

# Margarida Romero

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8787631/publications.pdf>

Version: 2024-02-01

97  
papers

1,447  
citations

567144

15  
h-index

377752

34  
g-index

110  
all docs

110  
docs citations

110  
times ranked

1220  
citing authors

#	ARTICLE	IF	CITATIONS
1	To rubric or not to rubric? The effects of self-assessment on self-regulation, performance and self-efficacy. <i>Assessment in Education</i> , 2014, 21, 133-148.	0.7	140
2	Are online learners frustrated with collaborative learning experiences?. <i>International Review of Research in Open and Distance Learning</i> , 2012, 13, 26.	1.0	135
3	The impact of a rubric and friendship on peer assessment: Effects on construct validity, performance, and perceptions of fairness and comfort. <i>Studies in Educational Evaluation</i> , 2013, 39, 195-203.	1.2	129
4	Can Serious Games Contribute to Developing and Sustaining 21st Century Skills?. <i>Games and Culture</i> , 2015, 10, 148-177.	1.7	127
5	Computational thinking development through creative programming in higher education. <i>International Journal of Educational Technology in Higher Education</i> , 2017, 14, .	4.5	105
6	Designing a Course for Stimulating Entrepreneurship in Higher Education through Serious Games. <i>Procedia Computer Science</i> , 2012, 15, 174-186.	1.2	70
7	Learning Mechanics and Game Mechanics Under the Perspective of Self-Determination Theory to Foster Motivation in Digital Game Based Learning. <i>Simulation and Gaming</i> , 2017, 48, 81-97.	1.2	67
8	Serious games and the development of an entrepreneurial mindset in higher education engineering students. <i>Entertainment Computing</i> , 2014, 5, 357-366.	1.8	65
9	Quality of e-learnersâ€™ time and learning performance beyond quantitative time-on-task. <i>International Review of Research in Open and Distance Learning</i> , 2011, 12, 125.	1.0	58
10	A gamified collaborative course in entrepreneurship: Focus on objectives and tools. <i>Computers in Human Behavior</i> , 2015, 51, 1276-1283.	5.1	42
11	Polychronicity: review of the literature and a new configuration for the study of this hidden dimension of online learning. <i>Distance Education</i> , 2014, 35, 294-310.	2.5	25
12	The role of feedback and guidance as intervention methods to foster computational thinking in educational robotics learning activities for primary school. <i>Computers and Education</i> , 2022, 180, 104431.	5.1	23
13	Serious Games Integration in an Entrepreneurship Massive Online Open Course (MOOC). <i>Lecture Notes in Computer Science</i> , 2013, , 212-225.	1.0	21
14	Group Awareness, Learning, and Participation in Computer Supported Collaborative Learning (CSCL). <i>Procedia, Social and Behavioral Sciences</i> , 2012, 46, 3068-3073.	0.5	19
15	Work, Games and Lifelong Learning in the 21st Century. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 174, 115-121.	0.5	19
16	Teaching Pre-Service Teachers to Integrate Serious Games in the Primary Education Curriculum. <i>International Journal of Serious Games</i> , 2015, 2, .	0.8	19
17	A Scenario-Based Approach for Designing Educational Robotics Activities for Co-creative Problem Solving. <i>Advances in Intelligent Systems and Computing</i> , 2017, , 158-169.	0.5	18
18	Supporting Human Capital development with Serious Games: An analysis of three experiences. <i>Computers in Human Behavior</i> , 2014, 30, 715-720.	5.1	16

#	ARTICLE	IF	CITATIONS
19	Intergenerational Learning Through a Participatory Video Game Design Workshop. Journal of Intergenerational Relationships, 2018, 16, 146-165.	0.5	13
20	Learner Engagement in the use of Individual and Collaborative Serious Games. Cutting-Edge Technologies in Higher Education, 2012, , 15-34.	0.2	12
21	Computational thinking development and assessment through tabletop escape games. International Journal of Serious Games, 2019, 6, 3-18.	0.8	12
22	La construcción colaborativa de conocimiento en las redes de comunicación asíncrona y escrita (RCAE): una revisión de los instrumentos analíticos. Cultura Y Educación, 2010, 22, 455-474.	0.2	11
23	Interdisciplinary and International Adaption and Personalization of the MetaVals Serious Games. Lecture Notes in Computer Science, 2012, , 59-73.	1.0	10
24	Hot Issues in Game Enhanced Learning: The GEL Viewpoint. Procedia Computer Science, 2012, 15, 25-31.	1.2	9
25	Transposing freemium business model from casual games to serious games. Entertainment Computing, 2015, 9-10, 29-41.	1.8	9
26	Intergenerational Techno-Creative Activities in a Library Fablab. Lecture Notes in Computer Science, 2017, , 526-536.	1.0	9
27	CreaCube, a Playful Activity with Modular Robotics. Lecture Notes in Computer Science, 2019, , 397-405.	1.0	8
28	Game Mechanics Supporting a Learning and Playful Experience in Educational Escape Games. Advances in Educational Technologies and Instructional Design Book Series, 2020, , 143-162.	0.2	8
29	Internal and External Regulation to Support Knowledge Construction and Convergence in Computer Supported Collaborative Learning (CSCL). Electronic Journal of Research in Educational Psychology, 2017, 9, 309-330.	0.2	8
30	GEL: Exploring Game Enhanced Learning. Procedia Computer Science, 2012, 15, 289-292.	1.2	7
31	Teachers' Creative Behaviors in STEAM Activities With Modular Robotics. Frontiers in Education, 2021, 6, .	1.2	7
32	Implementing Maker Spaces to Promote Cross-Generational Sharing and Learning. , 2017, , 65-78.		7
33	The Move is On! From the Passive Multimedia Learner to the Engaged Co-creator. ELearn, 2016, 2016, .	0.1	7
34	EDUCATIONAL ROBOTICS: FROM PROCEDURAL LEARNING TO CO-CREATIVE PROJECT ORIENTED CHALLENGES WITH LEGO WEDO. , 2016, , .		7
35	The Temporal Perspective in Higher Education Learners: Comparisons between Online and Onsite Learning. The Journal of Open Distance and E Learning, 2014, 17, 190-209.	0.3	7
36	Assessment of Co-Creativity in the Process of Game Design. Electronic Journal of E-Learning, 2019, 17, .	1.5	7

#	ARTICLE	IF	CITATIONS
37	Collaborative design of computer network using Activity-Led Learning approach. , 2011, , .		6
38	Analysis of Game and Learning Mechanics According to the Learning Theories. , 2016, , .		6
39	Time Factor in the Curriculum Integration of Game-Based Learning. , 2013, , 248-266.		6
40	Measuring the Knowledge Convergence Process in the Collaborative Game MetaVals. Procedia Computer Science, 2012, 15, 193-202.	1.2	5
41	Conceptions and Instructional Strategies of Pre-Service Teachers towards Digital Game based Learning Integration in the Primary Education Curriculum. International Journal of Digital Literacy and Digital Competence, 2016, 7, 11-22.	0.1	5
42	Scaffolding Digital Game Design Activities Grouping Older Adults, Younger Adults and Teens. Lecture Notes in Computer Science, 2016, , 74-81.	1.0	5
43	Design Requirements for Educational Robotics Activities for Sustaining Collaborative Problem Solving. Advances in Intelligent Systems and Computing, 2017, , 225-228.	0.5	5
44	Analyzing Cognitive Flexibility in Older Adults Through Playing with Robotic Cubes. Lecture Notes in Computer Science, 2019, , 545-553.	1.0	5
45	Constructive Alignment in Game Design for Learning Activities in Higher Education. Information (Switzerland), 2020, 11, 126.	1.7	5
46	Interactivity and materiality matter in creativity: educational robotics for the assessment of divergent thinking. Interactive Learning Environments, 2023, 31, 2194-2205.	4.4	5
47	Constructive alignment of learning mechanics and game mechanics in Serious Game design in Higher Education. International Journal of Serious Games, 2020, 7, 75-88.	0.8	5
48	Web 2.0 and Learning. , 2010, , 23-37.		5
49	HCI Education to Support Collaborative e-Learning Systems Design. ELearn, 2010, 2010, .	0.1	5
50	Academic domains as political battlegrounds. Information Development, 2017, 33, 270-288.	1.4	4
51	Promoting Intergenerational Participation Through Game Creation Activities. , 2017, , 79-89.		4
52	Effects of a context awareness tool on students' cognition of their team-mates learning time in a distance learning project activity. , 2009, , .		4
53	Characterizing Online Learnersâ€™ Time Regulation. , 0, , 91-110.		4
54	From Individual Creativity to Team-Based Creativity. , 2020, , .		3

#	ARTICLE	IF	CITATIONS
55	Group processes and creative components in a problem-solving task with modular robotics. Journal of Computers in Education, 2021, 8, 87-107.	5.0	3
56	Why, What and How to Help Each Citizen to Understand Artificial Intelligence?. KI - Kunstliche Intelligenz, 2021, 35, 191-199.	2.2	3
57	Formalizing Problem Solving in Computational Thinking : an Ontology approach. , 2021, , .		3
58	Entrepreneurship Competence Assessment Through a Game Based Learning MOOC. Lecture Notes in Computer Science, 2014, , 252-264.	1.0	3
59	Harnessing Web 2.0 for Context-Aware Learning. , 2010, , 98-113.		3
60	Analyser les apprentissages Ã partir des traces. Distances Et MÃ©diations Des Savoirs, 2019, , .	0.4	3
61	Activity-led learning approach and group performance analysis using fuzzy rule-based classification model. , 2013, , .		2
62	Identifying Pedagogical Uses of Serious Games for Learning English as a Second Language. Lecture Notes in Computer Science, 2015, , 31-43.	1.0	2
63	Game and Learning Mechanics Under the Perspective of Self-determination Theory for Supporting Motivation in Digital Game Based Learning. Lecture Notes in Computer Science, 2016, , 141-150.	1.0	2
64	Macro-dissemination of Maker Cultures: 21st century competencies through an Ideaton. Revista De Educacion A Distancia, 2020, 20, .	0.5	2
65	Computers in Secondary Schools, Educational Games. , 2020, , 420-423.		2
66	The Relationship between Group Awareness and Participation in a Computer-Supported Collaborative Environment. Communications in Computer and Information Science, 2014, , 82-94.	0.4	2
67	Examining the Impact of an Interactive Storytelling Platform on Educational Contexts Through Contemporary Crowdsourcing Methods of Audiovisual Content Publishing. , 2020, , .		2
68	De lâ€™apprentissage procÃ©dural de la programmation Ã lâ€™intÃ©gration interdisciplinaire de la programmation crÃ©ative. Formation Et Profession Revue Scientifique Internationale En Ã©ducation, 2016, 24, 87-89.	0.0	2
69	Spanish Zimbardo Time Perspective Inventory Construction and Validity among Higher Education Students. Electronic Journal of Research in Educational Psychology, 2017, 12, 483-508.	0.2	2
70	Artifactual Affordances in Playful Robotics. Lecture Notes in Computer Science, 2020, , 316-325.	1.0	2
71	E-Learning. , 0, , 419-434.		2
72	Creative intention and persistence in educational robotic. Educational Technology Research and Development, 2022, 70, 1247-1260.	2.0	2

#	ARTICLE	IF	CITATIONS
73	Analyse du processus de construction de connaissances dans des activités de programmation à l'École. Canadian Journal of Science, Mathematics and Technology Education, 0, , .	0.6	2
74	Personalised information retrieval through the use of a collaboration awareness tool, a chat and a forum tool in a computer supported collaborative learning task. International Journal of Knowledge and Web Intelligence, 2011, 2, 219.	0.2	1
75	The Use of the Collaboration Awareness Tool EUROCAT in Computer Supported Collaborative Learning. Procedia, Social and Behavioral Sciences, 2012, 46, 3046-3050.	0.5	1
76	Analysis and Modeling of Academia's Collaborative Decision Support System Based on Key Performance Indicators and Degree of Certainty. Procedia Manufacturing, 2015, 3, 4084-4089.	1.9	1
77	Digital game creation as a creative learning activity. , 2015, , .		1
78	Students' Time Perspective and Its Effects on Game Based Learning. Internet Learning, 0, , .	0.2	1
79	Computers in Secondary Schools: Educational Games. , 2019, , 1-4.		1
80	Usos pedagógicos de las TIC según la actividad creativa del discente / Pedagogical Uses of ICT according to the Creative Activity of the Discent: From consumption to participatory co-creation. Revista Internacional De Tecnologías En La Educación, 2019, 6, 45-50.	0.2	1
81	The Impact of Students' Temporal Perspectives on Time-On-Task and Learning Performance in Game Based Learning. International Journal of Game-Based Learning, 2013, 3, 80-92.	0.9	0
82	Metacognition on the Educational Social Software. , 2010, , 2252-2262.		0
83	Use of Social Software in Education. , 2010, , 50-68.		0
84	Metacognition on the Educational Social Software. , 2010, , 38-48.		0
85	How Sure Are You? Impact of the Degree of Certainty Shared Display in Collaborative Computer-Based Decision Making Task. Communications in Computer and Information Science, 2013, , 612-617.	0.4	0
86	Quantitative Approach in Measuring Knowledge Convergence in Serious Games. Lecture Notes in Computer Science, 2014, , 354-363.	1.0	0
87	Individual and collaborative Performance and Level of Certainty in MetaVals. International Journal of Serious Games, 2014, 1, .	0.8	0
88	Time Factor Assessment in Game-Based Learning. , 2015, , 1809-1829.		0
89	COCCIBOT: TRANSFORMING THE MBOT PEDAGOGICAL ROBOT TO BE USED FROM KINDERGARTEN TO SECONDARY SCHOOL. , 2016, , .		0
90	Conceptions and Instructional Strategies of Pre-Service Teachers Towards Digital Game Based Learning Integration in the Primary Education Curriculum. , 2018, , 356-368.		0

#	ARTICLE	IF	CITATIONS
91	Characterizing Online Learners' Time Regulation. , 2018, , 1468-1483.		0
92	Applying Gradual Immersion Method to Chemistry: Identification of Chemical Bonds. Environmental Discourses in Science Education, 2019, , 225-239.	1.1	0
93	Emerging Scenarios to Enhance Creativity in Smart Cities Through STEAM Education and the Gradual Immersion Method. Environmental Discourses in Science Education, 2019, , 203-224.	1.1	0
94	Macro-diseminaci3n de la cultura maker: promoviendo competencias del siglo XXI a trav3s de un Ideat3n. Revista De Educacion A Distancia, 2020, 20, .	0.5	0
95	Time Factor Assessment in Game-Based Learning. Advances in Game-based Learning Book Series, 0, , 62-81.	0.2	0
96	Game Mechanics Supporting a Learning and Playful Experience in Educational Escape Games. , 2022, , 884-902.		0
97	Analysis of team-based cognitive-affective states in STEAM education. , 2022, , .		0