

# Natasha Anne Rappa

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3935979/publications.pdf>

Version: 2024-02-01

17  
papers

358  
citations

1163117

8  
h-index

996975

15  
g-index

17  
all docs

17  
docs citations

17  
times ranked

273  
citing authors

#	ARTICLE	IF	CITATIONS
1	Pre-service teachersâ€™ reflections on their challenging experiences interacting with a parent avatar: Insights on deepening reflection on the simulation experience. <i>Journal of Education for Teaching</i> , 2023, 49, 311-325.	2.0	3
2	The use of eye tracking technology to explore learning and performance within virtual reality and mixed reality settings: a scoping review. <i>Interactive Learning Environments</i> , 2022, 30, 1338-1350.	6.4	25
3	Resilience interventions using interactive technology: a scoping review. <i>Interactive Learning Environments</i> , 2022, 30, 1940-1955.	6.4	13
4	Using Case Studies to Explore Need Satisfaction and Frustration in Puzzle Video Games. <i>Games and Culture</i> , 2022, 17, 752-772.	2.8	5
5	The role of gender and employment status in MOOC learning: An exploratory study. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 1360-1370.	5.1	3
6	The Role of Metalanguage in an Explicit Literacy Instruction on Scientific Explanation. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 1311-1331.	2.5	11
7	Understanding Chinese female university teachersâ€™ intention to pursue a PhD degree: some insights from a Chinese university. <i>Higher Education</i> , 2021, 81, 1347-1366.	4.4	9
8	The Puzzle Challenge Analysis Tool. A Tool for Analysing the Cognitive Challenge Level of Puzzles in Video Games. <i>Proceedings of the ACM on Human-Computer Interaction</i> , 2021, 5, 1-27.	3.3	1
9	Simulation platforms in initial teacher education: Past practice informing future potentiality. <i>Computers and Education</i> , 2021, 178, 104385.	8.3	8
10	Understanding continuance intention among MOOC participants: The role of habit and MOOC performance. <i>Computers in Human Behavior</i> , 2020, 112, 106455.	8.5	63
11	Explaining Chinese university studentsâ€™ continuance learning intention in the MOOC setting: A modified expectation confirmation model perspective. <i>Computers and Education</i> , 2020, 150, 103850.	8.3	126
12	Supporting studentsâ€™ content learning in Biology through teachersâ€™ use of classroom talk drawing on concept sketches. <i>Journal of Immersion and Content-Based Language Education</i> , 2019, 7, 233-260.	0.8	4
13	Integrating disciplinary-specific genre structure in discourse strategies to support disciplinary literacy. <i>Linguistics and Education</i> , 2018, 43, 1-12.	1.2	14
14	Meeting Disciplinary Literacy Demands in Content Learning: The Singapore Perspective. , 2018, , 45-60.		1
15	Student Agency: an Analysis of Studentsâ€™ Networked Relations Across the Informal and Formal Learning Domains. <i>Research in Science Education</i> , 2017, 47, 673-684.	2.3	10
16	Designing and implementing virtual enactive role-play and structured argumentation: promises and pitfalls. <i>Computer Assisted Language Learning</i> , 2009, 22, 381-408.	7.1	34
17	The role of teacher, student and ICT in enhancing student engagement in multiuser virtual environments. <i>British Journal of Educational Technology</i> , 2009, 40, 61-69.	6.3	28