

Hanna Järvenoja

List of Publications by Year in descending order

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Version: 2024-02-01

46
papers

2,809
citations

236833

25
h-index

265120

42
g-index

46
all docs

46
docs citations

46
times ranked

1462
citing authors

#	ARTICLE	IF	CITATIONS
1	Research on Motivation in Collaborative Learning: Moving Beyond the Cognitive“Situative Divide and Combining Individual and Social Processes. <i>Educational Psychologist</i> , 2010, 45, 15-27.	4.7	241
2	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. <i>Educational Technology Research and Development</i> , 2015, 63, 125-142.	2.0	214
3	Emotion control in collaborative learning situations: Do students regulate emotions evoked by social challenges/. <i>British Journal of Educational Psychology</i> , 2009, 79, 463-481.	1.6	201
4	Socially Constructed Self-Regulated Learning and Motivation Regulation in Collaborative Learning Groups. <i>Teachers College Record</i> , 2011, 113, 350-374.	0.4	166
5	Socially shared regulation of learning in CSCL: understanding and prompting individual- and group-level shared regulatory activities. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2016, 11, 263-280.	1.9	136
6	Capturing temporal and sequential patterns of self-, co-, and socially shared regulation in the context of collaborative learning. <i>Contemporary Educational Psychology</i> , 2017, 49, 160-174.	1.6	135
7	How do types of interaction and phases of self-regulated learning set a stage for collaborative engagement?. <i>Learning and Instruction</i> , 2016, 43, 39-51.	1.9	125
8	Socio-emotional conflict in collaborative learning“”A process-oriented case study in a higher education context. <i>International Journal of Educational Research</i> , 2014, 68, 1-14.	1.2	124
9	Understanding the dynamics of motivation in socially shared learning. <i>International Journal of Educational Research</i> , 2008, 47, 122-135.	1.2	119
10	How students describe the sources of their emotional and motivational experiences during the learning process: A qualitative approach. <i>Learning and Instruction</i> , 2005, 15, 465-480.	1.9	118
11	Exploring Socially Shared Regulation in the Context of Collaboration. <i>Journal of Cognitive Education and Psychology</i> , 2013, 12, 267-286.	0.2	114
12	Promoting socially shared regulation of learning in CSCL: Progress of socially shared regulation among high- and low-performing groups. <i>Computers in Human Behavior</i> , 2015, 52, 562-572.	5.1	106
13	Regulation of emotions in socially challenging learning situations: an instrument to measure the adaptive and social nature of the regulation process. <i>Educational Psychology</i> , 2013, 33, 31-58.	1.2	88
14	Socially shared regulation of learning and participation in social interaction in collaborative learning. <i>International Journal of Educational Research</i> , 2017, 81, 11-24.	1.2	88
15	Understanding Regulated Learning in Situative and Contextual Frameworks. <i>Educational Psychologist</i> , 2015, 50, 204-219.	4.7	84
16	Capturing the dynamic and cyclical nature of regulation: Methodological Progress in understanding socially shared regulation in learning. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2019, 14, 425-441.	1.9	74
17	Supporting groups“™ emotion and motivation regulation during collaborative learning. <i>Learning and Instruction</i> , 2020, 70, 101090.	1.9	73
18	How Individual Self-Regulation Affects Group Regulation and Performance. <i>Small Group Research</i> , 2015, 46, 431-454.	1.8	61

#	ARTICLE	IF	CITATIONS
19	Emotional regulation in collaborative learning: when do higher education students activate group level regulation in the face of challenges?. <i>Studies in Higher Education</i> , 2019, 44, 1747-1757.	2.9	61
20	Patterns in elementary school students' strategic actions in varying learning situations. <i>Instructional Science</i> , 2013, 41, 933-954.	1.1	45
21	Socio-emotional interaction in collaborative learning: Combining individual emotional experiences and group-level emotion regulation. <i>International Journal of Educational Research</i> , 2020, 102, 101589.	1.2	35
22	Monitoring makes a difference: quality and temporal variation in teacher education students' collaborative learning. <i>Scandinavian Journal of Educational Research</i> , 2017, 61, 31-46.	1.0	33
23	Capturing motivation and emotion regulation during a learning process. , 0, , 85-104.		32
24	Teacher education students' strategic activities in challenging collaborative learning situations. <i>Learning, Culture and Social Interaction</i> , 2018, 19, 109-123.	1.1	30
25	Interplay of metacognitive experiences and performance in collaborative problem solving. <i>Computers and Education</i> , 2020, 154, 103922.	5.1	30
26	An experimental study on the effects of gamified cooperation and competition on English vocabulary learning. <i>British Journal of Educational Technology</i> , 2021, 52, 142-159.	3.9	28
27	Tracing elementary school students' study tactic use in gStudy by examining a strategic and self-regulated learning. <i>Computers in Human Behavior</i> , 2010, 26, 1034-1042.	5.1	27
28	How elementary school students' motivation is connected to self-regulation. <i>Educational Research and Evaluation</i> , 2012, 18, 65-84.	0.9	26
29	How teachers co-regulate children's emotions and behaviour in socio-emotionally challenging situations in day-care settings. <i>International Journal of Educational Research</i> , 2016, 76, 76-88.	1.2	26
30	A Collaborative Learning Design for Promoting and Analyzing Adaptive Motivation and Emotion Regulation in the Science Classroom. <i>Frontiers in Education</i> , 2020, 5, .	1.2	22
31	Triggers of Students' Efficacious Interaction in Collaborative Learning Situations. <i>Small Group Research</i> , 2012, 43, 497-522.	1.8	17
32	How the Monitoring Events of Individual Students Are Associated With Phases of Regulation. <i>Journal of Learning Analytics</i> , 2022, 9, 77-92.	1.8	17
33	Young children's use of emotion and behaviour regulation strategies in socio-emotionally challenging day-care situations. <i>Early Childhood Research Quarterly</i> , 2017, 41, 50-62.	1.6	15
34	All for one and one for all – How are students' affective states and group-level emotion regulation interconnected in collaborative learning?. <i>International Journal of Educational Research</i> , 2021, 109, 101861.	1.2	15
35	Exploring groups' affective states during collaborative learning: what triggers activating affect on a group level?. <i>Educational Technology Research and Development</i> , 2021, 69, 2523-2545.	2.0	15
36	Nursing students' motivation regulation strategies in blended learning: A qualitative study. <i>Australian Journal of Cancer Nursing</i> , 2020, 22, 602-611.	0.8	14

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37	Affective states and regulation of learning during <scp>socioâ€emotional</scp> interactions in secondary school collaborative groups. <i>British Journal of Educational Psychology</i> , 2023, 93, 48-70.	1.6	14
38	Investigating studentsâ€™ situation-specific emotional state and motivational goals during a learning project within one primary school classroom. <i>Learning: Research and Practice</i> , 2019, 5, 4-23.	1.1	11
39	Nursing students' motivation regulation and its relationship with engagement and burnout. <i>Nordic Journal of Nursing Research</i> , 2018, 38, 143-150.	0.6	10
40	Measuring group dynamics in an elementary school setting using mobile devices. , 2016, , .		4
41	The Sequential Composition of Collaborative Groupsâ€™ Emotion Regulation in Negative Socio-emotional Interactions. <i>European Journal of Psychology of Education</i> , 2023, 38, 203-224.	1.3	4
42	An overview of instruments for assessing and supporting elementary school studentsâ€™ self-regulated learning. <i>Learning: Research and Practice</i> , 2021, 7, 109-146.	1.1	3
43	A Person-Centered Approach to Study Studentsâ€™ Socio-Emotional Interaction Profiles and Regulation of Collaborative Learning. <i>Frontiers in Education</i> , 0, 7, .	1.2	3
44	Student teachersâ€™ feelings of anxiety and exhaustion: can self-regulated learning skills function as an antidote?. <i>Educational Research and Evaluation</i> , 2018, 24, 462-480.	0.9	2
45	The Changes in Lower Secondary School Studentsâ€™ Interest During Collaborative Learning. <i>Scandinavian Journal of Educational Research</i> , 2022, 66, 1127-1140.	1.0	2
46	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. , 2015, 63, 125.		1