

# Anouschka Van Leeuwen

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11147433/publications.pdf>

Version: 2024-02-01

20  
papers

876  
citations

623734

14  
h-index

839539

18  
g-index

20  
all docs

20  
docs citations

20  
times ranked

615  
citing authors

#	ARTICLE	IF	CITATIONS
1	A systematic review of teacher guidance during collaborative learning in primary and secondary education. <i>Educational Research Review</i> , 2019, 27, 71-89.	7.8	136
2	Supporting learners' self-regulated learning in Massive Open Online Courses. <i>Computers and Education</i> , 2020, 146, 103771.	8.3	131
3	Validation of the self-regulated online learning questionnaire. <i>Journal of Computing in Higher Education</i> , 2017, 29, 6-27.	6.1	99
4	Supporting teachers in guiding collaborating students: Effects of learning analytics in CSCL. <i>Computers and Education</i> , 2014, 79, 28-39.	8.3	96
5	Teacher regulation of cognitive activities during student collaboration: Effects of learning analytics. <i>Computers and Education</i> , 2015, 90, 80-94.	8.3	74
6	Learning analytics to support teachers during synchronous CSCL: balancing between overview and overload. <i>Journal of Learning Analytics</i> , 2015, 2, 138-162.	2.4	61
7	What information should CSCL teacher dashboards provide to help teachers interpret CSCL situations?. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2019, 14, 261-289.	3.0	48
8	Teacher interventions in a synchronous, co-located CSCL setting: Analyzing focus, means, and temporality. <i>Computers in Human Behavior</i> , 2013, 29, 1377-1386.	8.5	45
9	Orchestration tools to support the teacher during student collaboration: a review. <i>Unterrichtswissenschaft</i> , 2019, 47, 143-158.	1.0	33
10	Teachers' perceptions of the usability of learning analytics reports in a flipped university course: when and how does information become actionable knowledge?. <i>Educational Technology Research and Development</i> , 2019, 67, 1043-1064.	2.8	28
11	Teacher regulation of multiple computer-supported collaborating groups. <i>Computers in Human Behavior</i> , 2015, 52, 233-242.	8.5	25
12	Reflections and Review on the Audit Procedure. <i>International Journal of Qualitative Methods</i> , The, 2018, 17, 160940691876321.	2.8	24
13	Measuring teacher sense making strategies of learning analytics: a case study. <i>Learning: Research and Practice</i> , 2017, 3, 42-58.	0.4	20
14	Exploring the link between self-regulated learning and learner behaviour in a massive open online course. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 993-1004.	5.1	18
15	Comparing teachers' use of mirroring and advising dashboards. , 2020, , .		16
16	Validation of the Revised Self-regulated Online Learning Questionnaire. <i>Lecture Notes in Computer Science</i> , 2018, , 116-121.	1.3	15
17	Learning analytics in a flipped university course. , 2016, , .		2
18	Kooperative Unterrichtsettings: Technologische Tools zur Unterstützung von Lehrkräften. <i>Unterrichtswissenschaft</i> , 2019, 47, 137-141.	1.0	2

#	ARTICLE	IF	CITATIONS
19	Need supportive collaborative learning: are teachers necessary or do students support each other's basic psychological needs?. Educational Studies, 2020, , 1-16.	2.4	2
20	A mixed method approach to studying self-regulated learning in MOOCs. Frontline Learning Research, 2020, 8, 35-64.	0.8	1