

Temi Bidjerano

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3989416/publications.pdf>

Version: 2024-02-01

19
papers

1,956
citations

623734

14
h-index

839539

18
g-index

19
all docs

19
docs citations

19
times ranked

1087
citing authors

#	ARTICLE	IF	CITATIONS
1	Learning presence: Towards a theory of self-efficacy, self-regulation, and the development of a communities of inquiry in online and blended learning environments. <i>Computers and Education</i> , 2010, 55, 1721-1731.	8.3	474
2	Community of inquiry as a theoretical framework to foster "epistemic engagement" and "cognitive presence" in online education. <i>Computers and Education</i> , 2009, 52, 543-553.	8.3	382
3	The relationship between the big-five model of personality and self-regulated learning strategies. <i>Learning and Individual Differences</i> , 2007, 17, 69-81.	2.7	286
4	Learning presence as a moderator in the community of inquiry model. <i>Computers and Education</i> , 2012, 59, 316-326.	8.3	160
5	Learning presence: Additional research on a new conceptual element within the Community of Inquiry (Col) framework. <i>Internet and Higher Education</i> , 2012, 15, 89-95.	6.5	139
6	Does online learning impede degree completion? A national study of community college students. <i>Computers and Education</i> , 2014, 75, 103-111.	8.3	109
7	Reconceptualizing the community of inquiry framework: An exploratory analysis. <i>Internet and Higher Education</i> , 2014, 23, 9-17.	6.5	76
8	Cognitive presence and online learner engagement: a cluster analysis of the community of inquiry framework. <i>Journal of Computing in Higher Education</i> , 2009, 21, 199-217.	6.1	74
9	Online learner self-regulation: Learning presence viewed through quantitative content- and social network analysis. <i>International Review of Research in Open and Distance Learning</i> , 2013, 14, 427.	1.8	58
10	Measures of Quality in Online Education: An Investigation of the Community of Inquiry Model and the Net Generation. <i>Journal of Educational Computing Research</i> , 2008, 39, 339-361.	5.5	52
11	Understanding distinctions in learning in hybrid, and online environments: an empirical investigation of the community of inquiry framework. <i>Interactive Learning Environments</i> , 2013, 21, 355-370.	6.4	44
12	Correlating community college students' perceptions of community of inquiry presences with their completion of blended courses. <i>Internet and Higher Education</i> , 2014, 20, 1-9.	6.5	35
13	What Do They Usually Do After School?. <i>Journal of Early Adolescence</i> , 2007, 27, 431-456.	1.9	26
14	Online Course Enrollment in Community College and Degree Completion: The Tipping Point. <i>International Review of Research in Open and Distance Learning</i> , 2018, 19, .	1.8	22
15	Self-Conscious Emotions in Response to Perceived Failure: A Structural Equation Model. <i>Journal of Experimental Education</i> , 2010, 78, 318-342.	2.6	7
16	Autonomy in After-School Activity Choice Among Preadolescents From Taiwan and the United States. <i>Journal of Early Adolescence</i> , 2010, 30, 733-764.	1.9	5
17	Factor Structure of a Bulgarian Translation of the Revised Children's Manifest Anxiety Scale. <i>Psychological Reports</i> , 2006, 99, 943-952.	1.7	4
18	FACTOR STRUCTURE OF A BULGARIAN TRANSLATION OF THE REVISED CHILDREN'S MANIFEST ANXIETY SCALE. <i>Psychological Reports</i> , 2006, 99, 943.	1.7	3

#	ARTICLE	IF	CITATIONS
19	Effects of Online Course Load on Degree Completion, Transfer, and Dropout among Community College Students of the State University of New York. European Distance and E-Learning Network, 2019, , 291-300.	0.3	0