

# Mete Akcaoglu

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3091915/publications.pdf>

Version: 2024-02-01

28  
papers

1,055  
citations

471509

17  
h-index

580821

25  
g-index

28  
all docs

28  
docs citations

28  
times ranked

832  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Substitution Augmentation Modification Redefinition (SAMR) Model: a Critical Review and Suggestions for its Use. <i>TechTrends</i> , 2016, 60, 433-441.	2.3	220
2	Increasing Social Presence in Online Learning through Small Group Discussions. <i>International Review of Research in Open and Distance Learning</i> , 2016, 17, .	1.8	116
3	â€œI see smart people!â€ Using Facebook to supplement cognitive and affective learning in the university mass lecture. <i>Internet and Higher Education</i> , 2014, 23, 1-8.	6.5	87
4	Cognitive outcomes from the Game-Design and Learning (GDL) after-school program. <i>Computers and Education</i> , 2014, 75, 72-81.	8.3	78
5	Digital divide among higher education faculty. <i>International Journal of Educational Technology in Higher Education</i> , 2020, 17, .	7.6	62
6	Learning problem-solving through making games at the game design and learning summer program. <i>Educational Technology Research and Development</i> , 2014, 62, 583-600.	2.8	58
7	An investigation of State Educational Twitter Hashtags (SETHs) as affinity spaces. <i>E-Learning and Digital Media</i> , 2016, 13, 24-44.	2.6	50
8	Blending Synchronous Face-to-face and Computer-Supported Cooperative Learning in a Hybrid Doctoral Seminar. <i>TechTrends</i> , 2013, 57, 54-59.	2.3	44
9	Using Facebook groups to support social presence in online learning. <i>Distance Education</i> , 2018, 39, 334-352.	3.9	42
10	Computational What? Relating Computational Thinking to Teaching. <i>TechTrends</i> , 2018, 62, 574-584.	2.3	40
11	Identifying multiple learning spaces within a single teacher-focused Twitter hashtag. <i>Computers and Education</i> , 2020, 148, 103809.	8.3	38
12	Using instructor-led Facebook groups to enhance studentsâ€™ perceptions of course content. <i>Computers in Human Behavior</i> , 2016, 65, 582-590.	8.5	34
13	Instructional Leadership in Turkish Primary Schools. <i>Educational Management Administration and Leadership</i> , 2013, 41, 289-302.	3.8	28
14	Teaching systems thinking through game design. <i>Educational Technology Research and Development</i> , 2019, 67, 1-19.	2.8	27
15	Design and Implementation of the Game-Design and Learning Program. <i>TechTrends</i> , 2016, 60, 114-123.	2.3	24
16	Development of an instrument to measure Facultyâ€™s information and communication technology access (FICTA). <i>Education and Information Technologies</i> , 2018, 23, 253-269.	5.7	24
17	The role of relevance in future teachersâ€™ utility value and interest toward technology. <i>Educational Technology Research and Development</i> , 2018, 66, 283-311.	2.8	22
18	Policy, practice, and reality: exploring a nation-wide technology implementation in Turkish schools. <i>Technology, Pedagogy and Education</i> , 2015, 24, 477-491.	5.4	14

#	ARTICLE	IF	CITATIONS
19	Contextual Factors Influencing Access to Teaching Computational Thinking. Computers in the Schools, 2018, 35, 69-87.	1.0	14
20	Initiating and maintaining student-instructor rapport in online classes. Internet and Higher Education, 2022, 53, 100844.	6.5	13
21	Outcomes from a self-generated utility value intervention on fifth and sixth-grade studentsâ€™ value and interest in science. International Journal of Educational Research, 2018, 87, 67-77.	2.2	8
22	Game Design as a Complex Problem Solving Process. Advances in Game-based Learning Book Series, 2017, , 217-233.	0.2	4
23	An Exploration of Factors Impacting Middle School Studentsâ€™ Attitudes Toward Computer Programming. Computers in the Schools, 2021, 38, 19-35.	1.0	3
24	Problem Solving and Teaching How to Solve Problems in Technology-Rich Contexts. Peabody Journal of Education, 2020, 95, 127-138.	1.3	2
25	Understanding Childrenâ€™s Problem-solving Strategies in Solving Game-based Logic Problems. International Journal of Technology in Education and Science, 2021, 5, 245-257.	1.0	2
26	Sociability of Online Learning Environments: Examining Discussion Group Sizes and Social Network Sites. , 2017, , 1-16.		1
27	Sociability of Online Learning Environments: Examining Discussion Group Sizes and Social Network Sites. , 2016, , 1-16.		0
28	Guest Editors' Introduction: Tinkering in Technology-Rich Design Contexts. Interdisciplinary Journal of Problem-based Learning, 2018, 12, .	0.5	0