

CITATION REPORT

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Assessing multidimensional students perceptions of twenty-first-century learning practices

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#	Paper	IF	Citations
60	New aspect of technology adoption: a case study of students' self-made English-learning video. <i>Asia Pacific Education Review</i> , 2016 , 17, 663-675	1.2	3
59	A Pilot Study of Students' Perceptions of Collaborative Knowledge Building in 21st Century Learning with Their Knowledge Building Behaviors. 2016 ,		
58	The relation between 21st-century skills and digital skills: A systematic literature review. <i>Computers in Human Behavior</i> , 2017 , 72, 577-588	7.7	448
57	Early Childhood Educator perspectives on the first year of implementing an Outdoor Learning Environment in Singapore. <i>Learning: Research and Practice</i> , 2017 , 3, 85-97	0.8	1
56	Deepening and transferring twenty-first century learning through a lower secondary Integrated Science module. <i>Learning: Research and Practice</i> , 2017 , 3, 148-162	0.8	3
55	Professional learning for 21st century education. <i>Journal of Computers in Education</i> , 2017 , 4, 1-4	3	15
54	Novelty Blended Learning Pattern and Its Application in English Language Teaching. 2017 ,		6
53	Cloud-Class Blended Learning Pattern Innovation and Its Applications. 2017 ,		5
52	Teachers' actual and preferred perceptions of twenty-first century learning competencies: a Chinese perspective. <i>Asia Pacific Education Review</i> , 2018 , 19, 307-317	1.2	16
51	A situation-based flipped classroom to improving nursing staff performance in advanced cardiac life support training course. <i>Interactive Learning Environments</i> , 2019 , 27, 1062-1074	3.1	9
50	Pre-service chemistry teachers' attitudes and attributes toward the twenty-first century skills. <i>Journal of Physics: Conference Series</i> , 2019 , 1157, 042014	0.3	5
49	Effects of spherical video-based virtual reality on nursing students' learning performance in childbirth education training. <i>Interactive Learning Environments</i> , 2019 , 1-17	3.1	28
48	Effects of ASQ-based flipped learning on nurse practitioner learners' nursing skills, learning achievement and learning perceptions. <i>Computers and Education</i> , 2019 , 139, 207-221	9.5	17
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46	An exploration of primary school students' perceived learning practices and associated self-efficacies regarding mobile-assisted seamless science learning. <i>International Journal of Science Education</i> , 2019 , 41, 2675-2695	2.2	10
45	Surveying and modelling China high school students' experience of and preferences for twenty-first-century learning and their academic and knowledge creation efficacy. <i>Educational Studies</i> , 2020 , 46, 658-675	1	4
44	Individual characteristics influencing the sharing of knowledge on social networking services: online identity, self-efficacy, and knowledge sharing intentions. <i>Behaviour and Information Technology</i> , 2020 , 39, 379-390	2.4	12

43	21st-century competences: The relation of ICT competences with higher-order thinking capacities and teamwork competences in university students. <i>Journal of Computer Assisted Learning</i> , 2020 , 36, 468-479	3.8	9
42	Effects of a concept mapping-based flipped learning approach on EFL students' English speaking performance, critical thinking awareness and speaking anxiety. <i>British Journal of Educational Technology</i> , 2020 , 51, 817-834	4.3	14
41	Integration of the peer assessment approach with a virtual reality design system for learning earth science. <i>Computers and Education</i> , 2020 , 146, 103758	9.5	54
40	From experiencing to critical thinking: a contextual game-based learning approach to improving nursing students' performance in Electrocardiogram training. <i>Educational Technology Research and Development</i> , 2020 , 68, 1225-1245	3.6	19
39	Augmented reality and competition in robotics education: Effects on 21st century competencies, group collaboration and learning motivation. <i>Journal of Computer Assisted Learning</i> , 2020 , 36, 1052-1062	3.8	10
38	Analysis of the internet use and students' Web 2.0 digital competence in a Russian university. <i>International Journal of Technology Enhanced Learning</i> , 2020 , 12, 316	1.2	1
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36	Detecting the effect of student engagement in an SVVR school-based course on higher level competence development in elementary schools by SEM. <i>Interactive Learning Environments</i> , 2021 , 29, 3-16	3.1	11
35	Facilitating knowledge construction in mobile learning contexts: A bi-directional peer-assessment approach. <i>British Journal of Educational Technology</i> , 2021 , 52, 337-357	4.3	7
34	Effects of a concept mapping-based problem-posing approach on students' learning achievements and critical thinking tendency: An application in Classical Chinese learning contexts. <i>British Journal of Educational Technology</i> , 2021 , 52, 374-493	4.3	3
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31	An online collaborative peer-assessment approach to strengthening pre-service teachers' digital content development competence and higher-order thinking tendency. <i>Educational Technology Research and Development</i> , 2021 , 69, 1155-1181	3.6	3
30	Promoting children's inquiry performances in alternate reality games: A mobile concept mapping-based questioning approach. <i>British Journal of Educational Technology</i> , 2021 , 52, 2000-2019	4.3	5
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18	Measuring Mathematics and Science Teachers' Perception on Thinking and Acting in 21st-Century Learning. <i>Journal for the Education of Gifted Young Scientists</i> ,	0.9	1
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15	Nursing management of the critical thinking and care quality of ICU nurses: A cross-sectional study.. <i>Journal of Nursing Management</i> , 2022 ,	4.9	0
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10	Fostering Nursing Staff Competence in Personal Protective Equipment Education during COVID-19: A Mobile-Video Online Learning Approach. 2022 , 19, 9238		1
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8	A concept mapping-based prediction-observation-explanation approach to promoting students' flipped learning achievements and perceptions.		

- 7 Effects of technology enhanced peer, teacher and self-feedback on students' collaborative writing, critical thinking tendency and engagement in learning. ○
- 6 Impact of Interactive Tabletop Business Game on Learning and Building Competencies. **2022**, 189-198 ○
- 5 Developing Students' Critical Thinking Skills and Argumentation Abilities Through Augmented Reality-Based Argumentation Activities in Science Classes. ○
- 4 A reflective cycle-based virtual reality approach to promoting students' learning achievement, sense of presence, and higher-order thinking in professional training. 1-16 ○
- 3 Evaluation of Student Learning Success When Using Augmented Reality Experiences in Engineering Education. **2022**, ○
- 2 Applying Shimo-supported concept maps, mind maps, and argument maps to assist students' argumentative writing. **2022**, ○
- 1 Effects of the interaction between metacognition teaching and students' learning achievement on students' computational thinking, critical thinking, and metacognition in collaborative programming learning. ○