

Marc ClarÃ

List of Publications by Year in descending order

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Version: 2024-02-01

35
papers

711
citations

758635

12
h-index

610482

24
g-index

38
all docs

38
docs citations

38
times ranked

571
citing authors

#	ARTICLE	IF	CITATIONS
1	What Is Reflection? Looking for Clarity in an Ambiguous Notion. <i>Journal of Teacher Education</i> , 2015, 66, 261-271.	2.0	143
2	Learning online: massive open online courses (MOOCs), connectivism, and cultural psychology. <i>Distance Education</i> , 2013, 34, 129-136.	2.5	120
3	Early career teachers'™ intentions to leave the profession: The complex relationships among preservice education, early career support, and job satisfaction. <i>Australian Journal of Teacher Education</i> , 2019, 44, 93-113.	0.4	49
4	Teacher resilience and meaning transformation: How teachers reappraise situations of adversity. <i>Teaching and Teacher Education</i> , 2017, 63, 82-91.	1.6	45
5	Three problems with the connectivist conception of learning. <i>Journal of Computer Assisted Learning</i> , 2014, 30, 197-206.	3.3	36
6	Factors Influencing Student Satisfaction and Perceived Learning in Online Courses. <i>E-Learning and Digital Media</i> , 2013, 10, 226-235.	1.5	34
7	Supporting collaborative reflection in teacher education: a case study. <i>European Journal of Teacher Education</i> , 2019, 42, 175-191.	2.2	34
8	El conocimiento práctico. Cuatro conceptualizaciones constructivistas de las relaciones entre conocimiento teórico y práctica educativa. <i>Infancia Y Aprendizaje</i> , 2010, 33, 131-141.	0.5	30
9	How Instruction Influences Conceptual Development: Vygotsky's Theory Revisited. <i>Educational Psychologist</i> , 2017, 52, 50-62.	4.7	27
10	Toward a dialectic relation between the results in CSCL: Three critical methodological aspects of content analysis schemes. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2010, 5, 117-136.	1.9	21
11	Vygotsky and Vasilyuk on <i>Perezhivanie</i>: Two Notions and One Word. <i>Mind, Culture, and Activity</i> , 2016, 23, 284-293.	1.1	20
12	Sharing initial teacher education between school and university: participants'™ perceptions of their roles and learning. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 469-485.	0.9	14
13	Una discusión sobre el conocimiento práctico y sus relaciones con el conocimiento teórico y la práctica. <i>Infancia Y Aprendizaje</i> , 2010, 33, 199-207.	0.5	13
14	The Concept of Situation and the Microgenesis of the Conscious Purpose in Cultural Psychology. <i>Human Development</i> , 2013, 56, 113-127.	1.2	13
15	Can massive communities of teachers facilitate collaborative reflection? Fractal design as a possible answer. <i>Asia-Pacific Journal of Teacher Education</i> , 2017, 45, 86-98.	1.2	13
16	The Many Lives of the Word <i>Perezhivanie</i>. <i>Mind, Culture, and Activity</i> , 2016, 23, 339-342.	1.1	12
17	Representation and emotion causation: A cultural psychology approach. <i>Culture and Psychology</i> , 2015, 21, 37-58.	0.6	11
18	Building on Each Other's™ Ideas: A Social Mechanism of Progressiveness in Whole-Class Collective Inquiry. <i>Journal of the Learning Sciences</i> , 2019, 28, 302-336.	2.0	11

#	ARTICLE	IF	CITATIONS
19	Time in e-Learning Research: A Qualitative Review of the Empirical Consideration of Time in Research into e-Learning. <i>ISRN Education</i> , 2012, 2012, 1-11.	0.5	10
20	Understanding teacher knowledge from a Cultural Psychology approach. <i>Teaching and Teacher Education</i> , 2014, 43, 110-119.	1.6	9
21	How Triadic Dialogue Allows Transfer of Responsibility in Dyadic Tutoring. <i>Human Development</i> , 2013, 56, 325-340.	1.2	4
22	The Temporal Dimensions of E-Learning. <i>E-Learning and Digital Media</i> , 2014, 11, 105-107.	1.5	4
23	Educational assistance to improve reflective practice among student teachers. <i>Electronic Journal of Research in Educational Psychology</i> , 2016, 14, 287-309.	0.2	4
24	The Development of Teaching Practice. <i>International Journal of Learning</i> , 2009, 16, 275-286.	0.1	4
25	Ayuda educativa entre iguales en tareas de escritura colaborativa on-line un estudio de las relaciones entre Presencia Docente y Presencia Cognitiva. <i>Cultura Y Educaci3n</i> , 2012, 24, 337-350.	0.2	3
26	El problema teor3a-pr3ctica en los modelos de formaci3n del profesorado: Una mirada psicol3gica. <i>Estudios Pedag3gicos</i> , 2019, 45, 179-195.	0.1	3
27	La naturaleza del discurso en la escritura colaborativa online: intersubjetividad y elaboraci3n del significado. <i>Infancia Y Aprendizaje</i> , 2011, 34, 219-233.	0.5	2
28	Meaning and the mediation of emotional experience: Placing mediational meaning at the center of psychological processes. <i>New Ideas in Psychology</i> , 2020, 58, 100776.	1.2	2
29	Conceptually driven inquiry: addressing the tension between dialogicity and teleology in dialogic approaches to classroom talk. <i>Educational Review</i> , 0, , 1-20.	2.2	2
30	Developing a Learning Network for Pre-Service and Early Career Teachers. , 2016, , 67-82.		2
31	Analysing the Learning Networks of Pre-Service and Early Career Teachers. , 2016, , 57-66.		2
32	Empowering Educators. , 2015, , .		1
33	Developing Teacher Knowledge and Reflection. , 2016, , 31-41.		0
34	Critical Online Learning Networks of Teachers: Communalinity and Collegiality as Contingent Elements. <i>Palgrave Studies in Education Research Methods</i> , 2020, , 101-126.	0.1	0
35	Temporal Flexibility in Online University Courses in Spain and Australia. , 0, , 111-125.		0