

# Stavros N Demetriadis

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3143116/publications.pdf>

Version: 2024-02-01

112  
papers

2,042  
citations

361413

20  
h-index

289244

40  
g-index

114  
all docs

114  
docs citations

114  
times ranked

1434  
citing authors

#	ARTICLE	IF	CITATIONS
1	Advancing students'™ computational thinking skills through educational robotics: A study on age and gender relevant differences. <i>Robotics and Autonomous Systems</i> , 2016, 75, 661-670.	5.1	369
2	Adaptive and Intelligent Systems for Collaborative Learning Support: A Review of the Field. <i>IEEE Transactions on Learning Technologies</i> , 2011, 4, 5-20.	3.2	151
3	“Cultures in negotiation”: teachers'™ acceptance/resistance attitudes considering the infusion of technology into schools. <i>Computers and Education</i> , 2003, 41, 19-37.	8.3	144
4	The design and the formative evaluation of an adaptive educational system based on cognitive styles. <i>Computers and Education</i> , 2003, 41, 87-103.	8.3	138
5	The effect of scaffolding students'™ context-generating cognitive activity in technology-enhanced case-based learning. <i>Computers and Education</i> , 2008, 51, 939-954.	8.3	100
6	The value of adaptivity based on cognitive style: an empirical study. <i>British Journal of Educational Technology</i> , 2004, 35, 95-106.	6.3	77
7	Evaluating children performance with graphical and tangible robot programming tools. <i>Personal and Ubiquitous Computing</i> , 2015, 19, 225-237.	2.8	68
8	Tangible versus graphical user interfaces for robot programming: exploring cross-age children'™s preferences. <i>Personal and Ubiquitous Computing</i> , 2013, 17, 1775-1786.	2.8	61
9	How Does the Degree of Guidance Support Students'™ Metacognitive and Problem Solving Skills in Educational Robotics?. <i>Journal of Science Education and Technology</i> , 2018, 27, 70-85.	3.9	60
10	A Configurable Conversational Agent to Trigger Students'™ Productive Dialogue: A Pilot Study in the CALL Domain. <i>International Journal of Artificial Intelligence in Education</i> , 2014, 24, 62-91.	5.5	47
11	Promoting academically productive talk with conversational agent interventions in collaborative learning settings. <i>Computers and Education</i> , 2015, 87, 309-325.	8.3	47
12	Evaluating the Role of Collaboration Scripts as Group Guiding Tools in Activities of Educational Robotics: Conclusions from Three Case Studies. , 2012, , .		39
13	Group formation based on learning styles: can it improve students'™ teamwork?. <i>Educational Technology Research and Development</i> , 2012, 60, 83-110.	2.8	35
14	Tangible and graphical programming with experienced children: A mixed methods analysis. <i>International Journal of Child-Computer Interaction</i> , 2019, 19, 67-78.	3.5	35
15	Conversational agents for academically productive talk: a comparison of directed and undirected agent interventions. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2016, 11, 417-440.	3.0	33
16	Ethical issues in learning analytics: a review of the field. <i>Educational Technology Research and Development</i> , 2021, 69, 1101-1133.	2.8	31
17	Enhancing collaborative learning through dynamic forms of support: the impact of an adaptive domain-specific support strategy. <i>Journal of Computer Assisted Learning</i> , 2011, 27, 243-258.	5.1	29
18	Peer-monitoring vs. micro-script fading for enhancing knowledge acquisition when learning in computer-supported argumentation environments. <i>Computers and Education</i> , 2012, 59, 236-249.	8.3	28

#	ARTICLE	IF	CITATIONS
19	The value of writing-to-learn when using question prompts to support web-based learning in ill-structured domains. Educational Technology Research and Development, 2011, 59, 71-90.	2.8	26
20	“Make it explicit!”: Improving collaboration through increase of script coercion. Journal of Computer Assisted Learning, 2013, 29, 383-398.	5.1	25
21	How to improve the peer review method: Free-selection vs assigned-pair protocol evaluated in a computer networking course. Computers and Education, 2012, 59, 182-195.	8.3	22
22	Latent Class Modeling of Children’s Preference Profiles on Tangible and Graphical Robot Programming. IEEE Transactions on Education, 2019, 62, 127-133.	2.4	21
23	Adaptive Collaboration Scripting: A Conceptual Framework and a Design Case Study. , 2008, , .		20
24	Educational Robots Driven by Tangible Programming Languages: A Review on the Field. Advances in Intelligent Systems and Computing, 2017, , 205-214.	0.6	18
25	Prompting students’ context-generating cognitive activity in ill-structured domains: does the prompting mode affect learning?. Educational Technology Research and Development, 2009, 57, 193-210.	2.8	16
26	Perspectives on Tools for Computer-Supported Collaborative Learning. International Journal of E-Collaboration, 2012, 8, 1-7.	0.5	16
27	Peer review-based scripted collaboration to support domain-specific and domain-general knowledge acquisition in computer science. Computer Science Education, 2011, 21, 29-56.	3.7	15
28	Cross-study Reliability of the Open Card Sorting Method. , 2019, , .		15
29	Adaptation patterns as a conceptual tool for designing the adaptive operation of CSCL systems. Educational Technology Research and Development, 2011, 59, 327-349.	2.8	14
30	Conversational Agents as Group-Teacher Interaction Mediators in MOOCs. , 2018, , .		14
31	Selecting and Evaluating a Learning Management System. International Journal of Distance Education Technologies, 2011, 9, 13-30.	2.9	13
32	Tangible User Interfaces for Programming and Education: A New Field for Innovation and Entrepreneurship. Advances in Digital Education and Lifelong Learning, 2016, , 271-295.	0.1	11
33	External Representations for Learning. , 2009, , 137-153.		11
34	Adaptation patterns in systems for scripted collaboration. , 2009, , .		11
35	Touch Your Program with Hands: Qualities in Tangible Programming Tools for Novice. , 2011, , .		10
36	MentorChat: Introducing a Configurable Conversational Agent as a Tool for Adaptive Online Collaboration Support. , 2011, , .		10

#	ARTICLE	IF	CITATIONS
37	Research Approaches in Computer-Supported Collaborative Learning. International Journal of E-Collaboration, 2013, 9, 1-8.	0.5	10
38	Towards Integrating Conversational Agents and Learning Analytics in MOOCs. Lecture Notes on Data Engineering and Communications Technologies, 2018, , 1061-1072.	0.7	10
39	How Revealing Rankings Affects Student Attitude and Performance in a Peer Review Learning Environment. Communications in Computer and Information Science, 2016, , 225-240.	0.5	10
40	â€œGraphicalâ€•Jogthrough: expert based methodology for user interface evaluation, applied in the case of an educational simulation interface. Computers and Education, 1999, 32, 285-299.	8.3	9
41	Synergies and barriers with electronic verbatim notes (eVerNotes): note taking and report writing with eVerNotes. Journal of Computer Assisted Learning, 2006, 22, 74-85.	5.1	9
42	Modeling Adaptation Patterns with IMS-LD Specification: A Case Study as a Proof of Concept Implementation. , 2009, , .		9
43	Exploring Children Preferences regarding Tangible and Graphical Tools for Introductory Programming: Evaluating the PROTEAS Kit. , 2012, , .		9
44	Analyzing the role of students' self-organization in a case of scripted collaboration. , 2009, , .		9
45	Comparison of expert-based and empirical evaluation methodologies in the case of a CBL environment: the â€œOrestisâ€•experience. Computers and Education, 2006, 47, 172-185.	8.3	8
46	Using a Conversational Agent for Promoting Collaborative Language Learning. , 2012, , .		8
47	Leveraging Conversational Agents and Concept Maps to Scaffold Students' Productive Talk. , 2014, , .		8
48	A Didactical Model for Educational Robotics Activities: A Study on Improving Skills Through Strong or Minimal Guidance. Advances in Intelligent Systems and Computing, 2017, , 58-72.	0.6	8
49	A Configurable Agent to Advance Peersâ€™ Productive Dialogue in MOOCs. Lecture Notes in Computer Science, 2020, , 245-259.	1.3	8
50	Scripted Collaboration to Leverage the Impact of Algorithm Visualization Tools in Online Learning. International Journal of E-Collaboration, 2013, 9, 42-56.	0.5	8
51	Modeling Adaptation Patterns in the Context of Collaborative Learning: Case Studies of IMS-LD Based Implementation. Studies in Computational Intelligence, 2011, , 279-310.	0.9	7
52	Automated essay scoring: A review of the field. , 2021, , .		7
53	Do Your Students Get It? Quiz It! The Android Classroom Response System. , 2014, , .		6
54	A phenomenographic study of students' attitudes toward the use of multiple media for learning. SIGCSE Bulletin, 2003, 35, 183-187.	0.1	5

#	ARTICLE	IF	CITATIONS
55	Designing a Person-Centered Learning Support System. , 2008, , .		5
56	An Investigation of Conversational Agent Interventions Supporting Historical Reasoning in Primary Education. Lecture Notes in Computer Science, 2016, , 260-266.	1.3	5
57	The Impact of Prompting in Technology-Enhanced Learning as Moderated by Studentsâ€™ Motivation and Metacognitive Skills. Lecture Notes in Computer Science, 2009, , 535-548.	1.3	5
58	Blended Learning Technologies in Lifelong Education: Lessons Learned from a Case Study. Lecture Notes in Computer Science, 2006, , 634-639.	1.3	5
59	iArgue: A Web-Based Argumentation System Supporting Collaboration Scripts with Adaptable Fading. , 2008, , .		4
60	PEGASUS: designing a system for supporting group activity. Multicultural Education and Technology Journal, 2009, 3, 47-60.	2.0	4
61	e-Lectures to support blended instruction in multimedia programming course. , 2010, , .		4
62	Implementing Adaptive Techniques in Systems for Collaborative Learning by Extending IMS-LD Capabilities. , 2010, , .		4
63	Orchestrating Adaptive and Complex CSCL Scenarios through a Choreography among IMS-LD and External Services. , 2012, , .		4
64	Extending IMS-LD Capabilities: A Review, a Proposed Framework and Implementation Cases. Studies in Computational Intelligence, 2012, , 85-108.	0.9	4
65	Exploring the potential of programming tasks to benefit patients with mild cognitive impairment. , 2016, , .		4
66	Scripted vs. free CS collaboration. , 2009, , .		4
67	Case-based instruction on the web for teaching software project management. , 2007, , .		3
68	ALCoLab: Architecture of Algorithm Visualization System. , 2008, , .		3
69	'Going blended': experiences from the implementation of blended learning design and the perspective of a model. International Journal of Web Based Communities, 2010, 6, 128.	0.3	3
70	Exploring the Impact of a Conversational Agent When Triggering Students' Discourse in Online Collaboration. , 2012, , .		3
71	Conversational Agent to Promote Students' Productive Talk: The Effect of Solicited vs. Unsolicited Agent Intervention. , 2014, , .		3
72	Bridging the Contextual Distance: The e-CASE Learning Environment for Supporting Studentsâ€™ Context Awareness. Lecture Notes in Computer Science, 2005, , 523-533.	1.3	3

#	ARTICLE	IF	CITATIONS
73	Introduction to Adaptive Collaboration Scripting. <i>Studies in Computational Intelligence</i> , 2009, , 1-18.	0.9	3
74	Robot Programming and Tangible Interfaces for Cognitive Training. <i>Advances in Psychology, Mental Health, and Behavioral Studies</i> , 2015, , 196-223.	0.1	3
75	Technology Tools for Scripted Collaborative Learning: The Case of the Reload Learning Design Player. , 2009, , .		2
76	How to Implement a Technology Supported Free-Selection Peer Review Protocol: Design Implications from Two Studies on Computer Network Education. , 2012, , .		2
77	A pilot study of QuizIt: The new android classroom response system. , 2014, , .		2
78	An Architecture Combining IMS-LD and Web Services for Flexible Data-Transfer in CSCL. <i>IEEE Transactions on Learning Technologies</i> , 2017, 10, 205-218.	3.2	2
79	Profiles and Motivations of Participants in Greek MOOC for Python Programming. , 2018, , .		2
80	colMOOC – an Innovative Conversational Agent Platform to Support MOOCs A Technical Evaluation. , 2020, , .		2
81	Conversational agents in MOOCs: reflections on first outcomes of the colMOOC project. , 2021, , xxxvii-lxxiv.		2
82	Agent-Supported Peer Collaboration in MOOCs. <i>Frontiers in Artificial Intelligence</i> , 2021, 4, 710856.	3.4	2
83	Towards a Learning Analytics Dashboard for Collaborative Conversational Agent Activities in MOOCs. <i>Advances in Intelligent Systems and Computing</i> , 2021, , 693-704.	0.6	2
84	Case-based instruction on the web for teaching software project management. <i>SIGCSE Bulletin</i> , 2007, 39, 136-140.	0.1	1
85	The effect of prompting to students with different learning styles. <i>Multicultural Education and Technology Journal</i> , 2010, 4, 198-213.	2.0	1
86	Scripted Collaborative Learning Based on Collaborative Learning Flow Patterns: A Case Study Using COLLAGE Editor. , 2010, , .		1
87	Fade-out and Peer Monitor Techniques in Tools for Scripted Argumentation: Evaluation Results from a Case Study. , 2010, , .		1
88	The Impact of Script Coercion in Computer-Supported Collaboration: A Case Study on Learning Benefits When Technology Makes Learners' Thinking Processes Explicit. , 2012, , .		1
89	MentorChat: A Teacher-Configurable Conversational Agent That Promotes Students'™ Productive Talk. <i>Lecture Notes in Computer Science</i> , 2013, , 581-584.	1.3	1
90	Mobile Widgets to Support Peer Interaction Visualization. , 2014, , .		1

#	ARTICLE	IF	CITATIONS
91	Tool Orchestration in e-Collaboration. International Journal of E-Collaboration, 2015, 11, 40-63.	0.5	1
92	Smart (but Also) Challenging Learning Environments: The Case of Conversational Agents That Foster Productive Peer Dialogue. , 2016, , 1-30.		1
93	Adaptive Support for Team Collaboration. Lecture Notes in Computer Science, 2012, , 1-4.	1.3	1
94	Prototype Tools for the Flexible Design of CSCL Activities Based on the Adaptation Pattern Perspective. Studies in Computational Intelligence, 2012, , 109-130.	0.9	1
95	Cognitive Graphical Walkthrough Interface Evaluation. , 2006, , 73-78.		1
96	Adaptive Domain-Specific Support to Enhance Collaborative Learning: Results from Two Studies. Lecture Notes in Computer Science, 2011, , 210-219.	1.3	1
97	Research Evidence on the Impact of Technology-Enhanced Collaboration Scripts on Learning. Lecture Notes in Computer Science, 2013, , 97-110.	1.3	1
98	Can Peers Rate Reliably as Experts in Small CSCL Groups?. Lecture Notes in Computer Science, 2016, , 280-285.	1.3	1
99	Introducing e-learning activities in traditional education: what do students think about them?. International Journal of Web Based Communities, 2007, 3, 69.	0.3	0
100	Learning Software Project Management on the Web: The Impact of Question Prompts. , 2008, , .		0
101	FlexColLab: A Tool for the Flexible Design of Online Collaborative Learning Activities Based on the Adaptation Patterns. , 2010, , .		0
102	Teaching Algorithms with the Use of a Web-Based Scripted Collaboration Environment and Algorithm Visualization Tool: Results from a Case Study. , 2010, , .		0
103	Cognitive Processes Induced from Fading-out of the Collaboration Script During Argumentation. , 2010, , .		0
104	The Role of Fading and Peer-Monitoring in Systems for Online Argumentation: Results from Two Studies. , 2012, , .		0
105	Case Studies on the Orchestration of Technology-Enhanced Collaboration Scripts through the MAPIS3 Architecture. , 2014, , .		0
106	Semantic Maps Capturing Organization Knowledge in e-Learning. IFIP Advances in Information and Communication Technology, 2009, , 777-784.	0.7	0
107	Collaborative E-Learning Techniques. , 2011, , 101-114.		0
108	Collaboration scripts to support computational thinking. Future Learning, 2014, 2, 49-54.	0.1	0

#	ARTICLE	IF	CITATIONS
109	Conversational Agents for Learning: How the Agent Role Affects Student Communication. , 2014, , 265-276.		0
110	Flexible Orchestration of Tools in E-Collaboration. Advances in Human and Social Aspects of Technology Book Series, 2019, , 208-232.	0.3	0
111	Efficiently Prompting Students When Developing Computational Thinking Skills. Advances in Educational Technologies and Instructional Design Book Series, 2022, , 91-115.	0.2	0
112	Selecting and Evaluating a Learning Management System. , 0, , 189-205.		0