Tobias Ley

List of Publications by Year
in descending order

79 papers	781 citations	566801 15 h-index	713013 21 g-index
87 all docs	87 docs citations	87 times ranked	470 citing authors

#	ARTICLE	IF	CITATIONS
1	Modeling competencies for supporting work‑integrated learning in knowledge work. Journal of Knowledge Management, 2008, 12, 31-47.	3.2	58
2	Social practices in teacher knowledge creation and innovation adoption: a large-scale study in an online instructional design community for inquiry learning. International Journal of Computer-Supported Collaborative Learning, 2020, 15, 445-467.	1.9	29
3	Getting to Know Your User â€" Unobtrusive User Model Maintenance within Work-Integrated Learning Environments. Lecture Notes in Computer Science, 2009, , 73-87.	1.0	29
4	Scaling informal learning at the workplace: A model and four designs from a large‑scale design‑based research effort. British Journal of Educational Technology, 2014, 45, 1036-1048.	3.9	28
5	Recommending knowledgeable people in a work-integrated learning system. Procedia Computer Science, 2010, 1, 2783-2792.	1.2	25
6	Knowledge structures for integrating working and learning: A reflection on a decade of learning technology research for workplace learning. British Journal of Educational Technology, 2020, 51, 331-346.	3.9	24
7	A methodology for eliciting, modelling, and evaluating expert knowledge for an adaptive work-integrated learning system. International Journal of Human Computer Studies, 2010, 68, 185-208.	3.7	22
8	Recommending tags with a model of human categorization. , 2013, , .		22
9	Sustaining teacher control in a blog-based personal learning environment. International Review of Research in Open and Distance Learning, 2013, 14, 109.	1.0	22
10	A four-country cross-case analysis of academic staff expectations about learning analytics in higher education. Internet and Higher Education, 2021, 49, 100788.	4.2	21
11	Seeing what the system thinks you know. , 2012, , .		19
12	Dynamics of human categorization in a collaborative tagging system: How social processes of semantic stabilization shape individual sensemaking. Computers in Human Behavior, 2015, 51, 140-151.	5.1	19
13	Tracing knowledge co-evolution in a realistic course setting: A wiki-based field experiment. Computers and Education, 2013, 69, 60-70.	5.1	18
14	A Knowledge Appropriation Model to Connect Scaffolded Learning and Knowledge Maturation in Workplace Learning Settings. Vocations and Learning, 2020, 13, 91-112.	0.9	18
15	Learning Analytics for Professional and Workplace Learning: A Literature Review. Lecture Notes in Computer Science, 2017, , 164-178.	1.0	17
16	How Do People Learn at the Workplace? Investigating Four Workplace Learning Assumptions. Lecture Notes in Computer Science, 2007, , 158-171.	1.0	17
17	Long time no see. , 2014, , .		16
18	Attention Please! A Hybrid Resource Recommender Mimicking Attention-Interpretation Dynamics. , 2015, , .		16

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19	Conceptual Foundations for a Service-oriented Knowledge and Learning Architecture: Supporting Content, Process and Ontology Maturing. Studies in Computational Intelligence, 2009, , 79-94.	0.7	16
20	Towards a user model for personalized recommendations in work-integrated learning: A report on an experimental study with a collaborative tagging system. Procedia Computer Science, 2010, 1, 2829-2838.	1.2	14
21	Scaffolding Self-directed Learning with Personalized Learning Goal Recommendations. Lecture Notes in Computer Science, 2010, , 75-86.	1.0	14
22	Knowledge Maturing in the Semantic MediaWiki: A Design Study in Career Guidance. Lecture Notes in Computer Science, 2009, , 700-705.	1.0	14
23	Teacher Artificial Intelligence-Supported Pedagogical Actions in Collaborative Learning Coregulation: A Wizard-of-Oz Study. Frontiers in Education, 2022, 7, .	1.2	14
24	Modeling Activation Processes in Human Memory to Predict the Use of Tags in Social Bookmarking Systems. The Journal of Web Science, 2016, 2, 1-16.	1.1	13
25	Supporting collaborative learning with tag recommendations. , 2017, , .		12
26	Supporting Competency Development in Informal Workplace Learning. Lecture Notes in Computer Science, 2005, , 189-202.	1.0	12
27	Providing Varying Degrees of Guidance for Work-Integrated Learning. Lecture Notes in Computer Science, 2010, , 213-228.	1.0	12
28	Which User Interactions Predict Levels of Expertise in Work-Integrated Learning?. Lecture Notes in Computer Science, 2013, , 178-190.	1.0	12
29	Implicit imitation in social tagging. , 2012, , .		10
30	Verbatim and Semantic Imitation in Indexing Resources on the Web: A Fuzzy-trace Account of Social Tagging. Applied Cognitive Psychology, 2015, 29, 32-48.	0.9	10
31	Do Teachers Find Dashboards Trustworthy, Actionable and Useful? A Vignette Study Using a Logs and Audio Dashboard. Technology, Knowledge and Learning, 2022, 27, 971-989.	3.1	10
32	Refining Frequency-Based Tag Reuse Predictions by Means of Time and Semantic Context. Lecture Notes in Computer Science, 2015, , 55-74.	1.0	10
33	Competency Management using the Competence Performance Approach. , 2007, , 83-119.		10
34	Co-Creating Learning Designs in Professional Teacher Education: Knowledge Appropriation in the Teacher's Innovation Laboratory. , 2019, , 131-163.		10
35	Interdisciplinary Doctoral Training in Technology-Enhanced Learning in Europe. Frontiers in Education, 2020, 5, .	1.2	9
36	Co-designing tools for workplace learning. Information and Learning Science, 2020, 121, 175-205.	0.8	9

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37	Cognitive capacity in self-directed learning: Evidence of middle school students' executive attention to resist distraction. Acta Psychologica, 2020, 209, 103089.	0.7	9
38	Forgetting the Words but Remembering the Meaning: Modeling Forgetting in a Verbal and Semantic Tag Recommender. Lecture Notes in Computer Science, 2015, , 75-95.	1.0	9
39	Adopting technology in schools: modelling, measuring and supporting knowledge appropriation. European Journal of Teacher Education, 0, , 1-24.	2.2	8
40	Making Sense of Bits and Pieces: A Sensemaking Tool for Informal Workplace Learning. Lecture Notes in Computer Science, 2014, , 391-397.	1.0	8
41	Evaluating the Adaptation of a Learning System before the Prototype Is Ready: A Paper-Based Lab Study. Lecture Notes in Computer Science, 2009, , 331-336.	1.0	8
42	An Infrastructure for Workplace Learning Analytics: Tracing Knowledge Creation with the Social Semantic Server. Journal of Learning Analytics, 2019, 6, .	1.8	7
43	Open and Social Technologies for Networked Learning. IFIP Advances in Information and Communication Technology, 2013, , .	0.5	6
44	The social semantic server. , 2015, , .		5
45	Learning analytics for workplace and professional learning. , 2016, , .		5
46	Classroom Innovation Becoming Sustainable: A Study of Technological Innovation Adoption by Estonian Primary School Teachers. , 2021, , 144-166.		5
47	SmartZoos: Modular Open Educational Resources for Location-Based Games. Lecture Notes in Computer Science, 2017, , 513-516.	1.0	4
48	Balancing the Fluency-Consistency Tradeoff in Collaborative Information Search with a Recommender Approach. International Journal of Human-Computer Interaction, 2018, 34, 557-575.	3.3	4
49	Integrating Data Across Workplace Learning Applications with a Social Semantic Infrastructure. Lecture Notes in Computer Science, 2015, , 208-217.	1.0	4
50	An Implicit-Semantic Tag Recommendation Mechanism for Socio-Semantic Learning Systems. IFIP Advances in Information and Communication Technology, 2013, , 41-46.	0.5	4
51	Scaling Informal Learning: An Integrative Systems View on Scaffolding at the Workplace. Lecture Notes in Computer Science, 2013, , 484-489.	1.0	4
52	Using the Hybrid Social Learning Network to Explore Concepts, Practices, Designs and Smart Services for Networked Professional Learning. Lecture Notes in Educational Technology, 2016, , 123-129.	0.5	4
53	Mining, Modeling, and Recommending 'Things' in Social Media. Lecture Notes in Computer Science, 2015, , .	1.0	3
54	Reconceptualizing imitation in social tagging. , 2016, , .		3

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55	Take up My Tags: Exploring Benefits of Meaning Making in a Collaborative Learning Task at the Workplace. Lecture Notes in Computer Science, 2016, , 377-383.	1.0	3
56	Patterns of Meaning in a Cognitive Ecosystem: Modeling Stabilization and Enculturation in Social Tagging Systems. , 2016, , 143-163.		3
57	Evaluation at scale: an approach to evaluate technology for informal workplace learning across contexts. International Journal of Technology Enhanced Learning, 2018, 10, 289.	0.4	3
58	Giving Teachers a Voice: A Study of Actual Game Use in the Classroom. Information (Switzerland), 2020, 11, 55.	1.7	3
59	Learning Analytics for Professional and Workplace Learning: A Literature Review. IEEE Transactions on Learning Technologies, 2021, 14, 353-366.	2.2	3
60	Supporting Learning Analytics for Informal Workplace Learning with a Social Semantic Infrastructure. Lecture Notes in Computer Science, 2015, , 634-637.	1.0	3
61	Identifying Problem-Based Scaffolding Patterns in an Online Forum for Construction Professionals. Lecture Notes in Computer Science, 2013, , 526-531.	1.0	3
62	How working memory capacity limits success in self-directed learning. , 2020, , .		3
63	Training Incident Commander's Situational Awareness—A Discussion of How Simulation Software Facilitate Learning. Lecture Notes in Educational Technology, 2019, , 219-234.	0.5	3
64	Investigating teachers' practices of using games in school. , 2016, , .		2
65	Technological and Organizational Arrangements Sparking Effects on Individual, Community and Organizational Learning. Lecture Notes in Computer Science, 2012, , 180-193.	1.0	2
66	Implicit and explicit memory in social tagging. , 2011, , .		1
67	Dynamic and stabilizing forces in knowledge organization systems for business ecosystems. , 2012, , .		1
68	Managing requirements knowledge in business networks. , 2015, , .		1
69	The Value of Epistemic Network Analysis in Single-Case Learning Analytics: A Case Study in Lifelong Learning. Communications in Computer and Information Science, 2021, , 202-217.	0.4	1
70	Designing Learning Experiences Outside of Classrooms with a Location-Based Game Avastusrada. Lecture Notes in Computer Science, 2017, , 614-617.	1.0	1
71	Towards a Learning Oriented Architecture for Digitally Enabled Knowledge Work. Progress in IS, 2018, , 247-262.	0.5	1
72	Combining the Knowledge Appropriation Model and epistemic networks to understand co-creation and adoption of learning designs using log data. Edutec, 2020, , 190-205.	0.2	1

#	ARTICLE	IF	CITATIONS
73	What Makes New Technology Sustainable in the Classroom: Two Innovation Models Considered. Smart Innovation, Systems and Technologies, 2021, , 53-65.	0.5	1
74	Knowledge sharing tools, practices and barriers in transnational clusters. , 2014, , .		0
75	The Impact of Semantic Context Cues on the User Acceptance of Tag Recommendations. , 2018, , .		0
76	Evaluating Adaptive Work-Integrated Learning Systems: From the Lab to the Field. Lecture Notes in Computer Science, 2011, , 442-448.	1.0	0
77	Collaborative Tagging Applications and Capabilities in Social Technologies. IFIP Advances in Information and Communication Technology, 2013, , 185-188.	0.5	0
78	Evaluation at scale: an approach to evaluate technology for informal workplace learning across contexts. International Journal of Technology Enhanced Learning, 2018, 10, 289.	0.4	0
79	A Cooperative Design Method for SMEs to Adopt New Technologies for Knowledge Management: A Multiple Case Study. Journal of Universal Computer Science, 2020, 26, 1189-1212.	0.6	0