Marco Kalz

List of Publications by Year in descending order

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	The factor structure of the peer-feedback orientation scale (PFOS): toward a measure for assessing studentsâ€™ peer-feedback dispositions. Assessment and Evaluation in Higher Education, 2022, 47, 15-28.	5.6	9
2	What do they TEL(L)? A systematic analysis of master programs in technology-enhanced learning. International Journal of Educational Technology in Higher Education, 2022, 19, 1.	7.6	11
3	Open Education as Social Movement? Between Evidence-Based Research and Activism. , 2022, , 1-14.		2
4	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
5	Studentsâ€™ perceptions of the peer-feedback experience in MOOCs. Distance Education, 2021, 42, 145-163.	3.9	19
6	Effects of an Ambient Learning Display on Noise Levels and Perceived Learning in a Secondary School. IEEE Transactions on Learning Technologies, 2021, 14, 69-80.	3.2	12
7	Making Barriers to Learning in MOOCs Visible. A Factor Analytical Approach. Open Praxis, 2021, 13, 143.	2.7	2
8	Valuing technology-enhanced academic conferences for continuing professional development. A systematic literature review. Professional Development in Education, 2020, 46, 482-499.	2.8	24
9	The cathedralâ€™s ivory tower and the open education bazaar â€“ catalyzing innovation in the higher education sector. Open Learning, 2020, 35, 82-99.	4.0	12
10	Interdisciplinary Doctoral Training in Technology-Enhanced Learning in Europe. Frontiers in Education, 2020, 5, .	2.1	9
11	Educational innovation projects in Dutch higher education: bottom-up contextual coping to deal with organizational challenges. International Journal of Educational Technology in Higher Education, 2020, 17, .	7.6	9
12	What are the barriers to learnersâ€™ satisfaction in MOOCs and what predicts them? The role of age, intention, self-regulation, self-efficacy and motivation. Australasian Journal of Educational Technology, 2020, 36, 119-131.	3.5	33
13	An empirical investigation of the antecedents of learner-centered outcome measures in MOOCs. International Journal of Educational Technology in Higher Education, 2019, 16, .	7.6	46
14	Factors influencing the pursuit of personal learning goals in MOOCs. Distance Education, 2019, 40, 187-204.	3.9	23
15	Massive Open Online Education for Environmental Activism: The Worldwide Problem of Marine Litter. Sustainability, 2019, 11, 2860.	3.2	17
16	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
17	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
18	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

#	Article	IF	Citations
19	Identifying Learning Activity Sequences that Are Associated with High Intention-Fulfillment in MOOCs. Lecture Notes in Computer Science, 2019, , 224-235.	1.3	2
20	MoocCast: evaluating mobile-screencast for online courses. Universal Access in the Information Society, 2018, 17, 745-753.	3.0	9
21	Eliciting the challenges and opportunities organizations face when delivering open online education: A group-concept mapping study. Internet and Higher Education, 2018, 36, 1-12.	6.5	27
22	A review of the types of mobile activities in mobile inquiry-based learning. Computers and Education, 2018, 118, 38-55.	8.3	96
23	Who is taking MOOCs for teachersâ€™ professional development on the use of ICT? A cross-sectional study from Spain. Technology, Pedagogy and Education, 2018, 27, 607-624.	5.4	43
24	Intention-Behavior Dynamics in MOOC Learning; What Happens to Good Intentions Along the Way?. , 2018, , .		3
25	Creating engaging experiences in MOOCs through in-course redeemable rewards. , 2018, , .		7
26	A Classification of Barriers that Influence Intention Achievement in MOOCs. Lecture Notes in Computer Science, 2018, , 3-15.	1.3	16
27	Academic domains as political battlegrounds. Information Development, 2017, 33, 270-288.	2.3	4
28	Refining success and dropout in massive open online courses based on the intentionâ€“behavior gap. Distance Education, 2017, 38, 353-368.	3.9	115
29	Editorial for the special issue on advancing research on open education. Journal of Computing in Higher Education, 2017, 29, 1-5.	6.1	8
30	Validation of the self-regulated online learning questionnaire. Journal of Computing in Higher Education, 2017, 29, 6-27.	6.1	99
31	Does digital competence and occupational setting influence MOOC participation? Evidence from a cross-course survey. Journal of Computing in Higher Education, 2017, 29, 28-46.	6.1	51
32	Solutions for global marine litter pollution. Current Opinion in Environmental Sustainability, 2017, 28, 90-99.	6.3	235
33	To Change or Not to Change? Thatâ€™s the Questionâ€¦ On MOOC-Success, Barriers and Their Implications. Lecture Notes in Computer Science, 2017, , 210-216.	1.3	8
34	Mobile authoring of open educational resources for authentic learning scenarios. Universal Access in the Information Society, 2016, 15, 329-343.	3.0	16
35	Designing for Open Learning. , 2016, , .		1
36	They want to tell us. , 2015, , .		1

#	Article	IF	Citations
37	Setting-up a European Cross-Provider Data Collection on Open Online Courses. International Review of Research in Open and Distance Learning, 2015, 16, .	1.8	18
38	Tap it again, Sam: Harmonizing Personal Environments towards Lifelong Learning. International Journal of Advanced Corporate Learning, 2015, 8, 16.	0.6	4
39	It doesnâ€™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	Stop and Think: Exploring Mobile Notifications to Foster Reflective Practice on Meta-Learning. IEEE Transactions on Learning Technologies, 2015, 8, 124-135.	3.2	16
41	Lifelong Learning and Its Support with New Technologies. , 2015, , 93-99.		28
42	Time will tell: The role of mobile learning analytics in self-regulated learning. Computers and Education, 2015, 89, 53-74.	8.3	160
43	User-Modelled Ambient Feedback for Self-regulated Learning. Lecture Notes in Computer Science, 2015, , 535-539.	1.3	5
44	Use of Mobile Applications for Hospital Discharge Letters. , 2015, , 703-725.		0
45	"Tap it again, Sam": Harmonizing the frontiers between digital and real worlds in education. , 2014, , .		4
46	Mobile inquiry-based learning for sustainability education in secondary schools. , 2014, , .		5
47	Assessing the crossdisciplinarity of technologyâ€enhanced learning with science overlay maps and diversity measures. British Journal of Educational Technology, 2014, 45, 415-427.	6.3	12
48	Lead me gently: Facilitating knowledge gain through attention-aware ambient learning displays. Computers and Education, 2014, 78, 10-19.	8.3	12
49	Immersive Multi-user Decision Training Games with ARLearn. Lecture Notes in Computer Science, 2014, , 207-220.	1.3	7
50	GPIM: Google Glassware for Inquiry-Based Learning. Lecture Notes in Computer Science, 2014, , 530-533.	1.3	5
51	Lifelong Learning Hub: A Seamless Tracking Tool for Mobile Learning. Lecture Notes in Computer Science, 2014, , 534-537.	1.3	7
52	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
53	Smartphone Apps for Cardiopulmonary Resuscitation Training and Real Incident Support: A Mixed-Methods Evaluation Study. Journal of Medical Internet Research, 2014, 16, e89.	4.3	65
54	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

#	Article	IF	Citations
55	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
56	M-Workplace Learning @ ITC-ILO. Communications in Computer and Information Science, 2014, , 272-286.	0.5	0
57	Beyond the channel: A literature review on ambient displays for learning. Computers and Education, 2013, 60, 426-435.	8.3	33
58	Toward a learner-centered system for adult learning. Campus Wide Information Systems, 2013, 31, 2-13.	1.1	14
59	Closer to You. International Journal of Ambient Computing and Intelligence, 2013, 5, 16-31.	1.1	6
60	Innovation und Trends fÃ¼r Mobiles Lernen. , 2013, , 55-74.		4
61	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
62	Pervasive Interventions to Increase Pro-environmental Awareness, Consciousness, and Learning at the Workplace. Lecture Notes in Computer Science, 2013, , 57-70.	1.3	5
63	Use of Mobile Applications for Hospital Discharge Letters. International Journal of Mobile and Blended Learning, 2013, 5, 19-42.	0.8	5
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	What Happened to the Crossdisciplinarity of Technology-Enhanced Learning in 2004?. Lecture Notes in Computer Science, 2013, , 472-477.	1.3	0
66	Energy awareness displays: motivating conservation at the workplace through feedback. International Journal of Mobile Learning and Organisation, 2012, 6, 189.	0.3	11
67	An Open Educational Resource for minimal online resuscitation training. Resuscitation, 2012, 83, e111.	3.0	0
68	EMuRgencyâ€"New approaches for resuscitation support and training in the Euregio Meuse-Rhine. Resuscitation, 2012, 83, e37.	3.0	0
69	Energy Awareness Displays: Designing a Prototype for Personalised Energy Consumption Feedback at the Workplace. , 2012, , .		2
70	Energy Awareness Displays. Lecture Notes in Computer Science, 2012, , 471-476.	1.3	2
71	Thinking outside the box Â– a vision of ambient learning displays. International Journal of Technology Enhanced Learning, 2011, 3, 627.	0.7	14
72	Expert concept mapping study on mobile learning. Campus Wide Information Systems, 2010, 27, 240-253.	1.1	21

#	Article	IF	Citations
73	Implementing infrastructures for managing learning objects. British Journal of Educational Technology, 2010, 41, 873-882.	6.3	8
74	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
75	Skill-Based Scouting of Open Management Content. Lecture Notes in Computer Science, 2010, , 632-637.	1.3	10
76	Using Language Technologies to Diagnose Learner's Conceptual Development. , 2009, , .		5
77	Placement Services for Learning Networks. , 2009, , 195-208.		0
78	SWeMoF: A Semantic Framework to Discover Patterns in Learning Networks. Lecture Notes in Computer Science, 2009, , 160-165.	1.3	0
79	Tools and Techniques for Placement Experiments. , 2009, , 209-223.		1
80	A Validation Scenario for a Placement Service in Learning Networks. , 2009, , 225-238.		0
81	A model for new linkages for prior learning assessment. Campus Wide Information Systems, 2008, 25, 233-243.	1.1	5
82	Positioning of learners in learning networks with content, metadata and ontologies. Interactive Learning Environments, 2007, 15, 191-200.	6.4	17
83	Notebooks in der Hochschullehre. Didaktische und strukturelle Implikationen. , 2005, , 75-86.		0
84	Notebooks in der Hochschullehre. Didaktische und strukturelle Implikationen. MedienpÃ„dagogik, 0, , 75-86.	0.3	0