

# Marc ClarÃ

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/39551/publications.pdf>

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	Critical Online Learning Networks of Teachers: Commuality and Collegiality as Contingent Elements. <i>Palgrave Studies in Education Research Methods</i> , 2020, , 101-126.	0.1	0
2	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
3	Sharing initial teacher education between school and university: participants's perceptions of their roles and learning. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 469-485.	0.9	14
4	Supporting collaborative reflection in teacher education: a case study. <i>European Journal of Teacher Education</i> , 2019, 42, 175-191.	2.2	34
5	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
6	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
7	El problema teor-práctico en los modelos de formación del profesorado: Una mirada psicológica. <i>Estudios Pedagógicos</i> , 2019, 45, 179-195.	0.1	3
8	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
9	Teacher resilience and meaning transformation: How teachers reappraise situations of adversity. <i>Teaching and Teacher Education</i> , 2017, 63, 82-91.	1.6	45
10	How Instruction Influences Conceptual Development: Vygotsky's Theory Revisited. <i>Educational Psychologist</i> , 2017, 52, 50-62.	4.7	27
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	The Many Lives of the Word <i>Perezhivanie</i> . <i>Mind, Culture, and Activity</i> , 2016, 23, 339-342.	1.1	12
13	Developing Teacher Knowledge and Reflection. , 2016, , 31-41.		0
14	Developing a Learning Network for Pre-Service and Early Career Teachers. , 2016, , 67-82.		2
15	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
16	Analysing the Learning Networks of Pre-Service and Early Career Teachers. , 2016, , 57-66.		2
17	Representation and emotion causation: A cultural psychology approach. <i>Culture and Psychology</i> , 2015, 21, 37-58.	0.6	11
18	What Is Reflection? Looking for Clarity in an Ambiguous Notion. <i>Journal of Teacher Education</i> , 2015, 66, 261-271.	2.0	143

#	ARTICLE	IF	CITATIONS
19	Empowering Educators. , 2015, , .		1
20	The Temporal Dimensions of E-Learning. E-Learning and Digital Media, 2014, 11, 105-107.	1.5	4
21	Three problems with the connectivist conception of learning. Journal of Computer Assisted Learning, 2014, 30, 197-206.	3.3	36
22	Understanding teacher knowledge from a Cultural Psychology approach. Teaching and Teacher Education, 2014, 43, 110-119.	1.6	9
23	Learning online: massive open online courses (MOOCs), connectivism, and cultural psychology. Distance Education, 2013, 34, 129-136.	2.5	120
24	How Triadic Dialogue Allows Transfer of Responsibility in Dyadic Tutoring. Human Development, 2013, 56, 325-340.	1.2	4
25	Factors Influencing Student Satisfaction and Perceived Learning in Online Courses. E-Learning and Digital Media, 2013, 10, 226-235.	1.5	34
26	The Concept of Situation and the Microgenesis of the Conscious Purpose in Cultural Psychology. Human Development, 2013, 56, 113-127.	1.2	13
27	Ayuda educativa entre iguales en tareas de escritura colaborativa on-line un estudio de las relaciones entre Presencia Docente y Presencia Cognitiva. Cultura Y Educaci3n, 2012, 24, 337-350.	0.2	3
28	Time in e-Learning Research: A Qualitative Review of the Empirical Consideration of Time in Research into e-Learning. ISRN Education, 2012, 2012, 1-11.	0.5	10
29	La naturaleza del discurso en la escritura colaborativa online: intersubjetividad y elaboraci3n del significado. Infancia Y Aprendizaje, 2011, 34, 219-233.	0.5	2
30	Toward a dialectic relation between the results in CSCL: Three critical methodological aspects of content analysis schemes. International Journal of Computer-Supported Collaborative Learning, 2010, 5, 117-136.	1.9	21
31	El conocimiento pr3ctico. Cuatro conceptualizaciones constructivistas de las relaciones entre conocimiento te3rico y pr3ctica educativa. Infancia Y Aprendizaje, 2010, 33, 131-141.	0.5	30
32	Una discusi3n sobre el conocimiento pr3ctico y sus relaciones con el conocimiento te3rico y la pr3ctica. Infancia Y Aprendizaje, 2010, 33, 199-207.	0.5	13
33	The Development of Teaching Practice. International Journal of Learning, 2009, 16, 275-286.	0.1	4
34	Conceptually driven inquiry: addressing the tension between dialogicity and teleology in dialogic approaches to classroom talk. Educational Review, 0, , 1-20.	2.2	2
35	Temporal Flexibility in Online University Courses in Spain and Australia. , 0, , 111-125.		0