Alejandra MartÃ-nez-MonÃ©s

List of Publications by Year
in descending order

66 papers	1,375 citations	471371 17 h-index	395590 33 g-index
71 all docs	71 docs citations	71 times ranked	1115 citing authors

#	Article	IF	Citations
1	Casual Learn: AÂlinked data-based mobile application for learning about local Cultural Heritage. Semantic Web, 2022, 14, 181-195.	1.1	5
2	â€œHouston, we have a problemâ€• RevealingÂMOOC practitioners' experiences regarding feedback provision to learners facing difficulties. Computer Applications in Engineering Education, 2021, 29, 769-785.	2.2	11
3	Theory-based learning analytics to explore student engagement patterns in a peer review activity. , 2021, , .		1
4	SLEek: An Ontology For Smart Learning in the Web of Data. , 2021, , .		2
5	Affordances and Core Functions of Smart Learning Environments: A Systematic Literature Review. IEEE Transactions on Learning Technologies, 2021, 14, 129-145.	2.2	30
6	Multimodal Data Value Chain (M-DVC): A Conceptual Tool to Support the Development of Multimodal Learning Analytics Solutions. Revista Iberoamericana De Tecnologias Del Aprendizaje, 2020, 15, 113-122.	0.7	10
7	Teachersâ€™ Adoption of Embodied Learning Digital Games with an Inclusive Education Approach: Lessons Learnt from the INTELed Project in Spain. Lecture Notes in Computer Science, 2020, , 241-253.	1.0	0
8	Actitudes del profesorado sobre la innovaciÃ³n con herramientas TIC multisensoriales en entornos inclusivos. Revista Latinoamericana De TecnologÃa Educativa, 2020, 19, 29-45.	0.3	1
9	Achievements and challenges in learning analytics in Spain: The view of SNOLA. RIED: Revista Iberoamericana De EducaciÃ³n A Distancia, 2020, 23, 187.	0.8	5
10	Automatic creation of Moodle activities out of the Web of Data to link formal and informal learning contexts. , 2020, , .		2
11	Understanding student behavior and perceptions toward earning badges in a gamified MOOC. Universal Access in the Information Society, 2019, 18, 533-549.	2.1	21
12	The INTELed pedagogical framework. , 2019, , .		6
13	To reward and beyond: Analyzing the effect of reward-based strategies in a MOOC. Computers and Education, 2019, 142, 103639.	5.1	42
14	Creating collaborative groups in a MOOC: a homogeneous engagement grouping approach. Behaviour and Information Technology, 2019, 38, 1107-1121.	2.5	30
15	Exploring the Problems Experienced by Learners in a MOOC Implementing Active Learning Pedagogies. Lecture Notes in Computer Science, 2019, , 81-90.	1.0	8
16	â€œError 404- Struggling Learners Not Foundâ€•Exploring the Behavior of MOOC Learners. Lecture Notes in Computer Science, 2019, , 636-639.	1.0	1
17	Game of Blazons: Helping Teachers Conduct Learning Situations That Integrate Web Tools and Multiple Types of Augmented Reality. IEEE Transactions on Learning Technologies, 2018, 11, 506-519.	2.2	10
18	The teacher in the loop. , 2018, , .		33

#	Article	IF	Citations
19	Learning Buckets: Helping Teachers Introduce Flexibility in the Management of Learning Artifacts Across Spaces. IEEE Transactions on Learning Technologies, 2018, 11, 203-215.	2.2	3
20	Monitoring for Awareness and Reflection in Ubiquitous Learning Environments. International Journal of Human-Computer Interaction, 2018, 34, 146-165.	3.3	23
21	Monitoring Collaborative Learning Activities: Exploring the Differential Value of Collaborative Flow Patterns for Learning Analytics. , 2018, , .		3
22	Creating engaging experiences in MOOCs through in-course redeemable rewards. , 2018, , .		7
23	Learning analytics trends and challenges in engineering education: SNOLA special session. , 2018, , .		2
24	Using virtual learning environments in bricolage mode for orchestrating learning situations across physical and virtual spaces. Computers and Education, 2017, 109, 233-252.	5.1	17
25	How Gamification Is Being Implemented in MOOCs? A Systematic Literature Review. Lecture Notes in Computer Science, 2017, , 441-447.	1.0	9
26	Learning Analytics with Google Classroom. , 2017, , .		6
27	From Low-Scale to Collaborative, Gamified and Massive-Scale Courses: Redesigning a MOOC. Lecture Notes in Computer Science, 2017, , 77-87.	1.0	5
28	Automatic Group Formation in a MOOC Based on Studentsâ€™ Activity Criteria. Lecture Notes in Computer Science, 2017, , 179-193.	1.0	12
29	SNOLA, creando una Red sobre AnalÃticas de Aprendizaje en EspaÃ±a - [SNOLA: creating a network about Learning Analytics in Spain]. , 2017, , .		0
30	Learning Analytics in Small-scale Teacher-led Innovations: Ethical and Data Privacy Issues. Journal of Learning Analytics, 2016, 3, .	1.8	26
31	SNOLA. , 2016, , .		3
32	Influential factors for managing virtual groups in massive and variable scale courses. , 2016, , .		1
33	El DiseÃ±o Curricular por Competencias: Una Experiencia de InvestigaciÃ³n-AcciÃ³n en la Asignatura de TecnologÃa en EducaciÃ³n Secundaria Obligatoria. Qualitative Research in Education, 2016, 5, 167.	0.2	0
34	Learning analytics. , 2015, , .		8
35	Supporting Teacher Orchestration in Ubiquitous Learning Environments: A Study in Primary Education. IEEE Transactions on Learning Technologies, 2015, 8, 83-97.	2.2	76
36	DESPRO: A method based on roles to provide collaboration analysis support adapted to the participants in CSCL situations. Computers and Education, 2015, 82, 335-353.	5.1	61

#	Article	IF	Citations
37	Scripting and monitoring meet each other: Aligning learning analytics and learning design to support teachers in orchestrating <scp>CSCL</scp> situations. British Journal of Educational Technology, 2015, 46, 330-343.	3.9	100
38	Bucket-Server: A System for Including Teacher-Controlled Flexibility in the Management of Learning Artifacts in Across-Spaces Learning Situations. Lecture Notes in Computer Science, 2015, , 518-521.	1.0	1
39	Deploying learning designs across physical and web spaces: Making pervasive learning affordable for teachers. Pervasive and Mobile Computing, 2014, 14, 31-46.	2.1	22
40	Gauging Teachersâ€™ Needs with Regard to Technology-Enhanced Formative Assessment (TEFA) of 21st Century Skills in the Classroom. Communications in Computer and Information Science, 2014, , 1-14.	0.4	3
41	Capturing and analyzing verbal and physical collaborative learning interactions at an enriched interactive tabletop. International Journal of Computer-Supported Collaborative Learning, 2013, 8, 455-485.	1.9	56
42	Towards a script-aware monitoring process of computer-supported collaborative learning scenarios. International Journal of Technology Enhanced Learning, 2013, 5, 151.	0.4	11
43	GLUEPS-AR: A System for the Orchestration of Learning Situations across Spaces Using Augmented Reality. Lecture Notes in Computer Science, 2013, , 565-568.	1.0	3
44	Towards a Monitoring-Aware Design Process for CSCL Scripts. Lecture Notes in Computer Science, 2012, , 223-236.	1.0	6
45	Recurrent routines: Analyzing and supporting orchestration in technology-enhanced primary classrooms. Computers and Education, 2011, 57, 1214-1227.	5.1	35
46	An Interaction-Aware Design Process for the Integration of Interaction Analysis into Mainstream CSCL Practices. , 2011, , 269-291.		18
47	Implementing Computer-Interpretable CSCL Scripts with Embedded Assessment. , 2011, , 261-277.		3
48	Monitoring Pattern-Based CSCL Scripts: A Case Study. Lecture Notes in Computer Science, 2011, , 313-326.	1.0	4
49	Usersâ€™ Data. , 2009, , 175-193.		12
50	Supporting Members of a Learning Community Using Interaction Analysis Tools: The Example of the Kaleidoscope NoE Scientific Network. , 2008, , .		14
51	Bouncing Between the Dark and Bright Sides. Qualitative Inquiry, 2008, 14, 1187-1204.	1.0	3
52	Interaction-Aware Design for Learning Applications Reflections from the CSCL Field. , 2008, , .		2
53	A Role-Based Approach for the Support of Collaborative Learning Activities. E-Service Journal, 2007, 6, 40.	0.6	4
54	Data Flow between Tools: Towards a Composition-Based Solution for Learning Design. , 2007, , .		6

#	Article	IF	Citations
55	Towards a flexible model for computer-based analysis and visualization of collaborative learning activities. Computer-supported Collaborative Learning, 2007, , .	0.0	6
56	A layered framework for evaluating on-line collaborative learning interactions. International Journal of Human Computer Studies, 2006, 64, 622-635.	3.7	95
57	Studying participation networks in collaboration using mixed methods. International Journal of Computer-Supported Collaborative Learning, 2006, 1, 383-408.	1.9	67
58	Multiple Case Studies to Enhance Project-Based Learning in a Computer Architecture Course. IEEE Transactions on Education, 2005, 48, 482-489.	2.0	64
59	Collaborative learning patterns: assisting the development of component-based CSCL applications. , 2004, , .		20
60	Workshop on Designing Computational Models of Collaborative Learning Interaction. Lecture Notes in Computer Science, 2004, , 915-915.	1.0	0
61	An Integrated Approach for Analysing and Assessing the Performance of Virtual Learning Groups. Lecture Notes in Computer Science, 2004, , 289-304.	1.0	25
62	Combining qualitative evaluation and social network analysis for the study of classroom social interactions. Computers and Education, 2003, 41, 353-368.	5.1	274
63	Interaction Analysis for Formative Evaluation in CSCL. , 2003, , 227-238.		8
64	Cooperative learning in computer architecture: an educational project and its network support. , 0, , .		6
65	ImplementaciÃ³n de buenas prÃ¡cticas en los Trabajos Fin de Grado. Revista De Docencia Universitaria, 0, 11, 269.	0.1	14
66	Linking CSCL Script Design Patterns. , 0, , 72-85.		1