Siu-Cheung Kong

List of Publications by Year
in descending order

55 papers	1,571 citations	361045 20 h-index	344852 36 g-index
55 all docs	55 docs citations	55 times ranked	973 citing authors

#	Article	IF	Citations
1	Effects of a teacher development program on teachers' knowledge and collaborative engagement, and students' achievement in computational thinking concepts. British Journal of Educational Technology, 2023, 54, 489-512.	3.9	6
2	A proposed computational thinking teacher development framework for K-12 guided by the TPACK model. Journal of Computers in Education, 2022, 9, 379-402.	5.0	6
3	Computational identity and programming empowerment of students in computational thinking development. British Journal of Educational Technology, 2022, 53, 668-686.	3.9	6
4	Problem formulation in computational thinking development for nurturing creative problem solvers in primary School. Education and Information Technologies, 2022, 27, 12523-12542.	3.5	2
5	Validating a computational thinking concepts test for primary education using item response theory: An analysis of students' responses. Computers and Education, 2022, 187, 104562.	5.1	9
6	The effectiveness of partial pair programming on elementary school students' Computational Thinking skills and self-efficacy. Computers and Education, 2021, 160, 104023.	5.1	87
7	Evaluation of an artificial intelligence literacy course for university students with diverse study backgrounds. Computers and Education Artificial Intelligence, 2021, 2, 100026.	6.9	28
8	Evaluating a learning trail for academic integrity development in higher education using bilingual text mining. Technology, Pedagogy and Education, 2021, 30, 305-322.	3.3	3
9	The influence of parental support and perceived usefulness on students' learning motivation and flow experience in visual programming: Investigation from a parent perspective. British Journal of Educational Technology, 2021, 52, 1749-1770.	3.9	17
10	Investigating primary school principals' programming perception and support from the perspective of reasoned action: A mixed methods approach. Computers and Education, 2021, 172, 104267.	5.1	5
11	Formation of computational identity through computational thinking perspectives development in programming learning: A mediation analysis among primary school students. Computers in Human Behavior, 2020, 106, 106230.	5.1	38
12	Teacher development in computational thinking: Design and learning outcomes of programming concepts, practices and pedagogy. Computers and Education, 2020, 151, 103872.	5.1	86
13	Measuring Parents' Perceptions of Programming Education in P-12 Schools: Scale Development and Validation. Journal of Educational Computing Research, 2019, 57, 1260-1280.	3.6	17
14	Assessing Perceptions of Programming Education Among P-12 School Teachers and Principals: A Multigroup Invariance Analysis. Journal of Psychoeducational Assessment, 2019, 37, 718-729.	0.9	3
15	Development and Validation of an Instrument for Measuring Digital Empowerment of Primary School Students. , 2019, , .		6
16	Assessing In-service Teachers' Development of Computational Thinking Practices in Teacher Development Courses. , 2019, , .		9
17	Positive youth development from a "3Cs" programming perspective: a multi-study investigation in the university. Computer Science Education, 2019, 29, 335-356.	2.7	6
18	Introduction to Computational Thinking Education. , 2019, , 1-10.		14

#	Article	IF	Citations
19	Components and Methods of Evaluating Computational Thinking for Fostering Creative Problem-Solvers in Senior Primary School Education. , 2019, , 119-141.		26
20	Nurture interest-driven creators in programmable robotics education: an empirical investigation in primary school settings. Research and Practice in Technology Enhanced Learning, 2019, 14, .	1.9	9
21	IDC theory: creation and the creation loop. Research and Practice in Technology Enhanced Learning, 2019, 14, .	1.9	11
22	Evaluating a Bilingual Text-Mining System With a Taxonomy of Key Words and Hierarchical Visualization for Understanding Learner-Generated Text. Journal of Educational Computing Research, 2018, 56, 369-395.	3.6	5
23	Parents' perceptions of e-learning in school education: implications for the partnership between schools and parents. Technology, Pedagogy and Education, 2018, 27, 15-31.	3.3	35
24	An Analysis of Approaches to Inquiry in a Multimedia Learning Environment of E-Textbooks. Curriculum and Teaching, 2018, 33, 67-89.	0.1	0
25	Interest-driven creator theory: towards a theory of learning design for Asia in the twenty-first century. Journal of Computers in Education, 2018, 5, 435-461.	5.0	34
26	A study of primary school students' interest, collaboration attitude, and programming empowerment in computational thinking education. Computers and Education, 2018, 127, 178-189.	5.1	147
27	Teacher development in Singapore, Hong Kong, Taiwan, and Beijing for e-Learning in school education. Journal of Computers in Education, 2017, 4, 5-25.	5.0	26
28	Investigating Students' Acceptance of a Statistics Learning Platform Using Technology Acceptance Model. Journal of Educational Computing Research, 2017, 55, 865-897.	3.6	32
29	Professional learning for 21st century education. Journal of Computers in Education, 2017, 4, 1-4.	5.0	45
30	Learning Analytics for Monitoring Students Participation Online: Visualizing Navigational Patterns on Learning Management System. Lecture Notes in Computer Science, 2017, , 166-176.	1.0	17
31	Mining Sequential Patterns of Students' Access on Learning Management System. Lecture Notes in Computer Science, 2017, , 191-198.	1.0	13
32	Influence of Digital Equipment on Interaction Quality in Technology-rich Classroom. , 2016, , .		5
33	A framework of curriculum design for computational thinking development in K-12 education. Journal of Computers in Education, 2016, 3, 377-394.	5.0	56
34	Editor's introduction. Research and Practice in Technology Enhanced Learning, 2015, 10, 20.	1.9	0
35	An experience of a three-year study on the development of critical thinking skills in flipped secondary classrooms with pedagogical and technological support. Computers and Education, 2015, 89, 16-31.	5.1	98
36	An experience of personalized learning hub initiative embedding BYOD for reflective engagement in higher education. Computers and Education, 2015, 88, 227-240.	5.1	86

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37	Views of primary science teachers towards the use of online resources to support the implementation of inquiry learning. Education 3-13, 2014, 42, 386-401.	0.6	3
38	Going beyond textbooks: a study on seamless science inquiry in an upper primary class. Educational Media International, 2014, 51, 226-236.	0.9	10
39	Developing information literacy and critical thinking skills through domain knowledge learning in digital classrooms: An experience of practicing flipped classroom strategy. Computers and Education, 2014, 78, 160-173.	5.1	264
40	A principle‐based pedagogical design framework for developing constructivist learning in a seamless learning environment: A teacher development model for learning and teaching in digital classrooms. British Journal of Educational Technology, 2013, 44, E209.	3.9	23
41	A study of students' CMC behaviours for incorporating CMC in teaching and learning. International Journal of Innovation and Learning, 2013, 13, 339.	0.4	1
42	An evaluation study of the use of a cognitive tool in a one-to-one classroom for promoting classroom-based dialogic interaction. Computers and Education, 2011, 57, 1851-1864.	5.1	37
43	Interaction of students' academic background and support levels in a resource-based learning environment on Earth's movement. Interactive Learning Environments, 2010, 18, 153-176.	4.4	10
44	Using a web-enabled video system to support student–teachers' self-reflection in teaching practice. Computers and Education, 2010, 55, 1772-1782.	5.1	19
45	Collaboration between school and parents to foster information literacy: Learning in the information society. Computers and Education, 2009, 52, 275-282.	5.1	35
46	An experience of teaching for learning by observation: Remote-controlled experiments on electrical circuits. Computers and Education, 2009, 52, 702-717.	5.1	33
47	A study of building a resource-based learning environment with the inquiry learning approach: Knowledge of family trees. Computers and Education, 2008, 50, 37-60.	5.1	11
48	A curriculum framework for implementing information technology in school education to foster information literacy. Computers and Education, 2008, 51, 129-141.	5.1	41
49	The development of a cognitive tool for teaching and learning fractions in the mathematics classroom: A design-based study. Computers and Education, 2008, 51, 886-899.	5.1	29
50	Extending a rich web-based cognitive tool to a mobile computer-supported collaborative learning environment. International Journal of Continuing Engineering Education and Life-Long Learning, 2006, 16, 238.	0.1	0
51	A cognitive tool for teaching the addition/subtraction of common fractions: a model of affordances. Computers and Education, 2005, 45, 245-265.	5.1	26
52	A graphical partitioning model for learning common fraction: designing affordances on a web-supported learning environment. Computers and Education, 2003, 40, 137-155.	5.1	14
53	A conceptual model of knowledge-based time-tabling system. Knowledge-Based Systems, 1999, 12, 81-93.	4.0	6
54	An interactive teaching and learning environment for graph sketching. Computers and Education, 1999, 32, 1-17.	5.1	11

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55	Timetabling in Hong Kong secondary schools. Computers and Education, 1997, 28, 173-183.	5.1	5