

Zhongling Pi

List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

692
citations

687363

13
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642732

23
g-index

33
all docs

33
docs citations

33
times ranked

252
citing authors

#	ARTICLE	IF	CITATIONS
1	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
2	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
3	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
4	Task motivation enhances creative performance in online groups, but not interpersonal interaction. <i>Interactive Learning Environments</i> , 2023, 31, 7086-7103.	6.4	2
5	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
6	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
7	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
8	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
9	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
10	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
11	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
12	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
13	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
14	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
15	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
16	Spatiotemporal Dynamics of Affective and Semantic Valence Among Women. <i>Frontiers in Human Neuroscience</i> , 2021, 15, 602192.	2.0	2
17	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
18	Pencil Code improves learners' computational thinking and computer learning attitude. <i>Computer Applications in Engineering Education</i> , 2020, 28, 90-104.	3.4	35

#	ARTICLE	IF	CITATIONS
19	Instructor presence in video lectures: Eye gaze matters, but not body orientation. Computers and Education, 2020, 144, 103713.	8.3	66
20	Instructors' gestures enhance their teaching experience and performance while recording video lectures. Journal of Computer Assisted Learning, 2020, 36, 189-198.	5.1	9
21	Teachers'™ continuous vs. intermittent presence in procedural knowledge instructional videos. Innovations in Education and Teaching International, 2019, 56, 481-492.	2.5	14
22	Interaction of the originality of peers'™ ideas and students'™ openness to experience in predicting creativity in online collaborative groups. British Journal of Educational Technology, 2019, 50, 1801-1814.	6.3	17
23	All Roads Lead to Rome: Instructors'™ Pointing and Depictive Gestures in Video Lectures Promote Learning Through Different Patterns of Attention Allocation. Journal of Nonverbal Behavior, 2019, 43, 549-559.	1.0	14
24	Psychometric Properties of the Effort-Reward Imbalance Questionnaire for Teachers (Teacher ERIQ). Frontiers in Psychology, 2019, 10, 2047.	2.1	11
25	Providing Appropriate Social Support to Prevention of Depression for Highly Anxious Sufferers. IEEE Transactions on Computational Social Systems, 2019, 6, 879-887.	4.4	19
26	Danmaku Related to Video Content Facilitates Learning. Journal of Educational Technology Systems, 2019, 47, 359-372.	5.8	21
27	The instructor's gaze guidance in video lectures improves learning. Journal of Computer Assisted Learning, 2019, 35, 42-50.	5.1	44
28	Instructors'™ pointing gestures improve learning regardless of their use of directed gaze in video lectures. Computers and Education, 2019, 128, 345-352.	8.3	57
29	Learning declarative and procedural knowledge via video lectures: cognitive load and learning effectiveness. Innovations in Education and Teaching International, 2018, 55, 74-81.	2.5	53
30	Effects of the instructor's pointing gestures on learning performance in video lectures. British Journal of Educational Technology, 2017, 48, 1020-1029.	6.3	51
31	Learning process and learning outcomes of video podcasts including the instructor and PPT slides: a Chinese case. Innovations in Education and Teaching International, 2016, 53, 135-144.	2.5	56
32	An instructor's™ beat gestures facilitate second language vocabulary learning from instructional videos: Behavioral and neural evidence. Language Teaching Research, 0, , 136216882110390.	4.0	12