

Jian-Wei Lin

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6945957/publications.pdf>

Version: 2024-02-01

13
papers

291
citations

1163117

8
h-index

1125743

13
g-index

13
all docs

13
docs citations

13
times ranked

257
citing authors

#	ARTICLE	IF	CITATIONS
1	A Novel Query Tree Protocol with Bit Tracking in RFID Tag Identification. <i>IEEE Transactions on Mobile Computing</i> , 2013, 12, 2063-2075.	5.8	64
2	The impact of an online project-based learning environment with group awareness support on students with different self-regulation levels: An extended-period experiment. <i>Computers and Education</i> , 2016, 99, 28-38.	8.3	45
3	The impacts of network centrality and self-regulation on an e-learning environment with the support of social network awareness. <i>British Journal of Educational Technology</i> , 2015, 46, 32-44.	6.3	40
4	Effects of an online team project-based learning environment with group awareness and peer evaluation on socially shared regulation of learning and self-regulated learning. <i>Behaviour and Information Technology</i> , 2018, 37, 445-461.	4.0	39
5	Online formative assessments with social network awareness. <i>Computers and Education</i> , 2013, 66, 40-53.	8.3	25
6	User acceptance in a computer-supported collaborative learning (CSCL) environment with social network awareness (SNA) support. <i>Australasian Journal of Educational Technology</i> , 2019, 35, .	3.5	23
7	Peer interaction and social network analysis of online communities with the support of awareness of different contexts. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2015, 10, 139-159.	3.0	18
8	Peer assessment with group awareness tools and effects on project-based learning. <i>Interactive Learning Environments</i> , 2021, 29, 583-599.	6.4	16
9	Effects of Group Awareness and Self-Regulation Level on Online Learning Behaviors. <i>International Review of Research in Open and Distance Learning</i> , 2016, 17, .	1.8	10
10	The impact of team-based learning on students with different self-regulated learning abilities. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 758-768.	5.1	5
11	A comparison of computer-based and game-based formative assessments: a long-term experiment. <i>Interactive Learning Environments</i> , 2023, 31, 938-954.	6.4	3
12	Data Re-Identification—A Case of Retrieving Masked Data from Electronic Toll Collection. <i>Symmetry</i> , 2019, 11, 550.	2.2	2
13	Continuance model of formative computer-based assessment (CBA): Considering the effects of self-regulation and social influence. <i>Universal Access in the Information Society</i> , 2020, 19, 905-918.	3.0	1