Oi-Lam Ng

List of Publications by Year
in descending order

Source: https://exaly.com/author-pdf/8970033/publications.pdf

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32	410	840776 11	839539 18
papers	citations	h-index	g-index

32	32	32	170
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Young children reasoning about symmetry in a dynamic geometry environment. ZDM - International Journal on Mathematics Education, 2015, 47, 421-434.	2.2	40
2	Learning as Making: Using 3D computerâ€aided design to enhance the learning of shape and space in STEMâ€integrated ways. British Journal of Educational Technology, 2019, 50, 294-308.	6.3	38
3	Exploring differences in primary studentsâ€™ geometry learning outcomes in two technology-enhanced environments: dynamic geometry and 3D printing. International Journal of STEM Education, 2020, 7, .	5.0	28
4	Exploring the use of 3D Computer-Aided Design and 3D Printing for STEAM Learning in Mathematics. Digital Experiences in Mathematics Education, 2017, 3, 257-263.	1.5	26
5	Examining primary studentsâ€™ mathematical problem-solving in a programming context: towards computationally enhanced mathematics education. ZDM - International Journal on Mathematics Education, 2021, 53, 847-860.	2.2	25
6	The Interplay Between Mathematical and Computational Thinking in Primary School Studentsâ€™ Mathematical Problem-Solving Within a Programming Environment. Journal of Educational Computing Research, 2021, 59, 988-1012.	5.5	22
7	â€œArea Without Numbersâ€: Using Touchscreen Dynamic Geometry to Reason About Shape. Canadian Journal of Science, Mathematics and Technology Education, 2015, 15, 84-101.	1.0	21
8	Active Learning in Undergraduate Mathematics Tutorials Via Cooperative Problem-Based Learning and Peer Assessment with Interactive Online Whiteboards. Asia-Pacific Education Researcher, 2020, 29, 285-294.	3.7	19
9	The interplay between language, gestures, dragging and diagrams in bilingual learnersâ€™ mathematical communications. Educational Studies in Mathematics, 2016, 91, 307-326.	2.8	18
10	Towards a Materialist Vision of â€˜Learning as Makingâ€™: the Case of 3D Printing Pens in School Mathematics. International Journal of Science and Mathematics Education, 2020, 18, 925-944.	2.5	18
11	Drawing off the page: How new 3D technologies provide insight into cognitive and pedagogical assumptions about mathematics. , 2018, 15, 563-578.		18
12	Comparing Calculus Communication across Static and Dynamic Environments Using a Multimodal Approach. Digital Experiences in Mathematics Education, 2016, 2, 115-141.	1.5	16
13	Characterizing Studentsâ€™ 4C Skills Development During Problem-based Digital Making. Journal of Science Education and Technology, 2022, 31, 372-385.	3.9	15
14	A Tale of Two More Metaphors: Storylines About Mathematics Education in Canadian National Media. Canadian Journal of Science, Mathematics and Technology Education, 2016, 16, 402-418.	1.0	13
15	Studentsâ€™ in-moment challenges and developing maker perspectives during problem-based digital making. Journal of Research on Technology in Education, 2023, 55, 411-425.	6.5	10
16	Creativity Development With Problem-Based Digital Making and Block-Based Programming for Science, Technology, Engineering, Arts, and Mathematics Learning in Middle School Contexts. Journal of Educational Computing Research, 2023, 61, 304-328.	5.5	10
17	Drawing in Space: Doing Mathematics with 3D Pens. ICME-13 Monographs, 2018, , 301-313.	1.0	9
18	Examining Technology-Mediated Communication Using a Commognitive Lens: the Case of Touchscreen-Dragging in Dynamic Geometry Environments. International Journal of Science and Mathematics Education, 2019, 17, 1173-1193.	2.5	8

#	Article	IF	Citations
19	Constructionist Learning in School Mathematics: Implications for Education in the Fourth Industrial Revolution. ECNU Review of Education, 2023, 6, 328-339.	1.9	7
20	Research protocol: Teacher interventions aimed at engaging students in dialogic mathematics classroom discourse. International Journal of Educational Research, 2017, 86, 23-35.	2.2	6
21	How linguistic features and patterns of discourse moves influence authority structures in the mathematics classroom. Journal of Mathematics Teacher Education, 2021, 24, 587-612.	1.8	6
22	Imagining possibilities: innovating mathematics (teacher) education for sustainable futures. Research in Mathematics Education, 0, , 1-22.	1.2	6
23	Implementation and efficacy of a teacher intervention in dialogic mathematics classroom discourse in Hong Kong primary schools. International Journal of Educational Research, 2021, 107, 101758.	2.2	5
24	Mathematics learning as embodied making: primary studentsâ€™ investigation of 3D geometry with handheld 3D printing technology. Asia Pacific Education Review, 2022, 23, 311-323.	2.5	5
25	Designing and Validating a Coding Scheme for Analysis of Teacher Discourse Behaviours in Mathematics Classrooms. Journal of Education for Teaching, 2021, 47, 337-352.	2.0	4
26	A Qualitative Exploration of Facilitators and Barriers to Physical Activity Participation among Chinese Retired Adults in Hong Kong. International Journal of Environmental Research and Public Health, 2022, 19, 3495.	2.6	4
27	New Spatial Imaginaries for International Curriculum Projects: Creative Diagrams, Mapping Experiments, and Critical Cartography. Qualitative Inquiry, 2022, 28, 507-521.	1.4	4
28	How â€˜tallâ€™ is the triangle? Constructionist learning of shape and space with 3D Pens. International Journal of Mathematical Education in Science and Technology, 2021, 52, 1426-1432.	1.4	3
29	Inâ€service mathematics teachersâ€™ videoâ€based noticing of 3D printing pens â€œin actionâ€. British Journal of Educational Technology, 2021, 52, 751-767.	6.3	2
30	Developing the meaning of volume and deriving the volume of hemispheres with dynamic geometry. International Journal of Mathematical Education in Science and Technology, 2022, 53, 2849-2855.	1.4	2
31	Looking Back, Looking Forward: The Past 15 Years of Mathematics Education inCJSMTE. Canadian Journal of Science, Mathematics and Technology Education, 2015, 15, 387-397.	1.0	1
32	Supporting the Development of Bilingual Learnersâ€™ Mathematical Discourse in a Multilingual, Technological Context. Research in Mathematics Education, 2018, , 173-189.	0.3	1