

Daniel Spikol, PhD.

Full Publication List from 2005 - 2019

Peer Reviewed Journal Papers

- [1] E.-S. Katterfeldt, M. Cukurova, D. Spikol, and D. Cuartielles. Physical computing with plug-and-play toolkits:key recommendations for collaborative learning implementations. *International Journal of Child-Computer Interaction*, 17:72 – 82, 2018.
- [2] D. Spikol, M. Cukurova, and E. Ruffaldi. Using Different Approaches in Multimodal Learning Analytics for Estimating Success in Project-based Learning. *Journal of Computer Assisted Learning*, 35(6), Nov 2017.
- [3] J. Nouri, D. Spikol, and T. Cerratto-Pargman. A learning activity design framework for supporting mobile learning. *Designs for Learning*, 8(1), 2016.
- [4] S. Leckner, S. Packmohr, and D. Spikol. Creating innovation: Reflecting on the medea studio at malmö university. *eLearning Papers*, 41, 2015.
- [5] E. Chryssafidou, S. Sotiriou, P. Koulouris, M. Stratakis, A. Miliarakis, M. Barajas, M. Milrad, and D. Spikol. Developing tools that support effective mobile and game based learning: The collage platform. *Architectures for Distributed and Complex M-Learning Systems: Applying Intelligent Technologies*, pages 1–34, 2009.
- [6] M. Karlsson, D. Spikol, and M. Milrad. A mobile game as a tool to support learning among teenage girls: An explorative study conducted from a community of practice perspective. *TECHNOLOGY AND TEACHER EDUCATION ANNUAL*, 19(4):2636, 2008.
- [7] A. Kurti, D. Spikol, and M. Milrad. Bridging outdoors and indoors educational activities in schools with the support of mobile and positioning technologies. *International Journal of Mobile Learning and Organisation*, 2(2):166–186, 2008.
- [8] D. Spikol and M. Milrad. Physical activities and playful learning using mobile games. *Research and Practice in Technology Enhanced Learning*, 3(03):275–295, 2008.
- [9] M. Milrad and D. Spikol. Anytime, anywhere learning supported by smart phones: Experiences and results from the musis project. *Educational Technology & Society*, 10(4):62–70, 2007.

Peer Reviewed Conference Papers

- [1] D. Spikol, E. Ruffaldi, L. Landolfi, and M. Cukurova. Estimation of success in collaborative learning based on multimodal learning analytics features. In *2017 IEEE 17th International Conference on Advanced Learning Technologies (ICALT)*, pages 269–273, July 2017.

- [2] M. Cukurova, R. Luckin, E. Millán, M. Mavrikis, and D. Spikol. Diagnosing collaboration in practice-based learning: Equality and intra-individual variability of physical interactivity. In É. Lavoué, H. Drachler, K. Verbert, J. Broisin, and M. Pérez-Sanagustín, editors, *Data Driven Approaches in Digital Education: 12th European Conference on Technology Enhanced Learning, EC-TEL 2017, Tallinn, Estonia, September 12–15, 2017, Proceedings*, pages 30–42, Cham, 2017. Springer International Publishing.
- [3] D. Spikol, L.P. Prieto, M.J. Rodríguez-Triana, M. Worsley, X. Ochoa, M. Cukurova, B. Vogel, E. Ruffaldi, and U.L. Ringtved. Current and future multimodal learning analytics data challenges. In *Proceedings of the Seventh International Learning Analytics; Knowledge Conference, LAK '17*, pages 518–519, New York, NY, USA, 2017. ACM.
- [4] D. Spikol, E. Ruffaldi, and M. Cukurova. Using multimodal learning analytics to identify aspects of collaboration in project-based learning.. Philadelphia, PA: International Society of the Learning Sciences., 2017.
- [5] D. Healion, S. Russell, M. Cukurova, and D. Spikol. Designing spaces for collaboration in practice-based learning.. Philadelphia, PA: International Society of the Learning Sciences., 2017.
- [6] M. Cukurova, K. Avramides, D. Spikol, R. Luckin, and M. Mavrikis. An analysis framework for collaborative problem solving in practice-based learning activities: a mixed-method approach. In *Proceedings of the Sixth International Conference on Learning Analytics & Knowledge*, pages 84–88, . ACM, 2016.
- [7] D. Spikol, K. Avramides, and M. Cukurova. Exploring the interplay between human and machine annotated multimodal learning analytics in hands-on stem activities. In *Proceedings of the Sixth International Conference on Learning Analytics & Knowledge*, pages 522–523, . ACM, 2016.
- [8] D. Spikol, N. Ehrenberg, V. Bahtijar, D. Cuartielles, and N. Valkanova. Designing a visual programming platform for prototyping with electronics for collaborative learning. In A.-M. Nortvig, A.-M. Holm Sørensen, M. Misfeldt, R. Ørngreen, B. Allsopp, B. Henningsen, and H. Hautopp, editors, *Design For Learning Short Papers*, pages 102–109, Aalborg, 2016. Aalborg University.
- [9] E.-S. Katterfeldt, D. Cuartielles, D. Spikol, and N. Ehrenberg. Talkoo: A new paradigm for physical computing at school. In *Proceedings of the The 15th International Conference on Interaction Design and Children*, pages 512–517, . ACM, 2016.
- [10] E. Ruffaldi, G. Dabisias, L. Landolfi, and D. Spikol. Data collection and processing for a multimodal learning analytic system. In *SAI Computing Conference (SAI), 2016*, pages 858–863, . IEEE, 2016.
- [11] D. Spikol, K. Avramides, E.-S. Katterfeldt, E. Ruffaldi, D. Cuartielles, and S. Arduino. CscI opportunities with digital fabrication through learning analytics. In O. Lindwall, P. Häkkinen, T. Koschmann, P. Tchounikine, and S. Ludvigsen, editors, *Exploring the Material Con-*

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- [13] D. Spikol, N. Ehrenberg, D. Cuartielles, and J. Zbick. Design strategies for developing a visual platform for physical computing with mobile tools for project documentation and reflection. In J. Buticario and K. Muldner, editors, *Proceedings of the Workshops at the th International Conference on Artificial Intelligence in Education AIED*, . CEUR-WS. org, 2015.
- [14] T. Cerratto Pargman, N. Otero, M. Milrad, D. Spikol, O. Knutsson, and R. Ramberg. Purposeful learning across collaborative educational spaces. In J.L. Polman, D.K.T.I. Kyza, Eleni A.and O’Neil, W. Penuel, J. A. Susan, K. O’Connor, T. Lee, and L. D’Amico, editors, *Learning and becoming in practice: the international conference of the learning sciences (ICLS) 2014*, volume 3, pages 1597–1598, . International Society of the Learning Sciences, 2014.
- [15] S. Kozel, J. Smolicki, and D. Spikol. Affective and rhythmic engagement with archival material: Experiments with augmented reality. In H. Gottlieb and M. Szelag, editors, *NODEM: Engaging Spaces: Interpretation, Design and Digital Strategies*, pages 293–304, 2014.
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- [23] D. Spikol, M. Milrad, A. Wichmann, U. Hoppe, J. Engler, T. De Jong, R. Pea, H. Maldonado, E. Scanlon, C. Blake, et al.. Discussing and synthesizing three positions in computer-supported inquiry learning from a design perspective: Mobile collaboratories, emerging learning objects, and personal inquiry. In *9th International Conference on Computer-Supported Collaborative Learning, Hong Kong, 4-8 July, 2011*, pages 1202–1204, . International Society of the Learning Sciences, 2011.
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Book Chapters

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- [2] J. Zbick, B. Vogel, D. Spikol, M. Jansen, and M. Milrad. Toward an adaptive and adaptable architecture to support ubiquitous learning activities. In A. Peña-Ayala, editor, *Mobile, Ubiquitous, and Pervasive Learning*, pages 193–222. Springer International Publishing, 2016.
- [3] D. Spikol. The design of learning. In N. Rushby and D. Surry, editors, *Wiley Handbook of Learning Technology*, chapter 20, pages 372–389. John Wiley & Sons, 2016.
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Dissertations

- [1] D. Spikol. *A design toolkit for emerging learning landscapes supported by ubiquitous computing*. PhD thesis, Linnaeus University Press, 2010.
- [2] D. Spikol. *Playing and Learning Across Locations: Identifying Factors for the Design of Collaborative Mobile Learning*. Licentiate thesis, Växjö University, 2008.

Reports

- [1] A.-M. Pendrill, P. Jönsson, D. Spikol, and G. Svingby. Nationell implementeringsplan för ikt i matematikundervisningen. Technical report 4, 2013.
- [2] P. Jönsson, D. Spikol, G. Svingby, A. Peterson, and A.-M. Pendrill. Nationell implementeringsplan för ikt i matematikundervisningen. Technical report, 2013.