

# Wei Wei

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3314642/publications.pdf>

Version: 2024-02-01

19  
papers

111  
citations

1478280

6  
h-index

1588896

8  
g-index

19  
all docs

19  
docs citations

19  
times ranked

55  
citing authors

#	ARTICLE	IF	CITATIONS
1	Self-assessment complements peer assessment for undergraduate students in an academic writing task. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 135-148.	3.9	13
2	Investigating the impact of increased student feedback literacy level on their expectations on university teachers' feedback. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 1092-1103.	3.9	12
3	Using summative and formative assessments to evaluate EFL teachers' teaching performance. <i>Assessment and Evaluation in Higher Education</i> , 2015, 40, 611-623.	3.9	10
4	Willingness to communicate from an English as an International Language (EIL) perspective: The case of Macau. <i>System</i> , 2019, 87, 102149.	1.7	10
5	Written Corrective Feedback Strategies Employed by University English Lecturers: A Teacher Cognition Perspective. <i>SAGE Open</i> , 2020, 10, 215824402093488.	0.8	9
6	An investigation of integrative and independent listening test tasks in a computerised academic English test. <i>Computer Assisted Language Learning</i> , 2017, 30, 864-883.	4.8	8
7	Examining the relationships between medical students' preferred online instructional strategies, course difficulty level, learning performance, and effectiveness. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2021, 45, 661-669.	0.8	8
8	Impact of outcome-based education on software engineering teaching: A case study. , 2017, , .		7
9	Can integrated skills tasks change students' learning strategies and materials?. <i>Language Learning Journal</i> , 2017, 45, 336-351.	1.4	5
10	University teachers' reflections on the reasons behind their changing feedback practice. <i>Assessment and Evaluation in Higher Education</i> , 2018, 43, 867-879.	3.9	5
11	Artificial Intelligence-Generated and Human Expert-Designed Vocabulary Tests: A Comparative Study. <i>SAGE Open</i> , 2022, 12, 215824402210821.	0.8	5
12	Comparing self-reflection and peer feedback practices in an academic writing task: a student self-efficacy perspective. <i>Teaching in Higher Education</i> , 0, , 1-17.	1.7	4
13	How do I teach? Exploring knowledge of reflective practice among in-service EFL teachers in Ukraine. <i>Teachers and Teaching: Theory and Practice</i> , 2022, 28, 188-205.	0.9	4
14	The role of leadership in small scale educational change. <i>Asia Pacific Journal of Education</i> , 2015, 35, 40-54.	1.2	3
15	Exploring the relationships between teacher-led and learner-led mobile learning activities and their impacts on teacher evaluation results. <i>Technology, Pedagogy and Education</i> , 2022, 31, 247-259.	3.3	3
16	Evaluating teacher performance in language learning classes: the gap between students and department administrators. <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 486-500.	0.9	2
17	A Critical Review of Washback Studies: Hypothesis and Evidence. <i>Second Language Learning and Teaching</i> , 2017, , 49-67.	0.2	2
18	Pre-service teachers' pedagogical decisions on integrated-skills instruction in a sojourn Chinese teaching programme: The context matters. <i>Cogent Education</i> , 2022, 9, .	0.6	1

#	ARTICLE	IF	CITATIONS
19	Willing, Silent or Forced Participation? Insights from English for Academic Purposes Classrooms. RELC Journal, 0, , 003368822110666.	1.9	0