

# Omid Noroozi

## List of Publications by Year in descending order

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Version: 2024-02-01

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	Worked example or scripting? Fostering students' online argumentative peer feedback, essay writing and learning. <i>Interactive Learning Environments</i> , 2023, 31, 655-669.	6.4	34
2	Gender differences in students' argumentative essay writing, peer review performance and uptake in online learning environments. <i>Interactive Learning Environments</i> , 2023, 31, 6302-6316.	6.4	25
3	Nursing students' satisfaction with the instructional design of a computer-based virtual learning environment for mathematical medication learning. <i>Interactive Learning Environments</i> , 2023, 31, 7392-7407.	6.4	1
4	The role of students' epistemic beliefs for their argumentation performance in higher education. <i>Innovations in Education and Teaching International</i> , 2023, 60, 501-512.	2.5	17
5	The effects of using Merrill's first principles of instruction on learning and satisfaction in MOOC. <i>Innovations in Education and Teaching International</i> , 2022, 59, 216-225.	2.5	10
6	Argumentation Competence: Students' Argumentation Knowledge, Behavior and Attitude and their Relationships with Domain-Specific Knowledge Acquisition. <i>Journal of Constructivist Psychology</i> , 2022, 35, 123-145.	1.1	13
7	The impacts of constructivist learning design and learning analytics on students' engagement and self-regulation. <i>Innovations in Education and Teaching International</i> , 2022, 59, 442-452.	2.5	15
8	The role of motivation in MOOCs' retention rates: a systematic literature review. <i>Research and Practice in Technology Enhanced Learning</i> , 2022, 17, .	3.2	29
9	Bridging the fields of entrepreneurship and education: The role of philosophical perspectives in fostering opportunity identification. <i>International Journal of Management Education</i> , 2022, 20, 100632.	3.9	10
10	Using gamification to support learning English as a second language: a systematic review. <i>Computer Assisted Language Learning</i> , 2021, 34, 934-957.	7.1	100
11	The role of social capital in Iranian agricultural students' acquisition of generic skills. <i>Higher Education, Skills and Work-based Learning</i> , 2021, 11, 508-527.	1.6	2
12	How does online peer feedback improve argumentative essay writing and learning?. <i>Innovations in Education and Teaching International</i> , 2021, 58, 195-206.	2.5	47
13	Peer feedback or peer feedforward? Enhancing students' argumentative peer learning processes and outcomes. <i>British Journal of Educational Technology</i> , 2021, 52, 768-784.	6.3	51
14	The effects of computer-based virtual learning environments on nursing students' mathematical learning in medication processes. <i>Research and Practice in Technology Enhanced Learning</i> , 2021, 16, .	3.2	5
15	The mediating role of digital informal learning in the relationship between students' digital competence and their academic performance. <i>Computers and Education</i> , 2021, 167, 104184.	8.3	57
16	Supporting argumentative essay writing through an online supported peer-review script. <i>Innovations in Education and Teaching International</i> , 2021, 58, 501-511.	2.5	14
17	Editorial to the special issue: Technological and pedagogical innovations for facilitation of students' collaborative argumentation-based learning. <i>Innovations in Education and Teaching International</i> , 2021, 58, 499-500.	2.5	0
18	Students' online argumentative peer feedback, essay writing, and content learning: does gender matter?. <i>Interactive Learning Environments</i> , 2020, 28, 698-712.	6.4	47

#	ARTICLE	IF	CITATIONS
19	Teachers'™ online teaching expectations and experiences during the Covid19-pandemic in the Netherlands. <i>European Journal of Teacher Education</i> , 2020, 43, 623-638.	3.7	161
20	A systematic review on the impacts of game-based learning on argumentation skills. <i>Entertainment Computing</i> , 2020, 35, 100369.	2.9	40
21	Effects of Digital Learning Materials on nursing students'™ mathematics learning, self-efficacy, and task value in vocational education. <i>Nurse Education in Practice</i> , 2020, 44, 102755.	2.6	21
22	Fostering Learners'™ Perceived Presence and High-Level Learning Outcomes in Online Learning Environments. <i>Education Research International</i> , 2020, 2020, 1-9.	1.1	5
23	Multimodal data indicators for capturing cognitive, motivational, and emotional learning processes: A systematic literature review. <i>Education and Information Technologies</i> , 2020, 25, 5499-5547.	5.7	34
24	Higher Education Students'™ Perceived Readiness for Computer-Supported Collaborative Learning. <i>Multimodal Technologies and Interaction</i> , 2020, 4, 11.	2.5	16
25	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. <i>Journal of Biological Education</i> , 2019, 53, 390-398.	1.5	32
26	Computer-supported collaborative concept mapping: The effects of different instructional designs on conceptual understanding and knowledge co-construction. <i>Computers and Education</i> , 2019, 142, 103640.	8.3	55
27	First- and second-order scaffolding of argumentation competence and domain-specific knowledge acquisition: a systematic review. <i>Technology, Pedagogy and Education</i> , 2019, 28, 329-345.	5.4	14
28	Relations between students' perceived levels of self-regulation and their corresponding learning behavior and outcomes in a virtual experiment environment. <i>Computers in Human Behavior</i> , 2019, 100, 325-334.	8.5	27
29	Fostering oral presentation competence through a virtual reality-based task for delivering feedback. <i>Computers and Education</i> , 2019, 134, 78-97.	8.3	70
30	Multimodal data to design visual learning analytics for understanding regulation of learning. <i>Computers in Human Behavior</i> , 2019, 100, 298-304.	8.5	72
31	The effects of online peer feedback and epistemic beliefs on students'™ argumentation-based learning. <i>Innovations in Education and Teaching International</i> , 2019, 56, 548-557.	2.5	50
32	Considering students'™ epistemic beliefs to facilitate their argumentative discourse and attitudinal change with a digital dialogue game. <i>Innovations in Education and Teaching International</i> , 2018, 55, 357-365.	2.5	23
33	Promoting Argumentation Competence: Extending from First- to Second-Order Scaffolding Through Adaptive Fading. <i>Educational Psychology Review</i> , 2018, 30, 153-176.	8.4	77
34	Design and evaluation of a digital module with guided peer feedback for student learning biotechnology and molecular life sciences, attitudinal change, and satisfaction. <i>Biochemistry and Molecular Biology Education</i> , 2017, 45, 31-39.	1.2	35
35	The effects of digital learning material on students'™ mathematics learning in vocational education. <i>Cogent Education</i> , 2017, 4, 1313581.	1.5	25
36	Software Tools for Scaffolding Argumentation Competence Development. <i>Technical and Vocational Education and Training</i> , 2017, , 819-839.	0.4	3

#	ARTICLE	IF	CITATIONS
37	Impacts of a Digital Dialogue Game and Epistemic Beliefs on Argumentative Discourse and Willingness to Argue. <i>International Review of Research in Open and Distance Learning</i> , 2016, 17, .	1.8	18
38	Relations between scripted online peer feedback processes and quality of written argumentative essay. <i>Internet and Higher Education</i> , 2016, 31, 20-31.	6.5	96
39	The current status of teaching staff innovation competence in Ugandan universities: perceptions of managers, teachers, and students. <i>Journal of Higher Education Policy and Management</i> , 2015, 37, 330-343.	2.3	26
40	Perceptions and experiences of, and outcomes for, university students in culturally diversified dyads in a computer-supported collaborative learning environment. <i>Computers in Human Behavior</i> , 2014, 32, 186-200.	8.5	48
41	Facilitating learning in multidisciplinary groups with transactive CSCL scripts. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2013, 8, 189-223.	3.0	74
42	Scripting for construction of a transactive memory system in multidisciplinary CSCL environments. <i>Learning and Instruction</i> , 2013, 25, 1-12.	3.2	70
43	Facilitating argumentative knowledge construction through a transactive discussion script in CSCL. <i>Computers and Education</i> , 2013, 61, 59-76.	8.3	124
44	Argumentation-Based Computer Supported Collaborative Learning (ABCSCCL): A synthesis of 15 years of research. <i>Educational Research Review</i> , 2012, 7, 79-106.	7.8	193
45	Online discussion compensates for suboptimal timing of supportive information presentation in a digitally supported learning environment. <i>Educational Technology Research and Development</i> , 2012, 60, 193-221.	2.8	31
46	Multicultural student group work in higher education. <i>International Journal of Intercultural Relations</i> , 2012, 36, 302-317.	2.0	111
47	Differences in learning processes between successful and less successful students in computer-supported collaborative learning in the field of human nutrition and health. <i>Computers in Human Behavior</i> , 2011, 27, 309-318.	8.5	44
48	Effects of the Drewlite CSCL Platform on Students's™ Learning Outcomes. , 0, , 276-289.		6
49	Online peer feedback patterns of success and failure in argumentative essay writing. <i>Interactive Learning Environments</i> , 0, , 1-13.	6.4	23