Dragan Gasevic

List of Publications by Year in Descending Order

49 papers	629 citations	14 h-index	23 g-index
53 ext. papers	966 ext. citations	3.1 avg, IF	5.03 L-index

#	Paper	IF	Citations
49	Is it a good move? Mining effective tutoring strategies from human-human tutorial dialogues. *Future Generation Computer Systems*, **2022**, 127, 194-207	7.5	0
48	Toward Automatic Classification of Online Discussion Messages for Social Presence. *IEEE Transactions on Learning Technologies*, **2022**, 1-1	4	0
47	Temporally-focused analytics of self-regulated learning: A systematic review of literature. *Computers and Education Artificial Intelligence*, **2022**, 3, 100060	4.8	5
46	Intelligent Learning Analytics Dashboards: Automated Drill-Down Recommendations to Support Teacher Data Exploration. *Journal of Learning Analytics*, **2021**, 1-22	3.1	2
45	More Than Figures on Your Laptop: (Dis)trustful Implementation of Learning Analytics. *Journal of Learning Analytics*, **2021**, 1-20	3.1	3
44	What Do You Mean by Collaboration Analytics? A Conceptual Model. *Journal of Learning Analytics*, **2021**, 8, 126-153	3.1	6
43	Automatic Content Analysis of Online Discussions for Cognitive Presence: A Study of the Generalizability Across Educational Contexts. *IEEE Transactions on Learning Technologies*, **2021**, 14, 299-312	4	2
42	Collaborative peer feedback and learning analytics: theory-oriented design for supporting class-wide interventions. *Assessment and Evaluation in Higher Education*, **2021**, 46, 169-190	3.1	10
41	Students perceptions of, and emotional responses to, personalised learning analytics-based feedback: an exploratory study of four courses. *Assessment and Evaluation in Higher Education*, **2021**, 46, 339-359	3.1	7
40	A collaborative learning approach to dialogic peer feedback: a theoretical framework. *Assessment and Evaluation in Higher Education*, **2021**, 46, 586-600	3.1	11
39	Four paradigms in learning analytics: Why paradigm convergence matters. *Computers and Education Artificial Intelligence*, **2021**, 2, 100021	4.8	2
38	Professional Decision Making: Reframing Teachers Work Using Epistemic Frame Theory. *Communications in Computer and Information Science*, **2021**, 265-276	0.3	3
37	Ordering Effects in a Role-Based Scaffolding Intervention for Asynchronous Online Discussions. *Lecture Notes in Computer Science*, **2021**, 125-136	0.9	
36	Persistence and Performance in Co-Enrollment Network Embeddings: An Empirical Validation of Tinto's Student Integration Model. *IEEE Transactions on Learning Technologies*, **2021**, 14, 106-121	4	0
35	Exploring the Intersection Between Health Professionals' Learning and eHealth Data: Protocol for a Comprehensive Research Program in Practice Analytics in Health Care. *JMIR Research Protocols*, **2021**, 10, e27984	2	
34	Challenges and opportunities of multimodal data in human learning: The computer science students' perspective. *Journal of Computer Assisted Learning*, **2021**, 37, 1030-1047	3.8	3
33	An exploratory latent class analysis of student expectations towards learning analytics services. *Internet and Higher Education*, **2021**, 51, 100818	7.4	2

#	Reference		
32	Assessing the validity of a learning analytics expectation instrument: A multinational study. *Journal of Computer Assisted Learning*, **2020**, 36, 209-240	3.8	10
31	The datafication of higher education: discussing the promises and problems. *Teaching in Higher Education*, **2020**, 25, 527-540	1.4	21
30	. *IEEE Transactions on Learning Technologies*, **2020**, 13, 861-877	4	10
29	Students sense-making of personalised feedback based on learning analytics. *Australasian Journal of Educational Technology*, **2020**, 36, 15-33	2.4	8
28	Multimodal Learning Analytics to Inform Learning Design: Lessons Learned from Computing Education. *Journal of Learning Analytics*, **2020**, 7, 79-97	3.1	9
27	Learning analytics in European higher education Trends and barriers. *Computers and Education*, **2020**, 155, 103933	9.5	26
26	Analytics of time management strategies in a flipped classroom. *Journal of Computer Assisted Learning*, **2020**, 36, 70-88	3.8	31
25	Empowering learners with personalised learning approaches? Agency, equity and transparency in the context of learning analytics. *Assessment and Evaluation in Higher Education*, **2020**, 45, 554-567	3.1	22
24	Measuring Effects of Technology-Enabled Mirroring Scaffolds on Self-Regulated Learning. *IEEE Transactions on Learning Technologies*, **2020**, 13, 150-163	4	7
23	A Systematic Review of Empirical Studies on Learning Analytics Dashboards: A Self-Regulated Learning Perspective. *IEEE Transactions on Learning Technologies*, **2020**, 13, 226-245	4	71
22	Comprehensive Analysis of Discussion Forum Participation: From Speech Acts to Discussion Dynamics and Course Outcomes. *IEEE Transactions on Learning Technologies*, **2020**, 13, 38-51	4	3
21	How do we start? An approach to learning analytics adoption in higher education. *International Journal of Information and Learning Technology*, **2019**, 36, 342-353	1.9	25
20	Predictive power of regularity of pre-class activities in a flipped classroom. *Computers and Education*, **2019**, 134, 156-168	9.5	46
19	. *IEEE Transactions on Learning Technologies*, **2019**, 12, 333-346	4	14
18	The Student Expectations of Learning Analytics Questionnaire. *Journal of Computer Assisted Learning*, **2019**, 35, 633-666	3.8	16
17	Complexity leadership in learning analytics: Drivers, challenges and opportunities. *British Journal of Educational Technology*, **2019**, 50, 2839-2854	4.3	36
16	Orchestrating learning analytics (OrLA): Supporting inter-stakeholder communication about adoption of learning analytics at the classroom level. *Australasian Journal of Educational Technology*, **2019**, 35,	2.4	27
15	Identifying the Impact of Feedback Over Time and at Scale: Opportunities for Learning Analytics **2019**, 207-223		5

14	Policy Matters: Expert Recommendations for Learning Analytics Policy. *Lecture Notes in Computer Science*, **2019**, 510-524	0.9	4
13	Detection of Learning Strategies: A Comparison of Process, Sequence and Network Analytic Approaches. *Lecture Notes in Computer Science*, **2019**, 525-540	0.9	13
12	Discovering Time Management Strategies in Learning Processes Using Process Mining Techniques. *Lecture Notes in Computer Science*, **2019**, 555-569	0.9	3
11	The Influence of Discipline on Teachers Knowledge and Decision Making. *Communications in Computer and Information Science*, **2019**, 177-188	0.3	3
10	What is the Effect of a Dominant Code in an Epistemic Network Analysis?. *Communications in Computer and Information Science*, **2019**, 66-76	0.3	4
9	Examining communities of inquiry in Massive Open Online Courses: The role of study strategies. *Internet and Higher Education*, **2019**, 40, 20-43	7.4	35
8	From Study Tactics to Learning Strategies: An Analytical Method for Extracting Interpretable Representations. *IEEE Transactions on Learning Technologies*, **2019**, 12, 59-72	4	42
7	Linguistic characteristics of reflective states in video annotations under different instructional conditions. *Computers in Human Behavior*, **2019**, 96, 211-222	7.7	11
6	Detecting Learning Strategies Through Process Mining. *Lecture Notes in Computer Science*, **2018**, 385-398	0.9	8
5	From Social Ties to Network Processes: Do Tie Definitions Matter?. *Journal of Learning Analytics*, **2018**, 5,	3.1	7
4	Effects of instructional conditions and experience on student reflection: a video annotation study. *Higher Education Research and Development*, **2018**, 37, 1245-1259	1.9	8
3	Enabling Systematic Adoption of Learning Analytics through a Policy Framework. *Lecture Notes in Computer Science*, **2018**, 556-560	0.9	1
2	Piecing the learning analytics puzzle: a consolidated model of a field of research and practice. *Learning: Research and Practice*, **2017**, 3, 63-78	0.8	37
1	A systematic analysis of learning analytics using multi-source data in the context of Spain. *Behaviour and Information Technology*, 1-15	2.4	