Philip C Abrami

List of Publications by Year
in descending order

84 papers	8,076 citations	101543 36 h-index	64796 79 g-index
86 all docs	86 docs citations	86 times ranked	4419 citing authors

#	Article	IF	Citations
1	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
2	The effects of ABRACADABRA on reading outcomes: An updated meta‐analysis and landscape review of applied field research. Journal of Computer Assisted Learning, 2020, 36, 260-279.	5.1	21
3	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
4	Parental involvement in children's independent music lessons. Music Education Research, 2017, 19, 74-98.	1.4	19
5	Student experiences with studio instruction. Music Education Research, 2017, 19, 410-437.	1.4	7
6	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
7	Characteristics of independent music teachers. Music Education Research, 2017, 19, 169-194.	1.4	7
8	Using educational technology to develop early literacy skills in Sub-Saharan Africa. Education and Information Technologies, 2016, 21, 945-964.	5.7	21
9	Self-regulation and music learning: A systematic review. Psychology of Music, 2016, 44, 55-74.	1.6	43
10	Strategies for Teaching Students to Think Critically. Review of Educational Research, 2015, 85, 275-314.	7.5	423
11	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
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	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
14	Promoting reading comprehension with the use of technology. Computers and Education, 2014, 75, 162-172.	8.3	51
15	Electronic Portfolio Encouraging Active and Reflective Learning. Springer International Handbooks of Education, 2013, , 503-515.	0.1	2
16	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
17	The Differential Effects of Interactive versus Didactic Pedagogy Using Computer-Assisted Instruction. Journal of Educational Computing Research, 2013, 49, 403-436.	5.5	4
18	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

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19	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
20	Electronic Portfolio Encouraging Active and Reflective Learning. , 2013, , 341-376.		0
21	A followâ€up study of the ABRACADABRA webâ€based literacy intervention in Grade 1. Journal of Research in Reading, 2012, 35, 69-86.	2.0	7
22	Statistical control versus classification of study quality in meta-analysis. Effective Education, 2012, 4, 43-72.	0.3	4
23	Are contextual and designed studentâ€“student interaction treatments equally effective in distance education?. Distance Education, 2012, 33, 311-329.	3.9	51
24	Interaction in Distance Education and Online Learning: Using Evidence and Theory to Improve Practice. , 2012, , 49-69.		16
25	An Extended Systematic Review of Canadian Policy Documents on e-Learning: What Weâ€™re Doing and Not Doing. Canadian Journal of Learning and Technology, 2011, 37, .	0.6	7
26	What Forty Years of Research Says About the Impact of Technology on Learning. Review of Educational Research, 2011, 81, 4-28.	7.5	681
27	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
28	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
29	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
30	Issues in conducting and disseminating brief reviews of evidence. Evidence and Policy, 2010, 6, 371-389.	1.0	57
31	Improving literacy and metacognition with electronic portfolios: Teaching and learning with ePEARL. Computers and Education, 2010, 55, 84-91.	8.3	108
32	Technologyâ€™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
33	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
34	A Meta-Analysis of Three Types of Interaction Treatments in Distance Education. Review of Educational Research, 2009, 79, 1243-1289.	7.5	694
35	Encouraging self-regulated learning through electronic portfolios. Canadian Journal of Learning and Technology, 2009, 34, .	0.6	23
36	Exploring the structure of the Watsonâ€“Glaser Critical Thinking Appraisal: One scale or many subscales?. Thinking Skills and Creativity, 2008, 3, 15-22.	3.5	44

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37	Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis. Review of Educational Research, 2008, 78, 1102-1134.	7.5	531
38	Technology Infusion in Success for All: Reading Outcomes for First Graders. Elementary School Journal, 2008, 109, 1-15.	1.4	40
39	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
40	The Dimensionality of Student Ratings of Instruction: What We Know and What We Do Not*. , 2007, , 385-456.		55
41	Research on Distance Education: In defense of field experiments. Distance Education, 2006, 27, 5-26.	3.9	40
42	Student perceived effectiveness of computer technology use in post-secondary classrooms. Computers and Education, 2006, 47, 465-489.	8.3	62
43	Affecting policy and practice: issues involved in developing an Argument Catalogue. Evidence and Policy, 2006, 2, 417-437.	1.0	5
44	Are We Using Technology for Learning?. Journal of Educational Technology Systems, 2006, 34, 401-425.	5.8	17
45	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
46	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
47	The development of a questionnaire for predicting online learning achievement. Distance Education, 2004, 25, 31-47.	3.9	112
48	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
49	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
50	Understanding and Promoting Complex Learning Using Technology. Educational Research and Evaluation, 2001, 7, 113-136.	1.6	43
51	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
52	Improving Judgments About Teaching Effectiveness Using Teacher Rating Forms. New Directions for Institutional Research, 2001, 2001, 59-87.	0.2	40
53	Small Group and Individual Learning with Technology: A Meta-Analysis. Review of Educational Research, 2001, 71, 449-521.	7.5	477
54	Why Should We Group Students Within-Class for Learning?. Educational Research and Evaluation, 2000, 6, 158-179.	1.6	20

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55	Effects of Within-Class Grouping on Student Achievement: An Exploratory Model. Journal of Educational Research, 2000, 94, 101-112.	1.6	89
56	Student Motivation to Learn via Computer Conferencing. Research in Higher Education, 2000, 41, 593-621.	1.7	43
57	Within-class grouping: evidence versus conjecture. National Institute Economic Review, 1999, 169, 105-108.	0.6	6
58	Current concerns are past concerns.. American Psychologist, 1999, 54, 519-520.	4.2	16
59	Navigating student ratings of instruction.. American Psychologist, 1997, 52, 1198-1208.	4.2	335
60	Research on Cooperative Learning and Achievement: Comments on Slavin. Contemporary Educational Psychology, 1996, 21, 70-79.	2.9	20
61	Within-Class Grouping: A Meta-Analysis. Review of Educational Research, 1996, 66, 423-458.	7.5	506
62	Computer‚Äîsupported collaborative learning and distance education. American Journal of Distance Education, 1996, 10, 37-42.	1.5	69
63	Meta-Analysis for Explanation: A Case(book) for Caution. Educational Researcher, 1993, 22, 31.	5.4	0
64	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
65	The effects of group size and exposure time on microcomputer learning. Computers in Human Behavior, 1992, 8, 353-365.	8.5	13
66	The relationship between student team learning outcomes and achievement, causal attributions, and affect.. Journal of Educational Psychology, 1991, 83, 140-146.	2.9	22
67	Multidimensional students' evaluations of teaching effectiveness: Generalizability of "N‚â=‚â,1" research: Comment on Marsh (1991).. Journal of Educational Psychology, 1991, 83, 411-415.	2.9	50
68	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
69	The dimensionality of ratings and their use in personnel decisions. New Directions for Teaching and Learning, 1990, 1990, 97-111.	0.4	30
70	SEEQing the Truth about Student Ratings of Instruction. Educational Researcher, 1989, 18, 43.	5.4	11
71	How should we use student ratings to evaluate teaching?. Research in Higher Education, 1989, 30, 221-227.	1.7	50
72	Implementation Problems in Meta-Analysis. Review of Educational Research, 1988, 58, 151-179.	7.5	91

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73	Implementation Problems in Meta-Analysis. Review of Educational Research, 1988, 58, 151.	7.5	5
74	Student/instructor attitude similarity, student ratings, and course performance.. Journal of Educational Psychology, 1985, 77, 693-702.	2.9	13
75	Dimensions of Effective College Instruction. Review of Higher Education, 1985, 8, 211-228.	1.3	48
76	Does the Attitude Similarity of College Professors and Their Students Produce "Bias" in Course Evaluations?. American Educational Research Journal, 1983, 20, 123-136.	2.7	24
77	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
78	Educational Seduction. Review of Educational Research, 1982, 52, 446-464.	7.5	138
79	The relationship between student personality characteristics, teacher ratings, and student achievement.. Journal of Educational Psychology, 1982, 74, 111-125.	2.9	46
80	Do teacher standards for assigning grades affect student evaluations of instruction?. Journal of Educational Psychology, 1980, 72, 107-118.	2.9	47
81	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
82	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
83	Using Technology to Assist Children Learning to Read and Write. , 0, , 129-171.		13
84	The Learning Toolkit. , 0, , 168-188.		12