

# Srecko Joksimovic

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/956668/publications.pdf>

Version: 2024-02-01

57  
papers

2,504  
citations

331670

21  
h-index

345221

36  
g-index

57  
all docs

57  
docs citations

57  
times ranked

1655  
citing authors

#	ARTICLE	IF	CITATIONS
1	Social presence in online discussions as a process predictor of academic performance. Journal of Computer Assisted Learning, 2015, 31, 638-654.	5.1	163
2	Where is research on massive open online courses headed? A data analysis of the MOOC Research Initiative. International Review of Research in Open and Distance Learning, 2014, 15, .	1.8	162
3	Current state and future trends. , 2014, , .		143
4	Analytics of communities of inquiry: Effects of learning technology use on cognitive presence in asynchronous online discussions. Internet and Higher Education, 2015, 27, 74-89.	6.5	137
5	Tools for Educational Data Mining. Journal of Educational and Behavioral Statistics, 2017, 42, 85-106.	1.7	137
6	SENS: Network analytics to combine social and cognitive perspectives of collaborative learning. Computers in Human Behavior, 2019, 92, 562-577.	8.5	115
7	How Do We Model Learning at Scale? A Systematic Review of Research on MOOCs. Review of Educational Research, 2018, 88, 43-86.	7.5	113
8	Learning at distance: Effects of interaction traces on academic achievement. Computers and Education, 2015, 87, 204-217.	8.3	109
9	Externally-facilitated regulation scaffolding and role assignment to develop cognitive presence in asynchronous online discussions. Internet and Higher Education, 2015, 24, 53-65.	6.5	104
10	What public media reveals about <scp>MOOC</scp>s: A systematic analysis of news reports. British Journal of Educational Technology, 2015, 46, 510-527.	6.3	74
11	Does Time-on-task Estimation Matter? Implications on Validity of Learning Analytics Findings. Journal of Learning Analytics, 2016, 2, 81-110.	2.4	72
12	Towards automated content analysis of discussion transcripts. , 2016, , .		69
13	Translating network position into performance. , 2016, , .		64
14	Exploring communities of inquiry in Massive Open Online Courses. Computers and Education, 2018, 119, 44-58.	8.3	62
15	Piecing the learning analytics puzzle: a consolidated model of a field of research and practice. Learning: Research and Practice, 2017, 3, 63-78.	0.4	61
16	Increasing the Impact of Learning Analytics. , 2019, , .		61
17	Penetrating the black box of time-on-task estimation. , 2015, , .		57
18	Psychological characteristics in cognitive presence of communities of inquiry: A linguistic analysis of online discussions. Internet and Higher Education, 2014, 22, 1-10.	6.5	56

#	ARTICLE	IF	CITATIONS
19	Examining communities of inquiry in Massive Open Online Courses: The role of study strategies. <i>Internet and Higher Education</i> , 2019, 40, 20-43.	6.5	56
20	Students matter the most in learning analytics: The effects of internal and instructional conditions in predicting academic success. <i>Computers and Education</i> , 2021, 172, 104251.	8.3	47
21	Understand students' self-reflections through learning analytics. , 2018, , .		46
22	The role of achievement goal orientations when studying effect of learning analytics visualizations. , 2016, , .		42
23	Social Presence in Massive Open Online Courses. <i>International Review of Research in Open and Distance Learning</i> , 2018, 19, .	1.8	40
24	Students'™ perceptions of, and emotional responses to, personalised learning analytics-based feedback: an exploratory study of four courses. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 339-359.	5.6	39
25	Effects of instructional conditions and experience on the adoption of a learning tool. <i>Computers in Human Behavior</i> , 2017, 67, 207-220.	8.5	38
26	Exploring development of social capital in a CMOOC through language and discourse. <i>Internet and Higher Education</i> , 2018, 36, 54-64.	6.5	35
27	Exploring students' sensemaking of learning analytics dashboards. , 2019, , .		32
28	Students'™ sense-making of personalised feedback based on learning analytics. <i>Australasian Journal of Educational Technology</i> , 2020, 36, 15-33.	3.5	30
29	How do you connect?. , 2015, , .		27
30	What do cMOOC participants talk about in social media?. , 2015, , .		25
31	Assessing program-level learning strategies in MOOCs. <i>Computers in Human Behavior</i> , 2021, 117, 106674.	8.5	24
32	Studying MOOC completion at scale using the MOOC replication framework. , 2018, , .		22
33	Making sense of teacher agency for change with social and epistemic network analysis. <i>Journal of Educational Change</i> , 2022, 23, 145-177.	3.6	21
34	Counting Clicks is Not Enough. , 2019, , .		20
35	Profiling MOOC Course Returners. , 2016, , .		17
36	Artificial intelligence, real-time feedback and workplace learning analytics to support in situ complex problem-solving: a commentary. <i>International Journal of Information and Learning Technology</i> , 2020, 37, 267-277.	2.3	16

#	ARTICLE	IF	CITATIONS
37	Editorial: Beyond Cognitive Ability. <i>Journal of Learning Analytics</i> , 2020, 7, .	2.4	16
38	The Changing Patterns of MOOC Discourse. , 2017, , .		16
39	A Data-driven Method for the Detection of Close Submitters in Online Learning Environments. , 2017, , .		14
40	Linguistic characteristics of reflective states in video annotations under different instructional conditions. <i>Computers in Human Behavior</i> , 2019, 96, 211-222.	8.5	14
41	Effects of instructional conditions and experience on student reflection: a video annotation study. <i>Higher Education Research and Development</i> , 2018, 37, 1245-1259.	2.9	12
42	Comprehensive Analysis of Discussion Forum Participation: From Speech Acts to Discussion Dynamics and Course Outcomes. <i>IEEE Transactions on Learning Technologies</i> , 2020, 13, 38-51.	3.2	12
43	Data-driven detection and characterization of communities of accounts collaborating in MOOCs. <i>Future Generation Computer Systems</i> , 2021, 125, 590-603.	7.5	12
44	Team interactions with learning analytics dashboards. <i>Computers and Education</i> , 2022, 185, 104514.	8.3	12
45	Measuring leadership development in workplace learning using automated assessments: Learning analytics and measurement theory approach. <i>British Journal of Educational Technology</i> , 2022, 53, 1842-1863.	6.3	9
46	Customizable Modalities for Individualized Learning: Examining Patterns of Engagement in Dual-Layer MOOCs. <i>Online Learning Journal</i> , 2018, 22, .	1.8	7
47	The cohesion of small groups in technology-mediated learning environments: A systematic literature review. <i>Educational Research Review</i> , 2022, 35, 100427.	7.8	7
48	Utilising a Virtual Learning Assistant as a Measurement and Intervention Tool for Self-Regulation in Learning. , 2018, , .		6
49	Learning Analytics for Networked Learning Models. <i>Journal of Learning Analytics</i> , 2015, 1, 191-194.	2.4	5
50	Understanding the relationship between technology use and cognitive presence in MOOCs. , 2017, , .		5
51	Privacy-Driven Learning Analytics. <i>Smart Innovation, Systems and Technologies</i> , 2022, , 1-22.	0.6	5
52	An empirical evaluation of ontology-based semantic annotators. , 2013, , .		4
53	Assessing the sequencing of learning objectives in a study program using evidence-based practice. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 1429-1443.	5.6	4
54	Developing a MOOC experimentation platform. , 2017, , .		3

#	ARTICLE	IF	CITATIONS
55	Persistence and Performance in Co-Enrollment Network Embeddings: An Empirical Validation of Tinto's Student Integration Model. IEEE Transactions on Learning Technologies, 2021, 14, 106-121.	3.2	3
56	Uncovering Associations Between Cognitive Presence and Speech Acts: A Network-Based Approach. , 2022, , .		1
57	Technological frameworks on ethical and trustworthy learning analytics. British Journal of Educational Technology, 2022, 53, 733-736.	6.3	1