

# Wenli Chen

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8710973/publications.pdf>

Version: 2024-02-01

65  
papers

2,229  
citations

279798

23  
h-index

243625

44  
g-index

68  
all docs

68  
docs citations

68  
times ranked

1304  
citing authors

#	ARTICLE	IF	CITATIONS
1	Impacts of interactions between peer assessment and learning styles on students' mobile learning achievements and motivations in vocational design certification courses. <i>Interactive Learning Environments</i> , 2023, 31, 1351-1363.	6.4	8
2	Utilizing clickstream data to reveal the time management of self-regulated learning in a higher education online learning environment. <i>Interactive Learning Environments</i> , 2023, 31, 6555-6572.	6.4	3
3	Categorizing teachers' gestures in classroom teaching: from the perspective of multiple representations. <i>Social Semiotics</i> , 2022, 32, 184-204.	1.1	4
4	Peer feedback to support collaborative knowledge improvement: What kind of feedback feed-forward?. <i>Computers and Education</i> , 2022, 187, 104467.	8.3	23
5	The effects of an augmented reality based magnetic experimental tool on students' knowledge improvement and cognitive load. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 645-656.	5.1	25
6	Investigation 13. The Singapore Experience: Synergy of National Policy, Classroom Practice, and Design Research. , 2021, , 291-317.		0
7	The spiral model of collaborative knowledge improvement: an exploratory study of a networked collaborative classroom. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2021, 16, 7-35.	3.0	28
8	The structure of Chinese beginning online instructors' competencies: evidence from Bayesian factor analysis. <i>Journal of Computers in Education</i> , 2021, 8, 411-440.	8.3	6
9	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
10	Constructing a Teaching Presence Measurement Framework Based on the Community of Inquiry Theory. <i>Frontiers in Psychology</i> , 2021, 12, 694386.	2.1	3
11	IDC theory: habit and the habit loop. <i>Research and Practice in Technology Enhanced Learning</i> , 2020, 15, .	3.2	15
12	Constructivism-informed variation theory lesson designs in enriching and elevating science learning: Case studies of seamless learning design. <i>Journal of Research in Science Teaching</i> , 2020, 57, 1531-1553.	3.3	7
13	IDC theory: interest and the interest loop. <i>Research and Practice in Technology Enhanced Learning</i> , 2020, 15, .	3.2	15
14	Effects of instructor's facial expressions on students' learning with video lectures. <i>British Journal of Educational Technology</i> , 2019, 50, 1381-1395.	6.3	31
15	Examining Chinese beginning online instructors' competencies in teaching online based on the Activity theory. <i>Journal of Computers in Education</i> , 2019, 6, 363-384.	8.3	12
16	Principled practical knowledge in bridging practical and reflective experiential learning: case studies of teachers' professional development. <i>Asia Pacific Education Review</i> , 2019, 20, 641-656.	2.5	8
17	Singapore Parents' Use of Digital Devices with Young Children: Motivations and Uses. <i>Asia-Pacific Education Researcher</i> , 2019, 28, 239-250.	3.7	16
18	IDC theory: creation and the creation loop. <i>Research and Practice in Technology Enhanced Learning</i> , 2019, 14, .	3.2	11

#	ARTICLE	IF	CITATIONS
19	Mining Online Discussion Data for Understanding Teachers Reflective Thinking. IEEE Transactions on Learning Technologies, 2018, 11, 243-254.	3.2	22
20	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.	8.3	34
21	Pushing the Frontier. , 2017, , .		5
22	An analysis of student collaborative problem solving activities mediated by collaborative simulations. Computers and Education, 2017, 114, 222-235.	8.3	60
23	Interactive networks and social knowledge construction behavioral patterns in primary school teachers' online collaborative learning activities. Computers and Education, 2017, 104, 1-17.	8.3	88
24	Transformation of Participation and Learning: Three Case Studies of Young Learners Harnessing Mobile Technologies for Seamless Science Learning. Asia-Pacific Education Researcher, 2017, 26, 305-316.	3.7	11
25	Research & Development on ICT Integration in Schools. , 2017, , 73-83.		0
26	Interlocking Policies Facilitating ICT Integration in Education. , 2017, , 27-44.		0
27	Innovative Technology-Mediated Classroom Practices from Research. , 2017, , 85-98.		0
28	Appropriation of a representational tool in a second-language classroom. International Journal of Computer-Supported Collaborative Learning, 2015, 10, 77-108.	3.0	16
29	Design and Implementation of an Educational Innovation in Different Contexts: A Case Study of Group Scribbles. Education Innovation Series, 2015, , 123-150.	0.3	4
30	Exploring students' learning effectiveness and attitude in <sc>G</sc>roup <sc>S</sc>cribbles-supported collaborative reading activities: a study in the primary classroom. Journal of Computer Assisted Learning, 2014, 30, 68-81.	5.1	12
31	Integrating Technology in the Classroom. International Journal of Web-Based Learning and Teaching Technologies, 2014, 9, 1-17.	0.9	1
32	Measuring Singaporean Students's™ Motivation and Strategies of Bilingual Learning. Asia-Pacific Education Researcher, 2013, 22, 263-272.	3.7	12
33	School Leadership in ICT Implementation: Perspectives from Singapore. Asia-Pacific Education Researcher, 2013, 22, 301-311.	3.7	15
34	Seamless learning in the mobile age: a theoretical and methodological discussion on using cooperative inquiry to study digital kids on-the-move. Learning, Media and Technology, 2013, 38, 301-318.	3.2	50
35	Productive Multivocality in the Analysis of Group Interactions. , 2013, , .		36
36	Group Scribbles-Supported Collaborative Learning in a Primary Grade 5 Science Class. , 2013, , 257-263.		4

#	ARTICLE	IF	CITATIONS
37	Identifying Pivotal Contributions for Group Progressive Inquiry in a Multimodal Interaction Environment. , 2013, , 265-289.		0
38	What, How and Why - A Peek into the Uses and Gratifications of Ubiquitous Computing for Pre-service Teachers in Singapore. , 2012, , .		2
39	Recognizing and measuring self-regulated learning in a mobile learning environment. Computers in Human Behavior, 2012, 28, 718-728.	8.5	101
40	How artefacts mediate smallâ€group coâ€creation activities in a mobileâ€assisted seamless language learning environment?. Journal of Computer Assisted Learning, 2012, 28, 411-424.	5.1	45
41	Understanding mobile learning from the perspective of selfâ€regulated learning. Journal of Computer Assisted Learning, 2012, 28, 366-378.	5.1	118
42	Seamless Learning. , 2012, , 2975-2979.		6
43	Rapid Collaborative Knowledge Improvement. , 2012, , 2759-2762.		0
44	Cyber Behaviors of Immigrants. , 2012, , 259-272.		3
45	Active classroom participation in a Group Scribbles primary science classroom. British Journal of Educational Technology, 2011, 42, 676-686.	6.3	26
46	1:1 mobile inquiry learning experience for primary science students: a study of learning effectiveness. Journal of Computer Assisted Learning, 2011, 27, 269-287.	5.1	116
47	The Singapore experience: Synergy of national policy, classroom practice and design research. International Journal of Computer-Supported Collaborative Learning, 2011, 6, 9-37.	3.0	57
48	Internet and social support among Chinese migrants in Singapore. New Media and Society, 2011, 13, 1067-1084.	5.0	58
49	A blended collaborative writing approach for Chinese L2 primary school students. Australasian Journal of Educational Technology, 2011, 27, .	3.5	19
50	Communityâ€based individual knowledge construction in the classroom: a processâ€oriented account. Journal of Computer Assisted Learning, 2010, 26, 202-213.	5.1	22
51	Leveraging mobile technology for sustainable seamless learning: a research agenda. British Journal of Educational Technology, 2010, 41, 154-169.	6.3	368
52	Internet-Usage Patterns of Immigrants in the Process of Intercultural Adaptation. Cyberpsychology, Behavior, and Social Networking, 2010, 13, 387-399.	3.9	52
53	Collaborative activities enabled by GroupScribbles (GS): An exploratory study of learning effectiveness. Computers and Education, 2010, 54, 14-26.	8.3	76
54	What do students do in a F2F CSCL classroom? The optimization of multiple communications modes. Computers and Education, 2010, 55, 1159-1170.	8.3	39

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55	Deconstructing and reconstructing: Transforming primary science learning via a mobilized curriculum. <i>Computers and Education</i> , 2010, 55, 1504-1523.	8.3	116
56	The self-directed learning with technology scale (SDLTS) for young students: An initial development and validation. <i>Computers and Education</i> , 2010, 55, 1764-1771.	8.3	58
57	Integrating technology in the classroom: a visual conceptualization of teachers' knowledge, goals and beliefs. <i>Journal of Computer Assisted Learning</i> , 2009, 25, 470-488.	5.1	87
58	Anatomy of a mobilized lesson: Learning my way. <i>Computers and Education</i> , 2009, 53, 1120-1132.	8.3	155
59	Designing a seamless learning environment to learn reduce, reuse and recycle in environmental education. <i>International Journal of Mobile Learning and Organisation</i> , 2009, 3, 60.	0.3	12
60	Integrating CMC and verbal discussions in students' collaborative learning in a F2F classroom. , 2009, , .		1
61	Exploring interactional moves in a CSCL environment for Chinese language learning. , 2009, , .		0
62	HANDHELD COMPUTERS AS COGNITIVE TOOLS: TECHNOLOGY-ENHANCED ENVIRONMENTAL LEARNING. <i>Research and Practice in Technology Enhanced Learning</i> , 2008, 03, 231-252.	3.2	38
63	Incorporating online discussion in face to face classroom learning: A new blended learning approach. <i>Australasian Journal of Educational Technology</i> , 2007, 23, .	3.5	44
64	Internet-Usage Patterns of Immigrants in the Process of Intercultural Adaptation. <i>Cyberpsychology, Behavior, and Social Networking</i> , 0, , 100722182519069.	3.9	0
65	Learners' perceived AI presences in AI-supported language learning: a study of AI as a humanized agent from community of inquiry. <i>Computer Assisted Language Learning</i> , 0, , 1-27.	7.1	13