

# Vitomir KovanoviÄ

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2248079/publications.pdf>

Version: 2024-02-01

59  
papers

2,144  
citations

489802

18  
h-index

340414

39  
g-index

61  
all docs

61  
docs citations

61  
times ranked

1543  
citing authors

#	ARTICLE	IF	CITATIONS
1	The cohesion of small groups in technology-mediated learning environments: A systematic literature review. <i>Educational Research Review</i> , 2022, 35, 100427.	4.1	7
2	Grade-based similarity prevails in online course forums at scale. <i>Computers and Education</i> , 2022, 178, 104401.	5.1	3
3	Exploring non-traditional learner motivations and characteristics in online learning: A learner profile study. <i>Computers and Education Artificial Intelligence</i> , 2022, 3, 100051.	6.9	11
4	Digital education strategies around the world: practices and policies. <i>Irish Educational Studies</i> , 2022, 41, 85-106.	1.5	15
5	Understanding Depth of Reflective Writing in Workplace Learning Assessments Using Machine Learning Classification. <i>IEEE Transactions on Learning Technologies</i> , 2022, 15, 567-578.	2.2	7
6	NASC: Network analytics to uncover socio-cognitive discourse of student roles. , 2022, , .		2
7	Measuring leadership development in workplace learning using automated assessments: Learning analytics and measurement theory approach. <i>British Journal of Educational Technology</i> , 2022, 53, 1842-1863.	3.9	9
8	Assessing the sequencing of learning objectives in a study program using evidence-based practice. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 1429-1443.	3.9	4
9	Team interactions with learning analytics dashboards. <i>Computers and Education</i> , 2022, 185, 104514.	5.1	12
10	What changes, and for whom? A study of the impact of learning analytics-based process feedback in a large course. <i>Learning and Instruction</i> , 2021, 72, 101202.	1.9	69
11	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.	2.2	3
12	Assessing program-level learning strategies in MOOCs. <i>Computers in Human Behavior</i> , 2021, 117, 106674.	5.1	24
13	Connecting the dots: An exploratory study on learning analytics adoption factors, experience, and priorities. <i>Internet and Higher Education</i> , 2021, 50, 100794.	4.2	22
14	Learning Analytics for Primary and Secondary Schools. <i>Journal of Learning Analytics</i> , 2021, 8, 1-5.	1.8	14
15	Data-driven detection and characterization of communities of accounts collaborating in MOOCs. <i>Future Generation Computer Systems</i> , 2021, 125, 590-603.	4.9	12
16	Virtual academic conferences as learning spaces: Factors associated with the perceived value of purely virtual conferences. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 1694-1707.	3.3	8
17	Narrowing the Feedback Gap: Examining Student Engagement with Personalized and Actionable Feedback Messages. <i>Journal of Learning Analytics</i> , 2021, 8, 101-116.	1.8	9
18	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.	2.2	12

#	ARTICLE	IF	CITATIONS
19	Towards automatic cross-language classification of cognitive presence in online discussions. , 2020, , .		23
20	Understanding students' engagement with personalised feedback messages. , 2020, , .		11
21	Analysing Social Presence in Online Discussions Through Network and Text Analytics. , 2019, , .		10
22	Counting Clicks is Not Enough. , 2019, , .		20
23	Examining communities of inquiry in Massive Open Online Courses: The role of study strategies. Internet and Higher Education, 2019, 40, 20-43.	4.2	56
24	The Influence of Discipline on Teachers' Knowledge and Decision Making. Communications in Computer and Information Science, 2019, , 177-188.	0.4	5
25	Understand students' self-reflections through learning analytics. , 2018, , .		46
26	Exploring development of social capital in a CMOOC through language and discourse. Internet and Higher Education, 2018, 36, 54-64.	4.2	35
27	Exploring communities of inquiry in Massive Open Online Courses. Computers and Education, 2018, 119, 44-58.	5.1	62
28	How Do We Model Learning at Scale? A Systematic Review of Research on MOOCs. Review of Educational Research, 2018, 88, 43-86.	4.3	113
29	Utilising a Virtual Learning Assistant as a Measurement and Intervention Tool for Self-Regulation in Learning. , 2018, , .		6
30	Social Presence in Massive Open Online Courses. International Review of Research in Open and Distance Learning, 2018, 19, .	1.0	40
31	Towards Combined Network and Text Analytics of Student Discourse in Online Discussions. Lecture Notes in Computer Science, 2018, , 111-126.	1.0	15
32	Automated Analysis of Cognitive Presence in Online Discussions Written in Portuguese. Lecture Notes in Computer Science, 2018, , 245-261.	1.0	28
33	Customizable Modalities for Individualized Learning: Examining Patterns of Engagement in Dual-Layer MOOCs. Online Learning Journal, 2018, 22, .	1.1	7
34	A Data-driven Method for the Detection of Close Submitters in Online Learning Environments. , 2017, , .		14
35	Piecing the learning analytics puzzle: a consolidated model of a field of research and practice. Learning: Research and Practice, 2017, 3, 63-78.	1.1	61
36	Developing a MOOC experimentation platform. , 2017, , .		3

#	ARTICLE	IF	CITATIONS
37	Understanding the relationship between technology use and cognitive presence in MOOCs. , 2017, , .		5
38	Tools for Educational Data Mining. Journal of Educational and Behavioral Statistics, 2017, 42, 85-106.	1.0	137
39	The Changing Patterns of MOOC Discourse. , 2017, , .		16
40	Content Analytics: The Definition, Scope, and an Overview of Published Research. , 2017, , 77-92.		17
41	Does Time-on-task Estimation Matter? Implications on Validity of Learning Analytics Findings. Journal of Learning Analytics, 2016, 2, 81-110.	1.8	72
42	Introduction to data mining for educational researchers. , 2016, , .		2
43	Translating network position into performance. , 2016, , .		64
44	Towards automated content analysis of discussion transcripts. , 2016, , .		69
45	Profiling MOOC Course Returners. , 2016, , .		17
46	What public media reveals about <scp>MOOC</scp>s: A systematic analysis of news reports. British Journal of Educational Technology, 2015, 46, 510-527.	3.9	74
47	Social presence in online discussions as a process predictor of academic performance. Journal of Computer Assisted Learning, 2015, 31, 638-654.	3.3	163
48	Learning Analytics for Communities of Inquiry. Journal of Learning Analytics, 2015, 1, 195-198.	1.8	10
49	Learning at distance: Effects of interaction traces on academic achievement. Computers and Education, 2015, 87, 204-217.	5.1	109
50	What do cMOOC participants talk about in social media?. , 2015, , .		25
51	How do you connect?. , 2015, , .		27
52	Penetrating the black box of time-on-task estimation. , 2015, , .		57
53	Analytics of communities of inquiry: Effects of learning technology use on cognitive presence in asynchronous online discussions. Internet and Higher Education, 2015, 27, 74-89.	4.2	137
54	Externally-facilitated regulation scaffolding and role assignment to develop cognitive presence in asynchronous online discussions. Internet and Higher Education, 2015, 24, 53-65.	4.2	104

#	ARTICLE	IF	CITATIONS
55	Structure Matters: Adoption of Structured Classification Approach in the Context of Cognitive Presence Classification. Lecture Notes in Computer Science, 2015, , 227-238.	1.0	16
56	Where is research on massive open online courses headed? A data analysis of the MOOC Research Initiative. International Review of Research in Open and Distance Learning, 2014, 15, .	1.0	162
57	Psychological characteristics in cognitive presence of communities of inquiry: A linguistic analysis of online discussions. Internet and Higher Education, 2014, 22, 1-10.	4.2	56
58	Highway. , 2012, , .		5
59	Intelligent Software Agents and Multi-Agent Systems. , 2009, , 2126-2131.		0