Dr Wang Qiyun

List of Publications by Year
in descending order

51 papers	2,042 citations	331670 21 h-index	254184 43 g-index
51 all docs	51 docs citations	51 times ranked	1444 citing authors

#	ARTICLE	IF	CITATIONS
1	Categorizing teachers' gestures in classroom teaching: from the perspective of multiple representations. Social Semiotics, 2022, 32, 184-204.	1.1	4
2	Exploring the characteristics of an optimal design of non-programming plugged learning for developing primary school students' computational thinking in mathematics. Educational Technology Research and Development, 2022, 70, 849-880.	2.8	4
3	A study of K-12 teachers' TPACK on the technology acceptance of E-schoolbag. Interactive Learning Environments, 2021, 29, 1062-1075.	6.4	25
4	The effects of an augmented reality based magnetic experimental tool on students' knowledge improvement and cognitive load. Journal of Computer Assisted Learning, 2021, 37, 645-656.	5.1	25
5	Design for blended synchronous learning: the instructor's perspective. International Journal of Continuing Engineering Education and Life-Long Learning, 2021, 31, 347.	0.2	0
6	Capturing regulatory patterns in online collaborative learning: A network analytic approach. International Journal of Computer-Supported Collaborative Learning, 2021, 16, 37-66.	3.0	18
7	Supporting digitally enhanced learning through measurement in higher education: Development and validation of a university students' digital competence scale. Journal of Computer Assisted Learning, 2021, 37, 1063-1076.	5.1	11
8	Developing Eighth-Grade Students' Computational Thinking with Critical Reflection. Sustainability, 2021, 13, 11192.	3.2	7
9	Assessing individual contribution in collaborative learning through self- and peer-assessment in the context of China. Innovations in Education and Teaching International, 2020, 57, 352-363.	2.5	4
10	Analysis of Temporal Characteristics of Collaborative Knowledge Construction in Teacher Workshops. Technology, Knowledge and Learning, 2020, 25, 323-336.	4.9	2
11	Effects of instructor's facial expressions on students' learning with video lectures. British Journal of Educational Technology, 2019, 50, 1381-1395.	6.3	31
12	Distance Learners' Learning Experience and Perceptions on the Design and Implementation of an Online Flipped Classroom Learning Model. , 2019, , .		3
13	Investigating the implementation of accredited massive online open courses (MOOCs) in higher education: The boon and the bane. Australasian Journal of Educational Technology, 2019, 35, .	3.5	15
14	Pedagogical, social and technical designs of a blended synchronous learning environment. British Journal of Educational Technology, 2018, 49, 451-462.	6.3	52
15	Mining Online Discussion Data for Understanding Teachers Reflective Thinking. IEEE Transactions on Learning Technologies, 2018, 11, 243-254.	3.2	22
16	A study of peer coaching in teachers' online professional learning communities. Universal Access in the Information Society, 2017, 16, 337-347.	3.0	27
17	Design and evaluation of a real-time video conferencing environment for support teaching: an attempt to promote equality of K-12 education in China. Interactive Learning Environments, 2017, 25, 596-609.	6.4	15
18	Rewarded and unrewarded competition in a CSCL environment: A coopetition design with a social cognitive perspective using PLS-SEM analyses. Computers in Human Behavior, 2017, 72, 140-151.	8.5	22

#	Article	IF	Citations
19	Interactive networks and social knowledge construction behavioral patterns in primary school teachers' online collaborative learning activities. Computers and Education, 2017, 104, 1-17.	8.3	88
20	Teachers' time investment in online teaching. International Journal of Continuing Engineering Education and Life-Long Learning, 2017, 27, 111.	0.2	3
21	Designing and Improving a Blended Synchronous Learning Environment: An Educational Design Research. International Review of Research in Open and Distance Learning, 2017, 18, .	1.8	54
22	Verifying Causal Relationships Among the Presences of the Community of Inquiry Framework in the Chinese Context. International Review of Research in Open and Distance Learning, 2017, 18, .	1.8	25
23	The impact of social factors on pair programming in a primary school. Computers in Human Behavior, 2016, 64, 423-431.	8.5	64
24	An Exploration of Three-Dimensional Integrated Assessment for Computational Thinking. Journal of Educational Computing Research, 2016, 53, 562-590.	5.5	98
25	Surveying Chinese In-Service K12 Teachersâ€™ Technology, Pedagogy, and Content Knowledge. Journal of Educational Computing Research, 2015, 53, 55-74.	5.5	41
26	Validation of Attitudes and Beliefs on Classroom Control Inventory among Beginning Teachers in Singapore Schools. Asia-Pacific Education Researcher, 2015, 24, 157-168.	3.7	1
27	Exploring Teachers' Perceptions of Wikis for Learning Classroom Cases. Australian Journal of Teacher Education, 2014, 39, .	0.6	2
28	Perceived usefulness of Facebook for teaching and learning: the student teacher's perspective. International Journal of Web Based Communities, 2013, 9, 243.	0.3	4
29	A case study of using an online community of practice for teachersâ€™ professional development at a secondary school in China. Learning, Media and Technology, 2012, 37, 429-446.	3.2	32
30	Evaluation of a web-based assessment tool for learning grammar at the primary school level. International Journal of Continuing Engineering Education and Life-Long Learning, 2012, 22, 175.	0.2	2
31	Using the Facebook group as a learning management system: An exploratory study. British Journal of Educational Technology, 2012, 43, 428-438.	6.3	404
32	Innovation in the educational technology course for pre-service student teachers in East China Normal University. Australasian Journal of Educational Technology, 2012, 28, .	3.5	8
33	Using Facebook for teaching and learning: a review of the literature. International Journal of Continuing Engineering Education and Life-Long Learning, 2011, 21, 72.	0.2	53
34	Towards a new era of knowledge creation: a brief discussion of the epistemology for knowledge creation. International Journal of Continuing Engineering Education and Life-Long Learning, 2011, 21, 1.	0.2	4
35	Mobile Learning in China. , 2011, , 79-90.		1
36	Facilitating coordination in the collaborative learning process. , 2010, , .		0

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37	Investigating students' critical thinking in weblogs: an exploratory study in a Singapore secondary school. Asia Pacific Education Review, 2010, 11, 541-551.	2.5	25
38	Using online shared workspaces to support group collaborative learning. Computers and Education, 2010, 55, 1270-1276.	8.3	74
39	Designing Web 2.0 based constructivist-oriented e-learning units. Campus Wide Information Systems, 2010, 27, 68-78.	1.1	0
40	E-learning in China. Campus Wide Information Systems, 2009, 26, 77-81.	1.1	32
41	Investigating critical thinking and knowledge construction in an interactive learning environment. Interactive Learning Environments, 2009, 17, 95-104.	6.4	70
42	Design and evaluation of a collaborative learning environment. Computers and Education, 2009, 53, 1138-1146.	8.3	125
43	Designing a web-based constructivist learning environment. Interactive Learning Environments, 2009, 17, 1-13.	6.4	77
44	Designing a web-based learning environment using weblogs and podcasts. International Journal of Continuing Engineering Education and Life-Long Learning, 2009, 19, 179.	0.2	3
45	Affordances of Facebook for learning. International Journal of Continuing Engineering Education and Life-Long Learning, 2009, 19, 247.	0.2	32
46	Student-facilitators' roles in moderating online discussions. British Journal of Educational Technology, 2008, 39, 859-874.	6.3	54
47	A generic model for guiding the integration of ICT into teaching and learning. Innovations in Education and Teaching International, 2008, 45, 411-419.	2.5	187
48	Comparing asynchronous online discussions and face-to-face discussions in a classroom setting. British Journal of Educational Technology, 2007, 38, 272-286.	6.3	143
49	Designing a computer support system for multimedia curriculum development in Shanghai. Educational Technology Research and Development, 2007, 55, 275-295.	2.8	8
50	Students' perspectives on the design and implementation of a blended synchronous learning environment. Australasian Journal of Educational Technology, 0, , .	3.5	28
51	Learners' perceived AI presences in AI-supported language learning: a study of AI as a humanized agent from community of inquiry. Computer Assisted Language Learning, 0, , 1-27.	7.1	13