

# Jingjing Zhang

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2674526/publications.pdf>

Version: 2024-02-01

18  
papers

329  
citations

1040056

9  
h-index

888059

17  
g-index

18  
all docs

18  
docs citations

18  
times ranked

287  
citing authors

#	ARTICLE	IF	CITATIONS
1	Learner support in MOOCs: Identifying variables linked to completion. <i>Computers and Education</i> , 2018, 122, 153-168.	8.3	77
2	Understanding the dynamics of MOOC discussion forums with simulation investigation for empirical network analysis (SIENA). <i>Distance Education</i> , 2016, 37, 270-286.	3.9	50
3	Learning analytics for learning design in online distance learning. <i>Distance Education</i> , 2019, 40, 309-329.	3.9	34
4	The learning behaviours of dropouts in MOOCs: A collective attention network perspective. <i>Computers and Education</i> , 2021, 167, 104189.	8.3	30
5	Towards utilising emerging technologies to address the challenges of using Open Educational Resources: a vision of the future. <i>Educational Technology Research and Development</i> , 2021, 69, 515-532.	2.8	26
6	A cross-cultural investigation on perseverance, self-regulated learning, motivation, and achievement. <i>Compare</i> , 2023, 53, 361-379.	2.1	21
7	Advancing open, flexible and distance learning through learning analytics. <i>Distance Education</i> , 2019, 40, 303-308.	3.9	17
8	Public Response to “the MOOC Movement” in China: Examining the Time Series of Microblogging. <i>International Review of Research in Open and Distance Learning</i> , 2015, 16, .	1.8	14
9	Modeling collective attention in online and flexible learning environments. <i>Distance Education</i> , 2019, 40, 278-301.	3.9	13
10	Using learning analytics to understand collective attention in language MOOCs. <i>Computer Assisted Language Learning</i> , 2022, 35, 1594-1619.	7.1	12
11	Interaction patterns in exploratory learning environments for mathematics: a sequential analysis of feedback and external representations in Chinese schools. <i>Interactive Learning Environments</i> , 2021, 29, 1211-1228.	6.4	10
12	Big course small talk: twitter and MOOCs “a systematic review of research designs 2011–2017. <i>International Journal of Educational Technology in Higher Education</i> , 2018, 15, .	7.6	8
13	More than access: MOOCs and changes in Chinese higher education. <i>Learning, Media and Technology</i> , 2019, 44, 108-123.	3.2	8
14	Pedagogical beliefs, teaching practices and use of open educational resources in the Republic of Ghana. <i>Interactive Learning Environments</i> , 2023, 31, 2665-2677.	6.4	4
15	Fractions Lab Goes East: Learning and Interaction with an Exploratory Learning Environment in China. <i>Lecture Notes in Computer Science</i> , 2018, , 209-214.	1.3	2
16	Harnessing the Characteristics of Open Educational Resources to the Challenges of Rural Education: A Holistic Understanding. , 2019, , .		1
17	Public perceptions towards MOOCs on social media: an alternative perspective to understand personal learning experiences of MOOCs. <i>Interactive Learning Environments</i> , 2020, , 1-13.	6.4	1
18	Development and validation of a life skills evaluation tool for online learning based on the framework of the capability approach. <i>Educational Technology Research and Development</i> , 2021, 69, 3029-3049.	2.8	1