Armin Weinberger

List of Publications by Year
in descending order

55 papers	3,593 citations	257450 24 h-index	276875 41 g-index
58 all docs	58 docs citations	58 times ranked	1721 citing authors

#	ARTICLE	IF	CITATIONS
1	A framework to analyze argumentative knowledge construction in computer-supported collaborative learning. Computers and Education, 2006, 46, 71-95.	8.3	567
2	Epistemic and social scripts in computer?supported collaborative learning. Instructional Science, 2005, 33, 1-30.	2.0	317
3	Specifying computer-supported collaboration scripts. International Journal of Computer-Supported Collaborative Learning, 2007, 2, 211-224.	3.0	299
4	Analyzing collaborative learning processes automatically: Exploiting the advances of computational linguistics in computer-supported collaborative learning. International Journal of Computer-Supported Collaborative Learning, 2008, 3, 237-271.	3.0	218
5	Knowledge convergence in collaborative learning: Concepts and assessment. Learning and Instruction, 2007, 17, 416-426.	3.2	204
6	Argumentation-Based Computer Supported Collaborative Learning (ABCSCL): A synthesis of 15 years of research. Educational Research Review, 2012, 7, 79-106.	7.8	193
7	Learning to argue online: Scripted groups surpass individuals (unscripted groups do not). Computers in Human Behavior, 2010, 26, 506-515.	8.5	169
8	Facilitating argumentative knowledge construction with computer-supported collaboration scripts. International Journal of Computer-Supported Collaborative Learning, 2007, 2, 421-447.	3.0	168
9	Facilitating argumentative knowledge construction through a transactive discussion script in CSCL. Computers and Education, 2013, 61, 59-76.	8.3	124
10	Analytic Frameworks for Assessing Dialogic Argumentation in Online Learning Environments. Educational Psychology Review, 2007, 19, 343-374.	8.4	121
11	Collaborative argumentation and cognitive elaboration in a computer-supported collaborative learning environment. Instructional Science, 2012, 40, 297-323.	2.0	113
12	Emerging and scripted roles in computer-supported collaborative learning. Computers in Human Behavior, 2010, 26, 491-494.	8.5	89
13	Team Effectiveness and Team Development in CSCL. Educational Psychologist, 2013, 48, 9-24.	9.0	88
14	Epistemic cooperation scripts in online learning environments: fostering learning by reducing uncertainty in discourse?. Computers in Human Behavior, 2005, 21, 603-622.	8.5	75
15	Facilitating learning in multidisciplinary groups with transactive CSCL scripts. International Journal of Computer-Supported Collaborative Learning, 2013, 8, 189-223.	3.0	74
16	Scripting for construction of a transactive memory system in multidisciplinary CSCL environments. Learning and Instruction, 2013, 25, 1-12.	3.2	70
17	Learning by creating and exchanging objects: The SCY experience. British Journal of Educational Technology, 2010, 41, 909-921.	6.3	68
18	Scripting Argumentative Knowledge Construction in Computer-Supported Learning Environments. , 2007, , 191-211.		64

#	Article	IF	Citations
19	Using scenarios to design complex technology-enhanced learning environments. Educational Technology Research and Development, 2012, 60, 883-901.	2.8	43
20	Supporting CSCL with automatic corpus analysis technology. , 2005, , .		42
21	Collaborative drawing on a shared digital canvas in elementary science education: The effects of script and task awareness support. International Journal of Computer-Supported Collaborative Learning, 2013, 8, 427-453.	3.0	38
22	Scripts, individual preparation and group awareness support in the service of learning in Facebook: How does CSCL compare to social networking sites?. Computers in Human Behavior, 2015, 53, 577-592.	8.5	38
23	Promoting critical, elaborative discussions through a collaboration script and argument diagrams. Instructional Science, 2014, 42, 127-157.	2.0	33
24	Conversational agents for academically productive talk: a comparison of directed and undirected agent interventions. International Journal of Computer-Supported Collaborative Learning, 2016, 11, 417-440.	3.0	33
25	Computer-Supported Collaboration Scripts. , 2009, , 155-173.		33
26	Group awareness support and argumentation scripts for individual preparation of arguments in Facebook. Computers and Education, 2014, 76, 108-118.	8.3	31
27	Teaching, learning and media use in today's lectures. Computers in Human Behavior, 2014, 37, 171-182.	8.5	23
28	Scripted collaborative drawing in elementary science education. Instructional Science, 2014, 42, 353-372.	2.0	20
29	Blending Facebook discussions into seminars for practicing argumentation. Computers in Human Behavior, 2015, 53, 605-616.	8.5	20
30	Computer-supported collaborative learning in higher education. , 2005, , .		20
31	Inducing socio-cognitive conflict in Finnish and German groups of online learners by CSCL script. International Journal of Computer-Supported Collaborative Learning, 2013, 8, 333-349.	3.0	19
32	Technology-Enhanced Learning Environments to Support Students' Argumentation. Science & Technology Education Library, 2007, , 217-243.	0.7	18
33	Conversational Agents as Group-Teacher Interaction Mediators in MOOCs. , 2018, , .		14
34	Appropriation from a script theory of guidance perspective: a response to Pierre Tchounikine. International Journal of Computer-Supported Collaborative Learning, 2016, 11, 371-379.	3.0	12
35	Leveraging social networking sites for knowledge co-construction: Positive effects of argumentation structure, but premature knowledge consolidation after individual preparation. Learning and Instruction, 2017, 52, 161-179.	3.2	11
36	Towards Integrating Conversational Agents and Learning Analytics in MOOCs. Lecture Notes on Data Engineering and Communications Technologies, 2018, , 1061-1072.	0.7	10

#	Article	IF	Citations
37	Fourth graders' dyadic learning on multi-touch interfaces—versatile effects of verbalization prompts. Educational Technology Research and Development, 2019, 67, 519-539.	2.8	10
38	Enriching feedback in audience response systems: Analysis and implications of objective and subjective metrics on students' performance and attitudes. Journal of Computer Assisted Learning, 2019, 35, 305-316.	5.1	6
39	Collaboration Scripts: Guiding, Internalizing, and Adapting. , 2021, , 335-352.		6
40	Let me explain! The effects of writing and reading short justifications on students' performance, confidence and opinions in audience response systems. Journal of Computer Assisted Learning, 2022, 38, 327-337.	5.1	5
41	Orchestrierungsmodelle und -szenarien technologie-unterstützten Lernens. , 2018, , 117-139.		5
42	Technology Use in Lectures to Enhance Students' Attention. Lecture Notes in Computer Science, 2014, , 125-137.	1.3	4
43	Collaborative Learning in Facebook: Adverse Effects of Individual Preparation. , 2014, , .		4
44	Will Structuring the Collaboration of Students Improve Their Argumentation?. Lecture Notes in Computer Science, 2011, , 544-546.	1.3	4
45	Computer-unterstützte kooperative Lernszenarien. , 2020, , 229-246.		4
46	Computer-Supported Collaborative Learning: Mediated and Co-Present Forms of Learning Together. Springer International Handbooks of Education, 2018, , 1-15.	0.1	2
47	Concurrent and retrospective metacognitive judgements as feedback in audience response systems: Impact on performance and self-assessment accuracy. Computers and Education Open, 2021, 2, 100046.	4.2	2
48	Argument Diagrams in Facebook: Facilitating the Formation of Scientifically Sound Opinions. Lecture Notes in Computer Science, 2012, , 540-540.	1.3	2
49	Computer-unterstützte kooperative Lernszenarien. , 2018, , 1-19.		2
50	Collaboration Scripts in Computer-Supported Collaborative Learning. , 0, , .		1
51	Computer-Supported Collaborative Learning: Mediated and Co-Present Forms of Learning Together. Springer International Handbooks of Education, 2018, , 217-231.	0.1	1
52	Being in-sync: A multimodal framework on the emotional and cognitive synchronization of collaborative learners. Frontiers in Education, 0, 7, .	2.1	1
53	Addressing Societal Issues Through MOOCs in Southeast Asia. , 2018, , .		0
54	BiCo: a bipolar continuous rating scale for children's technology evaluation. Technology, Pedagogy and Education, 2019, 28, 503-516.	5.4	0

#	Article	IF	Citations
55	Co-designing MOOCs with CoDe-Graph. Journal of Formative Design in Learning, 2022, , 1-15.	1.1	0