

Hengtao Tang

List of Publications by Year in descending order

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Version: 2024-02-01

30
papers

407
citations

840776

11
h-index

839539

18
g-index

30
all docs

30
docs citations

30
times ranked

181
citing authors

#	ARTICLE	IF	CITATIONS
1	A multimodal analysis of college students' collaborative problem solving in virtual experimentation activities: a perspective of cognitive load. <i>Journal of Computing in Higher Education</i> , 2023, 35, 272-295.	6.1	5
2	Exploring collaborative problem solving in virtual laboratories: a perspective of socially shared metacognition. <i>Journal of Computing in Higher Education</i> , 2023, 35, 296-319.	6.1	3
3	Untangling chaos in discussion forums: A temporal analysis of topic-relevant forum posts in MOOCs. <i>Computers and Education</i> , 2022, 178, 104402.	8.3	16
4	Analyzing and Interpreting Students' Self-regulated Learning Patterns Combining Time-series Feature Extraction, Segmentation, and Clustering. <i>Journal of Educational Computing Research</i> , 2022, 60, 1130-1165.	5.5	4
5	Teachers' beliefs and practices of technology integration at a school for students with dyslexia: A mixed methods study. <i>Education and Information Technologies</i> , 2022, 27, 10179-10205.	5.7	13
6	Designing MOOCs with LITTLE. <i>Cogent Education</i> , 2022, 9, .	1.5	4
7	Using multimodal analytics to systemically investigate online collaborative problem-solving. <i>Distance Education</i> , 2022, 43, 290-317.	3.9	11
8	Implementing open educational resources in digital education. <i>Educational Technology Research and Development</i> , 2021, 69, 389-392.	2.8	31
9	Examining the associations between educators' ethics position and ethical judgment in student assessment practices. <i>Studies in Educational Evaluation</i> , 2021, 70, 101024.	2.3	2
10	Improving K-12 Teachers' Acceptance of Open Educational Resources by Open Educational Practices: A Mixed Methods Inquiry. <i>Educational Technology Research and Development</i> , 2021, 69, 3209-3232.	2.8	8
11	Teaching teachers to use technology through massive open online course: Perspectives of interaction equivalency. <i>Computers and Education</i> , 2021, 174, 104307.	8.3	21
12	Person-centered analysis of self-regulated learner profiles in MOOCs: a cultural perspective. <i>Educational Technology Research and Development</i> , 2021, 69, 1247-1269.	2.8	19
13	Latent class analysis of K-12 teachers' barriers to implementing OER. <i>Distance Education</i> , 2021, 42, 582-598.	3.9	8
14	Building design thinking into an authentic Internet of Things instruction. , 2021, , .		0
15	A Qualitative Inquiry of K-12 Teachers' Experience with Open Educational Practices: Perceived Benefits and Barriers of Implementing Open Educational Resources. <i>International Review of Research in Open and Distance Learning</i> , 2020, 21, .	1.8	17
16	Understanding K-12 teachers' intention to adopt open educational resources: A mixed methods inquiry. <i>British Journal of Educational Technology</i> , 2020, 51, 2558-2572.	6.3	29
17	Understanding the Impact of OER Courses in Relation to Student Socioeconomic Status and Employment. , 2020, 3, .		9
18	Social Justice and K-12 Teachers' Effective Use of OER: A Cross-Cultural Comparison by Nations. <i>Journal of Interactive Media in Education</i> , 2020, 2020, .	1.7	14

#	ARTICLE	IF	CITATIONS
19	Time Really Matters: Understanding the Temporal Dimension of Online Learning Using Educational Data Mining. <i>Journal of Educational Computing Research</i> , 2019, 57, 1326-1347.	5.5	24
20	Beyond positive and negative emotions: Looking into the role of achievement emotions in discussion forums of MOOCs. <i>Internet and Higher Education</i> , 2019, 43, 100690.	6.5	63
21	Revisiting the myth of disruptive innovation: An exploratory study of Chinese Learners' Perception of Massive Open Online Courses. , 2019, , .		2
22	Reflections on World Education Day 2017. <i>TechTrends</i> , 2018, 62, 143-145.	2.3	0
23	Exploring the temporal dimension of forum participation in MOOCs. <i>Distance Education</i> , 2018, 39, 353-372.	3.9	52
24	Leveraging a Sorting Task as a Measure of Knowledge Structure in Bilingual Settings. <i>Technology, Knowledge and Learning</i> , 2017, 22, 23-35.	4.9	15
25	Exploring Student Perceptions of the Use of Open Educational Resources to Reduce Statistics Anxiety. <i>Journal of Formative Design in Learning</i> , 2017, 1, 110-125.	1.1	10
26	Massive Open Online Courses and Educational Equality in China: A Qualitative Inquiry. <i>Journal of Educational Technology Development and Exchange</i> , 2016, 9, .	0.4	17
27	Students' Perceptions of the Online Instructors' Roles in a Massive Open Online Course. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2016, , 273-289.	0.2	5
28	Massive open online courses for professional certificate programs? Perspectives on professional learners' longitudinal participation patterns. <i>Australasian Journal of Educational Technology</i> , 0, , 136-147.	3.5	2
29	Program Evaluation of an Online Ed.D. in Learning Design and Technologies: Recent Graduates' Perspectives. <i>TechTrends</i> , 0, , .	2.3	0
30	Corroborating a sorting task measure of individual and of local collective knowledge structure. <i>Educational Technology Research and Development</i> , 0, , .	2.8	3