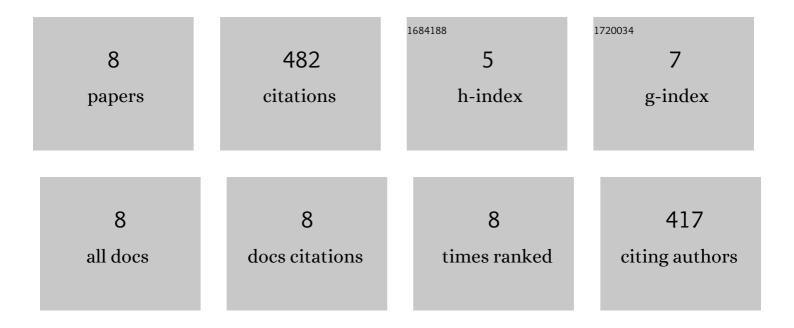
## Kun Li

## List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/951534/publications.pdf Version: 2024-02-01



Kumli

#	Article	IF	CITATIONS
1	Persistence, performance, and goal setting in massive open online courses. British Journal of Educational Technology, 2021, 52, 1215-1229.	6.3	5
2	Learners' Perceptions and Experiences of Two Chemistry MOOCs: Implications for Teaching and Design. American Journal of Distance Education, 2019, 33, 245-261.	1.5	9
3	MOOC learners' demographics, self-regulated learning strategy, perceived learning and satisfaction: A structural equation modeling approach. Computers and Education, 2019, 132, 16-30.	8.3	88
4	Enriching classroom learning through a microblogging-supported activity. E-Learning and Digital Media, 2018, 15, 93-107.	2.6	3
5	Use of the ARCS model in education: A literature review. Computers and Education, 2018, 122, 54-62.	8.3	131
6	Motivating Students in Massive Open Online Courses (MOOCs) Using the Attention, Relevance, Confidence, Satisfaction (ARCS) Model. Journal of Formative Design in Learning, 2018, 2, 102-113.	1.1	44
7	Understanding the massive open online course (MOOC) student experience: An examination of attitudes, motivations, and barriers. Computers and Education, 2017, 110, 35-50.	8.3	202
8	Motivational Design in Chemistry MOOCs: Applying the ARCS Model. ACS Symposium Series, 2017, , 35-45.	0.5	0