

CITATION REPORT

List of articles citing

Novice programmer's misconception of programming reflected on problem-solving plans

DOI: 10.21585/ijcses.v1i4.19

International Journal of Computer Science Education in Schools, 2017, 1, 14-24.

Source: <https://exaly.com/paper-pdf/88108861/citation-report.pdf>

Version: 2024-04-28

This report has been generated based on the citations recorded by exaly.com for the above article. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

#	Paper	IF	Citations
19	Misconceptions about variables at the K-12 level. <i>Education and Information Technologies</i> , 2019 , 24, 1251-1268	3.1	7
18	Assessing teachers' PCK to teach computational thinking via robotic programming. <i>Interactive Learning Environments</i> , 2020 , 1-18	3.1	0
17	Cooperative learning in computer programming: A quasi-experimental evaluation of Jigsaw teaching strategy with novice programmers. <i>Education and Information Technologies</i> , 2021 , 26, 4839	3.6	14
16	PlanIT! A New Integrated Tool to Help Novices Design for Open-ended Projects. 2021 ,		0
15	Scratch-based learning objects for novice programmers: exploring quality aspects and perceptions for primary education. <i>Interactive Learning Environments</i> , 1-16	3.1	
14	Integration of problem-based learning in elementary computer science education: effects on computational thinking and attitudes. <i>Educational Technology Research and Development</i> , 2021 , 69, 2761-2776	3.6	4
13	A comparison of pre-service teachers' variable misconceptions in various computer-programming preferences: findings to teacher education course. <i>Journal of Computers in Education</i> , 1	3	
12	Computational concepts reflected on Scratch programs. <i>International Journal of Computer Science Education in Schools</i> , 2018 , 2,	0.6	3
11	Programming Misconceptions at the K-12 Level. 2019 , 1-13		1
10	Exploring problem decomposition and program development through block-based programs. <i>International Journal of Computer Science Education in Schools</i> , 2019 , 3, 3-16	0.6	3
9	Scaffolding Game Design: Towards Tool Support for Planning Open-Ended Projects in an Introductory Game Design Class. 2021 ,		0
8	Encyclopedia of Education and Information Technologies. 2020 , 1383-1395		
7	Strengthening the coding skills of teachers in a low dropout Python MOOC. <i>Advanced Journal of Nursing</i> , 2022 , 2, 187-200		1
6	Mediated transfer: impact on programming misconceptions. <i>Journal of Computers in Education</i> , 1	3	
5	Preservice science teachers coding science simulations: epistemological understanding, coding skills, and lesson design. <i>Educational Technology Research and Development</i> ,	3.6	0
4	Scaffolding Young Learners' Open-Ended Programming Projects with Planning Sheets. 2022 ,		0
3	Design, Implementation, and Evaluation of a Professional Development Program for Teachers to Teach Computational Thinking via Robotics.		0

- 2 Exploring middle school students' common naive conceptions of Artificial Intelligence concepts, and the evolution of these ideas. ○
- 1 Background of the Relationship Between Programming and Computational Thinking. **2023**, 203-224 ○