Omid Noroozi

List of Publications by Year
in descending order

49 papers	2,115 citations	236925 25 h-index	265206 42 g-index
51 all docs	51 docs citations	51 times ranked	1103 citing authors

#	Article	IF	Citations
1	Argumentation-Based Computer Supported Collaborative Learning (ABCSCL): A synthesis of 15 years of research. Educational Research Review, 2012, 7, 79-106.	7.8	193
2	Teachers' online teaching expectations and experiences during the Covid19-pandemic in the Netherlands. European Journal of Teacher Education, 2020, 43, 623-638.	3.7	161
3	Facilitating argumentative knowledge construction through a transactive discussion script in CSCL. Computers and Education, 2013, 61, 59-76.	8.3	124
4	Multicultural student group work in higher education. International Journal of Intercultural Relations, 2012, 36, 302-317.	2.0	111
5	Using gamification to support learning English as a second language: a systematic review. Computer Assisted Language Learning, 2021, 34, 934-957.	7.1	100
6	Relations between scripted online peer feedback processes and quality of written argumentative essay. Internet and Higher Education, 2016, 31, 20-31.	6.5	96
7	Promoting Argumentation Competence: Extending from First- to Second-Order Scaffolding Through Adaptive Fading. Educational Psychology Review, 2018, 30, 153-176.	8.4	77
8	Facilitating learning in multidisciplinary groups with transactive CSCL scripts. International Journal of Computer-Supported Collaborative Learning, 2013, 8, 189-223.	3.0	74
9	Multimodal data to design visual learning analytics for understanding regulation of learning. Computers in Human Behavior, 2019, 100, 298-304.	8.5	72
10	Scripting for construction of a transactive memory system in multidisciplinary CSCL environments. Learning and Instruction, 2013, 25, 1-12.	3.2	70
11	Fostering oral presentation competence through a virtual reality-based task for delivering feedback. Computers and Education, 2019, 134, 78-97.	8.3	70
12	The mediating role of digital informal learning in the relationship between students' digital competence and their academic performance. Computers and Education, 2021, 167, 104184.	8.3	57
13	Computer-supported collaborative concept mapping: The effects of different instructional designs on conceptual understanding and knowledge co-construction. Computers and Education, 2019, 142, 103640.	8.3	55
14	Peer feedback or peer feedforward? Enhancing students' argumentative peer learning processes and outcomes. British Journal of Educational Technology, 2021, 52, 768-784.	6.3	51
15	The effects of online peer feedback and epistemic beliefs on students' argumentation-based learning. Innovations in Education and Teaching International, 2019, 56, 548-557.	2.5	50
16	Perceptions and experiences of, and outcomes for, university students in culturally diversified dyads in a computer-supported collaborative learning environment. Computers in Human Behavior, 2014, 32, 186-200.	8.5	48
17	Students' online argumentative peer feedback, essay writing, and content learning: does gender matter?. Interactive Learning Environments, 2020, 28, 698-712.	6.4	47
18	How does online peer feedback improve argumentative essay writing and learning?. Innovations in Education and Teaching International, 2021, 58, 195-206.	2.5	47

#	Article	IF	Citations
19	Differences in learning processes between successful and less successful students in computer-supported collaborative learning in the field of human nutrition and health. Computers in Human Behavior, 2011, 27, 309-318.	8.5	44
20	A systematic review on the impacts of game-based learning on argumentation skills. Entertainment Computing, 2020, 35, 100369.	2.9	40
21	Design and evaluation of a digital module with guided peer feedback for student learning biotechnology and molecular life sciences, attitudinal change, and satisfaction. Biochemistry and Molecular Biology Education, 2017, 45, 31-39.	1.2	35
22	Worked example or scripting? Fostering students' online argumentative peer feedback, essay writing and learning. Interactive Learning Environments, 2023, 31, 655-669.	6.4	34
23	Multimodal data indicators for capturing cognitive, motivational, and emotional learning processes: A systematic literature review. Education and Information Technologies, 2020, 25, 5499-5547.	5.7	34
24	The effects of an online learning environment with worked examples and peer feedback on students' argumentative essay writing and domain-specific knowledge acquisition in the field of biotechnology. Journal of Biological Education, 2019, 53, 390-398.	1.5	32
25	Online discussion compensates for suboptimal timing of supportive information presentation in a digitally supported learning environment. Educational Technology Research and Development, 2012, 60, 193-221.	2.8	31
26	The role of motivation in MOOCs' retention rates: a systematic literature review. Research and Practice in Technology Enhanced Learning, 2022, 17, .	3.2	29
27	Relations between students' perceived levels of self-regulation and their corresponding learning behavior and outcomes in a virtual experiment environment. Computers in Human Behavior, 2019, 100, 325-334.	8.5	27
28	The current status of teaching staff innovation competence in Ugandan universities: perceptions of managers, teachers, and students. Journal of Higher Education Policy and Management, 2015, 37, 330-343.	2.3	26
29	The effects of digital learning material on students' mathematics learning in vocational education. Cogent Education, 2017, 4, 1313581.	1.5	25
30	Gender differences in students' argumentative essay writing, peer review performance and uptake in online learning environments. Interactive Learning Environments, 2023, 31, 6302-6316.	6.4	25
31	Considering students' epistemic beliefs to facilitate their argumentative discourse and attitudinal change with a digital dialogue game. Innovations in Education and Teaching International, 2018, 55, 357-365.	2.5	23
32	Online peer feedback patterns of success and failure in argumentative essay writing. Interactive Learning Environments, 0, , 1-13.	6.4	23
33	Effects of Digital Learning Materials on nursing students' mathematics learning, self-efficacy, and task value in vocational education. Nurse Education in Practice, 2020, 44, 102755.	2.6	21
34	Impacts of a Digital Dialogue Game and Epistemic Beliefs on Argumentative Discourse and Willingness to Argue. International Review of Research in Open and Distance Learning, 2016, 17, .	1.8	18
35	The role of students' epistemic beliefs for their argumentation performance in higher education. Innovations in Education and Teaching International, 2023, 60, 501-512.	2.5	17
36	Higher Education Students' Perceived Readiness for Computer-Supported Collaborative Learning. Multimodal Technologies and Interaction, 2020, 4, 11.	2.5	16

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37	The impacts of constructivist learning design and learning analytics on students' engagement and self-regulation. Innovations in Education and Teaching International, 2022, 59, 442-452.	2.5	15
38	First- and second-order scaffolding of argumentation competence and domain-specific knowledge acquisition: a systematic review. Technology, Pedagogy and Education, 2019, 28, 329-345.	5.4	14
39	Supporting argumentative essay writing through an online supported peer-review script. Innovations in Education and Teaching International, 2021, 58, 501-511.	2.5	14
40	Argumentation Competence: Students' Argumentation Knowledge, Behavior and Attitude and their Relationships with Domain-Specific Knowledge Acquisition. Journal of Constructivist Psychology, 2022, 35, 123-145.	1.1	13
41	The effects of using Merrill's first principles of instruction on learning and satisfaction in MOOC. Innovations in Education and Teaching International, 2022, 59, 216-225.	2.5	10
42	Bridging the fields of entrepreneurship and education: The role of philosophical perspectives in fostering opportunity identification. International Journal of Management Education, 2022, 20, 100632.	3.9	10
43	Effects of the Drewlite CSCL Platform on Students' Learning Outcomes. , 0, , 276-289.		6
44	Fostering Learners' Perceived Presence and High-Level Learning Outcomes in Online Learning Environments. Education Research International, 2020, 2020, 1-9.	1.1	5
45	The effects of computer-based virtual learning environments on nursing students' mathematical learning in medication processes. Research and Practice in Technology Enhanced Learning, 2021, 16, .	3.2	5
46	Software Tools for Scaffolding Argumentation Competence Development. Technical and Vocational Education and Training, 2017, , 819-839.	0.4	3
47	The role of social capital in Iranian agricultural students' acquisition of generic skills. Higher Education, Skills and Work-based Learning, 2021, 11, 508-527.	1.6	2
48	Nursing students' satisfaction with the instructional design of a computer-based virtual learning environment for mathematical medication learning. Interactive Learning Environments, 2023, 31, 7392-7407.	6.4	1
49	Editorial to the special issue: Technological and pedagogical innovations for facilitation of students' collaborative argumentation-based learning. Innovations in Education and Teaching International, 2021, 58, 499-500.	2.5	0