Dietrich Albert

List of Publications by Year
in descending order

105 papers	1,045 citations	567144 15 h-index	610775 24 g-index
108 all docs	108 docs citations	108 times ranked	730 citing authors

#	ARTICLE	IF	CITATIONS
1	Reducing Energy Consumption by Behavioural Change. Smart Innovation, Systems and Technologies, 2021, , 257-268.	0.5	0
2	A Real-Life School Study of Confirmation Bias and Polarisation in Information Behaviour. Lecture Notes in Computer Science, 2019, , 409-422.	1.0	0
3	A NOVEL APPROACH AND SOFTWARE COMPONENT FOR SUPPORTING COMPETENCE-BASED LEARNING WITH SERIOUS GAMES. INTED Proceedings, 2019, , .	0.0	1
4	EVALUATION OF AN INTERVIEW SIMULATION FOR JOB SEEKERS â€" APPLYING A HOLISTIC EVALUATION APPROACH FOR SERIOUS GAMES. INTED Proceedings, 2019, , .	0.0	0
5	Balancing the Fluency-Consistency Tradeoff in Collaborative Information Search with a Recommender Approach. International Journal of Human-Computer Interaction, 2018, 34, 557-575.	3.3	4
6	Methods for Discovering Cognitive Biases in a Visual Analytics Environment. , 2018, , 61-73.		7
7	TEACHING DIGITAL COMPETENCES IN SCHOOLS: A PARTICIPATORY RESEARCH APPROACH. EDULEARN Proceedings, 2018, , .	0.0	0
8	Supporting collaborative learning with tag recommendations. , 2017, , .		12
9	Validating domain ontologies: A methodology exemplified for concept maps. Cogent Education, 2017, 4, 1263006.	0.6	8
10	A Framework for Measuring Imagination in Visual Analytics Systems. , 2017, , .		0
11	Efficient Software Assets for Fostering Learning in Applied Games. Communications in Computer and Information Science, 2017, , 170-182.	0.4	2
12	INQUIRY-BASED LEARNING MEETS LEARNING ANALYTICS AND STYLES. , 2017, , .		0
13	FACILITATING EVALUATION SUPPORT FOR SERIOUS GAMES. INTED Proceedings, 2017, , .	0.0	1
14	LEA in Private: A Privacy and Data Protection Framework for a Learning Analytics Toolbox. Journal of Learning Analytics, 2016, 3, .	1.8	26
15	A Framework for Cognitive Bias Detection and Feedback in a Visual Analytics Environment. , 2016, , .		14
16	THE WHAT, THE HOW AND THE WHO â€" A PSYCHO-PEDAGOGICAL TRAINING MODEL FOR PROFESSIONAL DEVELOPMENT IN CRIMINAL INTELLIGENCE ANALYSIS. , 2016, , .		0
17	Applying the Formal Concept Analysis to Introduce Guidance in an Inquiry-Based Learning Environment. , 2015, , .		1
18	Suitability of Adaptive Self-Regulated e-Learning to Vocational Training. International Journal of Online Pedagogy and Course Design, 2015, 5, 31-46.	0.3	3

#	ARTICLE	IF	CITATIONS
19	The Role of Cognitive Biases in Criminal Intelligence Analysis and Approaches for their Mitigation. , 2015, , .		3
20	Individualized skill assessment in educational games: The mathematical foundations of partitioning. Journal of Mathematical Psychology, 2015, 67, 1-7.	1.0	6
21	Verbatim and Semantic Imitation in Indexing Resources on the Web: A Fuzzy-trace Account of Social Tagging. Applied Cognitive Psychology, 2015, 29, 32-48.	0.9	10
22	Supporting Self-Regulated Learning. , 2015, , 17-48.		9
23	Refining Frequency-Based Tag Reuse Predictions by Means of Time and Semantic Context. Lecture Notes in Computer Science, 2015, , 55-74.	1.0	10
24	A Competence-based Service for Supporting Self-Regulated Learning in Virtual Environments. Journal of Learning Analytics, 2015, 2, .	1.8	36
25	Gamification and Smart Feedback. , 2015, , 970-982.		1
26	Combining Self-Regulation and Competence-Based Guidance to Personalise the Learning Experience in Moodle. , 2014, , .		11
27	Evaluating a digital humanities research environment: the CULTURA approach. International Journal on Digital Libraries, 2014, 15, 53-70.	1.1	23
28	Defining a competency map for a practical skill. Clinical Teacher, 2014, 11, 531-536.	0.4	7
29	Iterative augmentation of a medical training simulator: Effects of affective metacognitive scaffolding. Computers and Education, 2014, 76, 13-29.	5.1	21
30	Gamification and Smart Feedback. International Journal of Game-Based Learning, 2014, 4, 35-46.	0.9	27
31	Recommender and guidance strategies for creating personal mashup learning environments. Computer Science and Information Systems, 2014, 11, 321-342.	0.7	9
32	Background Music in Educational Games. Advances in Human and Social Aspects of Technology Book Series, 2014, , 259-271.	0.3	1
33	Gamification and Smart, Competence-Centered Feedback: Promising Experiences in the Classroom. International Journal of Serious Games, 2014, 1, .	0.8	2
34	Adaptive Learning Using an Integration of Competence Model with Knowledge Space Theory. , 2013, , .		6
35	Problem solving learning environments and assessment: A knowledge space theory approach. Computers and Education, 2013, 64, 183-193.	5.1	27
36	The simplified updating rule in the formalization of digital educational games. Journal of Computational Science, 2013, 4, 293-303.	1.5	13

#	Article	IF	Citations
37	Learning in Moodle using Competence-Based Knowledge Space Theory and IMS QTI. , 2013, , .		2
38	Applying Pedagogical Approaches to Enhance Learning: Linking Self-Regulated and Skills-Based Learning with Support from Moodle Extensions. , 2013, , .		4
39	Trajectory Mining on Capability Space: Its Concept and Potential Application. , 2013, , .		1
40	Skills, Competencies and Knowledge Structures. , 2013, , 229-242.		13
41	Recent Developments in Competence-based Knowledge Space Theory. , 2013, , 243-286.		7
42	Recent Developments in Performance-based Knowledge Space Theory. , 2013, , 147-192.		3
43	An Implicit-Semantic Tag Recommendation Mechanism for Socio-Semantic Learning Systems. IFIP Advances in Information and Communication Technology, 2013, , 41-46.	0.5	4
44	Learning Analytics to Support the Use of Virtual Worlds in the Classroom. Lecture Notes in Computer Science, 2013, , 358-365.	1.0	15
45	A Psycho-Pedagogical Framework for Multi-Adaptive Educational Games. , 2013, , 103-117.		4
46	Heuristics for Generating and Validating Surmise Relations across, between and within Sets/Tests. , 2013, , 193-227.		0
47	Affective Metacognitive Scaffolding and Enriched User Modelling for Experiential Training Simulators: A Follow-Up Study. Lecture Notes in Computer Science, 2013, , 396-409.	1.0	0
48	Semantic Social Sensing for Improving Simulation Environments for Learning. Lecture Notes in Computer Science, 2013, , 601-602.	1.0	0
49	Using Hasse Diagrams for Competence-Oriented Learning Analytics. Lecture Notes in Computer Science, 2013, , 59-64.	1.0	1
50	A Mashup Recommender for Creating Personal Learning Environments. Lecture Notes in Computer Science, 2012, , 79-88.	1.0	11
51	How to Augment Simulated Environments by Services Supporting Self-Regulated Learning? A Baseline Study. , 2012, , .		0
52	Tweets Reveal More Than You Know: A Learning Style Analysis on Twitter. Lecture Notes in Computer Science, 2012, , 140-152.	1.0	1
53	E-Learning Based on Metadata, Ontologies and Competence-Based Knowledge Space Theory. Communications in Computer and Information Science, 2012, , 24-36.	0.4	5
54	A Domain Model for Smart 21st Century Skills Training in Game-Based Virtual Worlds. , 2012, , .		8

#	ARTICLE	IF	CITATIONS
55	Psycho-pedagogical Mash-Up Design for Personalising the Learning Environment. Lecture Notes in Computer Science, 2012, , 161-175.	1.0	6
56	An Initial Evaluation of Metacognitive Scaffolding for Experiential Training Simulators. Lecture Notes in Computer Science, 2012, , 23-36.	1.0	3
57	An Evaluation System for Digital Libraries. Lecture Notes in Computer Science, 2012, , 414-419.	1.0	4
58	Evaluating the Validity of a Non-invasive Assessment Procedure. Lecture Notes in Computer Science, 2012, , 208-218.	1.0	3
59	Activity- and Taxonomy-Based Knowledge Representation. , 2012, , 80-83.		0
60	Reflections on the Evaluation of Adaptive Learning Technologies. , 2011, , .		2
61	Technology-mediated support for self-regulated learning in open responsive learning environments. , 2011, , .		24
62	A Psycho-Pedagogical Framework for Multi-Adaptive Educational Games. International Journal of Game-Based Learning, 2011, 1, 45-58.	0.9	36
63	Background Music in Educational Games. International Journal of Game-Based Learning, 2011, 1, 53-64.	0.9	7
64	Individualized Skill Assessment in Digital Learning Games: Basic Definitions and Mathematical Formalism. IEEE Transactions on Learning Technologies, 2011, 4, 138-148.	2.2	27
65	Integrating Collaborative Learning Into the Self-regulated Learning Process Model. , 2011, , .		1
66	Apt to Adapt: Micro- and Macro-Level Adaptation in Educational Games. Studies in Computational Intelligence, 2011, , 221-238.	0.7	4
67	Tracking the UFOâ€™s Paths: Using Eye-Tracking for the Evaluation of Serious Games. Lecture Notes in Computer Science, 2011, , 315-324.	1.0	13
68	Visualization of Learnerâ€™s State and Learning Paths with Knowledge Structures. Lecture Notes in Computer Science, 2011, , 261-270.	1.0	6
69	Competence-Based Knowledge Space Theory as a Framework for Intelligent Metacognitive Scaffolding. Lecture Notes in Computer Science, 2011, , 563-565.	1.0	2
70	A methodology for eliciting, modelling, and evaluating expert knowledge for an adaptive work-integrated learning system. International Journal of Human Computer Studies, 2010, 68, 185-208.	3.7	22
71	Personalized Support, Guidance, and Feedback by Embedded Assessment and Reasoning: What We Can Learn from Educational Computer Games. International Federation for Information Processing, 2010, , 142-151.	0.4	3
72	Vicarious Learning with a Digital Educational Game: Eye-Tracking and Survey-Based Evaluation Approaches. Lecture Notes in Computer Science, 2010, , 471-488.	1.0	8

#	Article	IF	Citations
73	A Glissade on the Learning Curve: Multi-adaptive Immersive Educational Games. Lecture Notes in Computer Science, 2010, , 361-366.	1.0	0
74	Emergent Design: Serendipity in Digital Educational Games. Lecture Notes in Computer Science, 2009, , 206-215.	1.0	6
75	Supporting Self-Regulated Personalised Learning through Competence-Based Knowledge Space Theory. Policy Futures in Education, 2009, 7, 645-661.	1.2	17
76	Non-invasive Assessment and Adaptive Interventions in Learning Games. , 2009, , .		11
77	Evaluating the Adaptation of a Learning System before the Prototype Is Ready: A Paper-Based Lab Study. Lecture Notes in Computer Science, 2009, , 331-336.	1.0	8
78	Little Big Difference: Gender Aspects and Gender-Based Adaptation in Educational Games. Lecture Notes in Computer Science, 2009, , 150-161.	1.0	8
79	Applying a Web and Simulation-Based System for Adaptive Competence Assessment of Spinal Anaesthesia. Lecture Notes in Computer Science, 2009, , 182-191.	1.0	7
80	A formal framework for modelling the developmental course of competence and performance in the distance, speed, and time domain. Developmental Review, 2008, 28, 401-420.	2.6	10
81	Developing Competence Assessment Procedure for Spinal Anaesthesia. , 2008, , .		3
82	Micro Adaptive, Non-invasive Knowledge Assessment in Educational Games. , 2008, , .		22
83	Modeling competencies for supporting work–integrated learning in knowledge work. Journal of Knowledge Management, 2008, 12, 31-47.	3.2	58
84	Activity- and taxonomy-based knowledge representation framework. International Journal of Knowledge and Learning, 2008, 4, 189.	0.1	15
85	Challenges in the Development and Evaluation of Immersive Digital Educational Games. Lecture Notes in Computer Science, 2008, , 19-30.	1.0	9
86	Cognitive Structural Modelling of Skills for Technology-Enhanced Learning. , 2007, , .		9
87	Immersive Digital Games: The Interfaces for Next-Generation E-Learning?. Lecture Notes in Computer Science, 2007, , 647-656.	1.0	24
88	Comparative judgments with missing information: A regression and process tracing analysis. Acta Psychologica, 2007, 125, 66-84.	0.7	7
89	Competence Assessment for Spinal Anaesthesia. , 2007, , 165-170.		6
90	Personalising Learning through Prerequisite Structures Derived from Concept Maps. , 2007, , 43-54.		11

#	Article	IF	Citations
91	The ELEKTRA Ontology Model: A Learner-Centered Approach to Resource Description. , 2007, , 78-89.		17
92	Competency Management using the Competence Performance Approach. , 2007, , 83-119.		10
93	Supporting Competency Development in Informal Workplace Learning. Lecture Notes in Computer Science, 2005, , 189-202.	1.0	12
94	The Correlational Agreement Coefficient CA(≈꜀)â€"a mathematical analysis of a descriptive goodness-of-fit measure. Mathematical Social Sciences, 2004, 48, 281-314.	0.3	9
95	Surmise relations between testsâ€"mathematical considerations. Discrete Applied Mathematics, 2003, 127, 221-239.	0.5	2
96	Speed of comprehension of visualized ordered sets.. Journal of Experimental Psychology: Applied, 2002, 8, 57-71.	0.9	14
97	Extending eductional metadata schemas to describe adaptive learning resources. , 2001, , .		12
98	Surmise relations between tests. Electronic Notes in Discrete Mathematics, 1999, 2, 10-24.	0.4	1
99	Construction of Knowledge Spaces for Problem Solving in Chess. Recent Research in Psychology, 1994, , 123-135.	0.5	10
100	Chapter 7 Knowledge Assessment Based on Skill Assignment and Psychological Task Analysis. Advances in Psychology, 1993, 101, 139-159.	0.1	18
101	The effects of attractiveness, dominance, and attribute differences on information acquisition in multiattribute binary choice. Organizational Behavior and Human Decision Processes, 1991, 49, 258-281.	1.4	57
102	Cognitive Choice Processes and the Attitude-Behavior Relation. , 1989, , 61-99.		18
103	Process Traces of Binary Choices: Evidence for Selective and Adaptive Decision Heuristics. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1986, 38, 59-76.	2.3	18
104	Stochastic choice heuristics. Acta Psychologica, 1984, 56, 153-166.	0.7	56
105	Digital Game-Based Learning. , 0, , 158-177.		0