FranÃ§ois Bouchet

List of Publications by Year
in descending order

46	724	759233 12	580821 25
papers	citations	h-index	g-index

48	48	48	531
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Analyzing the Impact of e-CaducÃ©e, a Serious Game in Pharmacy on Studentsâ€™ Professional Skills over Multiple Years. , 2021, , .		0
2	Using Prompts and Remediation toÂImprove Primary School Students Self-evaluation and Self-efficacy inÂaÂLiteracy Web Application. Lecture Notes in Computer Science, 2021, , 221-234.	1.3	1
3	Towards Learning Analytics Metamodels in a Context of Publishing Chains. , 2021, , .		1
4	Addressing Childrenâ€™s Self-Evaluation and Self-Efficacy Deficits in a Literacy Application. , 2021, , .		0
5	A Dimensionality Reduction Method for Time Series Analysis of Student Behavior to Predict Dropout in Massive Open Online Courses. Advances in Analytics for Learning and Teaching, 2020, , 391-406.	0.7	1
6	Towards a Model of Learner-Directed Learning: An Approach Based on the Co-construction of the Learning Scenario by the Learner. Cognition and Exploratory Learning in the Digital Age, 2020, , 41-63.	0.5	1
7	Evaluating teachers' perceptions of students' questions organization. , 2020, , .		0
8	Towards Improving Students' Forum Posts Categorization in MOOCs and Impact on Performance Prediction. , 2019, , .		1
9	From Studentsâ€™ Questions to Studentsâ€™ Profiles in a Blended Learning Environment. Journal of Learning Analytics, 2019, 6, .	2.4	10
10	APACHES: Human-Centered and Project-Based Methods in Higher Education. Lecture Notes in Computer Science, 2019, , 683-687.	1.3	0
11	Profiling students from their questions in a blended learning environment. , 2018, , .		9
12	Let's Set Up Some Subgoals: Understanding Human-Pedagogical Agent Collaborations and Their Implications for Learning and Prompt and Feedback Compliance. IEEE Transactions on Learning Technologies, 2018, 11, 54-66.	3.2	32
13	Evaluating Adaptive Pedagogical Agentsâ€™ Prompting Strategies Effect on Studentsâ€™ Emotions. Lecture Notes in Computer Science, 2018, , 33-43.	1.3	6
14	Towards a Conceptual Framework to Scaffold Self-regulation in a MOOC. Lecture Notes of the Institute for Computer Sciences, Social-Informatics and Telecommunications Engineering, 2018, , 245-256.	0.3	9
15	Multi-scenario Modelling of Learning. Lecture Notes of the Institute for Computer Sciences, Social-Informatics and Telecommunications Engineering, 2018, , 199-211.	0.3	1
16	Comparing Peer Recommendation Strategies in a MOOC. , 2017, , .		11
17	MAGAM: A Multi-Aspect Generic Adaptation Model for Learning Environments. Lecture Notes in Computer Science, 2017, , 139-152.	1.3	1
18	Who Wants to Chat on a MOOC? Lessons from a Peer Recommender System. Lecture Notes in Computer Science, 2017, , 150-159.	1.3	6

#	Article	IF	Citations
19	Understanding Emotional Expressions in Social Media Through Data Mining. , 2016, , 85-103.		1
20	Can Adaptive Pedagogical Agentsâ€™ Prompting Strategies Improve Studentsâ€™ Learning and Self-Regulation?. Lecture Notes in Computer Science, 2016, , 368-374.	1.3	17
21	Examining the predictive relationship between personality and emotion traits and studentsâ€™ agent-directed emotions: towards emotionally-adaptive agent-based learning environments. User Modeling and User-Adapted Interaction, 2016, 26, 177-219.	3.8	32
22	Self-regulated learning processes vary as a function of epistemic beliefs and contexts: Mixed method evidence from eye tracking and concurrent and retrospective reports. Learning and Instruction, 2016, 42, 31-46.	3.2	49
23	A multi-componential analysis of emotions during complex learning with an intelligent multi-agent system. Computers in Human Behavior, 2015, 48, 615-625.	8.5	141
24	Examining the Predictive Relationship Between Personality and Emotion Traits and Learnersâ€™ Agent-Direct Emotions. Lecture Notes in Computer Science, 2015, , 145-154.	1.3	4
25	Can the use of cognitive and metacognitive self-regulated learning strategies be predicted by learnersâ€™ levels of prior knowledge in hypermedia-learning environments?. Computers in Human Behavior, 2014, 39, 356-367.	8.5	98
26	A Framework Covering the Influence of ffm/neo pi-r Traits over the Dialogical Process of Rational Agents. Communications in Computer and Information Science, 2014, , 62-79.	0.5	1
27	Using Trace Data to Examine the Complex Roles of Cognitive, Metacognitive, and Emotional Self-Regulatory Processes During Learning with Multi-agent Systems. Springer International Handbooks of Education, 2013, , 427-449.	0.1	83
28	Using Intelligent Multi-Agent Systems to Model and Foster Self-Regulated Learning: A Theoretically-Based Approach Using Markov Decision Process. , 2013, , .		2
29	Influence of FFM/NEO PI-R personality traits on the rational process of autonomous agents. Web Intelligence and Agent Systems, 2013, 11, 203-220.	0.4	0
30	Impact of Different Pedagogical Agentsâ€™ Adaptive Self-regulated Prompting Strategies on Learning with MetaTutor. Lecture Notes in Computer Science, 2013, , 815-819.	1.3	13
31	Inferring Learning from Gaze Data during Interaction with an Environment to Support Self-Regulated Learning. Lecture Notes in Computer Science, 2013, , 229-238.	1.3	37
32	Aligning and Comparing Data on Emotions Experienced during Learning with MetaTutor. Lecture Notes in Computer Science, 2013, , 61-70.	1.3	26
33	Agents conversationnels psychologiques. ModÃ©lisation des rÃ©actions rationnelles et comportementales des agents assistants conversationnels. Revue D'Intelligence Artificielle, 2013, 27, 679-708.	0.6	0
34	Measuring Learnersâ€™ Co-Occurring Emotional Responses during Their Interaction with a Pedagogical Agent in MetaTutor. Lecture Notes in Computer Science, 2012, , 40-45.	1.3	14
35	The Effectiveness of Pedagogical Agentsâ€™ Prompting and Feedback in Facilitating Co-adapted Learning with MetaTutor. Lecture Notes in Computer Science, 2012, , 212-221.	1.3	32
36	Intelligent Agents with Personality. , 2012, , 177-200.		3

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37	Traits de personnalitÃ© computationnels. Enrichissement de la taxonomie FFM/NEO PI-R avec des gloses WordNet liÃ©es Ã des adjectifs de personnalitÃ©. Techniques Et Sciences Informatiques, 2012, 31, 423-453.	0.0	0
38	Principles for Music Creation by Novices in Networked Music Environments. Journal of New Music Research, 2011, 40, 205-216.	0.8	28
39	Influence of Personality Traits on the Rational Process of Cognitive Agents. , 2011, , .		6
40	Agents conversationnels psychologiques. Un cadre d'Ã©tude des comportements rationnels et psychologiques des agents assistants conversationnels. Revue D'Intelligence Artificielle, 2011, 25, 591-623.	0.6	0
41	Social music making on the web with CODES. , 2010, , .		0
42	Expression of Behaviors in Assistant Agents as Influences on Rational Execution of Plans. Lecture Notes in Computer Science, 2010, , 413-419.	1.3	3
43	DÃ©finition dâ€™un agent conversationnel assistant dâ€™applications internet Ã partir dâ€™un corpus de requÃªtes. Techniques Et Sciences Informatiques, 2010, 29, 1123-1154.	0.0	0
44	Subjectivity and Cognitive Biases Modeling for a Realistic and Efficient Assisting Conversational Agent. , 2009, , .		6
45	An ACA-Based Semantic Space for Processing Domain Knowledge in the Assistance Context. , 2009, , .		1
46	Lessons Learned and Future Directions of MetaTutor: Leveraging Multichannel Data to Scaffold Self-Regulated Learning With an Intelligent Tutoring System. Frontiers in Psychology, 0, 13, .	2.1	31