

Di Zou

List of Publications by Year in descending order

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Version: 2024-02-01

82
papers

1,859
citations

361413

20
h-index

330143

37
g-index

86
all docs

86
docs citations

86
times ranked

775
citing authors

#	ARTICLE	IF	CITATIONS
1	Detecting latent topics and trends in educational technologies over four decades using structural topic modeling: A retrospective of all volumes of Computers & Education. Computers and Education, 2020, 151, 103855.	8.3	199
2	Application and theory gaps during the rise of Artificial Intelligence in Education. Computers and Education Artificial Intelligence, 2020, 1, 100002.	10.8	154
3	Digital game-based vocabulary learning: where are we and where are we going?. Computer Assisted Language Learning, 2021, 34, 751-777.	7.1	113
4	Fifty years of <i>British Journal of Educational Technology</i>: A topic modeling based bibliometric perspective. British Journal of Educational Technology, 2020, 51, 692-708.	6.3	96
5	Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning. Computer Assisted Language Learning, 2022, 35, 696-742.	7.1	91
6	Vocabulary acquisition through cloze exercises, sentence-writing and composition-writing: Extending the evaluation component of the involvement load hypothesis. Language Teaching Research, 2017, 21, 54-75.	4.0	90
7	A Systematic Review of AR and VR Enhanced Language Learning. Sustainability, 2021, 13, 4639.	3.2	75
8	Balancing cognitive complexity and gaming level: Effects of a cognitive complexity-based competition game on EFL students' English vocabulary learning performance, anxiety and behaviors. Computers and Education, 2020, 148, 103808.	8.3	67
9	Past, present, and future of smart learning: a topic-based bibliometric analysis. International Journal of Educational Technology in Higher Education, 2021, 18, .	7.6	66
10	Flipping an English writing class with technology-enhanced just-in-time teaching and peer instruction. Interactive Learning Environments, 2019, 27, 1127-1142.	6.4	61
11	Gamified flipped EFL classroom for primary education: student and teacher perceptions. Journal of Computers in Education, 2020, 7, 213-228.	8.3	60
12	Effects of captions and English proficiency on learning effectiveness, motivation and attitude in augmented-reality-enhanced theme-based contextualized EFL learning. Computer Assisted Language Learning, 2022, 35, 381-411.	7.1	58
13	Technology-enhanced collaborative language learning: theoretical foundations, technologies, and implications. Computer Assisted Language Learning, 2022, 35, 1754-1788.	7.1	50
14	A systematic review of research on flipped language classrooms: theoretical foundations, learning activities, tools, research topics and findings. Computer Assisted Language Learning, 2022, 35, 1811-1837.	7.1	46
15	Discover learning path for group users: A profile-based approach. Neurocomputing, 2017, 254, 59-70.	5.9	41
16	Generating Incidental Word-Learning Tasks via Topic-Based and Load-Based Profiles. IEEE MultiMedia, 2016, 23, 60-70.	1.7	35
17	A bibliometric review on latent topics and trends of the empirical MOOC literature (2008â€“2019). Asia Pacific Education Review, 2021, 22, 515-534.	2.5	30
18	Effects of caption and gender on junior high studentsâ€™ EFL learning from iMap-enhanced contextualized learning. Computers and Education, 2019, 140, 103602.	8.3	29

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19	Effects of a multi-level concept mapping-based question-posing approach on students' ubiquitous learning performance and perceptions. <i>Computers and Education</i> , 2020, 149, 103815.	8.3	28
20	Digital game-based learning of information literacy: Effects of gameplay modes on university students' learning performance, motivation, self-efficacy and flow experiences. <i>Australasian Journal of Educational Technology</i> , 2021, 37, 152-170.	3.5	28
21	Personalized word learning for university students: a profile-based method for e-learning systems. <i>Journal of Computing in Higher Education</i> , 2019, 31, 273-289.	6.1	25
22	A state-of-the-art review of the modes and effectiveness of multimedia input for second and foreign language learning. <i>Computer Assisted Language Learning</i> , 2022, 35, 2790-2816.	7.1	23
23	A Blockchain Model for Word-Learning Systems. , 2018, , .		22
24	Flipped learning with Wikipedia in higher education. <i>Studies in Higher Education</i> , 2020, 45, 1026-1045.	4.5	22
25	Types, features, and effectiveness of technologies in collaborative writing for second language learning. <i>Computer Assisted Language Learning</i> , 2022, 35, 2391-2422.	7.1	22
26	A review of AWE feedback: types, learning outcomes, and implications. <i>Computer Assisted Language Learning</i> , 2024, 37, 179-221.	7.1	21
27	How to facilitate self-regulated learning? A case study on open educational resources. <i>Journal of Computers in Education</i> , 2020, 7, 51-77.	8.3	17
28	Using Mobile Vocabulary Learning Apps as Aids to Knowledge Retention : Business Vocabulary Acquisition. <i>Journal of Asia TEFL</i> , 2019, 16, 683-690.	0.2	17
29	Comparing Dictionary-induced Vocabulary Learning and Inferencing in the Context of Reading. <i>Lexikos</i> , 2016, 26, .	0.3	17
30	A bibliometric analysis of the trends and research topics of empirical research on TPACK. <i>Education and Information Technologies</i> , 2022, 27, 10585-10609.	5.7	16
31	Target languages, types of activities, engagement, and effectiveness of extramural language learning. <i>PLoS ONE</i> , 2021, 16, e0253431.	2.5	15
32	Exploring Discipline-Specific Vocabulary Retention in L2 through App Design: Implications for Higher Education Students. <i>RELC Journal</i> , 2021, 52, 539-556.	3.9	13
33	Facilitating EFL learners' active behaviors in speaking: a progressive question prompt-based peer-tutoring approach with VR contexts. <i>Interactive Learning Environments</i> , 2023, 31, 2268-2287.	6.4	12
34	Feedback methods for student voice in the digital age. <i>British Journal of Educational Technology</i> , 2017, 48, 1081-1091.	6.3	11
35	Attention-Based CNN for Personalized Course Recommendations for MOOC Learners. , 2020, , .		10
36	Pre-Service Teachers' Perceptions of Emotions and Self-Regulatory Learning in Emergency Remote Learning. <i>Sustainability</i> , 2021, 13, 7111.	3.2	10

#	ARTICLE	IF	CITATIONS
37	Affective states in digital game-based learning: Thematic evolution and social network analysis. PLoS ONE, 2021, 16, e0255184.	2.5	10
38	Self-regulated second language learning: a review of types and benefits of strategies, modes of teacher support, and pedagogical implications. Computer Assisted Language Learning, 0, , 1-38.	7.1	10
39	A decade of learning analytics: Structural topic modeling based bibliometric analysis. Education and Information Technologies, 2022, 27, 10517-10561.	5.7	10
40	Game-Based Vocabulary Learning in China and Hong Kong: Studentsâ€™ Evaluation of Different Word Learning APPs. Communications in Computer and Information Science, 2018, , 44-55.	0.5	9
41	A comparative study on linguistic theories for modeling EFL learners: facilitating personalized vocabulary learning via task recommendations. Interactive Learning Environments, 2021, 29, 270-282.	6.4	9
42	Synchronous Computer Mediated Communication in English Language Classes During the Pandemic: A Case Study of Wuhan. Lecture Notes in Computer Science, 2021, , 325-333.	1.3	9
43	A Comparative Study on Various Vocabulary Knowledge Scales for Predicting Vocabulary Pre-Knowledge. International Journal of Distance Education Technologies, 2017, 15, 69-81.	2.9	8
44	A comprehensive framework for designing and evaluating vocabulary learning apps from multiple perspectives. International Journal of Mobile Learning and Organisation, 2020, 14, 370.	0.3	8
45	A Comparative Review of Mobile and Non-Mobile Games for Language Learning. SAGE Open, 2021, 11, 2158244021110672.	1.7	8
46	Spaced repetition for authentic mobile-assisted word learning: nature, learner perceptions, and factors leading to positive perceptions. Computer Assisted Language Learning, 2022, 35, 2593-2626.	7.1	7
47	Influential factors of working adults' perceptions of mobile-assisted vocabulary learning with multimedia annotations. International Journal of Mobile Learning and Organisation, 2020, 14, 533.	0.3	7
48	Implementing technology-enhanced collaborative writing in second and foreign language learning: A review of practices, technology and challenges. Education and Information Technologies, 2022, 27, 8041-8069.	5.7	6
49	A Personalized Task Recommendation System for Vocabulary Learning Based on Readability and Diversity. Lecture Notes in Computer Science, 2019, , 82-92.	1.3	5
50	Vocabulary Learning Based on Learner-Generated Pictorial Annotations: Using Big Data as Learning Resources. Sustainability, 2021, 13, 5767.	3.2	5
51	Effects of a collaborative design approach on pre-service teachersâ€™ ability of designing for learning with a digital game. Education and Information Technologies, 0, , 1.	5.7	5
52	Investigating the Effectiveness of the Uses of Electronic and Paper-Based Dictionaries in Promoting Incidental Word Learning. Lecture Notes in Computer Science, 2015, , 59-69.	1.3	4
53	Investigating the Effectiveness of Vocabulary Learning Tasks from the Perspective of the Technique Feature Analysis: The Effects of Pictorial Annotations. Communications in Computer and Information Science, 2018, , 3-15.	0.5	4
54	Flipped primary EFL classrooms: impact, feasibility, and potential. ELT Journal, 2021, 75, 267-277.	1.8	4

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55	A Review on Recent Development of the Involvement Load Hypothesis. Lecture Notes in Computer Science, 2017, , 447-452.	1.3	4
56	An Explicit Learner Profiling Model for Personalized Word Learning Recommendation. Lecture Notes in Computer Science, 2017, , 495-499.	1.3	4
57	Acceptance and implications of smartphones for informal language learning in foreign study tours. International Journal of Mobile Learning and Organisation, 2020, 14, 456.	0.3	3
58	What Are MOOCs Learnersâ€™ Concerns? Text Analysis of Reviews for Computer Science Courses. Lecture Notes in Computer Science, 2020, , 73-79.	1.3	3
59	Socialization in language learning: Topic modeling and bibliometric analysis. , 2022, , 151-183.		3
60	A Comparative Study on Recent Educational Policy Changes of Primary and Secondary Schooling in Hong Kong and Macau. , 2018, , .		2
61	A flexible graph-based model for facilitating digital learning activities. International Journal of Innovation and Learning, 2018, 23, 444.	0.4	2
62	On Hong Kong Primary School English Teachers' Acceptance of Technology-Enhanced Language Learning and Teaching. , 2019, , .		2
63	A Topic-Based Bibliometric Review of Computers in Human Behavior: Contributors, Collaborations, and Research Topics. Sustainability, 2021, 13, 4859.	3.2	2
64	Smart Learning Environments: A Bibliometric Analysis. Lecture Notes in Computer Science, 2020, , 353-364.	1.3	2
65	Influential factors of working adults' perceptions of mobile-assisted vocabulary learning with multimedia annotations. International Journal of Mobile Learning and Organisation, 2020, 14, 533.	0.3	2
66	Predicting Pre-knowledge on Vocabulary from e-Learning Assignments for Language Learners. Lecture Notes in Computer Science, 2016, , 111-117.	1.3	2
67	Personalized Word Learning for ESL Students via Integration of Implicit and Explicit Profiles. Lecture Notes in Computer Science, 2018, , 301-310.	1.3	1
68	A Digital Educational Game Based on the ARCS Model for Enhancing Information Literacy. , 2020, , .		1
69	Peer-Assessment Enhanced Collaborative Learning in a Virtual Learning Environment. Lecture Notes in Computer Science, 2021, , 132-141.	1.3	1
70	An Assessment Framework for Online Active Learning Performance. Lecture Notes in Computer Science, 2021, , 338-350.	1.3	1
71	Comparative Study on Heterogeneous Profiling Sources for Second Language Learners. Communications in Computer and Information Science, 2015, , 209-218.	0.5	1
72	A comprehensive framework for designing and evaluating vocabulary learning apps from multiple perspectives. International Journal of Mobile Learning and Organisation, 2020, 14, 370.	0.3	1

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73	Exploring the Potential of Push Notification in ESL : A Qualitative Inquiry. Journal of Asia TEFL, 2021, 18, 985-994.	0.2	1
74	A study on the effectiveness of electronic and paper dictionaries: comparing the hybrid use of both and the pure use of either. International Journal of Innovation and Learning, 2017, 21, 379.	0.4	0
75	Enhancing Contextualized Learning via AR. , 2019, , .		0
76	Investigating the effectiveness of vocabulary learning tasks from the perspective of the technique feature analysis: the effects of pictorial annotations. International Journal of Innovation and Learning, 2020, 27, 254.	0.4	0
77	A Systematic Review of Technology-enhanced Assessment of Monolingual and Bilingual Written Language Comprehension. Journal of Asia TEFL, 2021, 18, 319-328.	0.2	0
78	Shimo-based collaborative argumentative writing: Do grouping patterns matter?. , 2021, , .		0
79	Using iBeacon Technology for Active Aging Learning. Lecture Notes in Computer Science, 2017, , 331-336.	1.3	0
80	Modelling second language learners for learning task recommendation. International Journal of Innovation and Learning, 2018, 23, 76.	0.4	0
81	A Review on the Admission Policies of Hong Kong Universities for Non-local Students from Mainland China. Communications in Computer and Information Science, 2019, , 224-234.	0.5	0
82	Core Research Topics of Studies on Personalized Feedback in the Past Four Decades. Lecture Notes in Computer Science, 2020, , 121-130.	1.3	0