

# Cher Ping Lim

## List of Publications by Year in descending order

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80  
papers

1,854  
citations

304743

22  
h-index

302126

39  
g-index

82  
all docs

82  
docs citations

82  
times ranked

1214  
citing authors

#	ARTICLE	IF	CITATIONS
1	Current and Future Directions of Blended Learning and Teaching in Asia. , 2021, , 301-327.		9
2	Curriculum leadership and the enhancement of teacher education programs. Asian Education and Development Studies, 2020, 9, 79-90.	1.8	1
3	Information and communication technologies (ICT) for access to quality education in the global south: A case study of Sri Lanka. Education and Information Technologies, 2020, 25, 2447-2462.	5.7	10
4	Strategic Use of Technology for Inclusive Education in Hong Kong: A Content-Level Perspective. ECNU Review of Education, 2020, 3, 715-734.	1.9	22
5	Leveraging information and communication technologies (ICT) to enhance education equity, quality, and efficiency: case studies of Bangladesh and Nepal. Educational Media International, 2020, 57, 87-111.	1.7	8
6	An activity theory approach toward teacher professional development at scale (TPD@Scale): A case study of a teacher learning center in Indonesia. Asia Pacific Education Review, 2020, 21, 525-538.	2.5	7
7	E-portfolios and the development of studentsâ€™ reflective thinking at a Hong Kong University. Journal of Computers in Education, 2020, 7, 277-294.	8.3	14
8	Driving, sustaining and scaling up blended learning practices in higher education institutions: a proposed framework. Innovation and Education, 2019, 1, .	0.6	25
9	Old Wine in New Bottle? How Technologies Are Being Used in an Elementary School in Singapore. Understanding Teaching-learning Practice, 2018, , 173-194.	2.3	2
10	An online Chinese-Australian language and cultural exchange through digital storytelling. Language, Culture and Curriculum, 2018, 31, 128-149.	3.2	19
11	Digital learning for developing Asian countries. , 2018, , 369-381.		8
12	A regression analysis of elementary studentsâ€™ ICT usage vis-Ã-vis access to technology in Singapore. Educational Media International, 2017, 54, 34-47.	1.7	11
13	E-Portfolios as Digital Assessment Tools in Higher Education. , 2017, , 1-23.		1
14	Blended learning model on hands-on approach for in-service secondary school teachers: Combination of E-learning and face-to-face discussion. Education and Information Technologies, 2016, 21, 185-208.	5.7	26
15	Design principles for the blend in blended learning: a collective case study. Teaching in Higher Education, 2016, 21, 716-729.	2.6	33
16	Mobile learning. Interactive Learning Environments, 2016, 24, 273-276.	6.4	22
17	A holistic approach towards Information and Communication Technology (ICT) for addressing education challenges in Asia and the Pacific. Educational Media International, 2016, 53, 69-84.	1.7	17
18	The role of e-portfolios in supporting productive learning. British Journal of Educational Technology, 2016, 47, 1276-1286.	6.3	35

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19	Professional Development of New Higher Education Teachers With Information and Communication Technology in Shanghai. Journal of Educational Computing Research, 2016, 54, 531-562.	5.5	18
20	An Activity Theoretical Approach Towards Distributed Leadership for One-to-One Computing in a Singapore Elementary School. , 2016, , 87-104.		1
21	Introduction: Cocreating Technological Pedagogical Content Knowledge (TPACK) for the Transformation of Nan Chiau Primary School. , 2016, , 1-7.		0
22	Future Learning in Primary Schools. , 2016, , .		3
23	Curriculum Leadership and the Development of ICT in Education Competencies of Pre-service Teachers in South China. Asia-Pacific Education Researcher, 2015, 24, 515-524.	3.7	7
24	Differences in ICT Usage Across Subject Areas. Journal of Educational Computing Research, 2015, 53, 75-94.	5.5	18
25	Development of pre-service teachers' information and communication technology (ICT) in education competencies in a mainland Chinese university. Educational Media International, 2015, 52, 15-32.	1.7	10
26	Designing a role structure to engage students in computer-supported collaborative learning. Internet and Higher Education, 2015, 24, 13-20.	6.5	37
27	Online software applications for learning: observations from an elementary school. Educational Media International, 2014, 51, 146-161.	1.7	12
28	Digital teaching portfolio in higher education: Examining colleagues' perceptions to inform implementation strategies. Internet and Higher Education, 2014, 20, 60-68.	6.5	34
29	Development of an item bank for assessing generic competences in a higher-education institute: a Rasch modelling approach. Higher Education Research and Development, 2014, 33, 821-835.	2.9	10
30	Deepening ICT integration through multilevel design of Technological Pedagogical Content Knowledge. Journal of Computers in Education, 2014, 1, 1-17.	8.3	34
31	Online Learning Community. , 2014, , 1946-1962.		0
32	Strengthening the research-practice nexus: A special issue as a springboard for building the capacity of teacher education institutions in Asia. Internet and Higher Education, 2013, 16, 32-35.	6.5	1
33	Information and Communication Technologies (ICT) in Primary Education. , 2013, , 1-18.		19
34	Factors Affecting the ICT Integration and Implementation of one-to-one Computing Learning Environment in a Primary School – A Sociocultural Perspective. , 2013, , 19-37.		10
35	The rules of the game. Cultural Studies of Science Education, 2012, 7, 813-819.	1.3	3
36	Building the capacity of Indonesian education universities for ICT in pre-service teacher education: A case study of a strategic planning exercise. Australasian Journal of Educational Technology, 2012, 28, .	3.5	12

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37	Pedagogical approaches for ICT integration into primary school English and mathematics: A Singapore case study. <i>Australasian Journal of Educational Technology</i> , 2012, 28, .	3.5	30
38	Online Learning Community. , 2012, , 451-467.		1
39	The Internet and teacher education: Traversing between the digitized world and schools. <i>Internet and Higher Education</i> , 2011, 14, 3-9.	6.5	28
40	Editorial for special issue: The Internet and teacher education â€” An Asian experience. <i>Internet and Higher Education</i> , 2011, 14, 1-2.	6.5	2
41	A framework for developing preâ€service teachersâ€™ competencies in using technologies to enhance teaching and learning. <i>Educational Media International</i> , 2011, 48, 69-83.	1.7	41
42	Open-source learning management system and Web 2.0 online social software applications as learning platforms for an elementary school in Singapore. <i>Learning, Media and Technology</i> , 2011, 36, 349-365.	3.2	14
43	Employing an Activity-Theoretical Perspective to Localize an Educational Innovation in an Elementary School. <i>Journal of Educational Computing Research</i> , 2011, 44, 319-344.	5.5	12
44	Exploring Alternative Assessments to Support Digital storytelling for Creative Thinking in Primary School Classrooms. <i>Advances in Human and Social Aspects of Technology Book Series</i> , 2011, , 268-284.	0.3	4
45	Multi-User Virtual Environment â€” a Tool for Play or Academic Engagement?. , 2011, , 107-120.		0
46	An activity theoretical perspective towards the design of an ICTâ€enhanced afterâ€school programme for academically atâ€risk students. <i>Educational Media International</i> , 2010, 47, 19-37.	1.7	5
47	Publicâ€Private Partnerships for Educational Reform. , 2010, , 73-80.		2
48	Secondary school socio-cultural context influencing ICT integration: A case study approach. <i>Australasian Journal of Educational Technology</i> , 2010, 26, .	3.5	37
49	Blending Classroom Activities with Multi-User Virtual Environment for At-Risk Primary School Students in an After-School Program. , 2010, , 231-249.		1
50	Connecting Schools to their Communities: The South-East Asian Experience. , 2009, , 79-87.		5
51	Teachersâ€™ pedagogical beliefs and their planning and conduct of computerâ€mediated classroom lessons. <i>British Journal of Educational Technology</i> , 2008, 39, 807-828.	6.3	171
52	Spirit of the game: Empowering students as designers in schools?. <i>British Journal of Educational Technology</i> , 2008, 39, 996-1003.	6.3	63
53	Rethinking classroom-oriented instructional development models to mediate instructional planning in technology-enhanced learning environments. <i>Teaching and Teacher Education</i> , 2008, 24, 2002-2013.	3.2	19
54	Scaffolding online historical inquiry tasks: A case study of two secondary school classrooms. <i>Computers and Education</i> , 2008, 50, 1394-1410.	8.3	63

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55	Global citizenship education, school curriculum and games: Learning Mathematics, English and Science as a global citizen. Computers and Education, 2008, 51, 1073-1093.	8.3	70
56	Supporting Technology Use in Schools with a Publicâ€Private Partnership: A collective case study of five Asian countries. Educational Media International, 2007, 44, 267-285.	1.7	3
57	microLESSONS in teacher education: Examining pre-service teachersâ€™ pedagogical beliefs. Computers and Education, 2007, 48, 474-494.	8.3	82
58	Building Teachers' Capacity for Using Technologies in Schools: A case study of in-service professional development in Barbados. Educational Media International, 2007, 44, 113-128.	1.7	3
59	Effective integration of ICT in Singapore schools: pedagogical and policy implications. Educational Technology Research and Development, 2007, 55, 83-116.	2.8	118
60	Myxopapillary ependymoma of the fourth ventricle. Clinical Neurology and Neurosurgery, 2006, 108, 211-214.	1.4	21
61	Gaming in a 3D multiuser virtual environment: engaging students in Science lessons. British Journal of Educational Technology, 2006, 37, 211-231.	6.3	182
62	Motivating students to learn. British Journal of Educational Technology, 2005, 36, 346-347.	6.3	1
63	A Collective Case Study of the Use of ICT in Economics Courses: A Sociocultural Approach. Journal of the Learning Sciences, 2005, 14, 489-526.	2.9	9
64	Charting trends for e-learning in Asian schools. Distance Education, 2004, 25, 199-213.	3.9	12
65	Reconsidering conceptual change. British Journal of Educational Technology, 2004, 35, 509-510.	6.3	9
66	Learning technology in transition. British Journal of Educational Technology, 2004, 35, 754-755.	6.3	2
67	Engaging learners in online learning environments. TechTrends, 2004, 48, 16-23.	2.3	44
68	An activity-theoretical approach to research of ICT integration in Singapore schools: Orienting activities and learner autonomy. Computers and Education, 2004, 43, 215-236.	8.3	69
69	An activity theory approach to research of ICT integration in Singapore schools. Computers and Education, 2003, 41, 49-63.	8.3	88
70	The Role of the Tutor in Asynchronous Discussion Boards: A Case Study of a Pre-Service Teacher Course. Educational Media International, 2003, 40, 33-48.	1.7	33
71	â€œThose Who Can, Teachâ€The Pivotal Role of the Teacher in the Information and Communication Technologies (ICT) Learning Environment. Learning, Media and Technology, 2002, 27, 19-40.	0.4	9
72	A theoretical framework for the study of ICT in schools: a proposal. British Journal of Educational Technology, 2002, 33, 411-421.	6.3	57

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73	The dialogic dimensions of using a hypermedia learning package. Computers and Education, 2001, 36, 133-150.	8.3	6
74	A Holistic Approach Towards the Use of an Integrated Online Delivery and Management System. Learning, Media and Technology, 2001, 26, 19-33.	0.4	6
75	Visualisation and animation in a CAL package: anchors or misconceptions?. Journal of Computer Assisted Learning, 2001, 17, 206-216.	5.1	5
76	The Art of Using an Economics Hypermedia Learning Package. Educational Media International, 2001, 38, 183-197.	1.7	1
77	A conducive classroom environment for IT integration: a collective case study of primary schools in Singapore. , 0, , .		0
78	Applying a Modified Technology Acceptance Model to Qualitatively Analyse the Factors Affecting E-Portfolio Implementation for Student Teachersâ€™ in Field Experience Placements. Issues in Informing Science and Information Technology, 0, 10, 355-365.	0.0	11
79	Potential of digital teaching portfolios for establishing a professional learning community in higher education. Australasian Journal of Educational Technology, 0, , .	3.5	4
80	Inclusive and Quality Online Learning for Sri Lankan Higher Education Institutions beyond Disruption. Innovation and Education, 0, 4, .	0.6	1