

# Chee-Kit Looi

## List of Publications by Year in descending order

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Version: 2024-02-01

98  
papers

3,712  
citations

147801

31  
h-index

144013

57  
g-index

102  
all docs

102  
docs citations

102  
times ranked

1900  
citing authors

#	ARTICLE	IF	CITATIONS
1	What seems do we remove in mobile-assisted seamless learning? A critical review of the literature. Computers and Education, 2011, 57, 2364-2381.	8.3	408
2	Leveraging mobile technology for sustainable seamless learning: a research agenda. British Journal of Educational Technology, 2010, 41, 154-169.	6.3	368
3	ONE-TO-ONE TECHNOLOGY-ENHANCED LEARNING: AN OPPORTUNITY FOR GLOBAL RESEARCH COLLABORATION. Research and Practice in Technology Enhanced Learning, 2006, 01, 3-29.	3.2	356
4	Anatomy of a mobilized lesson: Learning my way. Computers and Education, 2009, 53, 1120-1132.	8.3	155
5	Usage of a mobile social learning platform with virtual badges in a primary school. Computers and Education, 2015, 86, 120-136.	8.3	154
6	Vocabulary learning by mobile-assisted authentic content creation and social meaning-making: two case studies. Journal of Computer Assisted Learning, 2010, 26, 421-433.	5.1	127
7	Understanding mobile learning from the perspective of self-regulated learning. Journal of Computer Assisted Learning, 2012, 28, 366-378.	5.1	118
8	Deconstructing and reconstructing: Transforming primary science learning via a mobilized curriculum. Computers and Education, 2010, 55, 1504-1523.	8.3	116
9	1:1 mobile inquiry learning experience for primary science students: a study of learning effectiveness. Journal of Computer Assisted Learning, 2011, 27, 269-287.	5.1	116
10	Recognizing and measuring self-regulated learning in a mobile learning environment. Computers in Human Behavior, 2012, 28, 718-728.	8.5	101
11	Fostering personalized learning in science inquiry supported by mobile technologies. Educational Technology Research and Development, 2012, 60, 679-701.	2.8	90
12	Integrating technology in the classroom: a visual conceptualization of teachers' knowledge, goals and beliefs. Journal of Computer Assisted Learning, 2009, 25, 470-488.	5.1	87
13	Neural network methods in combinatorial optimization. Computers and Operations Research, 1992, 19, 191-208.	4.0	81
14	Collaborative activities enabled by GroupScribbles (GS): An exploratory study of learning effectiveness. Computers and Education, 2010, 54, 14-26.	8.3	76
15	The Singapore experience: Synergy of national policy, classroom practice and design research. International Journal of Computer-Supported Collaborative Learning, 2011, 6, 9-37.	3.0	57
16	A critical review of literature on "unplugged" pedagogies in K-12 computer science and computational thinking education. Computer Science Education, 2021, 31, 83-111.	3.7	55
17	Implementing mobile learning curricula in a grade level: Empirical study of learning effectiveness at scale. Computers and Education, 2014, 77, 101-115.	8.3	54
18	Seamless learning in the mobile age: a theoretical and methodological discussion on using cooperative inquiry to study digital kids on-the-move. Learning, Media and Technology, 2013, 38, 301-318.	3.2	50

#	ARTICLE	IF	CITATIONS
19	Linking teacher beliefs, practices and student inquiry-based learning in a CSCL environment: A tale of two teachers. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2012, 7, 129-159.	3.0	46
20	Incorporating online discussion in face to face classroom learning: A new blended learning approach. <i>Australasian Journal of Educational Technology</i> , 2007, 23, .	3.5	44
21	Location matters: leveraging knowledge building with mobile devices and Web 2.0 technology. <i>Interactive Learning Environments</i> , 2009, 17, 367-382.	6.4	43
22	Analysis of linkages between an unplugged activity and the development of computational thinking. <i>Computer Science Education</i> , 2018, 28, 255-279.	3.7	41
23	What do students do in a F2F CSCL classroom? The optimization of multiple communications modes. <i>Computers and Education</i> , 2010, 55, 1159-1170.	8.3	39
24	HANDHELD COMPUTERS AS COGNITIVE TOOLS: TECHNOLOGY-ENHANCED ENVIRONMENTAL LEARNING. <i>Research and Practice in Technology Enhanced Learning</i> , 2008, 03, 231-252.	3.2	38
25	Improving the scaffolds of a mobile-assisted Chinese character forming game via a design-based research cycle. <i>Computers in Human Behavior</i> , 2011, 27, 1783-1793.	8.5	37
26	Exploring Studentsâ€™ Progression in an Inquiry Science Curriculum Enabled by Mobile Learning. <i>IEEE Transactions on Learning Technologies</i> , 2015, 8, 43-54.	3.2	36
27	Designing Technology for Content-Independent Collaborative Mobile Learning. <i>IEEE Transactions on Learning Technologies</i> , 2013, 6, 14-24.	3.2	35
28	Swarm intelligence: new techniques for adaptive systems to provide learning support. <i>Interactive Learning Environments</i> , 2012, 20, 19-40.	6.4	34
29	Interest-driven creator theory: towards a theory of learning design for Asia in the twenty-first century. <i>Journal of Computers in Education</i> , 2018, 5, 435-461.	8.3	34
30	Enacting a technology-based science curriculum across a grade level: The journey of teachers' appropriation. <i>Computers and Education</i> , 2014, 71, 222-236.	8.3	33
31	Designing a Web-Based Science Learning Environment for Model-Based Collaborative Inquiry. <i>Journal of Science Education and Technology</i> , 2013, 22, 73-89.	3.9	32
32	The Innovative Immersion of Mobile Learning into a Science Curriculum in Singapore: an Exploratory Study. <i>Research in Science Education</i> , 2016, 46, 547-573.	2.3	32
33	Educational Policy and Implementation of Computational Thinking and Programming: Case Study of Singapore. , 2019, , 345-361.		31
34	Automatic debugging of Prolog programs in a Prolog Intelligent Tutoring System. <i>Instructional Science</i> , 1991, 20, 215-263.	2.0	26
35	Active classroom participation in a Group Scribbles primary science classroom. <i>British Journal of Educational Technology</i> , 2011, 42, 676-686.	6.3	26
36	Teacher development in Singapore, Hong Kong, Taiwan, and Beijing for e-Learning in school education. <i>Journal of Computers in Education</i> , 2017, 4, 5-25.	8.3	26

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37	Group Scribbles to Support Knowledge Building in Jigsaw Method. IEEE Transactions on Learning Technologies, 2008, 1, 157-164.	3.2	23
38	Community-based individual knowledge construction in the classroom: a process-oriented account. Journal of Computer Assisted Learning, 2010, 26, 202-213.	5.1	22
39	Interactive Learning Environments for Promoting Inquiry Learning. Journal of Educational Technology Systems, 1998, 27, 3-22.	5.8	21
40	Orchestration in a networked classroom: Where the teacher's real-time enactment matters. Computers and Education, 2013, 69, 510-513.	8.3	20
41	Exploring group interactions in synchronous mobile computer-supported learning activities. Computers and Education, 2020, 146, 103735.	8.3	20
42	Assessing computational thinking abilities among Singapore secondary students: a Rasch model measurement analysis. Journal of Computers in Education, 2021, 8, 213-236.	8.3	19
43	Focusing a mobile science learning process: difference in activity participation. Research and Practice in Technology Enhanced Learning, 2017, 12, 3.	3.2	17
44	Boundary interaction: Towards developing a mobile technology-enabled science curriculum to integrate learning in the informal spaces. British Journal of Educational Technology, 2018, 49, 505-515.	6.3	17
45	Prolog programming techniques. Instructional Science, 1991, 20, 111-133.	2.0	16
46	Appropriation of a representational tool in a second-language classroom. International Journal of Computer-Supported Collaborative Learning, 2015, 10, 77-108.	3.0	16
47	Orchestration in learning technology research: evaluation of a conceptual framework. Research in Learning Technology, 0, 23, .	2.3	16
48	Enculturing Self-Directed Seamless Learners: Towards a Facilitated Seamless Learning Process Framework Mediated by Mobile Technology. , 2012, , .		15
49	Teacher's Perceptions and Readiness to Teach Coding Skills: A Comparative Study Between Finland, Mainland China, Singapore, Taiwan, and South Korea. Asia-Pacific Education Researcher, 2020, 29, 21-34.	3.7	15
50	IDC theory: habit and the habit loop. Research and Practice in Technology Enhanced Learning, 2020, 15, .	3.2	15
51	IDC theory: interest and the interest loop. Research and Practice in Technology Enhanced Learning, 2020, 15, .	3.2	15
52	Impact of cultural diversity on students' learning behavioral patterns in open and online courses: a lag sequential analysis approach. Interactive Learning Environments, 2023, 31, 3951-3970.	6.4	13
53	Designing a seamless learning environment to learn reduce, reuse and recycle in environmental education. International Journal of Mobile Learning and Organisation, 2009, 3, 60.	0.3	12
54	Guest Editorial: Special Issue on Seamless, Ubiquitous, and Contextual Learning. IEEE Transactions on Learning Technologies, 2015, 8, 2-4.	3.2	12

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55	Exploring the affordances of online chat for learning. International Journal of Learning Technology, 2005, 1, 322.	0.2	11
56	From bar diagrams to letterâ€symbolic algebra: a technologyâ€enabled bridging. Journal of Computer Assisted Learning, 2009, 25, 358-374.	5.1	11
57	IDC theory: creation and the creation loop. Research and Practice in Technology Enhanced Learning, 2019, 14, .	3.2	11
58	Learning with collaborative inquiry: a science learning environment for secondary students. Technology, Pedagogy and Education, 2017, 26, 241-263.	5.4	10
59	Teaching, learning and inquiry strategies using computer technology. Journal of Computer Assisted Learning, 1999, 15, 162-172.	5.1	9
60	Mobile-Assisted Vocabulary Learning in Real-Life Setting for Primary School Students: Two Case Studies. , 2010, , .		9
61	Teachersâ€™™ preflection in early stages of diffusion of an innovation. Journal of Computers in Education, 2015, 2, 1-24.	8.3	8
62	Principled practical knowledge in bridging practical and reflective experiential learning: case studies of teachersâ€™™ professional development. Asia Pacific Education Review, 2019, 20, 641-656.	2.5	8
63	Singapore's learning sciences lab: Seeking transformations in ICT-Enabled Pedagogy. Educational Technology Research and Development, 2004, 52, 91-99.	2.8	7
64	A Survey of Optimized Learning Pathway Planning and Assessment Paper Generation with Swarm Intelligence. , 2011, , 285-302.		7
65	The Conceptual Niche of Seamless Learning: An Invitation to Dialogue. Lecture Notes in Educational Technology, 2019, , 3-27.	0.8	7
66	Argue like a scientist with technology: the effect of within-gender versus cross-gender team argumentation on science knowledge and argumentation skills among middle-level students. Educational Technology Research and Development, 2018, 66, 733-766.	2.8	6
67	Learning number patterns through computational thinking activities: A Rasch model analysis. Heliyon, 2021, 7, e07922.	3.2	6
68	Seamless Learning. , 2012, , 2975-2979.		6
69	Regional editorial: IT programmes and policies in the Asiaâ€™Pacific region. Journal of Computer Assisted Learning, 2001, 17, 1-3.	5.1	5
70	The impact of a professional development model for a mobilized science curriculum: a case study of teacher changes. Research in Science and Technological Education, 2018, 36, 86-110.	2.5	5
71	Designing and evaluating a mobile peer tutoring application: a cultural historical activity theory approach. Interactive Learning Environments, 2023, 31, 4806-4817.	6.4	5
72	Preface to the IJAIED 25th Anniversary Issue, Part 2. International Journal of Artificial Intelligence in Education, 2016, 26, 539-543.	5.5	4

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73	Group Scribbles-Supported Collaborative Learning in a Primary Grade 5 Science Class. , 2013, , 257-263.		4
74	ADAPTIVITY IN SYNCHRONOUS MOBILE COLLABORATIVE LEARNING. EDULEARN Proceedings, 2017, , .	0.0	4
75	Design and Implementation of an Educational Innovation in Different Contexts: A Case Study of Group Scribbles. Education Innovation Series, 2015, , 123-150.	0.3	4
76	Tools and Approaches for Integrating Computational Thinking and Mathematics: A Scoping Review of Current Empirical Studies. Journal of Educational Computing Research, 2023, 60, 2036-2080.	5.5	4
77	Frame Shifting as a Challenge to Integrating Computational Thinking in Secondary Mathematics Education. , 2021, , .		3
78	Issues in computerizing the inquiry dialogue planning process. Lecture Notes in Computer Science, 1996, , 252-260.	1.3	3
79	Online Discussion and E-Mentoring Strategies in Blended Continuing Education Courses. , 2010, , 146-169.		3
80	Systemic Innovations and the Role of Change-Technology. , 2006, , 234-246.		3
81	Experiences in implementing and using a technological framework for mobile collaborative learning of mathematics and Chinese. International Journal of Mobile Learning and Organisation, 2012, 6, 79.	0.3	2
82	Seeding a Curricular Innovation from One School to Five Schools: A Case Study from Singapore. Education Innovation Series, 2015, , 151-178.	0.3	2
83	Improving the design of a mCSCL Chinese character forming game with a distributed scaffolding design framework. Research and Practice in Technology Enhanced Learning, 2017, 12, 27.	3.2	2
84	Group Scribbles to Support Jigsaw Cooperative Learning in a Graduate Course. , 2008, , .		1
85	Mobile Computer-Supported Collaborative Learning. , 0, , .		1
86	A tale of two mobile learning journeys with smartphones and tablets: The interplay of technology and implementation change. , 2015, , .		1
87	Exploring self-directed learning and the role of virtual badges in a mobile social learning platform. International Journal of Mobile Learning and Organisation, 2015, 9, 289.	0.3	1
88	An Inspiration from Border Crossing: Principle of Boundary Activity for Integrating Learning in the Formal and Informal Spaces. Lecture Notes in Educational Technology, 2019, , 73-88.	0.8	1
89	Design for Linking Science Learning to the Informal Spaces. Lecture Notes in Educational Technology, 2016, , 75-94.	0.8	1
90	Authentic Learning of Primary School Science in a Seamless Learning Environment: A Meta-Evaluation of the Learning Design. Lecture Notes in Educational Technology, 2018, , 137-170.	0.8	1

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91	Seamless Learning from Proof-of-Concept to Implementation and Scaling-Up: A Focus on Curriculum Design. , 2015, , 419-435.		1
92	Integrating CMC and verbal discussions in students' collaborative learning in a F2F classroom. , 2009, , .		1
93	Integrating Technology in the Classroom. International Journal of Web-Based Learning and Teaching Technologies, 2014, 9, 1-17.	0.9	1
94	How university students negotiate cognitive-social interactions and leverage cognitive tools for mobile peer tutoring. Australasian Journal of Educational Technology, 0, , 115-130.	3.5	1
95	Investigation 13. The Singapore Experience: Synergy of National Policy, Classroom Practice, and Design Research. , 2021, , 291-317.		0
96	Rapid Collaborative Knowledge Improvement. , 2012, , 2759-2762.		0
97	A Survey of Optimized Learning Pathway Planning and Assessment Paper Generation with Swarm Intelligence. , 2012, , 1933-1950.		0
98	Identifying Pivotal Contributions for Group Progressive Inquiry in a Multimodal Interaction Environment. , 2013, , 265-289.		0