Philip C Abrami

List of Publications by Year
in descending order

84	8,076	101543	64796
papers	citations	36	79
		h-index	g-index

86	86	86	4419
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	How Does Distance Education Compare With Classroom Instruction? A Meta-Analysis of the Empirical Literature. Review of Educational Research, 2004, 74, 379-439.	7.5	1,046
2	A Meta-Analysis of Three Types of Interaction Treatments in Distance Education. Review of Educational Research, 2009, 79, 1243-1289.	7.5	694
3	What Forty Years of Research Says About the Impact of Technology on Learning. Review of Educational Research, 2011, 81, 4-28.	7.5	681
4	Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis. Review of Educational Research, 2008, 78, 1102-1134.	7.5	531
5	Within-Class Grouping: A Meta-Analysis. Review of Educational Research, 1996, 66, 423-458.	7.5	506
6	Small Group and Individual Learning with Technology: A Meta-Analysis. Review of Educational Research, 2001, 71, 449-521.	7.5	477
7	A meta-analysis of blended learning and technology use in higher education: from the general to the applied. Journal of Computing in Higher Education, 2014, 26, 87-122.	6.1	437
8	Strategies for Teaching Students to Think Critically. Review of Educational Research, 2015, 85, 275-314.	7.5	423
9	Navigating student ratings of instruction.. American Psychologist, 1997, 52, 1198-1208.	4.2	335
10	Interaction in distance education and online learning: using evidence and theory to improve practice. Journal of Computing in Higher Education, 2011, 23, 82-103.	6.1	252
11	Validity of student ratings of instruction: What we know and what we do not.. Journal of Educational Psychology, 1990, 82, 219-231.	2.9	205
12	The effects of technology use in postsecondary education: A meta-analysis of classroom applications. Computers and Education, 2014, 72, 271-291.	8.3	176
13	Educational Seduction. Review of Educational Research, 1982, 52, 446-464.	7.5	138
14	Media and Pedagogy in Undergraduate Distance Education: A Theory-Based Meta-Analysis of Empirical Literature. Educational Technology Research and Development, 2006, 54, 141-176.	2.8	114
15	The development of a questionnaire for predicting online learning achievement. Distance Education, 2004, 25, 31-47.	3.9	112
16	Improving literacy and metacognition with electronic portfolios: Teaching and learning with ePEARL. Computers and Education, 2010, 55, 84-91.	8.3	108
17	Implementation Problems in Meta-Analysis. Review of Educational Research, 1988, 58, 151-179.	7.5	91
18	Effects of Within-Class Grouping on Student Achievement: An Exploratory Model. Journal of Educational Research, 2000, 94, 101-112.	1.6	89

#	ARTICLE	IF	CITATIONS
19	Technology's effect on achievement in higher education: a Stage I meta-analysis of classroom applications. Journal of Computing in Higher Education, 2009, 21, 95-109.	6.1	86
20	Computer‑supported collaborative learning and distance education. American Journal of Distance Education, 1996, 10, 37-42.	1.5	69
21	Student perceived effectiveness of computer technology use in post-secondary classrooms. Computers and Education, 2006, 47, 465-489.	8.3	62
22	Issues in conducting and disseminating brief reviews of evidence. Evidence and Policy, 2010, 6, 371-389.	1.0	57
23	A (Pan-Canadian) cluster randomized control effectiveness trial of the ABRACADABRA web-based literacy program.. Journal of Educational Psychology, 2013, 105, 310-328.	2.9	56
24	The Dimensionality of Student Ratings of Instruction: What We Know and What We Do Not*. , 2007, , 385-456.		55
25	Educational seduction: The effect of instructor expressiveness and lecture content on student ratings and achievement.. Journal of Educational Psychology, 1979, 71, 107-116.	2.9	54
26	Are contextual and designed student‑student interaction treatments equally effective in distance education?. Distance Education, 2012, 33, 311-329.	3.9	51
27	Promoting reading comprehension with the use of technology. Computers and Education, 2014, 75, 162-172.	8.3	51
28	How should we use student ratings to evaluate teaching?. Research in Higher Education, 1989, 30, 221-227.	1.7	50
29	Multidimensional students' evaluations of teaching effectiveness: Generalizability of "N‑=‑1" research: Comment on Marsh (1991).. Journal of Educational Psychology, 1991, 83, 411-415.	2.9	50
30	Dimensions of Effective College Instruction. Review of Higher Education, 1985, 8, 211-228.	1.3	48
31	Do teacher standards for assigning grades affect student evaluations of instruction?. Journal of Educational Psychology, 1980, 72, 107-118.	2.9	47
32	The relationship between student personality characteristics, teacher ratings, and student achievement.. Journal of Educational Psychology, 1982, 74, 111-125.	2.9	46
33	Exploring the structure of the Watson‑Glaser Critical Thinking Appraisal: One scale or many subscales?. Thinking Skills and Creativity, 2008, 3, 15-22.	3.5	44
34	Student Motivation to Learn via Computer Conferencing. Research in Higher Education, 2000, 41, 593-621.	1.7	43
35	Understanding and Promoting Complex Learning Using Technology. Educational Research and Evaluation, 2001, 7, 113-136.	1.6	43
36	Self-regulation and music learning: A systematic review. Psychology of Music, 2016, 44, 55-74.	1.6	43

#	Article	IF	Citations
37	Improving Judgments About Teaching Effectiveness Using Teacher Rating Forms. New Directions for Institutional Research, 2001, 2001, 59-87.	0.2	40
38	Research on Distance Education: In defense of field experiments. Distance Education, 2006, 27, 5-26.	3.9	40
39	Technology Infusion in Success for All: Reading Outcomes for First Graders. Elementary School Journal, 2008, 109, 1-15.	1.4	40
40	Section Selection in Multi-Section Courses: Implications for the Validation and Use of Teacher Rating Forms. Educational and Psychological Measurement, 1975, 35, 885-895.	2.4	34
41	The dimensionality of ratings and their use in personnel decisions. New Directions for Teaching and Learning, 1990, 1990, 97-111.	0.4	30
42	Using electronic portfolios to foster literacy and self-regulated learning skills in elementary students.. Journal of Educational Psychology, 2013, 105, 1188-1209.	2.9	26
43	Does the Attitude Similarity of College Professors and Their Students Produce â€œBiasâ€•in Course Evaluations?. American Educational Research Journal, 1983, 20, 123-136.	2.7	24
44	Encouraging self-regulated learning through electronic portfolios. Canadian Journal of Learning and Technology, 2009, 34, .	0.6	23
45	The relationship between student team learning outcomes and achievement, causal attributions, and affect.. Journal of Educational Psychology, 1991, 83, 140-146.	2.9	22
46	Using educational technology to develop early literacy skills in Sub-Saharan Africa. Education and Information Technologies, 2016, 21, 945-964.	5.7	21
47	The effects of ABRACADABRA on reading outcomes: An updated metaâ€analysis and landscape review of applied field research. Journal of Computer Assisted Learning, 2020, 36, 260-279.	5.1	21
48	Research on Cooperative Learning and Achievement: Comments on Slavin. Contemporary Educational Psychology, 1996, 21, 70-79.	2.9	20
49	Why Should We Group Students Within-Class for Learning?. Educational Research and Evaluation, 2000, 6, 158-179.	1.6	20
50	A multi-year investigation of the relationship between pedagogy, computer use and course effectiveness in postsecondary education. Journal of Computing in Higher Education, 2011, 23, 1-14.	6.1	19
51	Parental involvement in childrenâ€™s independent music lessons. Music Education Research, 2017, 19, 74-98.	1.4	19
52	Developing a Computer-Assisted Tutoring Program to Help Children at Risk Learn to Read. Educational Research and Evaluation, 2001, 7, 223-239.	1.6	18
53	Motivation to Learn via Computer Conferencing: Exploring How Task-Specific Motivation and CC Expectations are Related to Student Acceptance of Learning via CC. Journal of Educational Computing Research, 2002, 27, 249-264.	5.5	17
54	Are We Using Technology for Learning?. Journal of Educational Technology Systems, 2006, 34, 401-425.	5.8	17

#	Article	IF	Citations
55	Current concerns are past concerns.. American Psychologist, 1999, 54, 519-520.	4.2	16
56	Interaction in Distance Education and Online Learning: Using Evidence and Theory to Improve Practice. , 2012, , 49-69.		16
57	A cluster randomized control field trial of the ABRACADABRA web-based reading technology: replication and extension of basic findings. Frontiers in Psychology, 2014, 5, 1413.	2.1	14
58	Examining the impact of the ABRACADABRA (ABRA) web-based literacy program on primary school students in Hong Kong. Education and Information Technologies, 2017, 22, 2671-2691.	5.7	14
59	Student/instructor attitude similarity, student ratings, and course performance.. Journal of Educational Psychology, 1985, 77, 693-702.	2.9	13
60	The effects of group size and exposure time on microcomputer learning. Computers in Human Behavior, 1992, 8, 353-365.	8.5	13
61	Using Technology to Assist Children Learning to Read and Write. , 0, , 129-171.		13
62	Promoting young Kenyans' growth in literacy with educational technology: A tale of two years of implementation. International Journal of Educational Research, 2019, 95, 176-189.	2.2	13
63	Group outcome: The relationship between group learning outcome, attributional style, academic achievement, and self-concept. Contemporary Educational Psychology, 1992, 17, 201-210.	2.9	12
64	The Learning Toolkit. , 0, , 168-188.		12
65	SEEQing the Truth about Student Ratings of Instruction. Educational Researcher, 1989, 18, 43.	5.4	11
66	On the nature of support in computer-supported collaborative learning using gStudy â€" January 17, 2009. Computers in Human Behavior, 2010, 26, 835-839.	8.5	10
67	Primacy/recency effects in student ratings of instruction: A reinterpretation of gain-loss effects.. Journal of Educational Psychology, 1983, 75, 692-704.	2.9	8
68	A follow-up study of the ABRACADABRA web-based literacy intervention in Grade 1. Journal of Research in Reading, 2012, 35, 69-86.	2.0	7
69	An Extended Systematic Review of Canadian Policy Documents on e-Learning: What We're Doing and Not Doing. Canadian Journal of Learning and Technology, 2011, 37, .	0.6	7
70	Student experiences with studio instruction. Music Education Research, 2017, 19, 410-437.	1.4	7
71	Characteristics of independent music teachers. Music Education Research, 2017, 19, 169-194.	1.4	7
72	Within-class grouping: evidence versus conjecture. National Institute Economic Review, 1999, 169, 105-108.	0.6	6

#	ARTICLE	IF	CITATIONS
73	Affecting policy and practice: issues involved in developing an Argument Catalogue. Evidence and Policy, 2006, 2, 417-437.	1.0	5
74	Implementation Problems in Meta-Analysis. Review of Educational Research, 1988, 58, 151.	7.5	5
75	Assessing Computer Use and Perceived Course Effectiveness in Post-Secondary Education in an American/Canadian Context. Journal of Educational Computing Research, 2008, 39, 221-234.	5.5	4
76	Statistical control versus classification of study quality in meta-analysis. Effective Education, 2012, 4, 43-72.	0.3	4
77	The Differential Effects of Interactive versus Didactic Pedagogy Using Computer-Assisted Instruction. Journal of Educational Computing Research, 2013, 49, 403-436.	5.5	4
78	The reality of assessing â€˜authenticâ€™ electronic portfolios: Can electronic portfolios serve as a form of standardized assessment to measure literacy and self-regulated learning at the elementary level? / Lâ€™Ã©valuation dâ€™e-portfolio Â«authentiquesÂ». Canadian Journal of Learning and Technology, 2013, 39, .	0.6	4
79	Introduction to the Special Issue on Postsecondary Instruction: The Old Science of Phrenology and the New Science of College Teaching. Educational Research and Evaluation, 2004, 10, 289-301.	1.6	2
80	Electronic Portfolio Encouraging Active and Reflective Learning. Springer International Handbooks of Education, 2013, , 503-515.	0.1	2
81	â€œDeveloping a perspectiveâ€, â€œinterâ€connectingâ€, and â€œbringing it togetherâ€ who chooses to use a labelling feature in online conversations in a graduate course?. Educational Media International, 2009, 46, 317-334.	1.7	1
82	A Quasi-Experimental Study of a Web-Based English Literacy Tool for Grade 3 Students in China. ECNU Review of Education, 2021, 4, 84-107.	1.9	1
83	Meta-Analysis for Explanation: A Case(book) for Caution. Educational Researcher, 1993, 22, 31.	5.4	0
84	Electronic Portfolio Encouraging Active and Reflective Learning. , 2013, , 341-376.		0