

# Stavros N Demetriadis

## List of Publications by Year in descending order

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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	Efficiently Prompting Students When Developing Computational Thinking Skills. Advances in Educational Technologies and Instructional Design Book Series, 2022, , 91-115.	0.2	0
2	Conversational agents in MOOCs: reflections on first outcomes of the colMOOC project. , 2021, , xxxvii-lxxiv.		2
3	Ethical issues in learning analytics: a review of the field. Educational Technology Research and Development, 2021, 69, 1101-1133.	2.8	31
4	Agent-Supported Peer Collaboration in MOOCs. Frontiers in Artificial Intelligence, 2021, 4, 710856.	3.4	2
5	Towards a Learning Analytics Dashboard for Collaborative Conversational Agent Activities in MOOCs. Advances in Intelligent Systems and Computing, 2021, , 693-704.	0.6	2
6	Automated essay scoring: A review of the field. , 2021, , .		7
7	colMOOC “ an Innovative Conversational Agent Platform to Support MOOCs A Technical Evaluation. , 2020, , .		2
8	A Configurable Agent to Advance Peers’™ Productive Dialogue in MOOCs. Lecture Notes in Computer Science, 2020, , 245-259.	1.3	8
9	Cross-study Reliability of the Open Card Sorting Method. , 2019, , .		15
10	Tangible and graphical programming with experienced children: A mixed methods analysis. International Journal of Child-Computer Interaction, 2019, 19, 67-78.	3.5	35
11	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
12	Flexible Orchestration of Tools in E-Collaboration. Advances in Human and Social Aspects of Technology Book Series, 2019, , 208-232.	0.3	0
13	Towards Integrating Conversational Agents and Learning Analytics in MOOCs. Lecture Notes on Data Engineering and Communications Technologies, 2018, , 1061-1072.	0.7	10
14	How Does the Degree of Guidance Support Students’™ Metacognitive and Problem Solving Skills in Educational Robotics?. Journal of Science Education and Technology, 2018, 27, 70-85.	3.9	60
15	Profiles and Motivations of Participants in Greek MOOC for Python Programming. , 2018, , .		2
16	Conversational Agents as Group-Teacher Interaction Mediators in MOOCs. , 2018, , .		14
17	An Architecture Combining IMS-LD and Web Services for Flexible Data-Transfer in CSCL. IEEE Transactions on Learning Technologies, 2017, 10, 205-218.	3.2	2
18	Educational Robots Driven by Tangible Programming Languages: A Review on the Field. Advances in Intelligent Systems and Computing, 2017, , 205-214.	0.6	18

#	ARTICLE	IF	CITATIONS
19	A Didactical Model for Educational Robotics Activities: A Study on Improving Skills Through Strong or Minimal Guidance. <i>Advances in Intelligent Systems and Computing</i> , 2017, , 58-72.	0.6	8
20	Tangible User Interfaces for Programming and Education: A New Field for Innovation and Entrepreneurship. <i>Advances in Digital Education and Lifelong Learning</i> , 2016, , 271-295.	0.1	11
21	Exploring the potential of programming tasks to benefit patients with mild cognitive impairment. , 2016, , .		4
22	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
23	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
24	Smart (but Also) Challenging Learning Environments: The Case of Conversational Agents That Foster Productive Peer Dialogue. , 2016, , 1-30.		1
25	How Revealing Rankings Affects Student Attitude and Performance in a Peer Review Learning Environment. <i>Communications in Computer and Information Science</i> , 2016, , 225-240.	0.5	10
26	An Investigation of Conversational Agent Interventions Supporting Historical Reasoning in Primary Education. <i>Lecture Notes in Computer Science</i> , 2016, , 260-266.	1.3	5
27	Can Peers Rate Reliably as Experts in Small CSCL Groups?. <i>Lecture Notes in Computer Science</i> , 2016, , 280-285.	1.3	1
28	Tool Orchestration in e-Collaboration. <i>International Journal of E-Collaboration</i> , 2015, 11, 40-63.	0.5	1
29	Promoting academically productive talk with conversational agent interventions in collaborative learning settings. <i>Computers and Education</i> , 2015, 87, 309-325.	8.3	47
30	Evaluating children performance with graphical and tangible robot programming tools. <i>Personal and Ubiquitous Computing</i> , 2015, 19, 225-237.	2.8	68
31	Robot Programming and Tangible Interfaces for Cognitive Training. <i>Advances in Psychology, Mental Health, and Behavioral Studies</i> , 2015, , 196-223.	0.1	3
32	Leveraging Conversational Agents and Concept Maps to Scaffold Students' Productive Talk. , 2014, , .		8
33	Mobile Widgets to Support Peer Interaction Visualization. , 2014, , .		1
34	Conversational Agent to Promote Students' Productive Talk: The Effect of Solicited vs. Unsolicited Agent Intervention. , 2014, , .		3
35	A pilot study of QuizIt: The new android classroom response system. , 2014, , .		2
36	Do Your Students Get It? Quiz It! The Android Classroom Response System. , 2014, , .		6

#	ARTICLE	IF	CITATIONS
37	A Configurable Conversational Agent to Trigger Studentsâ€™ 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
38	Case Studies on the Orchestration of Technology-Enhanced Collaboration Scripts through the MAPIS3 Architecture. , 2014, , .		0
39	Collaboration scripts to support computational thinking. <i>Future Learning</i> , 2014, 2, 49-54.	0.1	0
40	Conversational Agents for Learning: How the Agent Role Affects Student Communication. , 2014, , 265-276.		0
41	Tangible versus graphical user interfaces for robot programming: exploring cross-age childrenâ€™s preferences. <i>Personal and Ubiquitous Computing</i> , 2013, 17, 1775-1786.	2.8	61
42	MentorChat: A Teacher-Configurable Conversational Agent That Promotes Studentsâ€™ Productive Talk. <i>Lecture Notes in Computer Science</i> , 2013, , 581-584.	1.3	1
43	â€œMake it explicit!â€™: Improving collaboration through increase of script coercion. <i>Journal of Computer Assisted Learning</i> , 2013, 29, 383-398.	5.1	25
44	Research Approaches in Computer-Supported Collaborative Learning. <i>International Journal of E-Collaboration</i> , 2013, 9, 1-8.	0.5	10
45	Scripted Collaboration to Leverage the Impact of Algorithm Visualization Tools in Online Learning. <i>International Journal of E-Collaboration</i> , 2013, 9, 42-56.	0.5	8
46	Research Evidence on the Impact of Technology-Enhanced Collaboration Scripts on Learning. <i>Lecture Notes in Computer Science</i> , 2013, , 97-110.	1.3	1
47	The Role of Fading and Peer-Monitoring in Systems for Online Argumentation: Results from Two Studies. , 2012, , .		0
48	Orchestrating Adaptive and Complex CSCL Scenarios through a Choreography among IMS-LD and External Services. , 2012, , .		4
49	The Impact of Script Coercion in Computer-Supported Collaboration: A Case Study on Learning Benefits When Technology Makes Learners' Thinking Processes Explicit. , 2012, , .		1
50	Extending IMS-LD Capabilities: A Review, a Proposed Framework and Implementation Cases. <i>Studies in Computational Intelligence</i> , 2012, , 85-108.	0.9	4
51	How to Implement a Technology Supported Free-Selection Peer Review Protocol: Design Implications from Two Studies on Computer Network Education. , 2012, , .		2
52	Exploring the Impact of a Conversational Agent When Triggering Students' Discourse in Online Collaboration. , 2012, , .		3
53	Exploring Children Preferences regarding Tangible and Graphical Tools for Introductory Programming: Evaluating the PROTEAS Kit. , 2012, , .		9
54	Evaluating the Role of Collaboration Scripts as Group Guiding Tools in Activities of Educational Robotics: Conclusions from Three Case Studies. , 2012, , .		39

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55	Using a Conversational Agent for Promoting Collaborative Language Learning. , 2012, , .		8
56	Peer-monitoring vs. micro-script fading for enhancing knowledge acquisition when learning in computer-supported argumentation environments. Computers and Education, 2012, 59, 236-249.	8.3	28
57	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
58	Perspectives on Tools for Computer-Supported Collaborative Learning. International Journal of E-Collaboration, 2012, 8, 1-7.	0.5	16
59	Group formation based on learning styles: can it improve studentsâ€™ teamwork?. Educational Technology Research and Development, 2012, 60, 83-110.	2.8	35
60	Adaptive Support for Team Collaboration. Lecture Notes in Computer Science, 2012, , 1-4.	1.3	1
61	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
62	Touch Your Program with Hands: Qualities in Tangible Programming Tools for Novice. , 2011, , .		10
63	MentorChat: Introducing a Configurable Conversational Agent as a Tool for Adaptive Online Collaboration Support. , 2011, , .		10
64	Enhancing collaborative learning through dynamic forms of support: the impact of an adaptive domainâ€™specific support strategy. Journal of Computer Assisted Learning, 2011, 27, 243-258.	5.1	29
65	Adaptive and Intelligent Systems for Collaborative Learning Support: A Review of the Field. IEEE Transactions on Learning Technologies, 2011, 4, 5-20.	3.2	151
66	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
67	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
68	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
69	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
70	Selecting and Evaluating a Learning Management System. International Journal of Distance Education Technologies, 2011, 9, 13-30.	2.9	13
71	Adaptive Domain-Specific Support to Enhance Collaborative Learning: Results from Two Studies. Lecture Notes in Computer Science, 2011, , 210-219.	1.3	1
72	Collaborative E-Learning Techniques. , 2011, , 101-114.		0

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73	The effect of prompting to students with different learning styles. Multicultural Education and Technology Journal, 2010, 4, 198-213.	2.0	1
74	'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
75	Scripted Collaborative Learning Based on Collaborative Learning Flow Patterns: A Case Study Using COLLAGE Editor. , 2010, , .		1
76	e-Lectures to support blended instruction in multimedia programming course. , 2010, , .		4
77	Implementing Adaptive Techniques in Systems for Collaborative Learning by Extending IMS-LD Capabilities. , 2010, , .		4
78	FlexCollab: A Tool for the Flexible Design of Online Collaborative Learning Activities Based on the Adaptation Patterns. , 2010, , .		0
79	Teaching Algorithms with the Use of a Web-Based Scripted Collaboration Environment and Algorithm Visualization Tool: Results from a Case Study. , 2010, , .		0
80	Cognitive Processes Induced from Fading-out of the Collaboration Script During Argumentation. , 2010, , .		0
81	Fade-out and Peer Monitor Techniques in Tools for Scripted Argumentation: Evaluation Results from a Case Study. , 2010, , .		1
82	Prompting studentsâ€™ 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
83	Modeling Adaptation Patterns with IMS-LD Specification: A Case Study as a Proof of Concept Implementation. , 2009, , .		9
84	Technology Tools for Scripted Collaborative Learning: The Case of the Reload Learning Design Player. , 2009, , .		2
85	PEGASUS: designing a system for supporting group activity. Multicultural Education and Technology Journal, 2009, 3, 47-60.	2.0	4
86	External Representations for Learning. , 2009, , 137-153.		11
87	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
88	Scripted vs. free CS collaboration. , 2009, , .		4
89	Adaptation patterns in systems for scripted collaboration. , 2009, , .		11
90	Analyzing the role of students' self-organization in a case of scripted collaboration. , 2009, , .		9

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91	Semantic Maps Capturing Organization Knowledge in e-Learning. IFIP Advances in Information and Communication Technology, 2009, , 777-784.	0.7	0
92	Introduction to Adaptive Collaboration Scripting. Studies in Computational Intelligence, 2009, , 1-18.	0.9	3
93	The effect of scaffolding studentsâ€™ context-generating cognitive activity in technology-enhanced case-based learning. Computers and Education, 2008, 51, 939-954.	8.3	100
94	iArgue: A Web-Based Argumentation System Supporting Collaboration Scripts with Adaptable Fading. , 2008, , .		4
95	Learning Software Project Management on the Web: The Impact of Question Prompts. , 2008, , .		0
96	ALCoLab: Architecture of Algorithm Visualization System. , 2008, , .		3
97	Designing a Person-Centered Learning Support System. , 2008, , .		5
98	Adaptive Collaboration Scripting: A Conceptual Framework and a Design Case Study. , 2008, , .		20
99	Case-based instruction on the web for teaching software project management. , 2007, , .		3
100	Case-based instruction on the web for teaching software project management. SIGCSE Bulletin, 2007, 39, 136-140.	0.1	1
101	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
102	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
103	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
104	Cognitive Graphical Walkthrough Interface Evaluation. , 2006, , 73-78.		1
105	Blended Learning Technologies in Lifelong Education: Lessons Learned from a Case Study. Lecture Notes in Computer Science, 2006, , 634-639.	1.3	5
106	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
107	The value of adaptivity based on cognitive style: an empirical study. British Journal of Educational Technology, 2004, 35, 95-106.	6.3	77
108	â€œCultures in negotiationâ€ teachersâ€™ acceptance/resistance attitudes considering the infusion of technology into schools. Computers and Education, 2003, 41, 19-37.	8.3	144

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109	The design and the formative evaluation of an adaptive educational system based on cognitive styles. Computers and Education, 2003, 41, 87-103.	8.3	138
110	A phenomenographic study of students' attitudes toward the use of multiple media for learning. SIGCSE Bulletin, 2003, 35, 183-187.	0.1	5
111	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
112	Selecting and Evaluating a Learning Management System. , 0, , 189-205.		0