

Kui Xie

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5828732/publications.pdf>

Version: 2024-02-01

55
papers

1,957
citations

279798

23
h-index

276875

41
g-index

56
all docs

56
docs citations

56
times ranked

1323
citing authors

#	ARTICLE	IF	CITATIONS
1	Extending the Traditional Classroom Through Online Discussion: The Role of Student Motivation. <i>Journal of Educational Computing Research</i> , 2006, 34, 67-89.	5.5	161
2	The role of self-regulated learning in students' success in flipped undergraduate math courses. <i>Internet and Higher Education</i> , 2018, 36, 41-53.	6.5	160
3	Toward deep learning for adult students in online courses. <i>Internet and Higher Education</i> , 2009, 12, 136-145.	6.5	140
4	The role of value on teachers' internalization of external barriers and externalization of personal beliefs for classroom technology integration. <i>Computers and Education</i> , 2018, 118, 70-81.	8.3	122
5	Prompting in Web-Based Environments: Supporting Self-Monitoring and Problem Solving Skills in College Students. <i>Journal of Educational Computing Research</i> , 2008, 38, 115-137.	5.5	93
6	The role of students' motivation in peer-moderated asynchronous online discussions. <i>British Journal of Educational Technology</i> , 2011, 42, 916-930.	6.3	93
7	Game-based learning engagement: A theory-and data-driven exploration. <i>British Journal of Educational Technology</i> , 2016, 47, 1183-1201.	6.3	89
8	Impacts of role assignment and participation in asynchronous discussions in college-level online classes. <i>Internet and Higher Education</i> , 2014, 20, 10-19.	6.5	72
9	What do the numbers say? The influence of motivation and peer feedback on students'™ behaviour in online discussions. <i>British Journal of Educational Technology</i> , 2013, 44, 288-301.	6.3	66
10	Detecting leadership in peer-moderated online collaborative learning through text mining and social network analysis. <i>Internet and Higher Education</i> , 2018, 38, 9-17.	6.5	60
11	The relations among teacher value beliefs, personal characteristics, and TPACK in intervention and non-intervention settings. <i>Teaching and Teacher Education</i> , 2018, 74, 98-113.	3.2	58
12	Affordances of using mobile technology to support experience-sampling method in examining college students' engagement. <i>Computers and Education</i> , 2019, 128, 183-198.	8.3	55
13	Testing differential effects of computer-based, web-based and paper-based administration of questionnaire research instruments. <i>British Journal of Educational Technology</i> , 2007, 38, 5-22.	6.3	51
14	Examining engagement in context using experience-sampling method with mobile technology. <i>Contemporary Educational Psychology</i> , 2019, 59, 101788.	2.9	51
15	A person-centered approach to examining high-school students'™ motivation, engagement and academic performance. <i>Contemporary Educational Psychology</i> , 2020, 62, 101877.	2.9	41
16	Teacher professional development through digital content evaluation. <i>Educational Technology Research and Development</i> , 2017, 65, 1067-1103.	2.8	39
17	Self-regulation as a function of perceived leadership and cohesion in small group online collaborative learning. <i>British Journal of Educational Technology</i> , 2019, 50, 456-468.	6.3	39
18	Toward a social conflict evolution model: Examining the adverse power of conflictual social interaction in online learning. <i>Computers and Education</i> , 2013, 63, 404-415.	8.3	38

#	ARTICLE	IF	CITATIONS
19	Understanding teacher technology integration from expectancy-value perspectives. <i>Teaching and Teacher Education</i> , 2020, 91, 103062.	3.2	38
20	Teachers'™ exposure to professional development and the quality of their instructional technology use: The mediating role of teachers'™ value and ability beliefs. <i>Journal of Research on Technology in Education</i> , 2022, 54, 188-204.	6.5	32
21	Why college students procrastinate in online courses: A self-regulated learning perspective. <i>Internet and Higher Education</i> , 2021, 50, 100807.	6.5	32
22	Building teacher competency for digital content evaluation. <i>Teaching and Teacher Education</i> , 2017, 66, 309-324.	3.2	30
23	A systematic review of design and technology components of educational digital resources. <i>Computers and Education</i> , 2018, 127, 90-106.	8.3	30
24	How do students prepare in the pre-class setting of a flipped undergraduate math course? A latent profile analysis of learning behavior and the impact of achievement goals. <i>Internet and Higher Education</i> , 2020, 46, 100731.	6.5	27
25	Engaging learners in the emergency transition to online learning during the COVID-19 pandemic. <i>Journal of Research on Technology in Education</i> , 2022, 54, S1-S13.	6.5	27
26	What influences student situational engagement in smart classrooms: Perception of the learning environment and students' motivation. <i>British Journal of Educational Technology</i> , 2022, 53, 1665-1687.	6.3	27
27	The influence of a web-based learning environment on low achievers'™ science argumentation. <i>Computers and Education</i> , 2020, 151, 103860.	8.3	22
28	Examining Contexts-of-Use for Web-Based and Paper-Based Questionnaires. <i>Educational and Psychological Measurement</i> , 2012, 72, 1015-1038.	2.4	21
29	The Role of Beliefs and Motivation in Asynchronous Online Learning in College-Level Classes. <i>Journal of Educational Computing Research</i> , 2014, 50, 315-341.	5.5	20
30	Exploring a Personal Social Knowledge Network (PSKN) to aid the observation of connectivist interaction for high- and low-performing learners in connectivist massive open online courses. <i>British Journal of Educational Technology</i> , 2019, 50, 199-217.	6.3	19
31	Differential Effects of Web-Based and Paper-Based Administration of Questionnaire Research Instruments in Authentic Contexts-of-Use. <i>Journal of Educational Computing Research</i> , 2010, 42, 103-133.	5.5	18
32	The interactions between facilitator identity, conflictual presence, and social presence in peer-moderated online collaborative learning. <i>Distance Education</i> , 2017, 38, 230-244.	3.9	18
33	Technology acceptance in context: preschool teachers'™ integration of a technology-based early language and literacy curriculum. <i>Journal of Early Childhood Teacher Education</i> , 2019, 40, 275-295.	1.5	16
34	Projecting learner engagement in remote contexts using empathic design. <i>Educational Technology Research and Development</i> , 2021, 69, 81-85.	2.8	16
35	Examining high-school students' motivation change through a person-centered approach.. <i>Journal of Educational Psychology</i> , 2022, 114, 89-107.	2.9	15
36	Frequency of participation in student response system activities as a predictor of final grade: An observational study. <i>Nurse Education Today</i> , 2020, 87, 104342.	3.3	14

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37	Examining the Effects of a Pedagogical Agent With Dual-Channel Emotional Cues on Learner Emotions, Cognitive Load, and Knowledge Transfer Performance. <i>Journal of Educational Computing Research</i> , 2021, 59, 1114-1134.	5.5	13
38	Examining changes in teachers'™ perceptions of external and internal barriers in their integration of educational digital resources in K-12 classrooms. <i>Journal of Research on Technology in Education</i> , 2023, 55, 281-306.	6.5	12
39	Preschool Teachers'™ Implementation Fidelity When Using a Technology-Mediated Language and Literacy Intervention. <i>Child and Youth Care Forum</i> , 2018, 47, 771-786.	1.6	10
40	Investing Time in Technology: Teachers'™ Value Beliefs and Time Cost Profiles for Classroom Technology Integration. <i>Teachers College Record</i> , 2020, 122, 1-38.	0.9	9
41	Exploring Chinese in-service primary teachers'™ Technological Pedagogical Content Knowledge (TPACK) for the use of thinking tools. <i>Asia Pacific Journal of Education</i> , 2022, 42, 350-370.	2.1	8
42	Examining the effect of seat location on students'™ real-time social interactions in a smart classroom using experience sampling method. <i>Journal of Computers in Education</i> , 2023, 10, 217-235.	8.3	8
43	Online discussion design on adult students' learning perceptions and patterns of online interactions. , 2009, , .		7
44	Production and data management issues for digital questionnaire administration. <i>Performance Improvement</i> , 2005, 44, 33-39.	0.4	6
45	Cognitive tasks in the core content areas: Factors that influence students' technology use in <scp>high school</scp> classrooms. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 1077-1090.	5.1	5
46	Flipping STEM. , 2017, , 149-186.		5
47	Preparing Students in Online Debates with Worked Examples. <i>Journal of Educational Computing Research</i> , 2012, 47, 155-174.	5.5	4
48	Categorizing teachers'™ gestures in classroom teaching: from the perspective of multiple representations. <i>Social Semiotics</i> , 2022, 32, 184-204.	1.1	4
49	Developing and Testing a Design-Based Learning Approach to Enhance Elementary Students'™ Self-Perceived Computational Thinking. <i>Journal of Research on Technology in Education</i> , 2023, 55, 344-368.	6.5	4
50	How does students' motivation relate to peer-moderated online interactions?. , 2009, , .		3
51	Cognitive engagement with technology scale: a validation study. <i>Educational Technology Research and Development</i> , 2022, 70, 419-445.	2.8	3
52	Analysis of Temporal Characteristics of Collaborative Knowledge Construction in Teacher Workshops. <i>Technology, Knowledge and Learning</i> , 2020, 25, 323-336.	4.9	2
53	Examining knowledge construction in three social interactive learning environments: a comparison of knowledge networks, social networks, and social knowledge networks. <i>Interactive Learning Environments</i> , 0, , 1-25.	6.4	2
54	Multilevel Latent State-Trait Models with Experience Sampling Data: An Illustrative Case of Examining Situational Engagement. <i>Open Education Studies</i> , 2022, 4, 252-272.	0.8	1

#	ARTICLE	IF	CITATIONS
55	Quality or Quantity: How Do Teachers's Knowledge and Beliefs Persuade Them to Engage in Technology Integration in a Massive Government-Led Training Programme?. Asia-Pacific Education Researcher, 0, , .	3.7	1