

# Ángel Fidalgo Blanco

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9112931/publications.pdf>

Version: 2024-02-01

69  
papers

1,180  
citations

567144

15  
h-index

477173

29  
g-index

71  
all docs

71  
docs citations

71  
times ranked

757  
citing authors

#	ARTICLE	IF	CITATIONS
1	Using Learning Analytics to improve teamwork assessment. Computers in Human Behavior, 2015, 47, 149-156.	5.1	136
2	An adaptive hybrid MOOC model: Disrupting the MOOC concept in higher education. Telematics and Informatics, 2018, 35, 1018-1030.	3.5	119
3	From massive access to cooperation: lessons learned and proven results of a hybrid xMOOC/cMOOC pedagogical approach to MOOCs. International Journal of Educational Technology in Higher Education, 2016, 13, .	4.5	101
4	Knowledge Spirals in Higher Education Teaching Innovation. International Journal of Knowledge Management, 2014, 10, 16-37.	0.7	60
5	Micro flip teaching â€™ An innovative model to promote the active involvement of students. Computers in Human Behavior, 2017, 72, 713-723.	5.1	59
6	Gamification in MOOC. , 2014, , .		57
7	A methodology proposal for developing adaptive cMOOC. , 2013, , .		51
8	Epistemological and ontological spirals. Data Technologies and Applications, 2015, 49, 266-288.	0.8	38
9	Ontological Flip Teaching: a Flip Teaching model based on knowledge management. Universal Access in the Information Society, 2018, 17, 475-489.	2.1	30
10	Learning services-based technological ecosystems. , 2015, , .		28
11	Vulnerability in health and social capital: a qualitative analysis by levels of marginalization in Mexico. International Journal for Equity in Health, 2020, 19, 24.	1.5	23
12	Cooperative Micro Flip Teaching. Lecture Notes in Computer Science, 2016, , 14-24.	1.0	23
13	Technological ecosystems and ontologies for an educational model based on Web 3.0. Universal Access in the Information Society, 2019, 18, 645-658.	2.1	18
14	A Knowledge Management System to Classify Social Educational Resources Within a Subject Using Teamwork Techniques. Lecture Notes in Computer Science, 2015, , 510-519.	1.0	18
15	Evaluation of the CTMTC Methodology for Assessment of Teamwork Competence Development and Acquisition in Higher Education. Lecture Notes in Computer Science, 2016, , 201-212.	1.0	18
16	Improving the MOOC learning outcomes throughout informal learning activities. , 2014, , .		17
17	APFT. , 2017, , .		17
18	iMOOC Platform: Adaptive MOOCs. Lecture Notes in Computer Science, 2016, , 380-390.	1.0	16

#	ARTICLE	IF	CITATIONS
19	MÃ©todo MAIN para planificar, aplicar y divulgar la innovaciÃ³n educativa. Education in the Knowledge Society, 2018, 19, 83-101.	2.0	16
20	Knowledge management system for applying educational innovative experiences. , 2013, , .		14
21	Virtual Learning Communities in Google Plus, Implications, and Sustainability in MOOCs. Journal of Information Technology Research, 2016, 9, 18-36.	0.3	14
22	MÃ©todo basado en EducaciÃ³n 4.0 para mejorar el aprendizaje: lecciones aprendidas de la COVID-19. RIED: Revista Iberoamericana De EducaciÃ³n A Distancia, 2022, 25, .	0.8	14
23	Micro Flip Teaching with Collective Intelligence. Lecture Notes in Computer Science, 2018, , 400-415.	1.0	13
24	Adaptive and Cooperative Model of Knowledge Management in MOOCs. Lecture Notes in Computer Science, 2017, , 273-284.	1.0	12
25	Participantes heterogÃ©neos en MOOCs y sus necesidades de aprendizaje adaptativo. Education in the Knowledge Society, 2017, 17, 91-109.	2.0	12
26	Enhancing Education for the Knowledge Society Era with Learning Ecosystems. Advances in Knowledge Acquisition, Transfer and Management Book Series, 2017, , 1-24.	0.1	12
27	Learning content management systems for the definition of adaptive learning environments. , 2014, , .		10
28	Can We Apply Learning Analytics Tools in Challenge Based Learning Contexts?. Lecture Notes in Computer Science, 2017, , 242-256.	1.0	10
29	MAIN. , 2018, , .		10
30	Impact of Transparency in the Teamwork Development through Cloud Computing. Applied Sciences (Switzerland), 2021, 11, 3887.	1.3	10
31	Hybrid Flipped Classroom: adaptation to the COVID situation. , 2020, , .		10
32	Integration of the methods CBL and CBI for their application in the management of cooperative academic resources. , 2016, , .		9
33	Labor dystocia and risk of histological chorioamnionitis and funisitis: a study from a single tertiary referral center. BMC Pregnancy and Childbirth, 2021, 21, 263.	0.9	9
34	Impact indicators of educational innovations based on active methodologies. , 2019, , .		8
35	MÃ©todo CSORA: La bÃ¡squeda de conocimiento. Arbor, 2011, 187, 51-66.	0.1	7
36	Design and development of a Learning Analytics system to evaluate group work competence. , 2014, , .		7

#	ARTICLE	IF	CITATIONS
37	Relation between adaptive learning actions and profiles of MOOCs users. , 2016, , .		7
38	Global Impact of Local Educational Innovation. Lecture Notes in Computer Science, 2020, , 530-546.	1.0	7
39	Flipped classroom insights after nine-year experience applying the method. , 2021, , .		7
40	Educational innovation management. , 2015, , .		6
41	Interaction of Knowledge Spirals to Create Ontologies for An Institutional Repository of Educational Innovation Best Practices. International Journal of Human Capital and Information Technology Professionals, 2017, 8, 72-92.	0.5	6
42	Active Peer-Based Flip Teaching. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 1-16.	0.2	6
43	The Neuro-Subject: A Living Entity with Learnability. Lecture Notes in Computer Science, 2019, , 127-141.	1.0	5
44	Detection of non-formal and informal learning in Learning Communities supported by social networks in the context of a cooperative MOOC. , 2015, , .		4
45	Ontological Search for Academic Resources. , 2018, , .		4
46	An overview of passive studentsâ€™ characteristics. , 2021, , .		4
47	A repository of students' resources to improve the teamwork competence acquisition. , 2015, , .		3
48	Identifying educational innovation characteristics. , 2015, , .		3
49	Learning analytics to identify the influence of leadership on the academic performance of work teams. , 2016, , .		3
50	TEEM 19. Track 12. , 2019, , .		3
51	Repository of good practices applied to higher education in engineering. , 2011, , .		2
52	Designing and Implementing a Massive Open Online Course. , 2017, , .		2
53	A method to propose good practices of teaching educational innovation. , 2019, , .		2
54	ACCI 3.0. Technique of classification, organization, creation and use of collective knowledge. , 2020, , .		2

#	ARTICLE	IF	CITATIONS
55	TEEM 21. Track: Educational Innovation. , 2021, , .		2
56	Agile CTMTC: Adapting Stages for a Shorter Application of the Teamwork Method. Lecture Notes in Computer Science, 2022, , 274-286.	1.0	2
57	Cooperaci3n Invisible. El proyecto MARIA (M3todos de Apoyo y Recursos Interactivos de Aprendizaje). Arbor, 2009, CLXXXV, 139-153.	0.1	1
58	Educational innovation. , 2015, , .		1
59	Educational innovation. , 2016, , .		1
60	Pilot test for validation of an instrument of knowledge management in the massive open online context. , 2017, , .		1
61	TEEM17. Track. , 2017, , .		1
62	Influence of the didactical design in the perception of knowledge management in MOOCs. , 2018, , .		1
63	The Use of Heterogeneity to Improve the Learning Process of Large Groups of Students. , 2018, , .		1
64	ECoLab: A Cooperative System to Improve Training Processes. Lecture Notes in Computer Science, 2017, , 90-99.	1.0	1
65	Technique of Classification, Organization, Creation, and Use of Collective Knowledge. Journal of Information Technology Research, 2022, 15, 1-16.	0.3	1
66	MOOC on the correct use of the intellectual property in academic environments. , 2018, , .		0
67	Educational Innovation. , 2018, , .		0
68	Addressing Knowledge Management and Virtual Learning Communities in MOOC Using Open Resources and Gamification. Advances in IT Standards and Standardization Research Series, 2018, , 74-92.	0.2	0
69	Motivation and expectation in a training course on Flipped Classroom. , 2021, , .		0