

# Chee-Kit Looi

## List of Publications by Year in descending order

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Version: 2024-02-01

98  
papers

3,712  
citations

147566

31  
h-index

143772

57  
g-index

102  
all docs

102  
docs citations

102  
times ranked

1900  
citing authors

#	ARTICLE	IF	CITATIONS
1	Impact of cultural diversity on students' learning behavioral patterns in open and online courses: a lag sequential analysis approach. <i>Interactive Learning Environments</i> , 2023, 31, 3951-3970.	4.4	13
2	Designing and evaluating a mobile peer tutoring application: a cultural historical activity theory approach. <i>Interactive Learning Environments</i> , 2023, 31, 4806-4817.	4.4	5
3	Tools and Approaches for Integrating Computational Thinking and Mathematics: A Scoping Review of Current Empirical Studies. <i>Journal of Educational Computing Research</i> , 2023, 60, 2036-2080.	3.6	4
4	A critical review of literature on "unplugged" pedagogies in K-12 computer science and computational thinking education. <i>Computer Science Education</i> , 2021, 31, 83-111.	2.7	55
5	Assessing computational thinking abilities among Singapore secondary students: a Rasch model measurement analysis. <i>Journal of Computers in Education</i> , 2021, 8, 213-236.	5.0	19
6	Investigation 13. The Singapore Experience: Synergy of National Policy, Classroom Practice, and Design Research. , 2021, , 291-317.		0
7	Frame Shifting as a Challenge to Integrating Computational Thinking in Secondary Mathematics Education. , 2021, , .		3
8	Learning number patterns through computational thinking activities: A Rasch model analysis. <i>Heliyon</i> , 2021, 7, e07922.	1.4	6
9	Teacher's Perceptions and Readiness to Teach Coding Skills: A Comparative Study Between Finland, Mainland China, Singapore, Taiwan, and South Korea. <i>Asia-Pacific Education Researcher</i> , 2020, 29, 21-34.	2.2	15
10	Exploring group interactions in synchronous mobile computer-supported learning activities. <i>Computers and Education</i> , 2020, 146, 103735.	5.1	20
11	IDC theory: habit and the habit loop. <i>Research and Practice in Technology Enhanced Learning</i> , 2020, 15, .	1.9	15
12	IDC theory: interest and the interest loop. <i>Research and Practice in Technology Enhanced Learning</i> , 2020, 15, .	1.9	15
13	Educational Policy and Implementation of Computational Thinking and Programming: Case Study of Singapore. , 2019, , 345-361.		31
14	Principled practical knowledge in bridging practical and reflective experiential learning: case studies of teachers' professional development. <i>Asia Pacific Education Review</i> , 2019, 20, 641-656.	1.4	8
15	An Inspiration from Border Crossing: Principle of Boundary Activity for Integrating Learning in the Formal and Informal Spaces. <i>Lecture Notes in Educational Technology</i> , 2019, , 73-88.	0.5	1
16	IDC theory: creation and the creation loop. <i>Research and Practice in Technology Enhanced Learning</i> , 2019, 14, .	1.9	11
17	The Conceptual Niche of Seamless Learning: An Invitation to Dialogue. <i>Lecture Notes in Educational Technology</i> , 2019, , 3-27.	0.5	7
18	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. <i>Educational Technology Research and Development</i> , 2018, 66, 733-766.	2.0	6

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19	The impact of a professional development model for a mobilized science curriculum: a case study of teacher changes. <i>Research in Science and Technological Education</i> , 2018, 36, 86-110.	1.4	5
20	Boundary interaction: Towards developing a mobile technology-enabled science curriculum to integrate learning in the informal spaces. <i>British Journal of Educational Technology</i> , 2018, 49, 505-515.	3.9	17
21	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.	5.0	34
22	Analysis of linkages between an unplugged activity and the development of computational thinking. <i>Computer Science Education</i> , 2018, 28, 255-279.	2.7	41
23	Authentic Learning of Primary School Science in a Seamless Learning Environment: A Meta-Evaluation of the Learning Design. <i>Lecture Notes in Educational Technology</i> , 2018, , 137-170.	0.5	1
24	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.	5.0	26
25	Focusing a mobile science learning process: difference in activity participation. <i>Research and Practice in Technology Enhanced Learning</i> , 2017, 12, 3.	1.9	17
26	Learning with collaborative inquiry: a science learning environment for secondary students. <i>Technology, Pedagogy and Education</i> , 2017, 26, 241-263.	3.3	10
27	Improving the design of a mCSCL Chinese character forming game with a distributed scaffolding design framework. <i>Research and Practice in Technology Enhanced Learning</i> , 2017, 12, 27.	1.9	2
28	ADAPTIVITY IN SYNCHRONOUS MOBILE COLLABORATIVE LEARNING. <i>EDULEARN Proceedings</i> , 2017, , .	0.0	4
29	Preface to the IJAIED 25th Anniversary Issue, Part 2. <i>International Journal of Artificial Intelligence in Education</i> , 2016, 26, 539-543.	3.9	4
30	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.	1.4	32
31	Design for Linking Science Learning to the Informal Spaces. <i>Lecture Notes in Educational Technology</i> , 2016, , 75-94.	0.5	1
32	A tale of two mobile learning journeys with smartphones and tablets: The interplay of technology and implementation change. , 2015, , .		1
33	Exploring self-directed learning and the role of virtual badges in a mobile social learning platform. <i>International Journal of Mobile Learning and Organisation</i> , 2015, 9, 289.	0.2	1
34	Seeding a Curricular Innovation from One School to Five Schools: A Case Study from Singapore. <i>Education Innovation Series</i> , 2015, , 151-178.	0.3	2
35	Appropriation of a representational tool in a second-language classroom. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2015, 10, 77-108.	1.9	16
36	Exploring Students's™ Progression in an Inquiry Science Curriculum Enabled by Mobile Learning. <i>IEEE Transactions on Learning Technologies</i> , 2015, 8, 43-54.	2.2	36

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37	Guest Editorial: Special Issue on Seamless, Ubiquitous, and Contextual Learning. IEEE Transactions on Learning Technologies, 2015, 8, 2-4.	2.2	12
38	Teachersâ€™™ prefection in early stages of diffusion of an innovation. Journal of Computers in Education, 2015, 2, 1-24.	5.0	8
39	Usage of a mobile social learning platform with virtual badges in a primary school. Computers and Education, 2015, 86, 120-136.	5.1	154
40	Seamless Learning from Proof-of-Concept to Implementation and Scaling-Up: A Focus on Curriculum Design. , 2015, , 419-435.		1
41	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
42	Enacting a technology-based science curriculum across a grade level: The journey of teachers' appropriation. Computers and Education, 2014, 71, 222-236.	5.1	33
43	Implementing mobile learning curricula in a grade level: Empirical study of learning effectiveness at scale. Computers and Education, 2014, 77, 101-115.	5.1	54
44	Integrating Technology in the Classroom. International Journal of Web-Based Learning and Teaching Technologies, 2014, 9, 1-17.	0.6	1
45	Orchestration in a networked classroom: Where the teacher's real-time enactment matters. Computers and Education, 2013, 69, 510-513.	5.1	20
46	Designing a Web-Based Science Learning Environment for Model-Based Collaborative Inquiry. Journal of Science Education and Technology, 2013, 22, 73-89.	2.4	32
47	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.	2.1	50
48	Designing Technology for Content-Independent Collaborative Mobile Learning. IEEE Transactions on Learning Technologies, 2013, 6, 14-24.	2.2	35
49	Group Scribbles-Supported Collaborative Learning in a Primary Grade 5 Science Class. , 2013, , 257-263.		4
50	Identifying Pivotal Contributions for Group Progressive Inquiry in a Multimodal Interaction Environment. , 2013, , 265-289.		0
51	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.	0.2	2
52	Enculturing Self-Directed Seamless Learners: Towards a Facilitated Seamless Learning Process Framework Mediated by Mobile Technology. , 2012, , .		15
53	Fostering personalized learning in science inquiry supported by mobile technologies. Educational Technology Research and Development, 2012, 60, 679-701.	2.0	90
54	Swarm intelligence: new techniques for adaptive systems to provide learning support. Interactive Learning Environments, 2012, 20, 19-40.	4.4	34

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55	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.	1.9	46
56	Recognizing and measuring self-regulated learning in a mobile learning environment. <i>Computers in Human Behavior</i> , 2012, 28, 718-728.	5.1	101
57	Understanding mobile learning from the perspective of self-regulated learning. <i>Journal of Computer Assisted Learning</i> , 2012, 28, 366-378.	3.3	118
58	Seamless Learning. , 2012, , 2975-2979.		6
59	Rapid Collaborative Knowledge Improvement. , 2012, , 2759-2762.		0
60	A Survey of Optimized Learning Pathway Planning and Assessment Paper Generation with Swarm Intelligence. , 2012, , 1933-1950.		0
61	What seems do we remove in mobile-assisted seamless learning? A critical review of the literature. <i>Computers and Education</i> , 2011, 57, 2364-2381.	5.1	408
62	Active classroom participation in a Group Scribbles primary science classroom. <i>British Journal of Educational Technology</i> , 2011, 42, 676-686.	3.9	26
63	1:1 mobile inquiry learning experience for primary science students: a study of learning effectiveness. <i>Journal of Computer Assisted Learning</i> , 2011, 27, 269-287.	3.3	116
64	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.	5.1	37
65	The Singapore experience: Synergy of national policy, classroom practice and design research. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2011, 6, 9-37.	1.9	57
66	A Survey of Optimized Learning Pathway Planning and Assessment Paper Generation with Swarm Intelligence. , 2011, , 285-302.		7
67	Community-based individual knowledge construction in the classroom: a process-oriented account. <i>Journal of Computer Assisted Learning</i> , 2010, 26, 202-213.	3.3	22
68	Vocabulary learning by mobile-assisted authentic content creation and social meaning-making: two case studies. <i>Journal of Computer Assisted Learning</i> , 2010, 26, 421-433.	3.3	127
69	Leveraging mobile technology for sustainable seamless learning: a research agenda. <i>British Journal of Educational Technology</i> , 2010, 41, 154-169.	3.9	368
70	Collaborative activities enabled by GroupScribbles (GS): An exploratory study of learning effectiveness. <i>Computers and Education</i> , 2010, 54, 14-26.	5.1	76
71	What do students do in a F2F CSCL classroom? The optimization of multiple communications modes. <i>Computers and Education</i> , 2010, 55, 1159-1170.	5.1	39
72	Deconstructing and reconstructing: Transforming primary science learning via a mobilized curriculum. <i>Computers and Education</i> , 2010, 55, 1504-1523.	5.1	116

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73	Mobile-Assisted Vocabulary Learning in Real-Life Setting for Primary School Students: Two Case Studies. , 2010, , .		9
74	Online Discussion and E-Mentoring Strategies in Blended Continuing Education Courses. , 2010, , 146-169.		3
75	Location matters: leveraging knowledge building with mobile devices and Web 2.0 technology. Interactive Learning Environments, 2009, 17, 367-382.	4.4	43
76	From bar diagrams to letterâ€symbolic algebra: a technologyâ€enabled bridging. Journal of Computer Assisted Learning, 2009, 25, 358-374.	3.3	11
77	Integrating technology in the classroom: a visual conceptualization of teachers' knowledge, goals and beliefs. Journal of Computer Assisted Learning, 2009, 25, 470-488.	3.3	87
78	Anatomy of a mobilized lesson: Learning my way. Computers and Education, 2009, 53, 1120-1132.	5.1	155
79	Designing a seamless learning environment to learn reduce, reuse and recycle in environmental education. International Journal of Mobile Learning and Organisation, 2009, 3, 60.	0.2	12
80	Integrating CMC and verbal discussions in students' collaborative learning in a F2F classroom. , 2009, , .		1
81	Group Scribbles to Support Knowledge Building in Jigsaw Method. IEEE Transactions on Learning Technologies, 2008, 1, 157-164.	2.2	23
82	Group Scribbles to Support Jigsaw Cooperative Learning in a Graduate Course. , 2008, , .		1
83	HANDHELD COMPUTERS AS COGNITIVE TOOLS: TECHNOLOGY-ENHANCED ENVIRONMENTAL LEARNING. Research and Practice in Technology Enhanced Learning, 2008, 03, 231-252.	1.9	38
84	Incorporating online discussion in face to face classroom learning: A new blended learning approach. Australasian Journal of Educational Technology, 2007, 23, .	2.0	44
85	ONE-TO-ONE TECHNOLOGY-ENHANCED LEARNING: AN OPPORTUNITY FOR GLOBAL RESEARCH COLLABORATION. Research and Practice in Technology Enhanced Learning, 2006, 01, 3-29.	1.9	356
86	Systemic Innovations and the Role of Change-Technology. , 2006, , 234-246.		3
87	Exploring the affordances of online chat for learning. International Journal of Learning Technology, 2005, 1, 322.	0.2	11
88	Singapore's learning sciences lab: Seeking transformations in ICT-Enabled Pedagogy. Educational Technology Research and Development, 2004, 52, 91-99.	2.0	7
89	Regional editorial: IT programmes and policies in the Asiaâ€Pacific region. Journal of Computer Assisted Learning, 2001, 17, 1-3.	3.3	5
90	Teaching, learning and inquiry strategies using computer technology. Journal of Computer Assisted Learning, 1999, 15, 162-172.	3.3	9

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91	Interactive Learning Environments for Promoting Inquiry Learning. Journal of Educational Technology Systems, 1998, 27, 3-22.	3.6	21
92	Issues in computerizing the inquiry dialogue planning process. Lecture Notes in Computer Science, 1996, , 252-260.	1.0	3
93	Neural network methods in combinatorial optimization. Computers and Operations Research, 1992, 19, 191-208.	2.4	81
94	Prolog programming techniques. Instructional Science, 1991, 20, 111-133.	1.1	16
95	Automatic debugging of Prolog programs in a Prolog Intelligent Tutoring System. Instructional Science, 1991, 20, 215-263.	1.1	26
96	Mobile Computer-Supported Collaborative Learning. , 0, , .		1
97	Orchestration in learning technology research: evaluation of a conceptual framework. Research in Learning Technology, 0, 23, .	2.3	16
98	How university students negotiate cognitive-social interactions and leverage cognitive tools for mobile peer tutoring. Australasian Journal of Educational Technology, 0, , 115-130.	2.0	1