

Allan Jeong

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/381514/publications.pdf>

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19
papers

501
citations

1040056

9
h-index

888059

17
g-index

19
all docs

19
docs citations

19
times ranked

371
citing authors

#	ARTICLE	IF	CITATIONS
1	Scaffolding collaborative argumentation in asynchronous discussions with message constraints and message labels. <i>Computers and Education</i> , 2007, 48, 427-445.	8.3	87
2	A Guide to Analyzing Messageâ€“Response Sequences and Group Interaction Patterns in Computerâ€“mediated Communication. <i>Distance Education</i> , 2005, 26, 367-383.	3.9	79
3	Intrateam Communication and Performance in Doubles Tennis. <i>Research Quarterly for Exercise and Sport</i> , 2009, 80, 281-290.	1.4	70
4	How day of posting affects level of critical discourse in asynchronous discussions and computerâ€“supported collaborative argumentation. <i>British Journal of Educational Technology</i> , 2008, 39, 875-887.	6.3	56
5	Effects of Preâ€“structuring Discussion Threads on Group Interaction and Group Performance in Computerâ€“supported Collaborative Argumentation. <i>Distance Education</i> , 2006, 27, 371-390.	3.9	52
6	The Effects of Gender Interaction Patterns on Student Participation in Computer-Supported Collaborative Argumentation. <i>Educational Technology Research and Development</i> , 2006, 54, 543-568.	2.8	45
7	Gender Interaction Patterns and Gender Participation in Computer-Supported Collaborative Argumentation. <i>American Journal of Distance Education</i> , 2006, 20, 195-210.	1.5	23
8	The effects of active versus reflective learning style on the processes of critical discourse in computerâ€“supported collaborative argumentation. <i>British Journal of Educational Technology</i> , 2008, 39, 651-665.	6.3	22
9	Reflective Teaching of Logo. <i>Journal of the Learning Sciences</i> , 1999, 8, 245-289.	2.9	17
10	Developing causal understanding with causal maps: the impact of total links, temporal flow, and lateral position of outcome nodes. <i>Educational Technology Research and Development</i> , 2012, 60, 325-340.	2.8	10
11	Learning achieved in structured online debates: levels of learning and types of postings. <i>Instructional Science</i> , 2013, 41, 1141-1152.	2.0	10
12	Modeling the relationship between students' prior knowledge, causal reasoning processes, and quality of causal maps. <i>Computers and Education</i> , 2021, 163, 104113.	8.3	10
13	A sequential analysis of responses in online debates to postings of students exhibiting high versus low grammar and spelling errors. <i>Educational Technology Research and Development</i> , 2017, 65, 1175-1194.	2.8	6
14	Developing computer-aided diagramming tools to mine, model and support studentsâ€™ reasoning processes. <i>Educational Technology Research and Development</i> , 2020, 68, 3353-3369.	2.8	5
15	The Structures of Group Discussions in Online Chats. <i>Journal of Visual Literacy</i> , 1996, 16, 51-63.	0.6	3
16	The Effects of Prior Beliefs on Student Interactions in Online Debates. <i>TechTrends</i> , 2017, 61, 115-120.	2.3	2
17	Comparing Instructional Event Sequences in Audio Podcasts with Low Versus High User Satisfaction. <i>TechTrends</i> , 2019, 63, 559-563.	2.3	2
18	Production blocking in brainstorming arguments in online group debates and asynchronous threaded discussions. <i>Educational Technology Research and Development</i> , 2020, 68, 3097-3114.	2.8	1

#	ARTICLE	IF	CITATIONS
19	Gender, social distance, and justifications: statistical discourse analysis of evidence and explanations in online debates. Educational Technology Research and Development, 2020, 68, 1199-1224.	2.8	1