

# Ayesha Sadaf

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3713079/publications.pdf>

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14  
papers

612  
citations

1163117

8  
h-index

1281871

11  
g-index

14  
all docs

14  
docs citations

14  
times ranked

506  
citing authors

#	ARTICLE	IF	CITATIONS
1	A Comparison of Cognitive Presence, Learning, Satisfaction, and Academic Performance in Case-Based and Non-Case-Based Online Discussions. <i>American Journal of Distance Education</i> , 2021, 35, 214-227.	1.5	8
2	Cognitive Presence in Online Learning: A Systematic Review of Empirical Research from 2000 to 2019. <i>Computers and Education Open</i> , 2021, 2, 100050.	4.2	15
3	Exploring factors that influence teachers' intentions to integrate digital literacy using the decomposed theory of planned behavior. <i>Journal of Digital Learning in Teacher Education</i> , 2020, 36, 124-145.	1.2	23
4	Exploring the Relationship Between Interaction and the Structure of Questions in Online Discussions Using Learning Analytics. <i>The Journal of Open Distance and E Learning</i> , 2020, 23, 46-60.	0.6	2
5	EXAMINING THE IMPACT OF ONLINE CASE-BASED DISCUSSIONS ON STUDENTS' PERCEIVED COGNITIVE PRESENCE, LEARNING AND SATISFACTION. , 2019, , .		4
6	Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. <i>Internet and Higher Education</i> , 2018, 37, 52-65.	6.5	175
7	Undisclosed stories of instructional design female scholars in academia. <i>Women's Studies International Forum</i> , 2018, 71, 19-28.	1.1	11
8	Enhancing Cognitive Presence in Online Case Discussions With Questions Based on the Practical Inquiry Model. <i>American Journal of Distance Education</i> , 2017, 31, 56-69.	1.5	27
9	Teachers' Beliefs About Integrating Digital Literacy Into Classroom Practice: An Investigation Based on the Theory of Planned Behavior. <i>Journal of Digital Learning in Teacher Education</i> , 2017, 33, 129-137.	1.2	36
10	An investigation of the factors that influence preservice teachers' intentions and integration of Web 2.0 tools. <i>Educational Technology Research and Development</i> , 2016, 64, 37-64.	2.8	87
11	Relationship between Types of Question Prompts and Critical Thinking in Online Discussions. , 2013, , 197-222.		10
12	Exploring pre-service teachers' beliefs about using Web 2.0 technologies in K-12 classroom. <i>Computers and Education</i> , 2012, 59, 937-945.	8.3	155
13	Student-content interactions in online courses: the role of question prompts in facilitating higher-level engagement with course content. <i>Journal of Computing in Higher Education</i> , 2011, 23, 157-186.	6.1	58
14	A Systematic Review of Strategies to Develop Students' Cognitive Presence in Online Courses. , 0, , .		1