

Zhonggen Yu

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

66 papers	467 citations	12 h-index	19 g-index
79 ext. papers	814 ext. citations	1.9 avg, IF	5.63 L-index

#	Paper	IF	Citations
66	A Meta-Analysis of Use of Serious Games in Education over a Decade. <i>International Journal of Computer Games Technology</i> , 2019 , 2019, 1-8	4.8	95
65	The effects of gender, educational level, and personality on online learning outcomes during the COVID-19 pandemic. <i>International Journal of Educational Technology in Higher Education</i> , 2021 , 18, 14	6.3	38
64	Differences in serious game-aided and traditional English vocabulary acquisition. <i>Computers and Education</i> , 2018 , 127, 214-232	9.5	30
63	Student satisfaction, learning outcomes, and cognitive loads with a mobile learning platform. <i>Computer Assisted Language Learning</i> , 2019 , 32, 323-341	2.9	24
62	An extended technology acceptance model of a mobile learning technology. <i>Computer Applications in Engineering Education</i> , 2019 , 27, 721-732	1.6	23
61	The Effect of Educational Games on Learning Outcomes, Student Motivation, Engagement and Satisfaction. <i>Journal of Educational Computing Research</i> , 2021 , 59, 522-546	3.8	20
60	Indicators of satisfaction in clickers-aided EFL class. <i>Frontiers in Psychology</i> , 2015 , 6, 587	3.4	16
59	Blended Learning Over Two Decades. <i>International Journal of Information and Communication Technology Education</i> , 2015 , 11, 1-19	1.1	14
58	The impact of clickers instruction on cognitive loads and listening and speaking skills in college English class. <i>PLoS ONE</i> , 2014 , 9, e106626	3.7	14
57	Teachers' Satisfaction, Role, and Digital Literacy during the COVID-19 Pandemic. <i>Sustainability</i> , 2022 , 14, 1121	3.6	14
56	Extending the Learning Technology Acceptance Model of WeChat by Adding New Psychological Constructs. <i>Journal of Educational Computing Research</i> , 2020 , 58, 1121-1143	3.8	13
55	Visualizing Artificial Intelligence Used in Education Over Two Decades. <i>Journal of Information Technology Research</i> , 2020 , 13, 32-46	0.7	12
54	Acceptance and Effectiveness of Rain Classroom in Linguistics Classes. <i>International Journal of Mobile and Blended Learning</i> , 2020 , 12, 77-90	1.1	11
53	Visualizing Co-citations of Technology Acceptance Models in Education. <i>Journal of Information Technology Research</i> , 2020 , 13, 77-95	0.7	9
52	The Influence of Clickers Use on Metacognition and Learning Outcomes in College English Classroom. <i>International Journal of Information and Communication Technology Education</i> , 2014 , 10, 50-61	1.1	9
51	A literature review on the influence of Kahoot! On learning outcomes, interaction, and collaboration. <i>Education and Information Technologies</i> , 2021 , 26, 4507-4535	3.6	9
50	Schema Theory-Based Flipped Classroom Model Assisted With Technologies. <i>International Journal of Information and Communication Technology Education</i> , 2019 , 15, 31-48	1.1	8

49	The effect of teacher presence in videos on intrinsic cognitive loads and academic achievements. <i>Innovations in Education and Teaching International</i> ,1-12	1.3	7
48	The Impact of Clickers Use on Vocabulary Knowledge and Satisfaction in an EFL Class in China. <i>International Journal of Information and Communication Technology Education</i> , 2014 , 10, 47-59	1.1	6
47	Constructing an Online Sustainable Educational Model in COVID-19 Pandemic Environments. <i>Sustainability</i> , 2022 , 14, 3598	3.6	6
46	Effects of mobile learning technologies and social media tools on student engagement and learning outcomes of English learning. <i>Technology, Pedagogy and Education</i> ,1-18	2.3	6
45	Mobile Device- and Video-Aided Flipped English Classrooms. <i>International Journal of Mobile and Blended Learning</i> , 2019 , 11, 19-32	1.1	5
44	A Systematic Review on Mobile Technology-Assisted English Learning. <i>International Journal of E-Collaboration</i> , 2019 , 15, 71-88	1.3	5
43	A meta-analysis of the effect of virtual reality technology use in education. <i>Interactive Learning Environments</i> ,1-21	3.1	5
42	Learning Outcomes and Affective Factors of Blended Learning of English for Library Science. <i>International Journal of Information and Communication Technology Education</i> , 2016 , 12, 13-25	1.1	5
41	A meta-analysis and bibliographic review of the effect of nine factors on online learning outcomes across the world. <i>Education and Information Technologies</i> , 2021 , 1-26	3.6	5
40	Sustaining Student Roles, Digital Literacy, Learning Achievements, and Motivation in Online Learning Environments during the COVID-19 Pandemic. <i>Sustainability</i> , 2022 , 14, 4388	3.6	5
39	Advantages and Disadvantages of Clicker Use in Education. <i>International Journal of Information and Communication Technology Education</i> , 2017 , 13, 61-71	1.1	4
38	Gender Differences in Cognitive Loads, Attitudes, and Academic Achievements in Mobile English Learning. <i>International Journal of Distance Education Technologies</i> , 2019 , 17, 21-35	1.1	4
37	An extended CCTalk technology acceptance model in EFL education. <i>Education and Information Technologies</i> ,1	3.6	3
36	Blended Learning Over Two Decades 2016 , 1248-1267		3
35	Identifying Tertiary Students' Perception of Usabilities of Rain Classroom. <i>Technology, Knowledge and Learning</i> ,1	2.9	3
34	Correlations between learners' initial EFL proficiency and variables of clicker-aided flipped EFL class. <i>Education and Information Technologies</i> , 2017 , 22, 1587-1603	3.6	2
33	Identifying Student Satisfaction in the Flipped English Class Enhanced With Clickers. <i>International Journal of Information and Communication Technology Education</i> , 2019 , 15, 25-40	1.1	2
32	Adopting Digital Technologies in the Classroom. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2014 , 176-188	0.3	2

31	A Comprehensive Review of Mobile Technology-Assisted English Learning. <i>Advances in Social Networking and Online Communities Book Series</i> , 2021 , 246-265	0.3	2
30	Comparative Effectiveness Between Game-Enhanced and Pencil-and-Paper English Vocabulary Learning Approaches. <i>International Journal of Gaming and Computer-Mediated Simulations</i> , 2018 , 10, 1-20	0.7	2
29	Third-Level Digital Divide in English Teaching and Learning. <i>International Journal of Information and Communication Technology Education</i> , 2018 , 14, 68-80	1.1	2
28	A Meta-Analysis of Facebook-Assisted Learning Outcomes and Their Gender Differences. <i>International Journal of Mobile and Blended Learning</i> , 2021 , 13, 63-82	1.1	2
27	An Ideological Analysis of the Former President Donald Trump's Tweets During COVID-19.. <i>Corpus Pragmatics</i> , 2021 , 6, 1-16	0.6	2
26	A Literature Review of Digital Literacy over Two Decades. <i>Education Research International</i> , 2022 , 2022, 1-8	1.2	2
25	Video lecturing in Clicker-assisted English flipped class. <i>PLoS ONE</i> , 2019 , 14, e0224209	3.7	1
24	Effects of Video Length on a Flipped English Classroom. <i>SAGE Open</i> , 2022 , 12, 215824402110684	1.5	1
23	An exploration of computer game-based instruction in the "world history" class in secondary education: a comparative study in China. <i>PLoS ONE</i> , 2014 , 9, e96865	3.7	1
22	A Meta-Analytical Review on the Effect of Twitter Use in Education. <i>International Journal of E-Collaboration</i> , 2022 , 18, 1-20	1.3	1
21	A Content Analysis and Meta-Analysis on the Effects of Classcraft on Gamification Learning Experiences in terms of Learning Achievement and Motivation. <i>Education Research International</i> , 2021 , 2021, 1-21	1.2	1
20	The Impact of the E-Collaborative and Traditional Learning Styles on Learning Outcomes and Anxiety. <i>International Journal of E-Collaboration</i> , 2016 , 12, 27-47	1.3	1
19	The Influence of Clickers Use on Metacognition and Learning Outcomes in College English Classroom. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2017 , 158-171	0.3	1
18	A Literature Review on MOOCs Integrated With Learning Analytics. <i>Journal of Information Technology Research</i> , 2021 , 14, 67-84	0.7	1
17	A Meta-Analysis of Online Learning Outcomes and Their Gender Differences. <i>International Journal of Distance Education Technologies</i> , 2021 , 19, 33-50	1.1	1
16	Integrating Educational Games into College English Learning. <i>Education Research International</i> , 2021 , 2021, 1-9	1.2	1
15	Extending the UTAUT Model of Gamified English Vocabulary Applications by Adding New Personality Constructs. <i>Sustainability</i> , 2022 , 14, 6259	3.6	1
14	Exploring the Effectiveness of the Clickers-Aided Flipped English Classroom. <i>International Journal of Technology and Human Interaction</i> , 2020 , 16, 90-102	0.9	0

13	Clickers. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2020 , 225-238	0.3	0
12	Gender Differences in Cognitive Loads, Attitudes, and Academic Achievements in Mobile English Learning 2022 , 335-351		0
11	Exploring the Relationship between Interactions and Learning Performance in Robot-Assisted Language Learning. <i>Education Research International</i> , 2022 , 2022, 1-13	1.2	0
10	Investigating and Comparing the Effects on Learning Achievement and Motivation for Gamification and Game-Based Learning: A Quantitative Study Employing Kahoot. <i>Education Research International</i> , 2022 , 2022, 1-16	1.2	0
9	Examining Users' Sustained Attention to Online Learning by Modifying a UTAUT Model of Rain Classroom. <i>International Journal of Online Pedagogy and Course Design</i> , 2022 , 12, 0-0	0.4	
8	Learning Outcomes and Affective Factors of Blended Learning of English for Library Science. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2020 , 1-14	0.3	
7	The Impact of the E-Collaborative and Traditional Learning Styles on Learning Outcomes and Anxiety 2020 , 528-544		
6	Learning Outcomes and Affective Factors of Blended Learning of English for Library Science 1898-1911		
5	Validation of the Threshold Hypothesis in Computer Aided English Language Forgetting. <i>Journal of Applied Sciences</i> , 2013 , 13, 5716-5722	0.3	
4	Regression and Threshold Hypotheses in English Language Attrition Through Computer Aided Education: A Computer Technology Assisted Behavioral Study. <i>Journal of Applied Sciences</i> , 2013 , 13, 5691-5699	0.3	
3	The Impact of E-Collaboration and Traditional Learning Styles on Learning Outcomes and Anxiety 2021 , 46-59		
2	The Impact of Gamification on the Time-Limited Writing Performance of English Majors. <i>Education Research International</i> , 2022 , 2022, 1-11	1.2	
1	Exploring Academic Achievements and Gender Differences in Twitter-Assisted Education. <i>Advances in E-Business Research Series</i> , 2022 , 134-153	0.4	