

# Hatice Yildiz Durak

## 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.

42  
papers

429  
citations

12  
h-index

19  
g-index

52  
ext. papers

673  
ext. citations

2.4  
avg, IF

5.61  
L-index

| #  | Paper   | IF  | Citations |
|----|---|-----|-----------|
| 42 | Analysis of the relation between computational thinking skills and various variables with the structural equation model. <i>Computers and Education</i> , <b>2018</b> , 116, 191-202  | 9.5 | 78        |
| 41 | Investigation of nomophobia and smartphone addiction predictors among adolescents in Turkey: Demographic variables and academic performance. <i>Social Science Journal</i> , <b>2019</b> , 56, 492-517  | 1.1 | 67        |
| 40 | The Effects of Using Different Tools in Programming Teaching of Secondary School Students on Engagement, Computational Thinking and Reflective Thinking Skills for Problem Solving. <i>Technology, Knowledge and Learning</i> , <b>2020</b> , 25, 179-195   | 2.9 | 33        |
| 39 | Computational Thinking, Programming Self-Efficacy, Problem Solving and Experiences in the Programming Process Conducted with Robotic Activities. <i>Contemporary Educational Technology</i> , <b>2019</b> , 10,   | 2.4 | 23        |
| 38 | Examining the acceptance and use of online social networks by preservice teachers within the context of unified theory of acceptance and use of technology model. <i>Journal of Computing in Higher Education</i> , <b>2019</b> , 31, 173-209   | 3.5 | 21        |
| 37 | Digital story design activities used for teaching programming effect on learning of programming concepts, programming self-efficacy, and participation and analysis of student experiences. <i>Journal of Computer Assisted Learning</i> , <b>2018</b> , 34, 740-752  | 3.8 | 20        |
| 36 | Flipped learning readiness in teaching programming in middle schools: Modelling its relation to various variables. <i>Journal of Computer Assisted Learning</i> , <b>2018</b> , 34, 939-959   | 3.8 | 20        |
| 35 | Modeling of variables related to problematic internet usage and problematic social media usage in adolescents. <i>Current Psychology</i> , <b>2020</b> , 39, 1375-1387  | 1.4 | 19        |
| 34 | Cyberloafing in Learning Environments Where Online Social Networking Sites Are Used as Learning Tools: Antecedents and Consequences. <i>Journal of Educational Computing Research</i> , <b>2020</b> , 58, 539-569   | 3.8 | 16        |
| 33 | Modeling the effect of new media literacy levels and social media usage status on problematic internet usage behaviours among high school students. <i>Education and Information Technologies</i> , <b>2019</b> , 24, 2205-2223   | 3.6 | 12        |
| 32 | Occupational burnout and cyberloafing among teachers: Analysis of personality traits, individual and occupational status variables as predictors. <i>Social Science Journal</i> , <b>2019</b> , 56, 69-87   | 1.1 | 12        |
| 31 | Modeling Different Variables in Learning Basic Concepts of Programming in Flipped Classrooms. <i>Journal of Educational Computing Research</i> , <b>2020</b> , 58, 160-199  | 3.8 | 12        |
| 30 | Modeling of variables related to problematic social media usage: Social desirability tendency example. <i>Scandinavian Journal of Psychology</i> , <b>2019</b> , 60, 277-288  | 2.2 | 11        |
| 29 | Modeling of relations between K-12 teachers' TPACK levels and their technology integration self-efficacy, technology literacy levels, attitudes toward technology and usage objectives of social networks. <i>Interactive Learning Environments</i> , <b>2019</b> , 1-27  | 3.1 | 8         |
| 28 | Examination of the Relationship between Cyberbullying and Cyber Victimization. <i>Journal of Child and Family Studies</i> , <b>2020</b> , 29, 2905-2915   | 2.3 | 8         |
| 27 | Flipped classroom model applications in computing courses: Peer-assisted groups, collaborative group and individual learning. <i>Computer Applications in Engineering Education</i> ,   | 1.6 | 7         |
| 26 | Human Factors and Cybersecurity in Online Game Addiction: An Analysis of the Relationship Between High School Students' Online Game Addiction and the State of Providing Personal Cybersecurity and Representing Cyber Human Values in Online Games. <i>Social Science Quarterly</i> , <b>2019</b> , 100, 1984-1998 | 1.4 | 6         |

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|----|--|-----|---|
| 25 | Design and Development of an Instructional Program for Teaching Programming Processes to Gifted Students Using Scratch. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , <b>2018</b> , 61-99   | 0.3 | 4 |
| 24 | A Review on the Opinions of Teachers About the Development of Computational Thinking Skills in K-12. <i>Advances in Early Childhood and K-12 Education</i> , <b>2018</b> , 157-181   | 0.2 | 4 |
| 23 | Smartphone Addiction, Loneliness, Narcissistic Personality, and Family Belonging Among University Students: A Path Analysis. <i>Social Science Quarterly</i> , <b>2021</b> , 102, 1743   | 1.4 | 4 |
| 22 | Examining pre-service teachers' opinions about digital story design. <i>Education and Information Technologies</i> , <b>2018</b> , 23, 1277-1295   | 3.6 | 4 |
| 21 | Programming with Scratch in primary school, indicators related to effectiveness of education process and analysis of these indicators in terms of various variables. <i>Gifted Education International</i> , <b>2019</b> , 35, 237-258                                 | 0.3 | 3 |
| 20 | Antecedents of Social Media Usage Status: Examination of Predictiveness of Digital Literacy, Academic Performance, and Fear of Missing Out Variables. <i>Social Science Quarterly</i> , <b>2020</b> , 101, 1056-1074   | 1.4 | 3 |
| 19 | The relationship between self-control and procrastination among adolescent: The mediating role of multi screen addiction.. <i>Current Psychology</i> , <b>2022</b> , 1-12  | 1.4 | 3 |
| 18 | BETMENLERİN HAYAT BOYU BENİME YETERLİLİKLERİNİN KİSEL VE MESLEKİ DEĞERLERİNE GÖRE İZLENİMLERİ <i>Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi</i> , <b>2020</b> , 20, 221-235  | 0.1 | 3 |
| 17 | CYBER HUMAN VALUES DISPLAYED BY UNIVERSITY STUDENTS IN ONLINE SOCIAL NETWORKING SITES: THE RELATIONSHIP OF CYBER HUMAN VALUES TO CYBERBULLYING AND CYBER VICTIMIZATION BEHAVIORS DISPLAYED <b>2019</b> ,   |     | 3 |
| 16 | Programlama Eğitim Sürecinde Eğitim Yetenekli Çocukların Gelişiminin İzlenmesi. <i>Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi</i> ,  |     | 3 |
| 15 | Preparing pre-service teachers to integrate teaching technologies into their classrooms: Examining the effects of teaching environments based on open-ended, hands-on and authentic tasks. <i>Education and Information Technologies</i> , <b>2021</b> , 26, 5365-5387 | 3.6 | 3 |
| 14 | Predicting learner autonomy in collaborative learning: The role of group metacognition and motivational regulation strategies. <i>Learning and Motivation</i> , <b>2022</b> , 78, 101804   | 1.3 | 3 |
| 13 | Examination of University Students' Opinions on Use of Augmented Reality Technology in Archeology Field. <i>Eğitimde Nitel Araştırmalar Dergisi</i> , <b>2020</b> , 8, 156-179   | 1.1 | 2 |
| 12 | Examining various risk factors as the predictors of gifted and non-gifted high school students' online game addiction. <i>Computers and Education</i> , <b>2022</b> , 177, 104378  | 9.5 | 2 |
| 11 | Parental awareness and supervision to prevent cyberbullying: Scale adaptation and a review in terms of demographic variables. <i>Children and Youth Services Review</i> , <b>2022</b> , 133, 106329  | 2   | 2 |
| 10 | Investigation of Variables Related to Computational Thinking Self-Efficacy Level in Middle School Students. <i>Advances in Early Childhood and K-12 Education</i> , <b>2020</b> , 54-75  | 0.2 | 2 |
| 9  | A Study on the Reflections of Cyber Human Values Demonstrated by University Students on Lifelong Learning Trends. <i>Journal of Computer and Education Research</i> , <b>2019</b> , 7, 418-436   | 0.5 | 2 |
| 8  | Examining the Relationships Between English Teachers' Lifelong Learning Tendencies with Professional Competencies and Technology Integrating Self-Efficacy.. <i>Education and Information Technologies</i> , <b>2022</b> , 1-36  | 3.6 | 1 |

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| 7 | The Validity and Reliability of the Group Regulation Scale Turkish Form: A Study with the Rasch Model   |     | 1 |
| 6 | A Latent Profile Analysis for the Study of Multiple Screen Addiction, Mobile Social Gaming Addiction, General Mattering, and Family Sense of Belonging in University Students.. <i>International Journal of Mental Health and Addiction</i> , <b>2022</b> , 1-22                      | 8.8 | 1 |
| 5 | The relationships between university students' information-seeking strategies, social-media specific epistemological beliefs, information literacy, and personality traits. <i>Library and Information Science Research</i> , <b>2022</b> , 44, 101155                                | 1.9 | 1 |
| 4 | Role of personality traits in collaborative group works at flipped classrooms.. <i>Current Psychology</i> , <b>2022</b> , 1-21  | 1.4 | 0 |
| 3 | Modeling of Relationship of Personal and Affective Variables With Computational Thinking and Programming. <i>Technology, Knowledge and Learning</i> ,1  | 2.9 | 0 |
| 2 | A Maths Serious Game for Mobiles: A Study on Design and Development. <i>Lecture Notes in Educational Technology</i> , <b>2022</b> , 465-487   | 0.4 |   |
| 1 | Investigating the effects of SOLO taxonomy with reflective practice on university students' meta-cognitive strategies, problem-solving, cognitive flexibility, spatial anxiety: an embedded mixed-method study on 3D game development. <i>Interactive Learning Environments</i> ,1-23 | 3.1 |   |