

Sanna Järvelä

List of Publications by Year in descending order

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Version: 2024-02-01

143
papers

7,496
citations

53794

45
h-index

74163

75
g-index

147
all docs

147
docs citations

147
times ranked

3390
citing authors

#	ARTICLE	IF	CITATIONS
1	New Frontiers: Regulating Learning in CSCL. Educational Psychologist, 2013, 48, 25-39.	9.0	441
2	The Evolution of Research on Computer-Supported Collaborative Learning. , 2009, , 3-19.		339
3	Research on Motivation in Collaborative Learning: Moving Beyond the Cognitive“Situative Divide and Combining Individual and Social Processes. Educational Psychologist, 2010, 45, 15-27.	9.0	241
4	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. Educational Technology Research and Development, 2015, 63, 125-142.	2.8	214
5	Emotion control in collaborative learning situations: Do students regulate emotions evoked by social challenges/. British Journal of Educational Psychology, 2009, 79, 463-481.	2.9	201
6	Socially Shared Regulation of Learning: A Review. European Psychologist, 2015, 20, 190-203.	3.1	175
7	Socially Constructed Self-Regulated Learning and Motivation Regulation in Collaborative Learning Groups. Teachers College Record, 2011, 113, 350-374.	0.9	166
8	Preparing teacher-students for“twenty-first-century learning practices (PREP 21): a framework for enhancing collaborative problem-solving and strategic learning skills. Teachers and Teaching: Theory and Practice, 2017, 23, 25-41.	1.9	161
9	Third wave of measurement in the self-regulated learning field: when measurement and intervention come hand in hand. Scandinavian Journal of Educational Research, 2016, 60, 723-735.	1.7	149
10	Linking learning behavior analytics and learning science concepts: Designing a learning analytics dashboard for feedback to support learning regulation. Computers in Human Behavior, 2020, 107, 105512.	8.5	146
11	Socially shared regulation of learning in CSCL: understanding and prompting individual- and group-level shared regulatory activities. International Journal of Computer-Supported Collaborative Learning, 2016, 11, 263-280.	3.0	136
12	Web-based Cases in Teaching and Learning “ the Quality of Discussions and a Stage of Perspective Taking in Asynchronous Communication. Interactive Learning Environments, 2002, 10, 1-22.	6.4	135
13	Capturing temporal and sequential patterns of self-, co-, and socially shared regulation in the context of collaborative learning. Contemporary Educational Psychology, 2017, 49, 160-174.	2.9	135
14	Combining individual and group-level perspectives for studying collaborative knowledge construction in context. Learning and Instruction, 2007, 17, 448-459.	3.2	128
15	How do types of interaction and phases of self-regulated learning set a stage for collaborative engagement?. Learning and Instruction, 2016, 43, 39-51.	3.2	125
16	Socio-emotional conflict in collaborative learning“ A process-oriented case study in a higher education context. International Journal of Educational Research, 2014, 68, 1-14.	2.2	124
17	Understanding the dynamics of motivation in socially shared learning. International Journal of Educational Research, 2008, 47, 122-135.	2.2	119
18	How students describe the sources of their emotional and motivational experiences during the learning process: A qualitative approach. Learning and Instruction, 2005, 15, 465-480.	3.2	118

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19	Exploring Socially Shared Regulation in the Context of Collaboration. <i>Journal of Cognitive Education and Psychology</i> , 2013, 12, 267-286.	0.2	114
20	Recognizing socially shared regulation by using the temporal sequences of online chat and logs in CSCL. <i>Learning and Instruction</i> , 2016, 42, 1-11.	3.2	107
21	Promoting socially shared regulation of learning in CSCL: Progress of socially shared regulation among high- and low-performing groups. <i>Computers in Human Behavior</i> , 2015, 52, 562-572.	8.5	106
22	Sequential and temporal characteristics of self and socially regulated learning. <i>Metacognition and Learning</i> , 2014, 9, 75-85.	2.7	104
23	The cognitive apprenticeship model in a technologically rich learning environment: Interpreting the learning interaction. <i>Learning and Instruction</i> , 1995, 5, 237-259.	3.2	88
24	Regulation of emotions in socially challenging learning situations: an instrument to measure the adaptive and social nature of the regulation process. <i>Educational Psychology</i> , 2013, 33, 31-58.	2.7	88
25	Socially shared regulation of learning and participation in social interaction in collaborative learning. <i>International Journal of Educational Research</i> , 2017, 81, 11-24.	2.2	88
26	Understanding Regulated Learning in Situative and Contextual Frameworks. <i>Educational Psychologist</i> , 2015, 50, 204-219.	9.0	84
27	Interaction forms in successful collaborative learning in virtual learning environments. <i>Active Learning in Higher Education</i> , 2016, 17, 25-38.	5.4	83
28	Conceptualizing the Awareness of Collaboration: A Qualitative Study of a Global Virtual Team. <i>Computer Supported Cooperative Work</i> , 2005, 14, 301-322.	2.9	82
29	Metacognition in joint discussions: an analysis of the patterns of interaction and the metacognitive content of the networked discussions in mathematics. <i>Metacognition and Learning</i> , 2006, 1, 181-200.	2.7	77
30	Supporting small-group learning using multiple Web 2.0 tools: A case study in the higher education context. <i>Internet and Higher Education</i> , 2012, 15, 29-38.	6.5	76
31	Epistemic cooperation scripts in online learning environments: fostering learning by reducing uncertainty in discourse?. <i>Computers in Human Behavior</i> , 2005, 21, 603-622.	8.5	75
32	Capturing the dynamic and cyclical nature of regulation: Methodological Progress in understanding socially shared regulation in learning. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2019, 14, 425-441.	3.0	74
33	Supporting groups' emotion and motivation regulation during collaborative learning. <i>Learning and Instruction</i> , 2020, 70, 101090.	3.2	73
34	Going beyond what is visible: What multichannel data can reveal about interaction in the context of collaborative learning?. <i>Computers in Human Behavior</i> , 2019, 96, 235-245.	8.5	72
35	Multimodal data to design visual learning analytics for understanding regulation of learning. <i>Computers in Human Behavior</i> , 2019, 100, 298-304.	8.5	72
36	Bridging learning sciences, machine learning and affective computing for understanding cognition and affect in collaborative learning. <i>British Journal of Educational Technology</i> , 2020, 51, 2391-2406.	6.3	70

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37	Learning to collaborate: Designing collaboration in a 3-D game environment. <i>Internet and Higher Education</i> , 2006, 9, 47-61.	6.5	62
38	How Individual Self-Regulation Affects Group Regulation and Performance. <i>Small Group Research</i> , 2015, 46, 431-454.	2.7	61
39	Facilitating socio-cognitive and socio-emotional monitoring in collaborative learning with a regulation macro script – an exploratory study. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2017, 12, 251-279.	3.0	61
40	Monitoring in collaborative learning: Co-occurrence of observed behavior and physiological synchrony explored. <i>Computers in Human Behavior</i> , 2018, 87, 337-347.	8.5	61
41	Striking a balance: Socio-emotional processes during argumentation in collaborative learning interaction. <i>Learning, Culture and Social Interaction</i> , 2018, 16, 1-19.	1.8	59
42	The Promises and Challenges of Artificial Intelligence for Teachers: a Systematic Review of Research. <i>TechTrends</i> , 2022, 66, 616-630.	2.3	59
43	Profiling sympathetic arousal in a physics course: How active are students?. <i>Journal of Computer Assisted Learning</i> , 2018, 34, 397-408.	5.1	58
44	Students'™ Activity in Computer-Supported Collaborative Problem Solving in Mathematics. <i>International Journal of Computers for Mathematical Learning</i> , 2005, 10, 49-73.	0.6	56
45	Designing for Learning. , 2014, , 668-685.		54
46	What multimodal data can tell us about the students'™ regulation of their learning process?. <i>Learning and Instruction</i> , 2021, 72, 101203.	3.2	54
47	Self-Regulated, Co-Regulated, and Socially Shared Regulation of Learning. , 0, , .		51
48	Cognitive and Socio-Emotional Interaction in Collaborative Learning: Exploring Fluctuations in Students'™ Participation. <i>Scandinavian Journal of Educational Research</i> , 2020, 64, 831-851.	1.7	51
49	Mechanisms of common ground in case-based web discussions in teacher education. <i>Internet and Higher Education</i> , 2002, 5, 247-265.	6.5	50
50	Investigating student engagement in computer-supported inquiry: a process-oriented analysis. <i>Social Psychology of Education</i> , 2008, 11, 299-322.	2.5	49
51	Motivation in Real-Life, Dynamic, and Interactive Learning Environments: Stretching Constructs and Methodologies. <i>European Psychologist</i> , 2004, 9, 193-197.	3.1	48
52	Analyzing CMC content for what?. <i>Computers and Education</i> , 2006, 46, 96-103.	8.3	47
53	Patterns in elementary school students'™² strategic actions in varying learning situations. <i>Instructional Science</i> , 2013, 41, 933-954.	2.0	45
54	Elementary school students'™™ strategic learning: does task-type matter?. <i>Metacognition and Learning</i> , 2014, 9, 113-136.	2.7	45

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55	Student' Strategic Actions in Computer-Supported Collaborative Learning. <i>Learning Environments Research</i> , 2003, 6, 267-284.	2.8	44
56	Sharing and constructing perspectives in web-based conferencing. <i>Computers and Education</i> , 2006, 47, 433-447.	8.3	44
57	Investigating collaborative learning success with physiological coupling indices based on electrodermal activity. , 2016, , .		44
58	Socially shared metacognition of pre-service primary teachers in a computer-supported mathematics course and their feelings of task difficulty: a case study. <i>Educational Research and Evaluation</i> , 2009, 15, 503-524.	1.6	41
59	How pre-service teachers perceive their 21st-century skills and dispositions: A longitudinal perspective. <i>Computers in Human Behavior</i> , 2021, 116, 106643.	8.5	40
60	Socio-emotional Orientation as a Mediating Variable in the Teaching&Learning Interaction: Implications for instructional design. <i>Scandinavian Journal of Educational Research</i> , 2000, 44, 293-306.	1.7	39
61	Supporting collaborative inquiry during a biology field trip with mobile peer-to-peer tools for learning: a case study with K-12 learners. <i>Interactive Learning Environments</i> , 2012, 20, 103-117.	6.4	39
62	Exploring temporal sequences of regulatory phases and associated interactions in low- and high-challenge collaborative learning sessions. <i>Metacognition and Learning</i> , 2017, 12, 275-294.	2.7	37
63	Higher education students&TM learning challenges and regulatory skills in different learning situations / Desaf&os de aprendizaje y habilidades de regulaci&3n en distintas situaciones de aprendizaje en estudiantes de educaci&3n superior. <i>Infancia Y Aprendizaje</i> , 2017, 40, 19-55.	0.9	37
64	Examining pre&service teachers' Technological Pedagogical Content Knowledge as evolving knowledge domains: A longitudinal approach. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 491-502.	5.1	37
65	Facing the challenges of "digital competence". <i>Nordic Journal of Digital Literacy</i> , 2021, 16, 77-87.	1.4	37
66	Group-level analysis on multiplayer game collaboration: how do the individuals shape the group interaction?. <i>Interactive Learning Environments</i> , 2010, 18, 365-383.	6.4	36
67	Knowledge co-construction activities and task-related monitoring in scripted collaborative learning. <i>Learning, Culture and Social Interaction</i> , 2019, 21, 234-249.	1.8	36
68	What does physiological synchrony reveal about metacognitive experiences and group performance?. <i>British Journal of Educational Technology</i> , 2020, 51, 1577-1596.	6.3	35
69	Contemporary Perspectives of Regulated Learning in Collaboration. , 2018, , 127-136.		34
70	Examining shared monitoring in collaborative learning: A case of a recurrence quantification analysis approach. <i>Computers in Human Behavior</i> , 2019, 100, 335-344.	8.5	34
71	Multimodal data indicators for capturing cognitive, motivational, and emotional learning processes: A systematic literature review. <i>Education and Information Technologies</i> , 2020, 25, 5499-5547.	5.7	34
72	Introduction to a Special Issue on Social Aspects of Self-Regulated Learning: Where Social and Self Meet in the Strategic Regulation of Learning. <i>Teachers College Record</i> , 2011, 113, 235-239.	0.9	34

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73	Monitoring makes a difference: quality and temporal variation in teacher education students' collaborative learning. <i>Scandinavian Journal of Educational Research</i> , 2017, 61, 31-46.	1.7	33
74	How does help seeking help? " New prospects in a variety of contexts. <i>Learning and Instruction</i> , 2011, 21, 297-299.	3.2	32
75	Capturing motivation and emotion regulation during a learning process. , 0, , 85-104.		32
76	Sympathetic arousal commonalities and arousal contagion during collaborative learning: How attuned are triad members?. <i>Computers in Human Behavior</i> , 2019, 92, 188-197.	8.5	32
77	The changes in learning theory and the topicality of the recent research on motivation. <i>Learning and Instruction</i> , 1999, 9, 57-65.	3.2	31
78	How does monitoring set the stage for adaptive regulation or maladaptive behavior in collaborative learning?. <i>Metacognition and Learning</i> , 2020, 15, 99-127.	2.7	31
79	Teacher education students' strategic activities in challenging collaborative learning situations. <i>Learning, Culture and Social Interaction</i> , 2018, 19, 109-123.	1.8	30
80	Interplay of metacognitive experiences and performance in collaborative problem solving. <i>Computers and Education</i> , 2020, 154, 103922.	8.3	30
81	Generalized achievement goals and situational coping in inquiry learning. <i>Instructional Science</i> , 2004, 32, 269-291.	2.0	27
82	Tracing elementary school students' study tactic use in gStudy by examining a strategic and self-regulated learning. <i>Computers in Human Behavior</i> , 2010, 26, 1034-1042.	8.5	27
83	Four Stages of Research on the Educational Use of Ubiquitous Computing. <i>IEEE Transactions on Learning Technologies</i> , 2015, 8, 69-82.	3.2	27
84	Matching self-reports with electrodermal activity data: Investigating temporal changes in self-regulated learning. <i>Education and Information Technologies</i> , 2020, 25, 1785-1802.	5.7	27
85	How elementary school students' motivation is connected to self-regulation. <i>Educational Research and Evaluation</i> , 2012, 18, 65-84.	1.6	26
86	How teachers co-regulate children's emotions and behaviour in socio-emotionally challenging situations in day-care settings. <i>International Journal of Educational Research</i> , 2016, 76, 76-88.	2.2	26
87	Are we together or not? The temporal interplay of monitoring, physiological arousal and physiological synchrony during a collaborative exam. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2019, 14, 467-490.	3.0	25
88	The Interplay of Motivational Goals and Cognitive Strategies in a New Pedagogical Culture. <i>European Psychologist</i> , 2004, 9, 232-244.	3.1	23
89	Facilitating interpersonal evaluation of knowledge in a context of distributed team collaboration. <i>British Journal of Educational Technology</i> , 2006, 37, 897-916.	6.3	23
90	A Collaborative Learning Design for Promoting and Analyzing Adaptive Motivation and Emotion Regulation in the Science Classroom. <i>Frontiers in Education</i> , 2020, 5, .	2.1	22

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91	Application of qualitative and quantitative methods to enrich understanding of emotional and motivational aspects of learning. <i>International Journal of Educational Research</i> , 2008, 47, 79-83.	2.2	21
92	How Pictorial Knowledge Representations Mediate Collaborative Knowledge Construction In Groups. <i>Journal of Research on Technology in Education</i> , 2008, 40, 359-387.	6.5	20
93	Convergences of Joint, Positive Interactions and Regulation in Collaborative Learning. <i>Small Group Research</i> , 2020, 51, 229-264.	2.7	20
94	Individuals in a group: Metacognitive and regulatory predictors of learning achievement in collaborative learning. <i>Learning and Individual Differences</i> , 2022, 96, 102146.	2.7	19
95	A Theoretical Analysis of Social Interactions in Computer-Based Learning Environments: Evidence for Reciprocal Understandings. <i>Journal of Educational Computing Research</i> , 1999, 21, 363-388.	5.5	18
96	Creating computer supported collaborative learning in Finnish schools: research perspectives on sociocognitive effects. <i>International Journal of Continuing Engineering Education and Life-Long Learning</i> , 2001, 11, 365.	0.2	17
97	Triggers of Students' Efficacious Interaction in Collaborative Learning Situations. <i>Small Group Research</i> , 2012, 43, 497-522.	2.7	17
98	Affective Learning in Digital Education – Case Studies of Social Networking Systems, Games for Learning, and Digital Fabrication. <i>Frontiers in Education</i> , 2019, 4, .	2.1	17
99	Metacognition in Collaborative Learning. , 2021, , 281-294.		17
100	Detecting shared physiological arousal events in collaborative problem solving. <i>Contemporary Educational Psychology</i> , 2022, 69, 102050.	2.9	16
101	Socioemotional aspects of students' learning in a cognitive-apprenticeship environment. <i>Instructional Science</i> , 1998, 26, 439-472.	2.0	15
102	Young children's use of emotion and behaviour regulation strategies in socio-emotionally challenging day-care situations. <i>Early Childhood Research Quarterly</i> , 2017, 41, 50-62.	2.7	15
103	New models of teacher-student interaction: A critical review. <i>European Journal of Psychology of Education</i> , 1996, 11, 249-268.	2.6	14
104	Affective states and regulation of learning during <scp>socio-emotional</scp> interactions in secondary school collaborative groups. <i>British Journal of Educational Psychology</i> , 2023, 93, 48-70.	2.9	14
105	NINTER - Networked Interaction: Theory-Based Cases in Teaching and Learning. <i>Learning Environments Research</i> , 2000, 3, 35-50.	2.8	13
106	What is reciprocal understanding in virtual interaction?. <i>Instructional Science</i> , 2005, 33, 121-136.	2.0	13
107	“You really brought all your feelings out” – Scaffolding students to identify the socio-emotional and socio-cognitive challenges in collaborative learning. <i>Learning, Culture and Social Interaction</i> , 2021, 30, 100536.	1.8	13
108	Integrated Use of Multiple Social Software Tools and Face-to-Face Activities to Support Self-Regulated Learning: A Case Study in a Higher Education Context. , 2015, , 471-484.		13

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109	Advocating for group interaction in the age of COVID-19. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2020, 15, 143-147.	3.0	12
110	Revealing the hidden structure of physiological states during metacognitive monitoring in collaborative learning. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 861-874.	5.1	12
111	Face-to-face encounters as contextual support for Web-based discussions in a teacher education course. <i>Internet and Higher Education</i> , 2004, 7, 199-215.	6.5	11
112	Social patterns in mobile technology mediated collaboration among members of the professional distance education community. <i>Educational Media International</i> , 2008, 45, 17-32.	1.7	11
113	How research on self-regulated learning can advance computer supported collaborative learning / El papel de la investigación sobre aprendizaje autorregulado en el desarrollo del aprendizaje colaborativo asistido por ordenador. <i>Infancia Y Aprendizaje</i> , 2015, 38, 279-294.	0.9	11
114	Investigating students' situation-specific emotional state and motivational goals during a learning project within one primary school classroom. <i>Learning: Research and Practice</i> , 2019, 5, 4-23.	0.4	11
115	Teachers as learners – a qualitative exploration of pre-service and in-service teachers' continuous learning community OpenDigi. <i>Journal of Education for Teaching</i> , 2021, 47, 495-512.	2.0	11
116	Exploring Adaptation in Socially-Shared Regulation of Learning Using Video and Heart Rate Data. <i>Technology, Knowledge and Learning</i> , 2022, 27, 385-404.	4.9	11
117	The pivotal role of monitoring for collaborative problem solving seen in interaction, performance, and interpersonal physiology. <i>Metacognition and Learning</i> , 2022, 17, 241-268.	2.7	11
118	Investigating children's emotion regulation in socio-emotionally challenging classroom situations. <i>Early Child Development and Care</i> , 2015, 185, 1238-1254.	1.3	10
119	Involving children in reflective discussions about their perceived self-efficacy and learning experiences. <i>International Journal of Early Years Education</i> , 2013, 21, 309-324.	0.8	9
120	How individual metacognitive awareness relates to situation-specific metacognitive interpretations of collaborative learning tasks. <i>Educational Studies</i> , 2020, , 1-22.	2.4	9
121	Leaders and Followers Identified by Emotional Mimicry During Collaborative Learning: A Facial Expression Recognition Study on Emotional Valence. <i>IEEE Transactions on Affective Computing</i> , 2022, 13, 1390-1400.	8.3	9
122	Exploring multilayered collaboration designs. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2021, 16, 1-5.	3.0	9
123	Finnish pre-service teachers' perceptions of their strategic learning skills and collaboration dispositions. <i>Journal of Education for Teaching</i> , 2020, 46, 71-86.	2.0	8
124	Building community together: towards equitable CSCL practices and processes. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2020, 15, 249-255.	3.0	6
125	Editorial: Affective Learning in Digital Education. <i>Frontiers in Psychology</i> , 2020, 11, 630966.	2.1	6
126	Finnish upper secondary students' collaborative processes in learning statistics in a CSCL environment. <i>International Journal of Mathematical Education in Science and Technology</i> , 2014, 45, 325-348.	1.4	4

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127	Finnish students' reasons for their achievement in classroom activities: focus on features that support self-regulated learning. <i>Education 3-13</i> , 2017, 45, 1-16.	1.0	4
128	Pupils' experiences and perceptions of engagement during the Moving Maths programme. <i>Education 3-13</i> , 2022, 50, 419-434.	1.0	4
129	Using web2.0 Software and Mobile Devices for Creating Shared Understanding among Virtual Learning Communities. , 2008, , .		3
130	Experiencing CSCL: from motivation to the embodied experience and beyond. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2020, 15, 1-4.	3.0	3
131	An overview of instruments for assessing and supporting elementary school students' self-regulated learning. <i>Learning: Research and Practice</i> , 2021, 7, 109-146.	0.4	3
132	Socio-emotional Aspects of Learning. , 2012, , 3139-3140.		3
133	“Anything taking shape?” Capturing various layers of small group collaborative problem solving in an experiential geometry course in initial teacher education. <i>Instructional Science</i> , 2022, 50, 1-34.	2.0	3
134	A Person-Centered Approach to Study Students' Socio-Emotional Interaction Profiles and Regulation of Collaborative Learning. <i>Frontiers in Education</i> , 0, 7, .	2.1	3
135	Forms of collaboration matters: CSCL across the contexts. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2021, 16, 145-149.	3.0	2
136	The Changes in Lower Secondary School Students' Interest During Collaborative Learning. <i>Scandinavian Journal of Educational Research</i> , 2022, 66, 1127-1140.	1.7	2
137	Trajectories of resilience during dyadic task performance among children six to seven years of age. <i>European Early Childhood Education Research Journal</i> , 2013, 21, 439-452.	1.9	1
138	“What makes her succeed?” Children's interpretations of their peers' successes in learning situations. <i>International Journal of Early Years Education</i> , 2016, 24, 97-112.	0.8	1
139	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. , 2015, 63, 125.		1
140	Facilitating interpersonal evaluation of knowledge in a context of distributed team collaboration. , 2006, 37, 897.		1
141	More active lessons: teachers' perceptions of student engagement during physically active maths lessons in Finland. <i>Education Inquiry</i> , 0, , 1-22.	2.9	1
142	Collaborative-Inquiry Learning in the Environment. Design Experiment with Distributed Face-to-Face and Mobile Scaffolds. , 2008, , .		0
143	A theory-driven reflection on context-aware support for collaborative discussions in light of analytics, affordances, and platforms. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2021, 16, 435-440.	3.0	0