

# Christa Asterhan

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9320257/publications.pdf>

Version: 2024-02-01

28  
papers

1,368  
citations

471509

17  
h-index

580821

25  
g-index

30  
all docs

30  
docs citations

30  
times ranked

961  
citing authors

#	ARTICLE	IF	CITATIONS
1	Burned-Out: Middle School Teachers After One Year of Online Remote Teaching During COVID-19. <i>Frontiers in Psychology</i> , 2022, 13, 802520.	2.1	9
2	Classroom discussion practices in online remote secondary school settings during COVID-19. <i>Computers in Human Behavior</i> , 2022, 132, 107250.	8.5	7
3	Refutation texts and argumentation for conceptual change: A winning or a redundant combination?. <i>Learning and Instruction</i> , 2020, 65, 101265.	3.2	17
4	The Turker Blues: Hidden Factors Behind Increased Depression Rates Among Amazon's Mechanical Turkers. <i>Clinical Psychological Science</i> , 2020, 8, 65-83.	4.0	79
5	Deep neural networks detect suicide risk from textual facebook posts. <i>Scientific Reports</i> , 2020, 10, 16685.	3.3	42
6	The digital footprints of adolescent depression, social rejection and victimization of bullying on Facebook. <i>Computers in Human Behavior</i> , 2019, 91, 62-71.	8.5	27
7	A virtual safe zone: Teachers supporting teenage student resilience through social media in times of war. <i>Teaching and Teacher Education</i> , 2018, 73, 35-42.	3.2	19
8	Feedback that corrects and contrasts students' erroneous solutions with expert ones improves expository instruction for conceptual change. <i>Instructional Science</i> , 2018, 46, 337-355.	2.0	12
9	Exploring enablers and inhibitors of productive peer argumentation: The role of individual achievement goals and of gender. <i>Contemporary Educational Psychology</i> , 2018, 54, 66-78.	2.9	35
10	Unfolding the notes from the walls: Adolescents' depression manifestations on Facebook. <i>Computers in Human Behavior</i> , 2017, 72, 96-107.	8.5	19
11	Teenage peer-to-peer knowledge sharing through social network sites in secondary schools. <i>Computers and Education</i> , 2017, 110, 16-34.	8.3	46
12	Argumentation for Learning: Well-Trodden Paths and Unexplored Territories. <i>Educational Psychologist</i> , 2016, 51, 164-187.	9.0	177
13	In times of war, adolescents do not fall silent: Teacher-student social network communication in wartime. <i>Journal of Adolescence</i> , 2016, 46, 98-106.	2.4	17
14	Learning from reading argumentative group discussions in Facebook: Rhetoric style matters (again). <i>Computers in Human Behavior</i> , 2015, 53, 570-576.	8.5	27
15	The social dimension of learning through argumentation: Effects of human presence and discourse style. <i>Journal of Educational Psychology</i> , 2015, 107, 740-755.	2.9	35
16	The promise, reality and dilemmas of secondary school teacher-student interactions in Facebook: The teacher perspective. <i>Computers and Education</i> , 2015, 85, 134-148.	8.3	79
17	Outcome feedback during collaborative learning: Contingencies between feedback and dyad composition. <i>Learning and Instruction</i> , 2014, 34, 1-10.	3.2	22
18	Small-group, computer-mediated argumentation in middle-school classrooms: The effects of gender and different types of online teacher guidance. <i>British Journal of Educational Psychology</i> , 2012, 82, 375-397.	2.9	55

#	ARTICLE	IF	CITATIONS
19	E-Moderation of Synchronous Discussions in Educational Settings: A Nascent Practice. <i>Journal of the Learning Sciences</i> , 2011, 20, 395-442.	2.9	61
20	Assessing e-moderation behavior from synchronous discussion protocols with a multi-dimensional methodology. <i>Computers in Human Behavior</i> , 2011, 27, 449-458.	8.5	12
21	Introducing synchronous e-discussion tools in co-located classrooms: A study on the experiences of "active" and "silent" secondary school students. <i>Computers in Human Behavior</i> , 2011, 27, 2169-2177.	8.5	24
22	Online moderation of synchronous e-argumentation. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2010, 5, 259-282.	3.0	59
23	Argumentation and Explanation in Conceptual Change: Indications From Protocol Analyses of Peer-to-Peer Dialog. <i>Cognitive Science</i> , 2009, 33, 374-400.	1.7	183
24	Online and face-to-face discussions in the classroom. , 2009, , .		9
25	The effects of monological and dialogical argumentation on concept learning in evolutionary theory.. <i>Journal of Educational Psychology</i> , 2007, 99, 626-639.	2.9	176
26	Going Behind the Scenes at Teacher Colleges: Online Student Knowledge Sharing through Social Network Technologies. <i>Interdisciplinary Journal of E-Skills and Lifelong Learning</i> , 0, 13, 167-184.	0.0	3
27	"WhatsApp, Teacher?"- Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. <i>Journal of Information Technology Education:Research</i> , 0, 17, 205-226.	0.0	53
28	Controversies and consensus in research on dialogic teaching and learning. <i>Dialogic Pedagogy</i> , 0, 8, .	0.0	20