Juanjo Mena

List of Publications by Year
in descending order

76 papers	1,381 citations	567144 15 h-index	395590 33 g-index
78 all docs	78 docs citations	78 times ranked	888 citing authors

#	Article	IF	Citations
1	The complexity thinking approach: beginning teacher resilience and perceived self-efficacy as determining variables in the induction phase. European Journal of Teacher Education, 2023, 46, 331-348.	2.2	13
2	Leveraging third space amid Chinese and Spanish student teachers' teaching practicums: a transformative learning perspective. Professional Development in Education, 2023, 49, 670-692.	1.7	4
3	El Prácticum en el Grado de Maestro/a de Educación Infantil: análisis de diarios docentes. Revista Complutense De Educacion, 2022, 33, 131-140.	0.3	3
4	Gamification as a Teaching Method to Improve Performance and Motivation in Tertiary Education during COVID-19: A Research Study from Mexico. Education Sciences, 2022, 12, 49.	1.4	17
5	DIGITAL PRACTICUM: EXPLORING AUGMENTED REALITY, REMOTE CLASSROOMS, AND VIRTUAL LEARNING FOR ONLINE MENTORING. INTED Proceedings, 2022, , .	0.0	1
6	Teacher Education Perspectives in the Ibero-Latin American Context: A Comparative View. , 2022, , 1-23.		1
7	In-Service Teachers' Use of ICT for the Promotion of Collaborative Professional Learning. , 2021, , 287-301.		2
8	Improvement of Art Creative Skills by the Means of Signature Pedagogy in Online Musical Education. Communications in Computer and Information Science, 2021, , 86-99.	0.4	3
9	Learning Spaces for a Competency-based Model: Post-occupancy Evaluation. , 2021, , .		0
10	Evidence-Based Educational Innovation Model Linked to Digital Information Competence in the Framework of Education 4.0. Sustainability, 2021, 13, 10034.	1.6	11
11	Nurturing Grandchildren With Down Syndrome: A Qualitative Study on Grandparents' Needs Using Digital Tools€. Frontiers in Psychology, 2021, 12, 661205.	1.1	3
12	In-service Teacher Entitlement Attitude: A Case Study from the Spanish Context. Advances in Research on Teaching, 2021, , 149-161.	0.2	0
13	BREAKING THE MYTH. WOMEN ALSO ENJOY LEARNING THROUGH GAMIFICATION. , 2021, , .		0
14	Implementation of Signature Pedagogy in Music Teacher Education by the means of Small Private Online Course. , 2021, , .		1
15	A critical reconceptualization of faculty readiness for online teaching. Distance Education, 2020, 41, 361-380.	2.5	89
16	Mentors' approach to practicum mentoring in the Spanish and Thai contexts: a two-cohort comparison using the Mentoring Profile Inventory. International Journal of Mentoring and Coaching in Education, 2020, 9, 169-185.	0.7	5
17	Chinese student teachers' teaching practicum experiences: Insights from transformative learning, third space, and dialogical-self theory. International Journal of Educational Research, 2020, 103, 101638.	1.2	11
18	Gamification: a new key for enhancing engagement in MOOCs on energy?. International Journal on Interactive Design and Manufacturing, 2020, 14, 1379-1393.	1.3	17

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19	Gamification and Its Application in the Social Environment. Journal of Information Technology Research, 2020, 13, 58-79.	0.3	8
20	Faculty readiness for online crisis teaching: transitioning to online teaching during the COVID-19 pandemic. European Journal of Teacher Education, 2020, 43, 523-541.	2.2	216
21	Pedagogical Knowledge Acquisition During the Practicum. Journal of Information Technology Research, 2020, 13, 118-129.	0.3	1
22	â€˜I did not feel any passion for my teachingâ€™: a narrative inquiry of beginning teacher attrition in China. Cambridge Journal of Education, 2020, 50, 771-791.	1.6	19
23	Gender equality in STEM programs: a proposal to analyse the situation of a university about the gender gap. , 2020, , .		32
24	Predicting academic performance with Artificial Intelligence (AI), a new tool for teachers and students. , 2020, , .		3
25	An international comparative study of practicum mentors: Learning about ourselves by learning about others. Teaching and Teacher Education, 2020, 90, 103026.	1.6	18
26	Design of Online Course based on SPOC as a Signature Pedagogy in Music Teacher Education. , 2020, , .		2
27	New challenges for teacher education introduced by the use of ICT in the classrooms. , 2020, , .		4
28	Studentsâ€™ Perception of Distributed Teaching Presence in Discussion Forums. A Case Study. Lecture Notes in Networks and Systems, 2020, , 249-270.	0.5	2
29	Student teachersâ€™ self-dialogues, peer dialogues, and supervisory dialogues in placement learning. European Journal of Teacher Education, 2019, 42, 539-556.	2.2	8
30	Teacher candidate learning of action-oriented knowledge from triggering incidents in teaching practice. Teachers and Teaching: Theory and Practice, 2019, 25, 536-552.	0.9	8
31	Engagement in the course of programming in higher education through the use of gamification. Universal Access in the Information Society, 2019, 18, 583-597.	2.1	40
32	Adaptive learning based on AI with predictive algorithms. , 2019, , .		1
33	Teachers' Beliefs Towards Blended Learning in Higher Education: A Mixed-Methods Study. Communications in Computer and Information Science, 2019, , 177-188.	0.4	2
34	Engaging MOOC through gamification. , 2019, , .		7
35	The Use of Gamification as a Teaching Methodology in a MOOC About the Strategic Energy Reform in MÃ©xico. Advances in Intelligent Systems and Computing, 2019, , 29-36.	0.5	2
36	Educational Platforms for Children in Teaching Mathematics. , 2019, , .		4

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37	Preservice Teachersâ€™ Reflection for the Acquisition of Practical Knowledge during the Practicum. , 2019, , 84-102.		0
38	International perspectives about ICT implementation in the classroom. , 2019, , .		0
39	Undergraduate students' perceptions about the use of Kahoot as part of the Flipped Classroom methodology. , 2019, , .		4
40	Teacher education for ICT integration in classroom. , 2018, , .		4
41	Gamification in the Social Environment. , 2018, , .		2
42	Towards equality in higher education. , 2018, , .		6
43	Teacher education for gender, sexuality, diversity and globalization policies. Policy Futures in Education, 2018, 16, 515-523.	1.2	3
44	Inclusion of gender perspective in Computer Engineering careers: Elaboration of a questionnaire to assess the gender gap in tertiary education. , 2018, , .		16
45	In-Service Teachers' Use of ICT for the Promotion of Collaborative Professional Learning. Advances in IT Standards and Standardization Research Series, 2018, , 130-144.	0.2	0
46	Sobre a epistemologia da formaÃ§Ã£o de professores. Revista Ibero-Americana De Estudos Em EducaÃ§Ã£o, 2018, 13, 1881-1895.	0.2	1
47	Developing pre-service teachers' professional knowledge of teaching: The influence of mentoring. Teaching and Teacher Education, 2017, 66, 47-59.	1.6	102
48	Australiaâ€™s supervising teachers: motivators and challenges to inform professional learning. Asia-Pacific Journal of Teacher Education, 2017, 45, 346-368.	1.2	11
49	Collaboration, Multiple Methods, Trustworthiness: Issues Arising from the 2014 International Conference on Self-study of Teacher Education Practices. Studying Teacher Education, 2017, 13, 105-122.	0.8	57
50	In-service teachersâ€™ self-perceptions of digital competence and OER use as determined by a xMOOC training course. Computers in Human Behavior, 2017, 77, 356-364.	5.1	57
51	Information Technology as a Way To Support Collaborative Learning. Journal of Information Technology Research, 2016, 9, 1-17.	0.3	13
52	Teacher education research and the use of information and communication technologies. , 2016, , .		2
53	Challenge-based gamification and its impact in teaching mathematical modeling. , 2016, , .		13
54	The construction of teaching practical knowledge in teachers training within the practicum. , 2016, , .		2

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55	Challenge-based gamification as a teaching' open educational innovation strategy in the energy sustainability area. , 2016, , .		11
56	Evidence-based innovation methodology as a way to produce open educational resources by in-service teachers. , 2016, , .		1
57	An analysis of three different approaches to student teacher mentoring and their impact on knowledge generation in practicum settings. European Journal of Teacher Education, 2016, 39, 53-76.	2.2	49
58	PROBLEM-BASED GAMIFICATION ON SUSTAINABLE ENERGY'S MOOCS. , 2016, , .		0
59	Improving graduate students learning through the use of Moodle. Educational Research and Reviews, 2015, 10, 604-614.	0.3	22
60	How to Support the Development of Teachers' Practical Knowledge: Comparing Different Conditions. Procedia, Social and Behavioral Sciences, 2015, 191, 1205-1212.	0.5	8
61	Eliciting Teachers' Practical Knowledge through Mentoring Conversations in Practicum Settings. , 2015, , 47-78.		6
62	Guided Reflection for Supporting the Development of Student Teachers' Practical Knowledge. Procedia, Social and Behavioral Sciences, 2014, 112, 314-322.	0.5	29
63	AnÃ¡lisis psicomÃ©trico de una escala de percepciÃ³n sobre la utilidad de Moodle en la universidad. RELIEVE - Revista Electronica De Investigacion Y Evaluacion Educativa, 2014, 20, .	0.3	3
64	Teacher Development and ICT: The Effectiveness of a Training Program for In-service School Teachers. Procedia, Social and Behavioral Sciences, 2013, 92, 529-534.	0.5	15
65	Student teacher reflective writing: what does it reveal?. European Journal of Teacher Education, 2013, 36, 147-163.	2.2	42
66	Educational innovation. , 2013, , .		0
67	In Service Teachers' Attitudes towards the Use of ICT in the Classroom. Procedia, Social and Behavioral Sciences, 2012, 46, 1358-1364.	0.5	30
68	Promoting teacher reflection: what is said to be done. Journal of Education for Teaching, 2011, 37, 21-36.	1.1	102
69	Hablamos de lo que no existe; y de lo que existe, no hablamos. Infancia Y Aprendizaje, 2010, 33, 185-197.	0.5	4
70	Teacher reflection on action: what is said (in research) and what is done (in teaching). Reflective Practice, 2009, 10, 191-204.	0.7	73
71	Articulating choice and deliberation in conducting research â€" researchers â€˜working in the interpretive zoneâ€™. Ethnography and Education, 2008, 3, 49-62.	0.5	9
72	Teachers reflecting on their work: articulating what is said about what is done. Teachers and Teaching: Theory and Practice, 2008, 14, 95-114.	0.9	36

#	ARTICLE	IF	CITATIONS
73	Studying studies on teacher reflection and action: An appraisal of research contributions. Educational Research Review, 2006, 1, 112-132.	4.1	77
74	The use of gamification in xMOOCs about energy: Effects and predictive models for participantsâ€™ learning. Australasian Journal of Educational Technology, 0, , 43-59.	2.0	6
75	Some Aspects of Vocal Training of the Future Music Teacher in a Bilingual Environment through the Elements of Moodle. , 0, , .		1
76	La universidad como resistencia. Revista Histedbr on-line, 0, 20, e020001.	0.1	1