

Vázquez-Parra, J.C. (2023). Appendix 9 Total SCOPUS articles. Technical report stage 1. Project OpenEdR4C: Education 4.0 Platform to strengthen Scientific, Technological, and Social Entrepreneurship through Scaling Complex Thinking Competencies. Tecnológico de Monterrey. Retrieved from: <https://hdl.handle.net/11285/650726>

Appendix number & project name - stage	Appendix 9 - OpenEdR4C- Stage 1
Products, outcomes or milestones	Total SCOPUS articles
Name	Appendix 9. Total SCOPUS articles
Responsible	José Carlos Vázquez Parra
Articles Scopus	List of articles

Support evidences

Total articles published in Q1/Q2 Scopus 20, Total SCOPUS articles published with international collaboration 3. Total 23.

Articles Q1/Q2

1. Ramírez-Montoya, M. S., McGreal, R., y Obiageli Agbu, J.F. (2022). Horizontes digitales complejos en el futuro de la educación 4.0: luces desde las recomendaciones de UNESCO [Complex Digital Horizons in the Future of Education 4.0: Insights from UNESCO Recommendations]. RIED-Revista Iberoamericana de Educación a Distancia, 25(2). <https://doi.org/10.5944/ried.25.2.33843> Retrieved from: <https://repositorio.tec.mx/handle/11285/648468> <https://repositorio.tec.mx/handle/11285/648469>
2. George-Reyes, C. E., Ramírez-Montoya, M. S., & López-Caudana, E. O. (2023). Imbrication of the Metaverse in the complexity of education 4.0: Approach from an analysis of the literatura [Imbricación del Metaverso en la complejidad de la educación 4.0: Aproximación desde un análisis de la literatura]. Pixel-Bit. Revista de Medios y Educación (66), 199–237. <https://doi.org/10.12795/pixelbit.97337> Retrieved from: <https://hdl.handle.net/11285/650030> y <https://hdl.handle.net/11285/650031>
3. Vázquez, J.C., Amézquita, J.A. & Ramírez, M. (2022). Student perception of their knowledge of social entrepreneurship: gender gap and disciplinary analysis of an Ashoka Changemaker campus in Latin America. Journal of Applied Research in Higher Education. ISSN: 2050-7003. <https://doi.org/10.1108/JARHE-02-2021-0067>
4. González-Pérez, L.-I., Ramírez Montoya, M. S., & García-Peñalvo, F. J. (2022). Habilitadores tecnológicos 4.0 para impulsar la educación abierta: aportaciones para las recomendaciones de la UNESCO. RIED-Revista Iberoamericana de Educación a Distancia, 25(2). <https://doi.org/10.5944/ried.25.2.33088> Retrieved from: <https://hdl.handle.net/11285/648277>
5. Ramírez-Montoya, M.S. & González-Padrón, J.G. (2021). Arquitectura de horizontes en emprendimiento social: innovación con tecnologías emergentes. Texto Livre: Linguagem E Tecnologia, 15(2), Art. e25716.10.35699/1983-3652.2022.25716 Retrieved from: <https://repositorio.tec.mx/handle/11285/643352>
6. Castillo-Martínez, I.M., Cerros Regalado, C.P., Glasserman-Morales, L.D. & Ramírez-Montoya M.S. (2023). Academic literacy among the university students in Mexico and Spain: A holistic perspective. Frontiers in Psychology 13,1055954. doi: 10.3389/fpsyg.2022.1055954 Retrieved from: <https://hdl.handle.net/11285/650074>
7. Patiño, A., Ramírez-Montoya, M.S. & Buenestado-Fernández, M. (2023). Active learning and education 4.0 for complex thinking training: analysis of two case studies in open education. Smart Learning Environments 10(8). <https://doi.org/10.1186/s40561-023-00229-x> Retrieved from: aquí pondremos el handle de ritec

8. Nova-Nova, C. A., Tenorio-Sepúlveda, G. C., y Muñoz-Ortiz, K. (2022). Impacto, dificultades y logros de la producción de recursos educativos abiertos en un curso binacional. RIED-Revista Iberoamericana de Educación a Distancia, 25(2), pp. 97-111.
<https://doi.org/10.5944/ried.25.2.32350>
9. Ponce, P., López-Orozco, C. F., Reyes, G. E. B., Lopez-Caudana, E., Parra, N. M., & Molina, A. (2022). Use of Robotic Platforms as a Tool to Support STEM and Physical Education in Developed Countries: A Descriptive Analysis. Sensors, 22(3), 1037.
10. Lopez-Caudana, E., Ponce, P., Mazon, N., & Baltazar, G. (2022). Improving the attention span of elementary school children for physical education through an NAO robotics platform in developed countries. International Journal on Interactive Design and Manufacturing (IJIDeM), 1-19.
11. Magallán-Ramírez, D., Martínez-Aguilar, J. D., Rodríguez-Tirado, A., Balderas, D., López-Caudana, E. O., & Moreno-García, C. F. (2022). Implementation of NAO robot maze navigation based on computer vision and collaborative learning. Frontiers in Robotics and AI, 9.
12. González-Perez, L.I., & Ramírez-Montoya, M.S. (2022). Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review. Sustainability 14, 1493.
<https://doi.org/10.3390/su14031493> Retrieved from: <https://hdl.handle.net/11285/644155>
13. Ramírez-Montoya, M. S., McGreal, R., y Obiageli Agbu, J.F. (2022). Horizontes digitales complejos en el futuro de la educación 4.0: luces desde las recomendaciones de UNESCO [Complex Digital Horizons in the Future of Education 4.0: Insights from UNESCO Recommendations]. RIED-Revista Iberoamericana de Educación a Distancia, 25(2).
<https://doi.org/10.5944/ried.25.2.33843> Retrieved from:
<https://repositorio.tec.mx/handle/11285/648468>
14. Jorge Sanabria, Berenice Alfaro Ponce, José Martín Molina Espinosa, Martina Vycudilíková Outlá. (2022). A Threshold for Citizen Science Projects: Complex Thinking as a Driver of Holistic Development. RIED. Revista Iberoamericana de Educación a Distancia.
<https://doi.org/10.5944/ried.25.2.33052>
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16. Álvarez-Icaza, I.; Bustamante-Bello, R.; Ramírez-Montoya, M.S.; Molina, A. (2022). Systematic Mapping of Digital Gap and Gender, Age, Ethnicity, or Disability. Sustainability 14, 1297. <https://doi.org/10.3390/su14031297> Retrieved from:
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17. Pinto, A. George, C. & Cortés, O. (2022). Brecha Digital en la Formación Inicial Docente: Desafíos en los ambientes de aprendizaje durante la pandemia COVID-19 en La Guajira, Colombia. Formación Universitaria, 15(5), 49-60. <http://dx.doi.org/10.4067/S0718-50062022000500049>
18. García-Ruiz, R., Buenestado-Fernández, M., & Ramírez-Montoya, M.S. (2023). Assessment of Digital Teaching Competence: instruments, results and proposals. Systematic literature review [Evaluación de la Competencia Digital Docente: instrumentos, resultados y propuestas. Revisión sistemática de la literatura]. Educación XX1, 26(1), 273-301. <https://doi.org/10.5944/educxx1.33520> Retrieved from:
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20. Gallardo, K., Glasserman, L., Rivera, N. & Martínez, L. (2023) Learning assessment challenges from students and faculty perception in times of COVID-19: A case study. Contemporary Educational Technology (CEDTECH) Vol 15 (2).
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Tec Originals

1. Ramírez-Montoya, M. S., Álvarez-Icaza, I., Sanabria-Zepeda, J.C., López-Caudana, E.O. Alonso, P. E. & Miranda, J. (2021). Scaling Complex Thinking for Everyone through Open Science: A Conceptual and Methodological Framework. In Proceedings of the 9th

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- 2. Miranda, J., Molina, A., Ramírez Montoya, M.S., López Caudana, E.O. & Escalera, J. (2022). Collaborative Networks and Sustainability in Education 4.0: An Approach to Achieve Complex Thinking Competencies in Higher Education. *Collaborative Networks in Digitalization and Society 5.0*. Springer Nature. Retrieved from: <https://hdl.handle.net/11285/649752>
 - 3. Vázquez, J.C., García, A. & Ramírez, M. (2022) Ethical education and its impact on the perceived development of social entrepreneurship competency. *Higher Education, Skills and Work-Based Learning*, Vol. ahead-of-print No. ahead-of-print. ISSN: 2042-3896 <https://doi.org/10.1108/HESWBL-01-2021-0012>