

Dragan Gasevic

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

49
papers

629
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h-index

23
g-index

53
ext. papers

966
ext. citations

3.1
avg, IF

5.03
L-index

#	Paper	IF	Citations
49	A Systematic Review of Empirical Studies on Learning Analytics Dashboards: A Self-Regulated Learning Perspective. <i>IEEE Transactions on Learning Technologies</i> , 2020 , 13, 226-245	4	71
48	Predictive power of regularity of pre-class activities in a flipped classroom. <i>Computers and Education</i> , 2019 , 134, 156-168	9.5	46
47	From Study Tactics to Learning Strategies: An Analytical Method for Extracting Interpretable Representations. <i>IEEE Transactions on Learning Technologies</i> , 2019 , 12, 59-72	4	42
46	Piecing the learning analytics puzzle: a consolidated model of a field of research and practice. <i>Learning: Research and Practice</i> , 2017 , 3, 63-78	0.8	37
45	Complexity leadership in learning analytics: Drivers, challenges and opportunities. <i>British Journal of Educational Technology</i> , 2019 , 50, 2839-2854	4.3	36
44	Examining communities of inquiry in Massive Open Online Courses: The role of study strategies. <i>Internet and Higher Education</i> , 2019 , 40, 20-43	7.4	35
43	Analytics of time management strategies in a flipped classroom. <i>Journal of Computer Assisted Learning</i> , 2020 , 36, 70-88	3.8	31
42	Orchestrating learning analytics (OrLA): Supporting inter-stakeholder communication about adoption of learning analytics at the classroom level. <i>Australasian Journal of Educational Technology</i> , 2019 , 35,	2.4	27
41	Learning analytics in European higher education—trends and barriers. <i>Computers and Education</i> , 2020 , 155, 103933	9.5	26
40	How do we start? An approach to learning analytics adoption in higher education. <i>International Journal of Information and Learning Technology</i> , 2019 , 36, 342-353	1.9	25
39	Empowering learners with personalised learning approaches? Agency, equity and transparency in the context of learning analytics. <i>Assessment and Evaluation in Higher Education</i> , 2020 , 45, 554-567	3.1	22
38	The datafication of higher education: discussing the promises and problems. <i>Teaching in Higher Education</i> , 2020 , 25, 527-540	1.4	21
37	The Student Expectations of Learning Analytics Questionnaire. <i>Journal of Computer Assisted Learning</i> , 2019 , 35, 633-666	3.8	16
36	. <i>IEEE Transactions on Learning Technologies</i> , 2019 , 12, 333-346	4	14
35	Detection of Learning Strategies: A Comparison of Process, Sequence and Network Analytic Approaches. <i>Lecture Notes in Computer Science</i> , 2019 , 525-540	0.9	13
34	Linguistic characteristics of reflective states in video annotations under different instructional conditions. <i>Computers in Human Behavior</i> , 2019 , 96, 211-222	7.7	11
33	A collaborative learning approach to dialogic peer feedback: a theoretical framework. <i>Assessment and Evaluation in Higher Education</i> , 2021 , 46, 586-600	3.1	11

32	Assessing the validity of a learning analytics expectation instrument: A multinational study. <i>Journal of Computer Assisted Learning</i> , 2020 , 36, 209-240	3.8	10
31	. <i>IEEE Transactions on Learning Technologies</i> , 2020 , 13, 861-877	4	10
30	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	3.1	10
29	Multimodal Learning Analytics to Inform Learning Design: Lessons Learned from Computing Education. <i>Journal of Learning Analytics</i> , 2020 , 7, 79-97	3.1	9
28	Detecting Learning Strategies Through Process Mining. <i>Lecture Notes in Computer Science</i> , 2018 , 385-398.	3.9	8
27	Students's sense-making of personalised feedback based on learning analytics. <i>Australasian Journal of Educational Technology</i> , 2020 , 36, 15-33	2.4	8
26	Effects of instructional conditions and experience on student reflection: a video annotation study. <i>Higher Education Research and Development</i> , 2018 , 37, 1245-1259	1.9	8
25	Measuring Effects of Technology-Enabled Mirroring Scaffolds on Self-Regulated Learning. <i>IEEE Transactions on Learning Technologies</i> , 2020 , 13, 150-163	4	7
24	Students's perceptions of, and emotional responses to, personalised learning analytics-based feedback: an exploratory study of four courses. <i>Assessment and Evaluation in Higher Education</i> , 2021 , 46, 339-359	3.1	7
23	From Social Ties to Network Processes: Do Tie Definitions Matter?. <i>Journal of Learning Analytics</i> , 2018 , 5,	3.1	7
22	What Do You Mean by Collaboration Analytics? A Conceptual Model. <i>Journal of Learning Analytics</i> , 2021 , 8, 126-153	3.1	6
21	Identifying the Impact of Feedback Over Time and at Scale: Opportunities for Learning Analytics 2019 , 207-223		5
20	Temporally-focused analytics of self-regulated learning: A systematic review of literature. <i>Computers and Education Artificial Intelligence</i> , 2022 , 3, 100060	4.8	5
19	Policy Matters: Expert Recommendations for Learning Analytics Policy. <i>Lecture Notes in Computer Science</i> , 2019 , 510-524	0.9	4
18	What is the Effect of a Dominant Code in an Epistemic Network Analysis?. <i>Communications in Computer and Information Science</i> , 2019 , 66-76	0.3	4
17	More Than Figures on Your Laptop: (Dis)trustful Implementation of Learning Analytics. <i>Journal of Learning Analytics</i> , 2021 , 1-20	3.1	3
16	Discovering Time Management Strategies in Learning Processes Using Process Mining Techniques. <i>Lecture Notes in Computer Science</i> , 2019 , 555-569	0.9	3
15	The Influence of Discipline on Teachers's Knowledge and Decision Making. <i>Communications in Computer and Information Science</i> , 2019 , 177-188	0.3	3

14	Comprehensive Analysis of Discussion Forum Participation: From Speech Acts to Discussion Dynamics and Course Outcomes. <i>IEEE Transactions on Learning Technologies</i> , 2020 , 13, 38-51	4	3
13	Professional Decision Making: Reframing Teachers' Work Using Epistemic Frame Theory. <i>Communications in Computer and Information Science</i> , 2021 , 265-276	0.3	3
12	Challenges and opportunities of multimodal data in human learning: The computer science students' perspective. <i>Journal of Computer Assisted Learning</i> , 2021 , 37, 1030-1047	3.8	3
11	Intelligent Learning Analytics Dashboards: Automated Drill-Down Recommendations to Support Teacher Data Exploration. <i>Journal of Learning Analytics</i> , 2021 , 1-22	3.1	2
10	Automatic Content Analysis of Online Discussions for Cognitive Presence: A Study of the Generalizability Across Educational Contexts. <i>IEEE Transactions on Learning Technologies</i> , 2021 , 14, 299-312	4.1	2
9	Four paradigms in learning analytics: Why paradigm convergence matters. <i>Computers and Education Artificial Intelligence</i> , 2021 , 2, 100021	4.8	2
8	An exploratory latent class analysis of student expectations towards learning analytics services. <i>Internet and Higher Education</i> , 2021 , 51, 100818	7.4	2
7	Enabling Systematic Adoption of Learning Analytics through a Policy Framework. <i>Lecture Notes in Computer Science</i> , 2018 , 556-560	0.9	1
6	Persistence and Performance in Co-Enrollment Network Embeddings: An Empirical Validation of Tinto's Student Integration Model. <i>IEEE Transactions on Learning Technologies</i> , 2021 , 14, 106-121	4	0
5	Is it a good move? Mining effective tutoring strategies from human-human tutorial dialogues. <i>Future Generation Computer Systems</i> , 2022 , 127, 194-207	7.5	0
4	Toward Automatic Classification of Online Discussion Messages for Social Presence. <i>IEEE Transactions on Learning Technologies</i> , 2022 , 1-1	4	0
3	Ordering Effects in a Role-Based Scaffolding Intervention for Asynchronous Online Discussions. <i>Lecture Notes in Computer Science</i> , 2021 , 125-136	0.9	
2	Exploring the Intersection Between Health Professionals' Learning and eHealth Data: Protocol for a Comprehensive Research Program in Practice Analytics in Health Care. <i>JMIR Research Protocols</i> , 2021 , 10, e27984	2	
1	A systematic analysis of learning analytics using multi-source data in the context of Spain. <i>Behaviour and Information Technology</i> , 1-15	2.4	