

Xiangyun Du

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

38

papers

365

citations

9

h-index

18

g-index

42

ext. papers

493

ext. citations

1.9

avg, IF

4.47

L-index

#	Paper	IF	Citations
38	Developing sustainability curricula using the PBL method in a Chinese context. <i>Journal of Cleaner Production</i> , 2013 , 61, 80-88	10.3	67
37	Implementation of task-based language teaching in Chinese as a foreign language: benefits and challenges. <i>Language, Culture and Curriculum</i> , 2015 , 28, 291-310	1.5	55
36	Forms of implementation and challenges of PBL in engineering education: a review of literature. <i>European Journal of Engineering Education</i> , 2021 , 46, 90-115	1.5	45
35	Novice teachers' job satisfaction and coping strategies: Overcoming contextual challenges at Qatari government schools. <i>Teaching and Teacher Education</i> , 2017 , 67, 340-350	2.9	23
34	Chinese Teachers' Professional Identity and Beliefs about the Teacher-Student Relationships in an Intercultural Context. <i>Frontiers of Education in China</i> , 2014 , 9, 429-455	0.9	20
33	Engineering Students' Readiness to Transition to Emergency Online Learning in Response to COVID-19: Case of Qatar. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2020 , 16, em1886	1.6	19
32	Active learning engagement in teacher preparation programmes - A comparative study from Qatar, Lebanon and China. <i>Asia Pacific Journal of Education</i> , 2020 , 40, 283-298	1	17
31	Chinese language teachers' beliefs about their roles in the Danish context. <i>System</i> , 2016 , 61, 1-11	3.5	17
30	Chinese business students' changes in beliefs and strategy use in a constructively aligned PBL course. <i>Teaching in Higher Education</i> , 2017 , 22, 785-804	1.4	11
29	Engineering Students' Approaches to Learning and Views on Collaboration: How do both Evolve in a PBL Environment and What are their Contributing and Constraining Factors?. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2019 , 15,	1.6	9
28	University faculty's perceptions and practices of student centered learning in Qatar. <i>Journal of Applied Research in Higher Education</i> , 2018 , 10, 514-533	1	8
27	Math Teachers' Beliefs, Practices, and Belief Change in Implementing Problem Based Learning in Qatari Primary Governmental School. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2019 , 15,	1.6	7
26	Education transferring and decentralized reforms: The case of Qatar. <i>Prospects</i> , 2020 , 1	4.8	6
25	Exploring the Concepts of Fidelity and Adaptation in the Implementation of Project Based Learning in the Elementary Classroom: Case Studies from Qatar. <i>International Journal of Learning, Teaching and Educational Research</i> , 2019 , 18, 1-22	1.6	6
24	Influence of the Practicum Experience on Student Teachers' Beliefs about their Role in EFL Classrooms. <i>International Journal of Learning, Teaching and Educational Research</i> , 2019 , 18, 78-95	1.6	6
23	Measuring medical students' professional competencies in a problem-based curriculum: a reliability study. <i>BMC Medical Education</i> , 2019 , 19, 155	3.3	5
22	A comparison between the effectiveness of PBL and LBL on improving problem-solving abilities of medical students using questioning. <i>Innovations in Education and Teaching International</i> , 2018 , 55, 44-54	1.3	5

21	Beginner CFL learners' perceptions of language difficulty in a task-based teaching and learning (TBTL) environment in Denmark. <i>System</i> , 2017 , 69, 108-120	3.5	5
20	Quality of higher education: organisational or educational? A content analysis of Chinese university self-evaluation reports. <i>Quality in Higher Education</i> , 2012 , 18, 169-184	1.6	5
19	Comparing Models of Problem and Project-Based Learning (PBL) Courses and Student Engagement in Civil Engineering in Qatar. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2020 , 16, em1867	1.6	4
18	Engineering instructors' professional agency development and identity renegotiation through engaging in pedagogical change towards PBL. <i>European Journal of Engineering Education</i> , 2021 , 46, 116-138	1.5	4
17	Exploring teacher leadership for professional learning in response to educational disruption in Qatar. <i>Professional Development in Education</i> , 1-18	1.4	3
16	Performance assessment in education for sustainable development: A case study of the Qatar education system. <i>Prospects</i> , 1	4.8	3
15	Examining engineering students' perceptions of learner agency enactment in problem- and project-based learning using Q methodology. <i>Journal of Engineering Education</i> , 2022 , 111, 111	2.3	2
14	A narrative inquiry of teacher educators' professional agency, identity renegotiations, and emotional responses amid educational disruption. <i>Teaching and Teacher Education</i> , 2021 , 108, 103522	2.9	2
13	International Students in China: A Dream Come True? 2018 , 1-14		2
12	Student teachers' agency in the transition to emergency online learning. <i>Research in Post-Compulsory Education</i> , 2021 , 26, 231-255	0.4	2
11	Supervised practice program guided by the Accreditation Council for Education in Nutrition and Dietetics standards improves potential employability of nutrition/dietetics graduates: perspective of employers and preceptors. <i>BMC Medical Education</i> , 2019 , 19, 458	3.3	2
10	Teaching and Learning Chinese as a Foreign Language Through Intercultural Online Collaborative Projects. <i>Asia-Pacific Education Researcher</i> , 1	1.7	2
9	Civil Engineering Students' Collective Agency and Professional Identity in a Problem- and Project-Based Learning Environment: Case from Qatar. <i>Journal of Civil Engineering Education</i> , 2021 , 147,	1.1	2
8	Mentoring approaches and opportunities for learning to teach: a comparative study of the practicum experience in Lebanon and China. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2021 , 29, 136-161	0.6	1
7	Examining emic viewpoints on a pedagogical development program's long-term effects using Q methodology. <i>Studies in Educational Evaluation</i> , 2021 , 71, 101088	2	0
6	Student engagement for intercultural learning in multicultural project groups via the use of English as a lingua franca. <i>Language, Culture and Curriculum</i> , 1-20	1.5	0
5	Exploring quality teacher education programmes in Lebanon, Qatar, and China. <i>Research in Post-Compulsory Education</i> , 2021 , 26, 461-478	0.4	
4	The reconstruction of academic identity through language policy: a narrative approach. <i>Asian Englishes</i> , 2020 , 1-17	0.8	

- 3 Teacher educators' complex system in navigating the process of responding to disruptive education
a case from Qatar. *Research in Post-Compulsory Education*, **2022**, 27, 242-266 0.4
- 2 Social formation for interaction in international mobility programmes: a case of Danish students in
China. *Research in Post-Compulsory Education*, **2022**, 27, 198-218 0.4
- 1 Reconceptualizing Teacher Education in Qatar: A Complex Dynamic Systems Approach **2022**, 395-410