments. Computers and Education, 2014, 73, 9-25.	8.3	23
63	Deploying learning designs across physical and web spaces: Making pervasive learning affordable for teachers. Pervasive and Mobile Computing, 2014, 14, 31-46.	3.3	22
64	From idea to VLE in half a day. , 2014, , .		6
65	Estimating the Gap between Informal Descriptions and Formal Models of Artifact Flows in CSCL. Lecture Notes in Computer Science, 2014, , 554-555.	1.3	1
66	Web Collage: An implementation of support for assessment design in CSCL macro-scripts. Computers and Education, 2013, 67, 79-97.	8.3	49
67	Enabling Teachers to Deploy CSCL Designs across Distributed Learning Environments. IEEE Transactions on Learning Technologies, 2013, 6, 324-336.	3.2	19
68	The role of design and enactment patterns in orchestration: Helping to integrate technology in blended classroom ecosystems. Computers and Education, 2013, 69, 496-499.	8.3	24
69	Classroom orchestration: Synthesis. Computers and Education, 2013, 69, 523-526.	8.3	93
70	Capturing and analyzing verbal and physical collaborative learning interactions at an enriched interactive tabletop. International Journal of Computer-Supported Collaborative Learning, 2013, 8, 455-485.	3.0	56
71	Applying Recommendations to Align Competences, Methodology, and Assessment in Telematics, Computing, and Electronic Engineering Courses. Revista Iberoamericana De Tecnologias Del Aprendizaje, 2013, 8, 15-22.	0.9	6
72	Towards a script-aware monitoring process of computer-supported collaborative learning scenarios. International Journal of Technology Enhanced Learning, 2013, 5, 151.	0.7	11

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73	Integrating orchestration of ubiquitous and pervasive learning environments. , 2013, , .		12
74	GLUEPS-AR: A System for the Orchestration of Learning Situations across Spaces Using Augmented Reality. Lecture Notes in Computer Science, 2013, , 565-568.	1.3	3
75	Orchestrating a multi-tabletop classroom. , 2012, , .		33
76	Opportunities and Challenges for Adaptive Collaborative Support in Distributed Learning Environments: Evaluating the GLUE! Suite of Tools. , 2012, , .		4
77	Lost in Translation from Abstract Learning Design to ICT Implementation: A Study Using Moodle for CSCL. Lecture Notes in Computer Science, 2012, , 264-277.	1.3	4
78	Supporting Teachers in Orchestrating CSCL Classrooms. , 2012, , 71-82.		10
79	Reuse of Data Flow Designs in Complex and Adaptive CSCL Scripts: A Case Study. Studies in Computational Intelligence, 2012, , 3-27.	0.9	1
80	Reusability of Data Flow Designs in Complex CSCL Scripts: Evaluation Results from a Case Study. Lecture Notes in Computer Science, 2012, , 33-40.	1.3	1
81	Towards a Monitoring-Aware Design Process for CSCL Scripts. Lecture Notes in Computer Science, 2012, , 223-236.	1.3	6
82	Anomaly Detection in Network Traffic Based on Statistical Inference and alpha-Stable Modeling. IEEE Transactions on Dependable and Secure Computing, 2011, 8, 494-509.	5.4	73
83	Recurrent routines: Analyzing and supporting orchestration in technology-enhanced primary classrooms. Computers and Education, 2011, 57, 1214-1227.	8.3	35
84	An Interaction-Aware Design Process for the Integration of Interaction Analysis into Mainstream CSCL Practices. , 2011, , 269-291.		18
85	The Role of CSCL Pedagogical Patterns as Mediating Artefacts for Repurposing Open Educational Resources. , 2011, , 206-223.		12
86	Implementing Computer-Interpretable CSCL Scripts with Embedded Assessment. , 2011, , 261-277.		3
87	Monitoring Pattern-Based CSCL Scripts: A Case Study. Lecture Notes in Computer Science, 2011, , 313-326.	1.3	4
88	A multicase study for the evaluation of a pattern-based visual design process for collaborative learning. Journal of Visual Languages and Computing, 2010, 21, 313-331.	1.8	20
89	Study of the Dataflow Problem in Complex Adaptive Collaboration Learning Scripts. , 2010, , .		1
90	Scripted Collaborative Learning Based on Collaborative Learning Flow Patterns: A Case Study Using COLLAGE Editor. , 2010, , .		1

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91	Semantic search of tools for collaborative learning with the Ontoolsearch system. Computers and Education, 2010, 54, 835-848.	8.3	26
92	Supporting the reuse of effective CSCL learning designs through social structure representations. Distance Education, 2009, 30, 239-258.	3.9	11
93	Incorporating assessment in a pattern-based design process for CSCL scripts. Computers in Human Behavior, 2009, 25, 1028-1039.	8.5	25
94	Using e-learning design patterns to augment learners's experiences. Computers in Human Behavior, 2009, 25, 997-998.	8.5	16
95	A Generic Specification of the Data-Flow Issue in the Learning Design Field. , 2009, , .		1
96	Computer-Supported Collaboration Scripts. , 2009, , 155-173.		33
97	Towards embedding assessment in CSCL scripts through selection and assembly of learning and assessment patterns. , 2009, , .		7
98	Competitive challenge on adapting activities modeled by CSCL scripts. , 2009, , .		3
99	Gridcole: A tailorable grid service based system that supports scripted collaborative learning. Computers and Education, 2008, 51, 155-172.	8.3	61
100	InstanceCollage: A Graphical Tool for the Particularization of Role/Group Structures in Pattern-Based IMS-LD Collaborative Scripts. , 2008, , .		6
101	Supporting Members of a Learning Community Using Interaction Analysis Tools: The Example of the Kaleidoscope NoE Scientific Network. , 2008, , .		14
102	Social Structures Representations as Aid for Effective Creation and Reuse of CSCL Scripts According to a Problem-Solving Approach to ID. , 2008, , .		0
103	Collaborative Learning Models on Distance Scenarios with Learning Design: A Case Study. , 2008, , .		4
104	Educational Patterns as a Guide to Create Units of Learning and Assessment. , 2008, , .		3
105	Interaction-Aware Design for Learning Applications Reflections from the CSCL Field. , 2008, , .		2
106	Diagrams of learning flow patterns' solutions as visual representations of refinable IMS Learning Design templates. , 2008, , 394-412.		5
107	The added value of implementing the Planet Game scenario with Collage and Gridcole. Journal of Interactive Media in Education, 2008, 2008, 20.	1.7	4
108	LeadFlow4LD: Learning and Data Flow Composition-Based Solution for Learning Design in CSCL. Lecture Notes in Computer Science, 2008, , 266-280.	1.3	3

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109	Data Flow between Tools: Towards a Composition-Based Solution for Learning Design. , 2007, , .		6
110	A High-Level Reference Model for Reusable Object-Level Coordination Support in Groupware Applications. , 2007, , .		1
111	A Grid Service-Based Collaborative Network Simulation Environment for Computer Networks Education. , 2007, , .		4
112	Ink, Improvisation, and Interactive Engagement: Learning with Tablets. Computer, 2007, 40, 42-48.	1.1	210
113	Free- and Open-Source Software for a Course on Network Management: Authoring and Enactment of Scripts Based on Collaborative Learning Strategies. IEEE Transactions on Education, 2007, 50, 292-301.	2.4	22
114	From socially-mediated to technology-mediated coordination. Computer-supported Collaborative Learning, 2007, , .	0.0	9
115	Component Based Integration of Presentation, Data Access and Application Logic. , 2006, , .		1
116	Collaborative Learning Strategies and Scenario-based Activities for Understanding Network Protocols. , 2006, , .		12
117	A semantic approach to discovering learning services in grid-based collaborative systems. Future Generation Computer Systems, 2006, 22, 709-719.	7.5	22
118	Studying participation networks in collaboration using mixed methods. International Journal of Computer-Supported Collaborative Learning, 2006, 1, 383-408.	3.0	67
119	Eliciting design patterns for e-learning systems. Computer Science Education, 2006, 16, 105-118.	3.7	39
120	A New Formative Pedagogical Model Emerged From The Experience Applicable To Engineering Courses Based On CSCL. , 2006, , .		2
121	Interaction Analysis for the Detection and Support of Participatory Roles in CSCL. Lecture Notes in Computer Science, 2006, , 155-162.	1.3	10
122	Ontoolcole: An Ontology for the Semantic Search of CSCL Services. Lecture Notes in Computer Science, 2006, , 310-325.	1.3	2
123	Prototype-Based Handwriting Recognition Using Shape and Execution Prototypes. , 2005, , 67-88.		0
124	Multiple Case Studies to Enhance Project-Based Learning in a Computer Architecture Course. IEEE Transactions on Education, 2005, 48, 482-489.	2.4	64
125	Semantic search of learning services in a grid-based collaborative system. , 2005, , .		5
126	Grid Characteristics and Uses: A Grid Definition. Lecture Notes in Computer Science, 2004, , 291-298.	1.3	69

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127	Collaborative learning patterns: assisting the development of component-based CSCL applications. , 2004, , .		20
128	Automatization of a penicillin production process with soft sensors and an adaptive controller based on neuro fuzzy systems. Control Engineering Practice, 2004, 12, 1073-1090.	5.5	60
129	A Decoupled Architecture for Action-Oriented Coordination and Awareness Management in CSCL/W Frameworks. Lecture Notes in Computer Science, 2004, , 246-261.	1.3	7
130	Grid Computing and Component-Based Software Engineering in Computer Supported Collaborative Learning. Lecture Notes in Computer Science, 2004, , 495-498.	1.3	1
131	A Tailorable Collaborative Learning System That Combines OGSA Grid Services and IMS-LD Scripting. Lecture Notes in Computer Science, 2004, , 305-321.	1.3	15
132	Automatic extraction of human-recognizable shape and execution prototypes of handwritten characters. Pattern Recognition, 2003, 36, 1605-1617.	8.1	11
133	Study of distributed learning as a solution to category proliferation in Fuzzy ARTMAP based neural systems. Neural Networks, 2003, 16, 1039-1057.	5.9	28
134	Combining qualitative evaluation and social network analysis for the study of classroom social interactions. Computers and Education, 2003, 41, 353-368.	8.3	274
135	Interaction Analysis for Formative Evaluation in CSCL. , 2003, , 227-238.		8
136	¼ARTMAP: use of mutual information for category reduction in Fuzzy ARTMAP. IEEE Transactions on Neural Networks, 2002, 13, 58-69.	4.2	54
137	Neuro-fuzzy ART-based document management system: application to mail distribution and digital libraries. Engineering Applications of Artificial Intelligence, 2002, 15, 17-29.	8.1	6
138	On-Line Character Analysis and Recognition With Fuzzy Neural Networks. Intelligent Automation and Soft Computing, 2001, 7, 163-175.	2.1	8
139	Learning from noisy information in FasArt and FasBack neuro-fuzzy systems. Neural Networks, 2001, 14, 407-425.	5.9	53
140	Structured document labeling and rule extraction using a new recurrent fuzzy-neural system. , 1999, , .		18
141	Experimental study of a novel neuro-fuzzy system for on-line handwritten UNIPEN digit recognition. Pattern Recognition Letters, 1998, 19, 357-364.	4.2	24
142	A new neuro-fuzzy system for logical labeling of documents. , 1996, , .		4
143	Towards an art based mathematical editor, that uses on-line handwritten symbol recognition. Pattern Recognition, 1995, 28, 807-822.	8.1	40
144	An adaptive resonance theory architecture for the automatic recognition of on-line handwritten symbols of a mathematical editor. , 1991, , 216-226.		1

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145	On-line handwritten symbol recognition, using an ART based neural network hierarchy. , 0, , .		3
146	A framework for the development of educacional-collaborative applications based on social constructivism [educacional read educational]. , 0, , .		9
147	Cooperative learning in computer architecture: an educational project and its network support. , 0, , .		6
148	IMS learning design support for the formalization of collaborative learning patterns. , 0, , .		30
149	In medias res: reframing design for learning. Research in Learning Technology, 0, 21, .	2.3	83
150	Learning design Rashomon II: exploring one lesson through multiple tools. Research in Learning Technology, 0, 21, .	2.3	24
151	Learning design Rashomon I - supporting the design of one lesson through different approaches. Research in Learning Technology, 0, 21, .	2.3	26
152	Forward-oriented design for learning: illustrating the approach. Research in Learning Technology, 0, 21, .	2.3	22
153	Orchestration in learning technology research: evaluation of a conceptual framework. Research in Learning Technology, 0, 23, .	2.3	16
154	TME5/354: A Videoconference System for Telepathology. Journal of Medical Internet Research, 0, 1, e112.	4.3	0
155	Linking CSCL Script Design Patterns. , 0, , 72-85.		1