Srecko Joksimovic

List of Publications by Year
in descending order

57	2,504	377584	388640
papers	citations	21 h-index	36 g-index

57	57	57	1830
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Making sense of teacher agency for change with social and epistemic network analysis. Journal of Educational Change, 2022, 23, 145-177.	2.5	21
2	The cohesion of small groups in technology-mediated learning environments: A systematic literature review. Educational Research Review, 2022, 35, 100427.	4.1	7
3	Uncovering Associations Between Cognitive Presence and Speech Acts: A Network-Based Approach. , 2022, , .		1
4	Measuring leadership development in workplace learning using automated assessments: Learning analytics and measurement theory approach. British Journal of Educational Technology, 2022, 53, 1842-1863.	3.9	9
5	Privacy-Driven Learning Analytics. Smart Innovation, Systems and Technologies, 2022, , 1-22.	0.5	5
6	Assessing the sequencing of learning objectives in a study program using evidence-based practice. Assessment and Evaluation in Higher Education, 2022, 47, 1429-1443.	3.9	4
7	Team interactions with learning analytics dashboards. Computers and Education, 2022, 185, 104514.	5.1	12
8	Technological frameworks on ethical and trustworthy learning analytics. British Journal of Educational Technology, 2022, 53, 733-736.	3.9	1
9	Studentsâ€™ perceptions of, and emotional responses to, personalised learning analytics-based feedback: an exploratory study of four courses. Assessment and Evaluation in Higher Education, 2021, 46, 339-359.	3.9	39
10	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.	2.2	3
11	Assessing program-level learning strategies in MOOCs. Computers in Human Behavior, 2021, 117, 106674.	5.1	24
12	Students matter the most in learning analytics: The effects of internal and instructional conditions in predicting academic success. Computers and Education, 2021, 172, 104251.	5.1	47
13	Data-driven detection and characterization of communities of accounts collaborating in MOOCs. Future Generation Computer Systems, 2021, 125, 590-603.	4.9	12
14	Comprehensive Analysis of Discussion Forum Participation: From Speech Acts to Discussion Dynamics and Course Outcomes. IEEE Transactions on Learning Technologies, 2020, 13, 38-51.	2.2	12
15	Artificial intelligence, real-time feedback and workplace learning analytics to support in situ complex problem-solving: a commentary. International Journal of Information and Learning Technology, 2020, 37, 267-277.	1.5	16
16	Editorial: Beyond Cognitive Ability. Journal of Learning Analytics, 2020, 7, .	1.8	16
17	Studentsâ€™ sense-making of personalised feedback based on learning analytics. Australasian Journal of Educational Technology, 2020, 36, 15-33.	2.0	30
18	SENS: Network analytics to combine social and cognitive perspectives of collaborative learning. Computers in Human Behavior, 2019, 92, 562-577.	5.1	115

#	Article	IF	Citations
19	Exploring students' sensemaking of learning analytics dashboards. , 2019, , .		32
20	Increasing the Impact of Learning Analytics. , 2019, , .		61
21	Counting Clicks is Not Enough. , 2019, , .		20
22	Examining communities of inquiry in Massive Open Online Courses: The role of study strategies. Internet and Higher Education, 2019, 40, 20-43.	4.2	56
23	Linguistic characteristics of reflective states in video annotations under different instructional conditions. Computers in Human Behavior, 2019, 96, 211-222.	5.1	14
24	Understand students' self-reflections through learning analytics. , 2018, , .		46
25	Studying MOOC completion at scale using the MOOC replication framework. , 2018, , .		22
26	Exploring development of social capital in a CMOOC through language and discourse. Internet and Higher Education, 2018, 36, 54-64.	4.2	35
27	Exploring communities of inquiry in Massive Open Online Courses. Computers and Education, 2018, 119, 44-58.	5.1	62
28	How Do We Model Learning at Scale? A Systematic Review of Research on MOOCs. Review of Educational Research, 2018, 88, 43-86.	4.3	113
29	Utilising a Virtual Learning Assistant as a Measurement and Intervention Tool for Self-Regulation in Learning. , 2018, , .		6
30	Effects of instructional conditions and experience on student reflection: a video annotation study. Higher Education Research and Development, 2018, 37, 1245-1259.	1.9	12
31	Social Presence in Massive Open Online Courses. International Review of Research in Open and Distance Learning, 2018, 19, .	1.0	40
32	Customizable Modalities for Individualized Learning: Examining Patterns of Engagement in Dual-Layer MOOCs. Online Learning Journal, 2018, 22, .	1.1	7
33	A Data-driven Method for the Detection of Close Submitters in Online Learning Environments. , 2017, , .		14
34	Piecing the learning analytics puzzle: a consolidated model of a field of research and practice. Learning: Research and Practice, 2017, 3, 63-78.	1.1	61
35	Developing a MOOC experimentation platform. , 2017, , .		3
36	Understanding the relationship between technology use and cognitive presence in MOOCs. , 2017, , .		5

#	Article	IF	Citations
37	Effects of instructional conditions and experience on the adoption of a learning tool. Computers in Human Behavior, 2017, 67, 207-220.	5.1	38
38	Tools for Educational Data Mining. Journal of Educational and Behavioral Statistics, 2017, 42, 85-106.	1.0	137
39	The Changing Patterns of MOOC Discourse. , 2017, , .		16
40	Does Time-on-task Estimation Matter? Implications on Validity of Learning Analytics Findings. Journal of Learning Analytics, 2016, 2, 81-110.	1.8	72
41	Translating network position into performance. , 2016, , .		64
42	The role of achievement goal orientations when studying effect of learning analytics visualizations. , 2016, , .		42
43	Towards automated content analysis of discussion transcripts. , 2016, , .		69
44	Profiling MOOC Course Returners. , 2016, , .		17
45	What public media reveals about <scp>MOOC</scp>s: A systematic analysis of news reports. British Journal of Educational Technology, 2015, 46, 510-527.	3.9	74
46	Social presence in online discussions as a process predictor of academic performance. Journal of Computer Assisted Learning, 2015, 31, 638-654.	3.3	163
47	Learning Analytics for Networked Learning Models. Journal of Learning Analytics, 2015, 1, 191-194.	1.8	5
48	Learning at distance: Effects of interaction traces on academic achievement. Computers and Education, 2015, 87, 204-217.	5.1	109
49	What do cMOOC participants talk about in social media?. , 2015, , .		25
50	How do you connect?. , 2015, , .		27
51	Penetrating the black box of time-on-task estimation. , 2015, , .		57
52	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.	4.2	137
53	Externally-facilitated regulation scaffolding and role assignment to develop cognitive presence in asynchronous online discussions. Internet and Higher Education, 2015, 24, 53-65.	4.2	104
54	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, .	1.0	162

#	Article	IF	Citations
55	Current state and future trends. , 2014, , .		143
56	Psychological characteristics in cognitive presence of communities of inquiry: A linguistic analysis of online discussions. Internet and Higher Education, 2014, 22, 1-10.	4.2	56
57	An empirical evaluation of ontology-based semantic annotators. , 2013, , .		4