

Zhongling Pi

List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

692
citations

687363

13
h-index

642732

23
g-index

33
all docs

33
docs citations

33
times ranked

252
citing authors

#	ARTICLE	IF	CITATIONS
1	Instructor presence in video lectures: Eye gaze matters, but not body orientation. <i>Computers and Education</i> , 2020, 144, 103713.	8.3	66
2	Instructors' pointing gestures improve learning regardless of their use of directed gaze in video lectures. <i>Computers and Education</i> , 2019, 128, 345-352.	8.3	57
3	Learning process and learning outcomes of video podcasts including the instructor and PPT slides: a Chinese case. <i>Innovations in Education and Teaching International</i> , 2016, 53, 135-144.	2.5	56
4	Learning declarative and procedural knowledge via video lectures: cognitive load and learning effectiveness. <i>Innovations in Education and Teaching International</i> , 2018, 55, 74-81.	2.5	53
5	Effects of the instructor's pointing gestures on learning performance in video lectures. <i>British Journal of Educational Technology</i> , 2017, 48, 1020-1029.	6.3	51
6	The instructor's gaze guidance in video lectures improves learning. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 42-50.	5.1	44
7	Learning by explaining to oneself and a peer enhances learners' theta and alpha oscillations while watching video lectures. <i>British Journal of Educational Technology</i> , 2021, 52, 659-679.	6.3	39
8	Pencil Code improves learners' computational thinking and computer learning attitude. <i>Computer Applications in Engineering Education</i> , 2020, 28, 90-104.	3.4	35
9	Danmaku Related to Video Content Facilitates Learning. <i>Journal of Educational Technology Systems</i> , 2019, 47, 359-372.	5.8	21
10	Modulation of instructor's eye gaze by facial expression in video lectures. <i>Innovations in Education and Teaching International</i> , 2022, 59, 15-23.	2.5	20
11	Intrinsic motivation enhances online group creativity via promoting members' effort, not interaction. <i>British Journal of Educational Technology</i> , 2021, 52, 606-618.	6.3	20
12	Providing Appropriate Social Support to Prevention of Depression for Highly Anxious Sufferers. <i>IEEE Transactions on Computational Social Systems</i> , 2019, 6, 879-887.	4.4	19
13	Students' achievement motivation moderates the effects of interpolated pre-questions on attention and learning from video lectures. <i>Learning and Individual Differences</i> , 2021, 91, 102055.	2.7	18
14	Interaction of the originality of peers' ideas and students' openness to experience in predicting creativity in online collaborative groups. <i>British Journal of Educational Technology</i> , 2019, 50, 1801-1814.	6.3	17
15	Instructor's position affects learning from video lectures in Chinese context: an eye-tracking study. <i>Behaviour and Information Technology</i> , 2022, 41, 1988-1997.	4.0	16
16	The mutual influence of an instructor's eye gaze and facial expression in video lectures. <i>Interactive Learning Environments</i> , 2023, 31, 3664-3681.	6.4	16
17	The influences of a virtual instructor's voice and appearance on learning from video lectures. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 1703-1713.	5.1	15
18	Teachers' continuous vs. intermittent presence in procedural knowledge instructional videos. <i>Innovations in Education and Teaching International</i> , 2019, 56, 481-492.	2.5	14

#	ARTICLE	IF	CITATIONS
19	All Roads Lead to Rome: Instructors' Pointing and Depictive Gestures in Video Lectures Promote Learning Through Different Patterns of Attention Allocation. <i>Journal of Nonverbal Behavior</i> , 2019, 43, 549-559.	1.0	14
20	The relation between openness and creativity is moderated by attention to peers' ideas in electronic brainstorming. <i>Interactive Learning Environments</i> , 2022, 30, 344-352.	6.4	12
21	An instructor's beat gestures facilitate second language vocabulary learning from instructional videos: Behavioral and neural evidence. <i>Language Teaching Research</i> , 0, , 136216882110390.	4.0	12
22	Psychometric Properties of the Effort-Reward Imbalance Questionnaire for Teachers (Teacher ERIQ). <i>Frontiers in Psychology</i> , 2019, 10, 2047.	2.1	11
23	Supporting digitally enhanced learning through measurement in higher education: Development and validation of a university students' digital competence scale. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 1063-1076.	5.1	11
24	Complexity of visual learning material moderates the effects of instructor's beat gestures and head nods in video lectures. <i>Learning and Instruction</i> , 2022, 77, 101520.	3.2	11
25	Seeing others' messages on the screen during video lectures hinders transfer of learning. <i>Interactive Learning Environments</i> , 2022, 30, 1809-1822.	6.4	10
26	Instructors' gestures enhance their teaching experience and performance while recording video lectures. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 189-198.	5.1	9
27	Neural oscillations and learning performance vary with an instructor's gestures and visual materials in video lectures. <i>British Journal of Educational Technology</i> , 2022, 53, 93-113.	6.3	7
28	Is self-explanation better than explaining to a fictitious student when learning from video lectures?. <i>British Journal of Educational Technology</i> , 2022, 53, 2012-2028.	6.3	6
29	The teacher's eye gaze in university classrooms: Evidence from a field study. <i>Innovations in Education and Teaching International</i> , 2023, 60, 4-14.	2.5	5
30	Pre-class teacher feedback in the flipped classroom: Cognitive or praise feedback is better than mitigating feedback. <i>Innovations in Education and Teaching International</i> , 2023, 60, 357-367.	2.5	3
31	Spatiotemporal Dynamics of Affective and Semantic Valence Among Women. <i>Frontiers in Human Neuroscience</i> , 2021, 15, 602192.	2.0	2
32	Task motivation enhances creative performance in online groups, but not interpersonal interaction. <i>Interactive Learning Environments</i> , 2023, 31, 7086-7103.	6.4	2