

Oi-Lam Ng

List of Publications by Year in descending order

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32
papers

410
citations

840776

11
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839539

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32
times ranked

170
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Constructionist Learning in School Mathematics: Implications for Education in the Fourth Industrial Revolution. <i>ECNU Review of Education</i> , 2023, 6, 328-339. | 1.9 | 7 |
| 2 | Students' in-moment challenges and developing maker perspectives during problem-based digital making. <i>Journal of Research on Technology in Education</i> , 2023, 55, 411-425. | 6.5 | 10 |
| 3 | Creativity Development With Problem-Based Digital Making and Block-Based Programming for Science, Technology, Engineering, Arts, and Mathematics Learning in Middle School Contexts. <i>Journal of Educational Computing Research</i> , 2023, 61, 304-328. | 5.5 | 10 |
| 4 | Developing the meaning of volume and deriving the volume of hemispheres with dynamic geometry. <i>International Journal of Mathematical Education in Science and Technology</i> , 2022, 53, 2849-2855. | 1.4 | 2 |
| 5 | A Qualitative Exploration of Facilitators and Barriers to Physical Activity Participation among Chinese Retired Adults in Hong Kong. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 3495. | 2.6 | 4 |
| 6 | Mathematics learning as embodied making: primary students' investigation of 3D geometry with handheld 3D printing technology. <i>Asia Pacific Education Review</i> , 2022, 23, 311-323. | 2.5 | 5 |
| 7 | Characterizing Students' 4C Skills Development During Problem-based Digital Making. <i>Journal of Science Education and Technology</i> , 2022, 31, 372-385. | 3.9 | 15 |
| 8 | New Spatial Imaginaries for International Curriculum Projects: Creative Diagrams, Mapping Experiments, and Critical Cartography. <i>Qualitative Inquiry</i> , 2022, 28, 507-521. | 1.4 | 4 |
| 9 | How linguistic features and patterns of discourse moves influence authority structures in the mathematics classroom. <i>Journal of Mathematics Teacher Education</i> , 2021, 24, 587-612. | 1.8 | 6 |
| 10 | Examining primary students' mathematical problem-solving in a programming context: towards computationally enhanced mathematics education. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 847-860. | 2.2 | 25 |
| 11 | In-service mathematics teachers' video-based noticing of 3D printing pens in action. <i>British Journal of Educational Technology</i> , 2021, 52, 751-767. | 6.3 | 2 |
| 12 | How tall is the triangle? Constructionist learning of shape and space with 3D Pens. <i>International Journal of Mathematical Education in Science and Technology</i> , 2021, 52, 1426-1432. | 1.4 | 3 |
| 13 | Implementation and efficacy of a teacher intervention in dialogic mathematics classroom discourse in Hong Kong primary schools. <i>International Journal of Educational Research</i> , 2021, 107, 101758. | 2.2 | 5 |
| 14 | Designing and Validating a Coding Scheme for Analysis of Teacher Discourse Behaviours in Mathematics Classrooms. <i>Journal of Education for Teaching</i> , 2021, 47, 337-352. | 2.0 | 4 |
| 15 | The Interplay Between Mathematical and Computational Thinking in Primary School Students' Mathematical Problem-Solving Within a Programming Environment. <i>Journal of Educational Computing Research</i> , 2021, 59, 988-1012. | 5.5 | 22 |
| 16 | Active Learning in Undergraduate Mathematics Tutorials Via Cooperative Problem-Based Learning and Peer Assessment with Interactive Online Whiteboards. <i>Asia-Pacific Education Researcher</i> , 2020, 29, 285-294. | 3.7 | 19 |
| 17 | Towards a Materialist Vision of 'Learning as Making': the Case of 3D Printing Pens in School Mathematics. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 925-944. | 2.5 | 18 |
| 18 | Exploring differences in primary students' geometry learning outcomes in two technology-enhanced environments: dynamic geometry and 3D printing. <i>International Journal of STEM Education</i> , 2020, 7, . | 5.0 | 28 |

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|----|--|-----|-----------|
| 19 | Learning as Making: Using 3D computer-aided design to enhance the learning of shape and space in STEM-integrated ways. <i>British Journal of Educational Technology</i> , 2019, 50, 294-308. | 6.3 | 38 |
| 20 | Examining Technology-Mediated Communication Using a Commognitive Lens: the Case of Touchscreen-Dragging in Dynamic Geometry Environments. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 1173-1193. | 2.5 | 8 |
| 21 | Drawing in Space: Doing Mathematics with 3D Pens. <i>ICME-13 Monographs</i> , 2018, , 301-313. | 1.0 | 9 |
| 22 | Supporting the Development of Bilingual Learners'™ Mathematical Discourse in a Multilingual, Technological Context. <i>Research in Mathematics Education</i> , 2018, , 173-189. | 0.3 | 1 |
| 23 | Drawing off the page: How new 3D technologies provide insight into cognitive and pedagogical assumptions about mathematics. , 2018, 15, 563-578. | | 18 |
| 24 | Exploring the use of 3D Computer-Aided Design and 3D Printing for STEAM Learning in Mathematics. <i>Digital Experiences in Mathematics Education</i> , 2017, 3, 257-263. | 1.5 | 26 |
| 25 | Research protocol: Teacher interventions aimed at engaging students in dialogic mathematics classroom discourse. <i>International Journal of Educational Research</i> , 2017, 86, 23-35. | 2.2 | 6 |
| 26 | A Tale of Two More Metaphors: Storylines About Mathematics Education in Canadian National Media. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2016, 16, 402-418. | 1.0 | 13 |
| 27 | Comparing Calculus Communication across Static and Dynamic Environments Using a Multimodal Approach. <i>Digital Experiences in Mathematics Education</i> , 2016, 2, 115-141. | 1.5 | 16 |
| 28 | The interplay between language, gestures, dragging and diagrams in bilingual learners'™ mathematical communications. <i>Educational Studies in Mathematics</i> , 2016, 91, 307-326. | 2.8 | 18 |
| 29 | Looking Back, Looking Forward: The Past 15 Years of Mathematics Education in CJSMT. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2015, 15, 387-397. | 1.0 | 1 |
| 30 | “Area Without Numbers” Using Touchscreen Dynamic Geometry to Reason About Shape. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2015, 15, 84-101. | 1.0 | 21 |
| 31 | Young children reasoning about symmetry in a dynamic geometry environment. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 421-434. | 2.2 | 40 |
| 32 | Imagining possibilities: innovating mathematics (teacher) education for sustainable futures. <i>Research in Mathematics Education</i> , 0, , 1-22. | 1.2 | 6 |