

# Fan Ouyang

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4493756/publications.pdf>

Version: 2024-02-01

27  
papers

723  
citations

758635

12  
h-index

642321

23  
g-index

27  
all docs

27  
docs citations

27  
times ranked

236  
citing authors

#	ARTICLE	IF	CITATIONS
1	Artificial intelligence in online higher education: A systematic review of empirical research from 2011 to 2020. <i>Education and Information Technologies</i> , 2022, 27, 7893-7925.	3.5	105
2	Fostering student engagement in online discussion through social learning analytics. <i>Internet and Higher Education</i> , 2018, 37, 21-30.	4.2	96
3	Artificial intelligence in education: The three paradigms. <i>Computers and Education Artificial Intelligence</i> , 2021, 2, 100020.	6.9	94
4	The influences of an experienced instructor's discussion design and facilitation on an online learning community development: A social network analysis study. <i>Internet and Higher Education</i> , 2017, 35, 34-47.	4.2	90
5	The relationships between social participatory roles and cognitive engagement levels in online discussions. <i>British Journal of Educational Technology</i> , 2019, 50, 1396-1414.	3.9	54
6	Examining the instructor-student collaborative partnership in an online learning community course. <i>Instructional Science</i> , 2020, 48, 183-204.	1.1	27
7	Exploring the effect of three scaffoldings on the collaborative problem-solving processes in China's higher education. <i>International Journal of Educational Technology in Higher Education</i> , 2021, 18, 35.	4.5	23
8	Comparing learners' knowledge, behaviors, and attitudes between two instructional modes of computer programming in secondary education. <i>International Journal of STEM Education</i> , 2021, 8, 54.	2.7	22
9	A systematic review of AI role in the educational system based on a proposed conceptual framework. <i>Education and Information Technologies</i> , 2022, 27, 4195-4223.	3.5	22
10	Effect of three network visualizations on students' social-cognitive engagement in online discussions. <i>British Journal of Educational Technology</i> , 2021, 52, 2242-2262.	3.9	20
11	Promoting student engagement in online collaborative writing through a student-facing social learning analytics tool. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 192-208.	3.3	17
12	Self-directed reflective assessment for collective empowerment among pre-service teachers. <i>British Journal of Educational Technology</i> , 2020, 51, 1961-1981.	3.9	16
13	Learners' Discussion Patterns, Perceptions, and Preferences in a Chinese Massive Open Online Course (MOOC). <i>International Review of Research in Open and Distance Learning</i> , 2020, 21, .	1.0	13
14	Using Three Social Network Analysis Approaches to Understand Computer-Supported Collaborative Learning. <i>Journal of Educational Computing Research</i> , 2021, 59, 1401-1424.	3.6	13
15	Topic tracking model for analyzing student-generated posts in SPOC discussion forums. <i>International Journal of Educational Technology in Higher Education</i> , 2020, 17, .	4.5	13
16	Three Contrasting Pairs' Collaborative Programming Processes in China's Secondary Education. <i>Journal of Educational Computing Research</i> , 2021, 59, 740-762.	3.6	12
17	Examining the Effects of Three Group-Level Metacognitive Scaffoldings on In-Service Teachers' Knowledge Building. <i>Journal of Educational Computing Research</i> , 2022, 60, 352-379.	3.6	12
18	Adapting the TPACK Framework for Online Teaching Within Higher Education. <i>International Journal of Online Pedagogy and Course Design</i> , 2018, 8, 42-59.	0.3	11

#	ARTICLE	IF	CITATIONS
19	In-service teachers's knowledge building during face-to-face collaborative learning. <i>Teaching and Teacher Education</i> , 2021, 107, 103479.	1.6	11
20	Illuminating the (in)visibility of female scholars: a gendered analysis of publishing rates within educational technology journals from 2004 to 2015. <i>Gender and Education</i> , 2019, 31, 33-61.	1.1	10
21	Applying multimodal learning analytics to examine the immediate and delayed effects of instructor scaffoldings on small groups's collaborative programming. <i>International Journal of STEM Education</i> , 2022, 9, .	2.7	10
22	The Effects of Three Instructor Participatory Roles on a Small Group's Collaborative Concept Mapping. <i>Journal of Educational Computing Research</i> , 2022, 60, 930-959.	3.6	8
23	Examining the effect of a genetic algorithm-enabled grouping method on collaborative performances, processes, and perceptions. <i>Journal of Computing in Higher Education</i> , 0, .	3.9	8
24	Development of Group Cognition in Online Collaborative Problem-Solving Processes. <i>Journal of Educational Computing Research</i> , 2022, 60, 599-630.	3.6	7
25	Using a three-layered social-cognitive network analysis framework for understanding online collaborative discussions. <i>Australasian Journal of Educational Technology</i> , 0, , 164-181.	2.0	4
26	Artificial intelligence-based smart engineering education. , 2020, , .		3
27	The three-iterative design and implementation of a student-facing social learning analytics tool. <i>International Journal of Distance Education Technologies</i> , 2021, 19, 0-0.	1.9	2