

Marco Kalz

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7885276/publications.pdf>

Version: 2024-02-01

84
papers

1,537
citations

471509

17
h-index

361022

35
g-index

92
all docs

92
docs citations

92
times ranked

1528
citing authors

#	ARTICLE	IF	CITATIONS
1	Solutions for global marine litter pollution. <i>Current Opinion in Environmental Sustainability</i> , 2017, 28, 90-99.	6.3	235
2	Time will tell: The role of mobile learning analytics in self-regulated learning. <i>Computers and Education</i> , 2015, 89, 53-74.	8.3	160
3	Refining success and dropout in massive open online courses based on the intention-behavior gap. <i>Distance Education</i> , 2017, 38, 353-368.	3.9	115
4	Validation of the self-regulated online learning questionnaire. <i>Journal of Computing in Higher Education</i> , 2017, 29, 6-27.	6.1	99
5	A review of the types of mobile activities in mobile inquiry-based learning. <i>Computers and Education</i> , 2018, 118, 38-55.	8.3	96
6	Smartphone Apps for Cardiopulmonary Resuscitation Training and Real Incident Support: A Mixed-Methods Evaluation Study. <i>Journal of Medical Internet Research</i> , 2014, 16, e89.	4.3	65
7	Does digital competence and occupational setting influence MOOC participation? Evidence from a cross-course survey. <i>Journal of Computing in Higher Education</i> , 2017, 29, 28-46.	6.1	51
8	An empirical investigation of the antecedents of learner-centered outcome measures in MOOCs. <i>International Journal of Educational Technology in Higher Education</i> , 2019, 16, .	7.6	46
9	Who is taking MOOCs for teachers' professional development on the use of ICT? A cross-sectional study from Spain. <i>Technology, Pedagogy and Education</i> , 2018, 27, 607-624.	5.4	43
10	Beyond the channel: A literature review on ambient displays for learning. <i>Computers and Education</i> , 2013, 60, 426-435.	8.3	33
11	What are the barriers to learners' satisfaction in MOOCs and what predicts them? The role of age, intention, self-regulation, self-efficacy and motivation. <i>Australasian Journal of Educational Technology</i> , 2020, 36, 119-131.	3.5	33
12	Lifelong Learning and Its Support with New Technologies. , 2015, , 93-99.		28
13	Eliciting the challenges and opportunities organizations face when delivering open online education: A group-concept mapping study. <i>Internet and Higher Education</i> , 2018, 36, 1-12.	6.5	27
14	Valuing technology-enhanced academic conferences for continuing professional development. A systematic literature review. <i>Professional Development in Education</i> , 2020, 46, 482-499.	2.8	24
15	Factors influencing the pursuit of personal learning goals in MOOCs. <i>Distance Education</i> , 2019, 40, 187-204.	3.9	23
16	Expert concept mapping study on mobile learning. <i>Campus Wide Information Systems</i> , 2010, 27, 240-253.	1.1	21
17	Students' perceptions of the peer-feedback experience in MOOCs. <i>Distance Education</i> , 2021, 42, 145-163.	3.9	19
18	Setting-up a European Cross-Provider Data Collection on Open Online Courses. <i>International Review of Research in Open and Distance Learning</i> , 2015, 16, .	1.8	18

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19	Positioning of learners in learning networks with content, metadata and ontologies. <i>Interactive Learning Environments</i> , 2007, 15, 191-200.	6.4	17
20	Massive Open Online Education for Environmental Activism: The Worldwide Problem of Marine Litter. <i>Sustainability</i> , 2019, 11, 2860.	3.2	17
21	Stop and Think: Exploring Mobile Notifications to Foster Reflective Practice on Meta-Learning. <i>IEEE Transactions on Learning Technologies</i> , 2015, 8, 124-135.	3.2	16
22	Mobile authoring of open educational resources for authentic learning scenarios. <i>Universal Access in the Information Society</i> , 2016, 15, 329-343.	3.0	16
23	A Classification of Barriers that Influence Intention Achievement in MOOCs. <i>Lecture Notes in Computer Science</i> , 2018, , 3-15.	1.3	16
24	Thinking outside the box – a vision of ambient learning displays. <i>International Journal of Technology Enhanced Learning</i> , 2011, 3, 627.	0.7	14
25	Toward a learner-centered system for adult learning. <i>Campus Wide Information Systems</i> , 2013, 31, 2-13.	1.1	14
26	Assessing the crossdisciplinarity of technology-enhanced learning with science overlay maps and diversity measures. <i>British Journal of Educational Technology</i> , 2014, 45, 415-427.	6.3	12
27	Lead me gently: Facilitating knowledge gain through attention-aware ambient learning displays. <i>Computers and Education</i> , 2014, 78, 10-19.	8.3	12
28	The cathedral’s ivory tower and the open education bazaar – catalyzing innovation in the higher education sector. <i>Open Learning</i> , 2020, 35, 82-99.	4.0	12
29	Effects of an Ambient Learning Display on Noise Levels and Perceived Learning in a Secondary School. <i>IEEE Transactions on Learning Technologies</i> , 2021, 14, 69-80.	3.2	12
30	Energy awareness displays: motivating conservation at the workplace through feedback. <i>International Journal of Mobile Learning and Organisation</i> , 2012, 6, 189.	0.3	11
31	What do they TEL(L)? A systematic analysis of master programs in technology-enhanced learning. <i>International Journal of Educational Technology in Higher Education</i> , 2022, 19, 1.	7.6	11
32	Skill-Based Scouting of Open Management Content. <i>Lecture Notes in Computer Science</i> , 2010, , 632-637.	1.3	10
33	MoocCast: evaluating mobile-screencast for online courses. <i>Universal Access in the Information Society</i> , 2018, 17, 745-753.	3.0	9
34	Interdisciplinary Doctoral Training in Technology-Enhanced Learning in Europe. <i>Frontiers in Education</i> , 2020, 5, .	2.1	9
35	Educational innovation projects in Dutch higher education: bottom-up contextual coping to deal with organizational challenges. <i>International Journal of Educational Technology in Higher Education</i> , 2020, 17, .	7.6	9
36	The factor structure of the peer-feedback orientation scale (PFOS): toward a measure for assessing students’ peer-feedback dispositions. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 15-28.	5.6	9

#	ARTICLE	IF	CITATIONS
37	Designing a Mobile Learning Game to Investigate the Impact of Role-Playing on Helping Behaviour. Lecture Notes in Computer Science, 2013, , 357-370.	1.3	9
38	Implementing infrastructures for managing learning objects. British Journal of Educational Technology, 2010, 41, 873-882.	6.3	8
39	It doesn't matter, but: examining the impact of ambient learning displays on energy consumption and conservation at the workplace. Environmental Education Research, 2015, 21, 899-915.	2.9	8
40	Editorial for the special issue on advancing research on open education. Journal of Computing in Higher Education, 2017, 29, 1-5.	6.1	8
41	To Change or Not to Change? That's the Question On MOOC-Success, Barriers and Their Implications. Lecture Notes in Computer Science, 2017, , 210-216.	1.3	8
42	Creating engaging experiences in MOOCs through in-course redeemable rewards. , 2018, , .		7
43	Immersive Multi-user Decision Training Games with ARLearn. Lecture Notes in Computer Science, 2014, , 207-220.	1.3	7
44	Lifelong Learning Hub: A Seamless Tracking Tool for Mobile Learning. Lecture Notes in Computer Science, 2014, , 534-537.	1.3	7
45	Closer to You. International Journal of Ambient Computing and Intelligence, 2013, 5, 16-31.	1.1	6
46	A model for new linkages for prior learning assessment. Campus Wide Information Systems, 2008, 25, 233-243.	1.1	5
47	Using Language Technologies to Diagnose Learner's Conceptual Development. , 2009, , .		5
48	Mobile inquiry-based learning for sustainability education in secondary schools. , 2014, , .		5
49	Enjoyed or Bored? A Study into Achievement Emotions and the Association with Barriers to Learning in MOOCs. Lecture Notes in Computer Science, 2019, , 15-27.	1.3	5
50	GPIM: Google Glassware for Inquiry-Based Learning. Lecture Notes in Computer Science, 2014, , 530-533.	1.3	5
51	User-Modelled Ambient Feedback for Self-regulated Learning. Lecture Notes in Computer Science, 2015, , 535-539.	1.3	5
52	Pervasive Interventions to Increase Pro-environmental Awareness, Consciousness, and Learning at the Workplace. Lecture Notes in Computer Science, 2013, , 57-70.	1.3	5
53	Use of Mobile Applications for Hospital Discharge Letters. International Journal of Mobile and Blended Learning, 2013, 5, 19-42.	0.8	5
54	"Tap it again, Sam": Harmonizing the frontiers between digital and real worlds in education. , 2014, , .		4

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55	Tap it again, Sam: Harmonizing Personal Environments towards Lifelong Learning. International Journal of Advanced Corporate Learning, 2015, 8, 16.	0.6	4
56	Academic domains as political battlegrounds. Information Development, 2017, 33, 270-288.	2.3	4
57	Does project focus influence challenges and opportunities of open online education? A sub-group analysis of group-concept mapping data. Journal of Computing in Higher Education, 2021, 33, 255.	6.1	4
58	Mobile Inquiry-Based Learning with Sensor-Data in the School: Effects on Student Motivation. Lecture Notes in Computer Science, 2014, , 112-124.	1.3	4
59	Innovation und Trends für Mobiles Lernen. , 2013, , 55-74.		4
60	Intention-Behavior Dynamics in MOOC Learning; What Happens to Good Intentions Along the Way?. , 2018, , .		3
61	In the Eye of the Beholder: Promoting Learner-Centric Design to Develop Mobile Games for Learning. Communications in Computer and Information Science, 2014, , 92-106.	0.5	3
62	Energy Awareness Displays: Designing a Prototype for Personalised Energy Consumption Feedback at the Workplace. , 2012, , .		2
63	Energy Awareness Displays. Lecture Notes in Computer Science, 2012, , 471-476.	1.3	2
64	Design of a Game-Based Pre-hospital Resuscitation Training for First Responders. Lecture Notes in Computer Science, 2013, , 363-372.	1.3	2
65	Where Is My Time? Identifying Productive Time of Lifelong Learners for Effective Feedback Services. Communications in Computer and Information Science, 2014, , 149-161.	0.5	2
66	Identifying Learning Activity Sequences that Are Associated with High Intention-Fulfillment in MOOCs. Lecture Notes in Computer Science, 2019, , 224-235.	1.3	2
67	Making Barriers to Learning in MOOCs Visible. A Factor Analytical Approach. Open Praxis, 2021, 13, 143.	2.7	2
68	Open Education as Social Movement? Between Evidence-Based Research and Activism. , 2022, , 1-14.		2
69	Open educational resources: Conversations in cyberspace - Edited by Susan D'Antoni & Catriona Savage. British Journal of Educational Technology, 2010, 41, 968-970.	6.3	1
70	They want to tell us. , 2015, , .		1
71	The Influence of Self-regulation, Self-efficacy and Motivation as Predictors of Barriers to Satisfaction in MOOCs. Lecture Notes in Computer Science, 2019, , 631-635.	1.3	1
72	Tools and Techniques for Placement Experiments. , 2009, , 209-223.		1

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73	Designing for Open Learning. , 2016, , .		1
74	An Open Educational Resource for minimal online resuscitation training. Resuscitation, 2012, 83, e111.	3.0	0
75	EMuRgencyâ€”New approaches for resuscitation support and training in the Euregio Meuse-Rhine. Resuscitation, 2012, 83, e37.	3.0	0
76	Goal Setting and Striving in MOOCs: A Peek Inside the Black Box of Learner Behaviour. Lecture Notes in Computer Science, 2019, , 59-69.	1.3	0
77	Notebooks in der Hochschullehre. Didaktische und strukturelle Implikationen. , 2005, , 75-86.		0
78	Placement Services for Learning Networks. , 2009, , 195-208.		0
79	SWeMoF: A Semantic Framework to Discover Patterns in Learning Networks. Lecture Notes in Computer Science, 2009, , 160-165.	1.3	0
80	A Validation Scenario for a Placement Service in Learning Networks. , 2009, , 225-238.		0
81	What Happened to the Crossdisciplinarity of Technology-Enhanced Learning in 2004?. Lecture Notes in Computer Science, 2013, , 472-477.	1.3	0
82	M-Workplace Learning @ ITC-ILO. Communications in Computer and Information Science, 2014, , 272-286.	0.5	0
83	Use of Mobile Applications for Hospital Discharge Letters. , 2015, , 703-725.		0
84	Notebooks in der Hochschullehre. Didaktische und strukturelle Implikationen. MedienpÃ„dagogik, 0, , 75-86.	0.3	0