

# Siu Wo Tarloff Im

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1578955/publications.pdf>

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14  
papers

57  
citations

3311163

1  
h-index

2549979

3  
g-index

14  
all docs

14  
docs citations

14  
times ranked

14  
citing authors

#	ARTICLE	IF	CITATIONS
1	Students&#x2019; needs of e-courses as complement to traditional learning: A Japanese studies e-course case. , 2008, , .		11
2	Exploring a Pedagogy-Driven Approach to E-courses Development. , 2008, , .		10
3	Disciplinary variations in student perceptions of active learning classrooms. International Journal of Educational Research Open, 2022, 3, 100131.	1.0	10
4	Some Principles for Good Practices of E-learning in Continuing Education Institutions. , 2009, , .		8
5	Using Virtual Reality to Enhance Learning in a Chinese Architectures Course: A Flipped Classroom Approach. , 2018, , .		5
6	Supporting Flipped Learning with Virtual-Reality Field Trips. , 2019, , .		4
7	Framework of an E-learning Environment in Continuing Education Institutions. , 2009, , .		2
8	Virtual Laboratory: Facilitating Teaching and Learning in Cybersecurity for Students with Diverse Disciplines. , 2019, , .		2
9	A project-problem based learning approach for appreciating ancient cultural heritage through technologies: Realizing mystical buildings in Dunhuang Mural. , 2016, , .		1
10	Using throwable wireless microphone technology to enhance classroom interaction in a large class. , 2018, , .		1
11	Does Active Learning Classroom Support Student Innovation Across Disciplines?. Advanced Science Letters, 2018, 24, 8030-8033.	0.2	1
12	Blended Learning Supports in Chinese Architectures with 360 Degree VR Contents and 3D Modelling VR Contents. , 2019, , .		1
13	Comparative Study Between Traditional and Peer Assisted Learning of Business Management Students on Accounting Module. IAFOR Journal of Education, 2019, 7, 89-103.	0.6	1
14	Performance Evaluation of College of Science and Engineering Students with the PALSJ Scheme. International Journal of Science, Mathematics and Technology Learning, 2017, 24, 27-34.	0.2	0