Davinia HernÃ¡ndez-Leo

List of Publications by Year
in descending order

115 papers	1,473 citations	361413 20 h-index	454955 30 g-index
123 all docs	123 docs citations	123 times ranked	884 citing authors

#	Article	IF	Citations
1	Knowledge-Based Design Analytics for Authoring Courses with Smart Learning Content. International Journal of Artificial Intelligence in Education, 2022, 32, 4-27.	5.5	6
2	How Do Table Shape, Group Size, and Gender Affect On-Task Actions in Computer Education Open-Ended Tasks. IEEE Transactions on Education, 2022, 65, 533-543.	2.4	4
3	Socio-Emotional Regulation in Collaborative Hybrid Learning Spaces of Formalâ€“Informal Learning. Understanding Teaching-learning Practice, 2022, , 95-111.	2.3	1
4	Emotion Annotation of Music: A Citizen Science Approach. Lecture Notes in Computer Science, 2021, , 51-66.	1.3	2
5	Using Network Analysis to Characterize Participation and Interaction in a Citizen Science Online Community. Lecture Notes in Computer Science, 2021, , 67-82.	1.3	3
6	Narrative Scripts Embedded in Social Media Towards Empowering Digital and Self-protection Skills. Lecture Notes in Computer Science, 2021, , 394-398.	1.3	10
7	edCrumble, a Data-Enriched Visual Authoring Design Tool for Blended Learning. IEEE Transactions on Learning Technologies, 2021, 14, 55-68.	3.2	5
8	Studying Collaboration Dynamics in Physical Learning Spaces: Considering the Temporal Perspective through Epistemic Network Analysis. Sensors, 2021, 21, 2898.	3.8	4
9	Emergency education effects on teacher abilities and motivation to use digital technologies. British Journal of Educational Technology, 2021, 52, 1455-1477.	6.3	69
10	Deconstructing orchestration load: comparing teacher support through mirroring and guiding. International Journal of Computer-Supported Collaborative Learning, 2021, 16, 307-338.	3.0	10
11	Including Studentsâ€™ Voices in the Design of Blended Learning Lesson Plans. Lecture Notes in Computer Science, 2021, , 419-423.	1.3	0
12	Learning Gains in Pyramid Computer-Supported Collaboration Scripts: Factors and Implications for Design. Lecture Notes in Computer Science, 2021, , 35-50.	1.3	2
13	Exploiting Peer Review in Microteaching Through the Ld-Feedback App in Teacher Education. Advances in Intelligent Systems and Computing, 2020, , 139-147.	0.6	1
14	CIDA: A collective inquiry framework to study and support teachers as designers in technological environments. Computers and Education, 2020, 143, 103679.	8.3	21
15	An Actionable Orchestration Dashboard to Enhance Collaboration in the Classroom. IEEE Transactions on Learning Technologies, 2020, 13, 662-675.	3.2	18
16	Individual versus computer-supported collaborative self-explanations: how do their writing analytics differ?. , 2020, , .		1
17	Round or rectangular tables for collaborative problem solving? A multimodal learning analytics study. British Journal of Educational Technology, 2020, 51, 1597-1614.	6.3	8
18	Enhancing consent forms to support participant decision making in multimodal learning data research. British Journal of Educational Technology, 2020, 51, 1631-1652.	6.3	14

#	Article	IF	Citations
19	Emergency Remote Teaching: Capturing Teacher Experiences in Spain with SELFIE. Lecture Notes in Computer Science, 2020, , 318-331.	1.3	16
20	Involving teachers in learning analytics design. , 2020, , .		12
21	Achievements and challenges in learning analytics in Spain: The view of SNOLA. RIED: Revista Iberoamericana De EducaciÃ³n A Distancia, 2020, 23, 187.	1.5	5
22	Analytics for learning design: A layered framework and tools. British Journal of Educational Technology, 2019, 50, 139-152.	6.3	61
23	Preface to the special issue on learning analytics and personalised support across spaces. User Modeling and User-Adapted Interaction, 2019, 29, 751-758.	3.8	3
24	Ethics in educational technology research: Informing participants on data sharing risks. British Journal of Educational Technology, 2019, 50, 1019-1034.	6.3	14
25	Data-informed design parameters for adaptive collaborative scripting in across-spaces learning situations. User Modeling and User-Adapted Interaction, 2019, 29, 869-892.	3.8	10
26	Smartphones or laptops in the collaborative classroom? A study of video-based learning in higher education. Behaviour and Information Technology, 2019, 38, 637-649.	4.0	22
27	Concept-Level Design Analytics for Blended Courses. Lecture Notes in Computer Science, 2019, , 541-554.	1.3	5
28	Motion Capture as an Instrument in Multimodal Collaborative Learning Analytics. Lecture Notes in Computer Science, 2019, , 604-608.	1.3	4
29	Adaptive Orchestration of Scripted Collaborative Learning in MOOCs. Lecture Notes in Computer Science, 2019, , 591-594.	1.3	1
30	ClassMood App: A Classroom Orchestration Tool for Identifying and Influencing Student Moods. Lecture Notes in Computer Science, 2019, , 723-726.	1.3	5
31	SoÃ©le: A Tool for Teachers to Evaluate Social Awareness in Their Learning Designs. Lecture Notes in Computer Science, 2019, , 761-764.	1.3	0
32	Authoring and enactment of mobile pyramidâ€based collaborative learning activities. British Journal of Educational Technology, 2018, 49, 262-275.	6.3	33
33	Supporting awareness in communities of learning design practice. Computers in Human Behavior, 2018, 85, 255-270.	8.5	22
34	Design for collective intelligence: pop-up communities in MOOCs. AI and Society, 2018, 33, 91-100.	4.6	11
35	SmartLET. , 2018, , .		8
36	Supporting online collaborative design for teacher professional development. Technology, Pedagogy and Education, 2018, 27, 571-587.	5.4	7

#	Article	IF	Citations
37	Humanâ€centred design to empower â€œteachers as designersâ€• British Journal of Educational Technology, 2018, 49, 1113-1130.	6.3	17
38	Teacherâ€led inquiry in technologyâ€supported school communities. British Journal of Educational Technology, 2018, 49, 1077-1095.	6.3	17
39	Seeking reproducibility: Assessing a multimodal study of the testing effect. Journal of Computer Assisted Learning, 2018, 34, 378-386.	5.1	12
40	An Integrated Environment for Learning Design. Frontiers in ICT, 2018, 5, .	3.6	37
41	Identifying Design Principles for Learning Design Tools: The Case of edCrumble. Lecture Notes in Computer Science, 2018, , 406-411.	1.3	7
42	edCrumble: Designing for Learning with Data Analytics. Lecture Notes in Computer Science, 2018, , 605-608.	1.3	3
43	Education, Technology and Design: A Much Needed Interdisciplinary Collaboration. Human-computer Interaction Series, 2018, , 17-39.	0.6	2
44	4FAD: A framework for mapping the evolution of artefacts in the learning design process. Australasian Journal of Educational Technology, 2018, 34, .	3.5	12
45	Evaluation to support learning design: Lessons learned in a teacher training MOOC. Australasian Journal of Educational Technology, 2018, 34, .	3.5	11
46	Supporting collaborative design activity in a multi-user digital design ecology. Computers in Human Behavior, 2017, 71, 327-342.	8.5	33
47	2 nd cross-LAK. , 2017, , .		0
48	Towards teaching as design: Exploring the interplay between full-lifecycle learning design tooling and Teacher Professional Development. Computers and Education, 2017, 114, 92-116.	8.3	44
49	Ld-Feedback App: Connecting Learning Designs with Studentsâ€™ and Teachersâ€™ Perceived Experiences. Lecture Notes in Computer Science, 2017, , 509-512.	1.3	3
50	Design and Implementation of Location-Based Learning Games: Four Case Studies with â€œQuesTInSitu: The Gameâ€• IEEE Transactions on Emerging Topics in Computing, 2017, 5, 84-94.	4.6	10
51	Intelligent Group Formation in Computer Supported Collaborative Learning Scripts. , 2017, , .		10
52	Learning design for teacher professional development. International Journal of Educational Technology in Higher Education, 2017, 14, .	7.6	6
53	A Social Learning Space Grid for MOOCs: Exploring a FutureLearn Case. Lecture Notes in Computer Science, 2017, , 243-253.	1.3	9
54	Design and evaluation of a computer based game for education. , 2016, , .		10

#	Article	IF	Citations
55	PyramidApp: Scalable Method Enabling Collaboration in the Classroom. Lecture Notes in Computer Science, 2016, , 422-427.	1.3	6
56	Cross-LAK. , 2016, , .		10
57	A Multiple Constraints Framework for Collaborative Learning Flow Orchestration. Lecture Notes in Computer Science, 2016, , 225-235.	1.3	2
58	Smart TV-Smartphone Multiscreen Interactive Middleware for Public Displays. Scientific World Journal, The, 2015, 2015, 1-14.	2.1	5
59	The Effect of Using a Talking Head in Academic Videos: An EEG Study. , 2015, , .		6
60	How was the activity? A visualization support for a case of locationâ€based learning design. British Journal of Educational Technology, 2015, 46, 317-329.	6.3	45
61	Group-based mobile learning: Do group size and sharing mobile devices matter?. Computers in Human Behavior, 2015, 44, 377-385.	8.5	55
62	Teachersâ€™ Perceptions About the HANDSON MOOC: A Learning Design Studio Case. Lecture Notes in Computer Science, 2015, , 420-427.	1.3	10
63	Collaborative Learning Orchestration Using Smart Displays and Personal Devices. Lecture Notes in Computer Science, 2015, , 596-600.	1.3	3
64	Ldshake and the â€œBiologia En Contextâ€•Teacher Community Across High Schools. , 2015, , 195-210.		2
65	Herramientas basadas en rÃºbricas para el control y la evaluaciÃ³n de los Proyectos Final de Grado. Education in the Knowledge Society, 2015, 16, 47-62.	2.0	1
66	A LdShake-Based Platform for Teaching Integrated Journalism. Revista Iberoamericana De Tecnologias Del Aprendizaje, 2014, 9, 106-113.	0.9	1
67	Fine-tuning formative and summative assessment in Bachelors' Final Projects. , 2014, , .		3
68	Technology-Supported Orchestration Matters: Outperforming Paper-Based Scripting in a Jigsaw Classroom. IEEE Transactions on Learning Technologies, 2014, 7, 17-30.	3.2	11
69	An Ontology-Based Architecture for the Management and Interoperability of Patterns in Collaborative Learning Design Tools. , 2014, , .		0
70	Augmenting Reality and Formality of Informal and Non-Formal Settings to Enhance Blended Learning. IEEE Transactions on Learning Technologies, 2014, 7, 118-131.	3.2	37
71	To be or not to be in situ outdoors, and other implications for design and implementation, in geolocated mobile learning. Pervasive and Mobile Computing, 2014, 14, 17-30.	3.3	24
72	LdShake support for team-based learning design. Computers in Human Behavior, 2014, 37, 402-412.	8.5	23

#	Article	IF	Citations
73	Technological support for the enactment of collaborative scripted learning activities across multiple spatial locations. Future Generation Computer Systems, 2014, 31, 223-237.	7.5	9
74	ILDE: Community Environment for Conceptualizing, Authoring and Deploying Learning Activities. Lecture Notes in Computer Science, 2014, , 490-493.	1.3	30
75	From idea to VLE in half a day. , 2014, , .		6
76	Web Collage: An implementation of support for assessment design in CSCL macro-scripts. Computers and Education, 2013, 67, 79-97.	8.3	49
77	Applying Recommendations to Align Competences, Methodology, and Assessment in Telematics, Computing, and Electronic Engineering Courses. Revista Iberoamericana De Tecnologias Del Aprendizaje, 2013, 8, 15-22.	0.9	6
78	Not Interested in ICT? A Case Study to Explore How a Meaningful m-Learning Activity Fosters Engagement among Older Users. Lecture Notes in Computer Science, 2013, , 328-342.	1.3	8
79	Signal Orchestration System for Face-to-Face Collaborative Learning Flows. Lecture Notes in Computer Science, 2013, , 560-564.	1.3	1
80	4SPPIces: A case study of factors in a scripted collaborative-learning blended course across spatial locations. International Journal of Computer-Supported Collaborative Learning, 2012, 7, 443-465.	3.0	34
81	Modeling the Computing Based Testing domain extending IMS QTI: Framework, models and exemplary implementations. Computers in Human Behavior, 2012, 28, 1648-1662.	8.5	5
82	Discovering the campus together: A mobile and computer-based learning experience. Journal of Network and Computer Applications, 2012, 35, 176-188.	9.1	36
83	System Orchestration Support for a Collaborative Blended Learning Flow. Studies in Computational Intelligence, 2012, , 29-46.	0.9	1
84	LdShake: Learning design solutions sharing and co-edition. Computers and Education, 2011, 57, 2249-2260.	8.3	36
85	QuesTInSitu: From tests to routes for assessment in situ activities. Computers and Education, 2011, 57, 2517-2534.	8.3	41
86	Implementing Computer-Interpretable CSCL Scripts with Embedded Assessment. , 2011, , 261-277.		3
87	From a Pattern Language to a Pattern Ontology Approach for CSCL Script Design. Lecture Notes in Computer Science, 2011, , 547-561.	1.3	0
88	Remote Collaborative Multi-user Informal Learning Experiences: Design and Evaluation. Lecture Notes in Computer Science, 2011, , 43-56.	1.3	2
89	CLFP Intrinsic Constraints-Based Group Management of Blended Learning Situations. Studies in Computational Intelligence, 2011, , 115-133.	0.9	3
90	A multicase study for the evaluation of a pattern-based visual design process for collaborative learning. Journal of Visual Languages and Computing, 2010, 21, 313-331.	1.8	20

#	Article	IF	Citations
91	System Orchestration Support for a Flow of Blended Collaborative Activities. , 2010, , .		4
92	Representing the Spaces When Planning Learning Flows. Lecture Notes in Computer Science, 2010, , 276-291.	1.3	6
93	Report of the Results of an IMS Learning Design Expert Workshop. International Journal of Emerging Technologies in Learning, 2010, 5, 58.	1.3	23
94	QTI for Self-Assessment and Embedded-Assessment in Competence Oriented Scenarios: The Agora Case. , 2009, , .		2
95	Supporting the reuse of effective CSCL learning designs through social structure representations. Distance Education, 2009, 30, 239-258.	3.9	11
96	Incorporating assessment in a pattern-based design process for CSCL scripts. Computers in Human Behavior, 2009, 25, 1028-1039.	8.5	25
97	Improving the Usability of an Approach for Visually Supporting the Creation of Personal Development Plans. , 2009, , .		1
98	Conditioning Factors for Group Management in Blended Learning Scenarios. , 2009, , .		3
99	Considering the Intrinsic Constraints for Groups Management of TAPPS and Jigsaw CLFPs. , 2009, , .		6
100	Enhancing Computer Assisted Assessment Using Rubrics in a QTI Editor. , 2009, , .		2
101	An Approach for Visually Supporting the Creation of Personal Development Plans. , 2009, , .		1
102	Introducing Flexibility into CSCL Scripts for Blended Learning Scenarios. , 2009, , .		2
103	Towards embedding assessment in CSCL scripts through selection and assembly of learning and assessment patterns. , 2009, , .		7
104	InstanceCollage: A Graphical Tool for the Particularization of Role/Group Structures in Pattern-Based IMS-LD Collaborative Scripts. , 2008, , .		6
105	Social Structures Representations as Aid for Effective Creation and Reuse of CSCL Scripts According to a Problem-Solving Approach to ID. , 2008, , .		0
106	Educational Patterns as a Guide to Create Units of Learning and Assessment. , 2008, , .		3
107	Diagrams of learning flow patterns' solutions as visual representations of refinable IMS Learning Design templates. , 2008, , 394-412.		5
108	Free- and Open-Source Software for a Course on Network Management: Authoring and Enactment of Scripts Based on Collaborative Learning Strategies. IEEE Transactions on Education, 2007, 50, 292-301.	2.4	22

#	Article	IF	Citations
109	A Tailorable Collaborative Learning System That Combines OGSA Grid Services and IMS-LD Scripting. Lecture Notes in Computer Science, 2004, , 305-321.	1.3	15
110	CSCL Scripting Patterns: Hierarchical Relationships and Applicability. , 0, , .		16
111	Conceptualising a visual representation model for MOOC-based blended learning designs. Australasian Journal of Educational Technology, 0, , 1-26.	3.5	8
112	Learning design Rashomon I - supporting the design of one lesson through different approaches. Research in Learning Technology, 0, 21, .	2.3	26
113	Editorial: The art and science of learning design. Research in Learning Technology, 0, 21, .	2.3	39
114	ImplementaciÃ³n de buenas prÃ¡cticas en los Trabajos Fin de Grado. Revista De Docencia Universitaria, 0, 11, 269.	0.3	14
115	Linking CSCL Script Design Patterns. , 0, , 72-85.		1