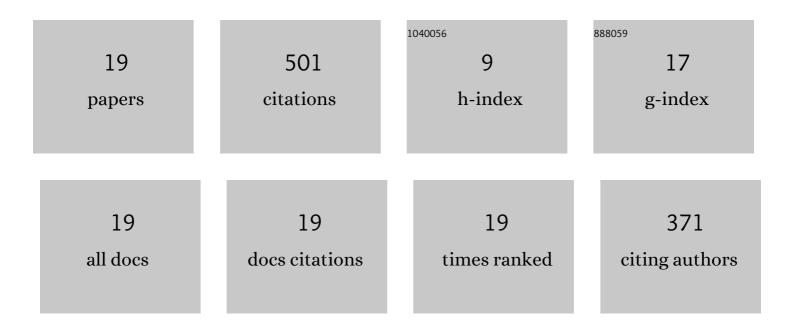
Allan Jeong

List of Publications by Year in descending order

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ALLAN FONC

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

| # | Article | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | The Structures of Group Discussions in Online Chats. Journal of Visual Literacy, 1996, 16, 51-63. | 0.6 | 3 |