

# Bart Rienties

## List of Publications by Year in Descending Order

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**Version:** 2024-04-28

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

147  
papers

3,171  
citations

29  
h-index

50  
g-index

159  
ext. papers

3,945  
ext. citations

2.8  
avg, IF

6.03  
L-index

#	Paper	IF	Citations
147	Social Learning Analytics in Computer-Supported Collaborative Learning Environments: A Systematic Review of Empirical Studies. <i>Computers and Education Open</i> , <b>2022</b> , 3, 100073	2.5	6
146	Beyond one-size-fits-all in MOOCs: Variation in learning design and persistence of learners in different cultural and socioeconomic contexts. <i>Computers in Human Behavior</i> , <b>2022</b> , 126, 106973	7.7	9
145	Flipped classrooms in higher education during the COVID-19 pandemic: findings and future research recommendations.. <i>International Journal of Educational Technology in Higher Education</i> , <b>2022</b> , 19, 9	6.3	7
144	Using Text Analytics to Understand Open-Ended Student Comments at Scale: Insights from Four Case Studies <b>2021</b> , 211-233		1
143	Teachers' Perspectives on the Promises, Needs and Challenges of Learning Analytics Dashboards: Insights from Institutions Offering Blended and Distance Learning. <i>Advances in Analytics for Learning and Teaching</i> , <b>2021</b> , 351-370	0.4	1
142	Conceptualizing Internationalization at a Distance: A Third Category of University Internationalization. <i>Journal of Studies in International Education</i> , <b>2021</b> , 25, 266-282	1.8	33
141	Students' Perspectives on curriculum internationalisation policies in transition: Insights from a master's degree programme in the Netherlands. <i>Innovations in Education and Teaching International</i> , <b>2021</b> , 58, 107-119	1.3	1
140	Exploring critical factors of the perceived usefulness of a learning analytics dashboard for distance university students. <i>International Journal of Educational Technology in Higher Education</i> , <b>2021</b> , 18, 46	6.3	4
139	Dispositional Learning Analytics for Supporting Individualized Learning Feedback. <i>Frontiers in Education</i> , <b>2021</b> , 6,	2.1	1
138	A Critical Review of Learning Gains Methods and Approaches. <i>International Perspectives on Higher Education Research</i> , <b>2021</b> , 17-31		
137	Subjective data, objective data and the role of bias in predictive modelling: Lessons from a dispositional learning analytics application. <i>PLoS ONE</i> , <b>2020</b> , 15, e0233977	3.7	11
136	The impact of virtual exchange on TPACK and foreign language competence: reviewing a large-scale implementation across 23 virtual exchanges. <i>Computer Assisted Language Learning</i> , <b>2020</b> , 1-27	2.9	17
135	Individual differences in the preference for worked examples: Lessons from an application of dispositional learning analytics. <i>Applied Cognitive Psychology</i> , <b>2020</b> , 34, 890-905	2.1	9
134	The role of gender, social class and ethnicity in participation and academic attainment in UK higher education: an update. <i>Oxford Review of Education</i> , <b>2020</b> , 46, 346-362	1.6	13
133	Unpacking the dynamics of collegial networks in relation to beginning teachers' job attitudes. <i>Research Papers in Education</i> , <b>2020</b> , 1-26	1.6	6
132	A quasi-experimental study to explore the impact of PAR on becoming an Agile Warrior. <i>Military Psychology</i> , <b>2020</b> , 32, 198-211	0.9	1
131	Learning relations of knowledge transfer (KT) and knowledge integration (KI) of doctoral students during online interdisciplinary training: an exploratory study. <i>Higher Education Research and Development</i> , <b>2020</b> , 39, 1290-1307	1.9	5

130	The scalable implementation of predictive learning analytics at a distance learning university: Insights from a longitudinal case study. <i>Internet and Higher Education</i> , <b>2020</b> , 45, 100725	7.4	35
129	Learning analytics to uncover inequality in behavioural engagement and academic attainment in a distance learning setting. <i>Assessment and Evaluation in Higher Education</i> , <b>2020</b> , 45, 594-606	3.1	5
128	Effective usage of learning analytics: what do practitioners want and where should distance learning institutions be going?. <i>Open Learning</i> , <b>2020</b> , 35, 178-195	1.4	5
127	How Can Predictive Learning Analytics and Motivational Interventions Increase Student Retention and Enhance Administrative Support in Distance Education?. <i>Journal of Learning Analytics</i> , <b>2020</b> , 7,	3.1	9
126	Learning Design and Learning Analytics: Snapshot 2020. <i>Journal of Learning Analytics</i> , <b>2020</b> , 7, 6-12	3.1	9
125	Feedback Preferences of Students Learning in a Blended Environment: Worked Examples, Tutored and Untutored Problem-Solving. <i>Communications in Computer and Information Science</i> , <b>2020</b> , 51-70	0.3	
124	Are Assessment Practices Well Aligned Over Time? A Big Data Exploration. <i>The Enabling Power of Assessment</i> , <b>2020</b> , 147-164	0.3	0
123	Learning Analytics and the Measurement of Learning Engagement. <i>Advances in Analytics for Learning and Teaching</i> , <b>2020</b> , 159-176	0.4	3
122	Reviewing Mixed Methods Approaches Using Social Network Analysis for Learning and Education. <i>Lecture Notes in Social Networks</i> , <b>2020</b> , 43-75	0.6	1
121	Transforming pre-service teacher education through virtual exchange: a mixed-methods analysis of perceived TPACK development. <i>Interactive Learning Environments</i> , <b>2020</b> , 1-13	3.1	3
120	Defining the Boundaries Between Artificial Intelligence in Education, Computer-Supported Collaborative Learning, Educational Data Mining, and Learning Analytics: A Need for Coherence. <i>Frontiers in Education</i> , <b>2020</b> , 5,	2.1	10
119	Complex Transitions of Early Career Academics (ECA): A Mixed Method Study of With Whom ECA Develop and Maintain New Networks. <i>Frontiers in Education</i> , <b>2020</b> , 5,	2.1	1
118	Learning Feedback Based on Dispositional Learning Analytics. <i>Intelligent Systems Reference Library</i> , <b>2020</b> , 69-89	0.8	2
117	Developing learning relationships in intercultural and multi-disciplinary environments: a mixed method investigation of management students' experiences. <i>Studies in Higher Education</i> , <b>2020</b> , 45, 2356-2370	2.6	9
116	Investigating variation in learning processes in a FutureLearn MOOC. <i>Journal of Computing in Higher Education</i> , <b>2020</b> , 32, 162-181	3.5	18
115	Learning to become an online editor: the editathon as a learning environment. <i>Interactive Learning Environments</i> , <b>2019</b> , 1-14	3.1	2
114	The role of demographics in online learning; A decision tree based approach. <i>Computers and Education</i> , <b>2019</b> , 137, 32-47	9.5	51
113	Internationalisation at a Distance and at Home: Academic and social adjustment in a South African distance learning context. <i>International Journal of Intercultural Relations</i> , <b>2019</b> , 72, 1-12	2.3	26

112	Empowering online teachers through predictive learning analytics. <i>British Journal of Educational Technology</i> , <b>2019</b> , 50, 3064-3079	4.3	27
111	Learning analytics for learning design in online distance learning. <i>Distance Education</i> , <b>2019</b> , 40, 309-329	3.9	15
110	Unpacking the intertemporal impact of self-regulation in a blended mathematics environment. <i>Computers in Human Behavior</i> , <b>2019</b> , 100, 345-357	7.7	24
109	A large-scale implementation of predictive learning analytics in higher education: the teachers' role and perspective. <i>Educational Technology Research and Development</i> , <b>2019</b> , 67, 1273-1306	3.6	41
108	Innovative Pedagogies of the Future: An Evidence-Based Selection. <i>Frontiers in Education</i> , <b>2019</b> , 4,	2.1	24
107	Humanising Text-to-Speech Through Emotional Expression in Online Courses. <i>Journal of Interactive Media in Education</i> , <b>2019</b> , 2019,	2.1	2
106	Understanding the Early Adjustment Experiences of Undergraduate Distance Education Students in South Africa. <i>International Review of Research in Open and Distance Learning</i> , <b>2019</b> , 20,	2.2	8
105	Predictive Learning Analytics 'At Scale': Guidelines to Successful Implementation in Higher Education. <i>Journal of Learning Analytics</i> , <b>2019</b> , 6,	3.1	19
104	Reviewing affective, behavioural and cognitive learning gains in higher education. <i>Assessment and Evaluation in Higher Education</i> , <b>2019</b> , 44, 321-337	3.1	11
103	Investigating learning strategies in a dispositional learning analytics context <b>2018</b> ,		7
102	Turning Groups Inside Out: A Social Network Perspective. <i>Journal of the Learning Sciences</i> , <b>2018</b> , 27, 550-579	3.8	10
101	Linking students' timing of engagement to learning design and academic performance <b>2018</b> ,		21
100	Enhancing (in)formal learning ties in interdisciplinary management courses: a quasi-experimental social network study. <i>Studies in Higher Education</i> , <b>2018</b> , 43, 437-451	2.6	16
99	Does a formal wiki event contribute to the formation of a network of practice? A social capital perspective on the potential for informal learning. <i>Interactive Learning Environments</i> , <b>2018</b> , 26, 308-319	3.1	7
98	Overcoming cross-cultural group work tensions: mixed student perspectives on the role of social relationships. <i>Higher Education</i> , <b>2018</b> , 75, 149-166	3	23
97	A multi-modal study into students' timing and learning regulation: time is ticking. <i>Interactive Technology and Smart Education</i> , <b>2018</b> , 15, 298-313	2.4	3
96	Gathering, visualising and interpreting learning design analytics to inform classroom practice and curriculum design <b>2018</b> , 71-92		2
95	Analytics in online and offline language learning environments: the role of learning design to understand student online engagement. <i>Computer Assisted Language Learning</i> , <b>2018</b> , 31, 273-293	2.9	22

94	The influence of internationalised versus local content on online intercultural collaboration in groups: A randomised control trial study in a statistics course. <i>Computers and Education</i> , <b>2018</b> , 118, 82-95	9.5	22
93	Student profiling in a dispositional learning analytics application using formative assessment. <i>Computers in Human Behavior</i> , <b>2018</b> , 78, 408-420	7.7	47
92	Which first-year students are making most learning gains in STEM subjects?. <i>Higher Education Pedagogies</i> , <b>2018</b> , 3, 161-172	1.2	6
91	Using Temporal Analytics to Detect Inconsistencies Between Learning Design and Students' Behaviours. <i>Journal of Learning Analytics</i> , <b>2018</b> , 5,	3.1	8
90	<a href="https://doi.org/10.14786/flr.v6i2">https://doi.org/10.14786/flr.v6i2</a> . <i>Frontline Learning Research</i> , <b>2018</b> , 20-38	2.4	2
89	How do students engage with computer-based assessments: impact of study breaks on intertemporal engagement and pass rates. <i>Behaviormetrika</i> , <b>2018</b> , 45, 597-614	1.3	6
88	Temporal dynamics of MOOC learning trajectories <b>2018</b> ,		3
87	Learning design in diverse institutional and cultural contexts: suggestions from a participatory workshop with higher education professionals in Africa. <i>Open Learning</i> , <b>2018</b> , 33, 250-266	1.4	13
86	Making Sense of Learning Analytics Dashboards: A Technology Acceptance Perspective of 95 Teachers. <i>International Review of Research in Open and Distance Learning</i> , <b>2018</b> , 19,	2.2	25
85	Investigation of Temporal Dynamics in MOOC Learning Trajectories: A Geocultural Perspective. <i>Lecture Notes in Computer Science</i> , <b>2018</b> , 526-530	0.9	1
84	Online learning experiences of new versus continuing learners: a large-scale replication study. <i>Assessment and Evaluation in Higher Education</i> , <b>2017</b> , 42, 657-672	3.1	21
83	Making the most of External Group members in blended and online environments. <i>Interactive Learning Environments</i> , <b>2017</b> , 25, 467-481	3.1	5
82	Conceptualizing impact in academic development: finding a way through. <i>Higher Education Research and Development</i> , <b>2017</b> , 36, 116-128	1.9	13
81	Towards Actionable Learning Analytics Using Dispositions. <i>IEEE Transactions on Learning Technologies</i> , <b>2017</b> , 10, 6-16	4	31
80	The relationship of (perceived) epistemic cognition to interaction with resources on the internet. <i>Computers in Human Behavior</i> , <b>2017</b> , 73, 507-518	7.7	18
79	Unravelling the dynamics of instructional practice <b>2017</b> ,		10
78	The orchestration of a collaborative information seeking learning task. <i>Information Retrieval</i> , <b>2017</b> , 20, 480-505	1.8	5
77	Unpacking differences in psychological contracts of organizational and self-initiated expatriates. <i>Journal of Global Mobility</i> , <b>2017</b> , 5, 93-108	1.3	8

76	Implementing predictive learning analytics on a large scale <b>2017</b> ,		21
75	Examining the designs of computer-based assessment and its impact on student engagement, satisfaction, and pass rates. <i>Computers in Human Behavior</i> , <b>2017</b> , 76, 703-714	7.7	57
74	Implementing randomised control trials in open and distance learning: a feasibility study. <i>Open Learning</i> , <b>2017</b> , 32, 147-162	1.4	7
73	Making sense of learner and learning Big Data: reviewing five years of Data Wrangling at the Open University UK. <i>Open Learning</i> , <b>2017</b> , 32, 279-293	1.4	8
72	Implementing a Learning Analytics Intervention and Evaluation Framework: What Works? <b>2017</b> , 147-166		21
71	Assessing Learning Gains. <i>Communications in Computer and Information Science</i> , <b>2017</b> , 117-132	0.3	3
70	Mixing and Matching Learning Design and Learning Analytics. <i>Lecture Notes in Computer Science</i> , <b>2017</b> , 302-316	0.9	6
69	Why some teachers easily learn to use a new virtual learning environment: a technology acceptance perspective. <i>Interactive Learning Environments</i> , <b>2016</b> , 24, 539-552	3.1	57
68	Transnational tourism education and student approaches to learning: is there a mismatch?. <i>Journal of Teaching in Travel and Tourism</i> , <b>2016</b> , 16, 273-295	1.1	2
67	Analysing 157 learning designs using learning analytic approaches as a means to evaluate the impact of pedagogical decision making. <i>British Journal of Educational Technology</i> , <b>2016</b> , 47, 981-992	4.3	43
66	Verifying the Stability and Sensitivity of Learning Analytics Based Prediction Models: An Extended Case Study. <i>Communications in Computer and Information Science</i> , <b>2016</b> , 256-273	0.3	3
65	The impact of learning design on student behaviour, satisfaction and performance: A cross-institutional comparison across 151 modules. <i>Computers in Human Behavior</i> , <b>2016</b> , 60, 333-341	7.7	137
64	Improving supervision for students at a distance: videoconferencing for group meetings. <i>Innovations in Education and Teaching International</i> , <b>2016</b> , 53, 388-399	1.3	4
63	Analytics4Action Evaluation Framework: A Review of Evidence-Based Learning Analytics Interventions at the Open University UK. <i>Journal of Interactive Media in Education</i> , <b>2016</b> , 2016,	2.1	13
62	#Design4Learning: Designing for the Future of Higher Education. <i>Journal of Interactive Media in Education</i> , <b>2016</b> , 2016,	2.1	9
61	Modelling and Managing Learner Satisfaction: Use of Learner Feedback to Enhance Blended and Online Learning Experience. <i>Decision Sciences Journal of Innovative Education</i> , <b>2016</b> , 14, 216-242	1.2	29
60	Using social network analysis to predict online contributions <b>2016</b> ,		2
59	The impact of 151 learning designs on student satisfaction and performance <b>2016</b> ,		12

58	Learning Design [Creative design to visualise learning activities. <i>Open Learning</i> , <b>2016</b> , 31, 233-244	1.4	8
57	Reviewing three case-studies of learning analytics interventions at the open university UK <b>2016</b> ,		8
56	Unpacking (in)formal learning in an academic development programme: a mixed-method social network perspective. <i>International Journal for Academic Development</i> , <b>2015</b> , 20, 163-177	1.3	21
55	The Pivotal Role of Effort Beliefs in Mediating Implicit Theories of Intelligence and Achievement Goals and Academic Motivations. <i>Social Psychology of Education</i> , <b>2015</b> , 18, 101-120	2	53
54	Bridge building potential in cross-cultural learning: a mixed method study. <i>Asia Pacific Education Review</i> , <b>2015</b> , 16, 37-48	1.2	31
53	"Scaling up" learning design <b>2015</b> ,		32
52	A dynamic analysis of social capital-building of international and UK students. <i>British Journal of Sociology of Education</i> , <b>2015</b> , 36, 1212-1235	1.3	14
51	In search for the most informative data for feedback generation: Learning analytics in a data-rich context. <i>Computers in Human Behavior</i> , <b>2015</b> , 47, 157-167	7.7	219
50	Stability and Sensitivity of Learning Analytics based Prediction Models <b>2015</b> ,		4
49	Understanding the Role of Time on Task in Formative Assessment: The Case of Mathematics Learning. <i>Communications in Computer and Information Science</i> , <b>2015</b> , 120-133	0.3	2
48	Understanding academics' resistance towards (online) student evaluation. <i>Assessment and Evaluation in Higher Education</i> , <b>2014</b> , 39, 987-1001	3.1	20
47	To Let Students Self-Select or Not: That Is the Question for Teachers of Culturally Diverse Groups. <i>Journal of Studies in International Education</i> , <b>2014</b> , 18, 64-83	1.8	22
46	Effectiveness of UK and international A-level assessment in predicting performance in engineering. <i>Innovations in Education and Teaching International</i> , <b>2014</b> , 51, 642-652	1.3	
45	Academic and social integration of Master students: a cross-institutional comparison between Dutch and international students. <i>Innovations in Education and Teaching International</i> , <b>2014</b> , 51, 130-141	1.3	25
44	A dynamic analysis of the interplay between asynchronous and synchronous communication in online learning: The impact of motivation. <i>Journal of Computer Assisted Learning</i> , <b>2014</b> , 30, 30-50	3.8	61
43	Why Increased Social Presence through Web Videoconferencing Does Not Automatically Lead to Improved Learning. <i>E-Learning and Digital Media</i> , <b>2014</b> , 11, 31-45	1.3	11
42	A dynamic analysis of why learners develop a preference for autonomous learners in computer-mediated communication. <i>Interactive Learning Environments</i> , <b>2014</b> , 22, 631-648	3.1	10
41	Understanding friendship and learning networks of international and host students using longitudinal Social Network Analysis. <i>International Journal of Intercultural Relations</i> , <b>2014</b> , 41, 165-180	2.3	74

40	Understanding (in)formal learning in an academic development programme: A social network perspective. <i>Teaching and Teacher Education</i> , <b>2014</b> , 39, 123-135	2.9	35
39	Getting the Balance Right in Intercultural Groups: A Dynamic Social Network Perspective. <i>Social Networking</i> , <b>2014</b> , 03, 173-185	0.7	1
38	Understanding Emerging Knowledge Spillovers in Small-Group Learning Settings: A Networked Learning Perspective <b>2014</b> , 127-147		3
37	Computer Assisted, Formative Assessment and Dispositional Learning Analytics in Learning Mathematics and Statistics. <i>Communications in Computer and Information Science</i> , <b>2014</b> , 67-78	0.3	8
36	The role of self- and social directed goals in a problem-based, collaborative learning context. <i>Higher Education</i> , <b>2013</b> , 66, 253-267	3	8
35	Understanding social learning relations of international students in a large classroom using social network analysis. <i>Higher Education</i> , <b>2013</b> , 66, 489-504	3	67
34	The role of cultural dimensions of international and Dutch students on academic and social integration and academic performance in the Netherlands. <i>International Journal of Intercultural Relations</i> , <b>2013</b> , 37, 188-201	2.3	54
33	Investigating the relations between motivation, tool use, participation, and performance in an e-learning course using web-videoconferencing. <i>Computers in Human Behavior</i> , <b>2013</b> , 29, 285-292	7.7	128
32	The effects of online professional development on higher education teachers' beliefs and intentions towards learning facilitation and technology. <i>Teaching and Teacher Education</i> , <b>2013</b> , 29, 122-139	13.9	154
31	Engaging Teachers (and Students) With Media Streaming Technology: The Case of Box of Broadcasts. <i>Cutting-Edge Technologies in Higher Education</i> , <b>2013</b> , 209-238		1
30	The Role of Cultural Background and Team Divisions in Developing Social Learning Relations in the Classroom. <i>Journal of Studies in International Education</i> , <b>2013</b> , 17, 332-353	1.8	30
29	Student Experiences of Self-Reflection and Peer Assessment in Providing Authentic Project-Based Learning to Large Class Sizes <b>2013</b> , 117-136		4
28	Online training of TPACK skills of higher education scholars: a cross-institutional impact study. <i>European Journal of Teacher Education</i> , <b>2013</b> , 36, 480-495	4.2	30
27	Redesigning Teaching Presence in Order to Enhance Cognitive Presence <b>2013</b> , 109-132		8
26	Cultural Differences in Learning Dispositions <b>2013</b> , 3-30		3
25	Visualising the invisible: a network approach to reveal the informal social side of student learning. <i>Advances in Health Sciences Education</i> , <b>2012</b> , 17, 743-57	3.7	104
24	A review of the role of information communication technology and course design in transitional education practices. <i>Interactive Learning Environments</i> , <b>2012</b> , 20, 563-581	3.1	26
23	The role of scaffolding and motivation in CSCL. <i>Computers and Education</i> , <b>2012</b> , 59, 893-906	9.5	78



22	Understanding academic performance of international students: the role of ethnicity, academic and social integration. <i>Higher Education</i> , <b>2012</b> , 63, 685-700	3	175
21	How achievement emotions impact students' decisions for online learning, and what precedes those emotions. <i>Internet and Higher Education</i> , <b>2012</b> , 15, 161-169	7-4	71
20	Integrating ICT in Business Education: Using TPACK to Reflect on Two Course Redesigns <b>2012</b> , 141-156		14
19	A Longitudinal Analysis of Knowledge Spillovers in the Classroom <b>2012</b> , 157-175		6
18	Effectiveness of a Voluntary Postsecondary Remediation Program in Mathematics <b>2012</b> , 199-222		2
17	Enhancing the Academic Internship Learning Experience for Business Education: A Critical Review and Future Directions <b>2012</b> , 7-22		13
16	Mathematics Bridging Education Using an Online, Adaptive E-Tutorial <b>2012</b> , 167-186		
15	Past, Present and Future of EDiNEB from the Perspectives of Participants and Management Team <b>2012</b> , 237-246		
14	The Influence of an Individual's Transactive Memory Profile when Advice Is Sought <b>2011</b> , 267-283		4
13	Academic and Social Integration of International and Local Students at Five Business Schools, a Cross-Institutional Comparison <b>2011</b> , 121-137		15
12	Student Learning Preferences in a Blended Learning Environment: Investigating the Relationship Between Tool Use and Learning Approaches <b>2011</b> , 195-212		4
11	The Diverging Effects of Social Network Sites on Receiving Job Information for Students and Professionals. <i>International Journal of Sociotechnology and Knowledge Development</i> , <b>2010</b> , 2, 39-53	0-4	7
10	The role of academic motivation in Computer-Supported Collaborative Learning. <i>Computers in Human Behavior</i> , <b>2009</b> , 25, 1195-1206	7-7	110
9	Who Profits Most from Blended Learning?. <i>Industry and Higher Education</i> , <b>2009</b> , 23, 285-292	1-3	15
8	Social Presence, Web Videoconferencing and Learning in Virtual Teams. <i>Industry and Higher Education</i> , <b>2009</b> , 23, 301-309	1-3	22
7	Longitudinal Study of Online Remedial Education Effects <b>2008</b> , 43-59		6
6	Remedial Online Teaching on a Summer Course. <i>Industry and Higher Education</i> , <b>2006</b> , 20, 327-336	1-3	22
5	Evaluating the impact of virtual exchange on initial teacher education: a European policy experiment		27

4	The Diverging Effects of Social Network Sites on Receiving Job Information for Students and Professionals	202-217		
3	How Cultural and Learning Style Differences Impact Students' Learning Preferences in Blended Learning	30-51	7	
2	Migration intentions of international distance education students studying from a South African institution: unpacking potential brain drain. <i>Globalisation, Societies and Education</i> , 1-19		1.1	3
1	Designing learning success and avoiding learning failure through learning analytics: the case of policing in England and Wales. <i>Public Money and Management</i> , 1-8		1.5	0