Khe Foon Hew

List of Publications by Year
in descending order

132 papers	8,730 citations	76326 40 h-index	49909 87 g-index
140 all docs	140 docs citations	140 times ranked	5630 citing authors

#	Article	IF	Citations
1	Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. Educational Technology Research and Development, 2007, 55, 223-252.	2.8	1,068
2	Studentsâ€™ and instructorsâ€™ use of massive open online courses (MOOCs): Motivations and challenges. Educational Research Review, 2014, 12, 45-58.	7.8	628
3	Flipped classroom improves student learning in health professions education: a meta-analysis. BMC Medical Education, 2018, 18, 38.	2.4	579
4	Studentsâ€™ and teachersâ€™ use of Facebook. Computers in Human Behavior, 2011, 27, 662-676.	8.5	484
5	Use of threeâ€dimensional (3â€D) immersive virtual worlds in Kâ€12 and higher education settings: A review of the research. British Journal of Educational Technology, 2010, 41, 33-55.	6.3	385
6	Promoting engagement in online courses: What strategies can we learn from three highly rated <scp>MOOCS</scp>. British Journal of Educational Technology, 2016, 47, 320-341.	6.3	306
7	A critical review of flipped classroom challenges in K-12 education: possible solutions and recommendations for future research. Research and Practice in Technology Enhanced Learning, 2017, 12, 4.	3.2	274
8	Does gamification improve student learning outcome? Evidence from a meta-analysis and synthesis of qualitative data in educational contexts. Educational Research Review, 2020, 30, 100322.	7.8	235
9	Toward a set of design principles for mathematics flipped classrooms: A synthesis of research in mathematics education. Educational Research Review, 2017, 22, 50-73.	7.8	195
10	Use of Web 2.0 technologies in K-12 and higher education: The search for evidence-based practice. Educational Research Review, 2013, 9, 47-64.	7.8	176
11	Engaging Asian students through game mechanics: Findings from two experiment studies. Computers and Education, 2016, 92-93, 221-236.	8.3	175
12	What predicts student satisfaction with MOOCs: A gradient boosting trees supervised machine learning and sentiment analysis approach. Computers and Education, 2020, 145, 103724.	8.3	174
13	Student contribution in asynchronous online discussion: a review of the research and empirical exploration. Instructional Science, 2010, 38, 571-606.	2.0	167
14	Investigating the effects of gamification-enhanced flipped learning on undergraduate studentsâ€™ behavioral and cognitive engagement. Interactive Learning Environments, 2019, 27, 1106-1126.	6.4	166
15	Using Twitter for education: Beneficial or simply a waste of time?. Computers and Education, 2017, 106, 97-118.	8.3	153
16	Use of audio podcast in K-12 and higher education: a review of research topics and methodologies. Educational Technology Research and Development, 2009, 57, 333-357.	2.8	151
17	Chatbots for language learningâ€”Are they really useful? A systematic review of chatbotâ€supported language learning. Journal of Computer Assisted Learning, 2022, 38, 237-257.	5.1	144
18	Knowledgeâ€sharing in an online community of healthâ€care professionals. Information Technology and People, 2007, 20, 235-261.	3.2	140

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19	Attracting student participation in asynchronous online discussions: A case study of peer facilitation. Computers and Education, 2008, 51, 1111-1124.	8.3	138
20	The use of weblogs in higher education settings: A review of empirical research. Educational Research Review, 2010, 5, 151-163.	7.8	136
21	Is mobile instant messaging (MIM) useful in education? Examining its technological, pedagogical, and social affordances. Educational Research Review, 2017, 21, 85-104.	7.8	127
22	A comparison of flipped learning with gamification, traditional learning, and online independent study: the effects on studentsâ€™ mathematics achievement and cognitive engagement. Interactive Learning Environments, 2020, 28, 464-481.	6.4	121
23	Implementing a theory-driven gamification model in higher education flipped courses: Effects on out-of-class activity completion and quality of artifacts. Computers and Education, 2018, 125, 254-272.	8.3	116
24	Knowledge sharing in online environments: A qualitative case study. Journal of the Association for Information Science and Technology, 2007, 58, 2310-2324.	2.6	106
25	Project-based learning and student knowledge construction during asynchronous online discussion. Internet and Higher Education, 2010, 13, 284-291.	6.5	105
26	Empirical study of motivators and barriers of teacher online knowledge sharing. Educational Technology Research and Development, 2007, 55, 573-595.	2.8	104
27	Applying â€œFirst Principles of Instructionâ€•as a design theory of the flipped classroom: Findings from a collective study of four secondary school subjects. Computers and Education, 2018, 118, 150-165.	8.3	104
28	Where is the â€œtheoryâ€•within the field of educational technology research?. British Journal of Educational Technology, 2019, 50, 956-971.	6.3	104
29	A review of research methodologies used in studies on mobile handheld devices in K-12 and higher education settings. Australasian Journal of Educational Technology, 2009, 25, .	3.5	94
30	Transitioning to the â€œnew normalâ€•of learning in unpredictable times: pedagogical practices and learning performance in fully online flipped classrooms. International Journal of Educational Technology in Higher Education, 2020, 17, 57.	7.6	87
31	Designing Unplugged and Plugged Activities to Cultivate Computational Thinking: An Exploratory Study in Early Childhood Education. Asia-Pacific Education Researcher, 2020, 29, 55-66.	3.7	80
32	The impact of flipped classrooms on student achievement in engineering education: A metaâ€•analysis of 10â€‰years of research. Journal of Engineering Education, 2019, 108, 523-546.	3.0	75
33	Higher-level knowledge construction in asynchronous online discussions: an analysis of group size, duration of online discussion, and student facilitation techniques. Instructional Science, 2011, 39, 303-319.	2.0	70
34	Toward an Understanding of Why Students Contribute in Asynchronous Online Discussions. Journal of Educational Computing Research, 2008, 38, 29-50.	5.5	64
35	Examining learning engagement in MOOCs: a self-determination theoretical perspective using mixed method. International Journal of Educational Technology in Higher Education, 2020, 17, .	7.6	55
36	Crossâ€cultural analysis of the Wikipedia community. Journal of the Association for Information Science and Technology, 2010, 61, 2097-2108.	2.6	54

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37	Development of an Instrument to Measure Preservice Teachers' Technology Skills, Technology Beliefs, and Technology Barriers. Computers in the Schools, 2008, 25, 112-125.	1.0	53
38	Student perceptions of peer versus instructor facilitation of asynchronous online discussions: further findings from three cases. Instructional Science, 2015, 43, 19-38.	2.0	52
39	Incorporating meaningful gamification in a blended learning research methods class: Examining student learning, engagement, and affective outcomes. Australasian Journal of Educational Technology, 0, , .	3.5	50
40	Adaptation of a conventional flipped course to an online flipped format during the Covid-19 pandemic: Student learning performance and engagement. Journal of Research on Technology in Education, 2022, 54, 281-301.	6.5	48
41	Evaluating the Extent of Ill-Structured Problem Solving Process among Pre-Service Teachers in an Asynchronous Online Discussion and Reflection Log Learning Environment. Journal of Educational Computing Research, 2004, 30, 197-227.	5.5	44
42	Student Participation in Online Discussions. , 2012, , .		44
43	Audio-based versus text-based asynchronous online discussion: two case studies. Instructional Science, 2013, 41, 365-380.	2.0	44
44	Understanding Student Engagement in Large-Scale Open Online Courses: A Machine Learning Facilitated Analysis of Studentâ€™s Reflections in 18 Highly Rated MOOCs. International Review of Research in Open and Distance Learning, 2018, 19, .	1.8	42
45	Design and evaluation of two blended learning approaches: Lessons learned. Australasian Journal of Educational Technology, 2011, 27, .	3.5	42
46	Analysis of ill-structured problem solving, mentoring functions, and perceptions of practicum teachers and mentors toward online mentoring in a field-based practicum. Instructional Science, 2007, 35, 1-40.	2.0	40
47	Asynchronous online discussion thread development: examining growth patterns and peerâ€facilitation techniques. Journal of Computer Assisted Learning, 2009, 25, 438-452.	5.1	38
48	Past Research in Instructional Technology: Results of a Content Analysis of Empirical Studies Published in Three Prominent Instructional Technology Journals From the Year 2000 Through 2004. Journal of Educational Computing Research, 2007, 36, 269-300.	5.5	36
49	Evaluation of Online Mentoring of Practicum for Limited Licensed Teachers. Teacher Education and Special Education, 2005, 28, 207-220.	2.6	34
50	Meta-analyses of flipped classroom studies: A review of methodology. Educational Research Review, 2021, 33, 100393.	7.8	31
51	From top to bottom: How positions on different types of leaderboard may affect fully online student learning performance, intrinsic motivation, and course engagement. Computers and Education, 2021, 173, 104297.	8.3	31
52	Unpacking the Strategies of Ten Highly Rated MOOCs: Implications for Engaging Students in Large Online Courses. Teachers College Record, 2018, 120, 1-40.	0.9	31
53	Studentsâ€™ perceptions of the usefulness of an E-book with annotative and sharing capabilities as a tool for learning: a case study. Innovations in Education and Teaching International, 2014, 51, 34-45.	2.5	29
54	Use of Facebook: a case study of Singapore students' experience. Asia Pacific Journal of Education, 2012, 32, 181-196.	2.1	28

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55	Using Blended Learning. Springer Briefs in Education, 2014, , .	0.2	28
56	Determinants of success for online communities: an analysis of three communities in terms of members' perceived professional development. Behaviour and Information Technology, 2009, 28, 433-445.	4.0	27
57	Effects of gamification on studentsâ€™ online interactive patterns and peer-feedback. Distance Education, 2019, 40, 350-379.	3.9	26
58	Student Engagement in Mathematics Flipped Classrooms: Implications of Journal Publications From 2011 to 2020. Frontiers in Psychology, 2021, 12, 672610.	2.1	26
59	Emoticon, Emoji, and Sticker Use in Computer-Mediated Communications: Understanding Its Communicative Function, Impact, User Behavior, and Motive. Educational Communications and Technology Yearbook, 2018, , 191-201.	0.7	24
60	Developing a flipped learning approach to support student engagement: A designâ€based research of secondary school mathematics teaching. Journal of Computer Assisted Learning, 2021, 37, 142-157.	5.1	24
61	An online listserv for nurse practitioners: A viable venue for continuous nursing professional development?. Nurse Education Today, 2008, 28, 450-457.	3.3	23
62	Towards a Model of Engaging Online Students: Lessons from MOOCs and Four Policy Documents. International Journal of Information and Education Technology, 2015, 5, 425-431.	1.2	23
63	Effects of using mobile instant messaging on student behavioral, emotional, and cognitive engagement: a quasi-experimental study. International Journal of Educational Technology in Higher Education, 2022, 19, 3.	7.6	23
64	Sustaining Asynchronous Online Discussions: Contributing Factors and Peer Facilitation Techniques. Journal of Educational Computing Research, 2009, 41, 477-511.	5.5	22
65	Student disengagement in web-based videoconferencing supported online learning: an activity theory perspective. Interactive Learning Environments, 2023, 31, 4883-4902.	6.4	22
66	Student facilitatorsâ€™ habits of mind and their influences on higher-level knowledge construction occurrences in online discussions: a case study. Innovations in Education and Teaching International, 2011, 48, 275-285.	2.5	21
67	Solving ill-structured problems in asynchronous online discussions: built-in scaffoldsvs.no scaffolds. Interactive Learning Environments, 2010, 18, 115-134.	6.4	19
68	Interaction in asynchronous discussion forums: peer facilitation techniques. Journal of Computer Assisted Learning, 2012, 28, 280-294.	5.1	19
69	Comparing video styles and study strategies during video-recorded lectures: effects on secondary school mathematics studentsâ€™ preference and learning. Interactive Learning Environments, 2020, 28, 847-864.	6.4	19
70	Supporting lower-level processes in EFL listening: the effect on learnersâ€™ listening proficiency of a dictation program supported by a mobile instant messaging app. Computer Assisted Language Learning, 2022, 35, 141-168.	7.1	18
71	The Tickit to Teacher Learning: Designing Professional Development According to Situative Principles. Journal of Educational Computing Research, 2005, 32, 329-340.	5.5	17
72	The impact of the use of response pad system on the learning of secondary school physics concepts: A Singapore quasiâ€experiment study. British Journal of Educational Technology, 2009, 40, 848-860.	6.3	17

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73	Information technology, mathematics achievement and educational equity in developed economies. Educational Studies, 2017, 43, 371-390.	2.4	17
74	On the use of flipped classroom across various disciplines: Insights from a second-order meta-analysis. Australasian Journal of Educational Technology, 2021, 37, 132-151.	3.5	17
75	Possible factors influencing Asian students' degree of participation in peer-facilitated online discussion forums: a case study. Asia Pacific Journal of Education, 2010, 30, 85-104.	2.1	16
76	Examining facilitators' habits of mind in an asynchronous online discussion environment: A two cases study. Australasian Journal of Educational Technology, 2010, 26, .	3.5	16
77	Toward a 5E-Based Flipped Classroom Model for Teaching Computational Thinking in Elementary School: Effects on Student Computational Thinking and Problem-Solving Performance. Journal of Educational Computing Research, 2022, 60, 512-543.	5.5	15
78	Does mobile instant messaging facilitate social presence in online communication? A two-stage study of higher education students. International Journal of Educational Technology in Higher Education, 2020, 17, .	7.6	15
79	The Impact of Blogging and Scaffolding on Primary School Pupils' Narrative Writing. International Journal of Web-Based Learning and Teaching Technologies, 2010, 5, 1-17.	0.9	13
80	Incorporating fantasy into gamification promotes student learning and quality of online interaction. International Journal of Educational Technology in Higher Education, 2022, 19, .	7.6	13
81	The Impact of Digital Divides on Student Mathematics Achievement in Confucian Heritage Cultures: a Critical Examination Using PISA 2012 Data. International Journal of Science and Mathematics Education, 2019, 17, 1213-1232.	2.5	12
82	Knowledge Sharing in Virtual Distributed Environments: Main Motivators, Discrepancies of Findings and Suggestions for Future Research. International Journal of Information and Education Technology, 2015, 5, 466-471.	1.2	12
83	An Analysis and Evaluation of Online Instructional Activities. Teacher Education and Special Education, 2007, 30, 167-182.	2.6	10
84	Toward a set of design principles for decoding training: A systematic review of studies of English as a foreign/second language listening education. Educational Research Review, 2021, 33, 100392.	7.8	10
85	Use of wikis in K-12 and higher education: a review of the research. International Journal of Continuing Engineering Education and Life-Long Learning, 2009, 19, 141.	0.2	8
86	Fostering Higher Knowledge Construction Levels in Online Discussion Forums. International Journal of Web-Based Learning and Teaching Technologies, 2010, 5, 44-55.	0.9	8
87	Designing and Evaluating Postgraduate Courses Based on a 5E-Flipped Classroom Model: A Two-Case Mixed-Method Study. Communications in Computer and Information Science, 2018, , 109-120.	0.5	8
88	Predictors of Information Technology Integration in Secondary Schools: Evidence from a Large Scale Study of More than 30,000 Students. PLoS ONE, 2016, 11, e0168547.	2.5	8
89	Factors Influencing Learning and Factors Influencing Persistence. , 2017, , .		7
90	Using Chatbots in Flipped Learning Online Sessions: Perceived Usefulness and Ease of Use. Lecture Notes in Computer Science, 2021, , 164-175.	1.3	6

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91	Engaging Learners in a Flipped Information Science Course with Gamification: A Quasi-experimental Study. Communications in Computer and Information Science, 2018, , 130-141.	0.5	5
92	Using recommender systems to promote self-regulated learning in online education settings: current knowledge gaps and suggestions for future research. Journal of Research on Technology in Education, 2022, 54, 557-580.	6.5	5
93	Enhancing Studentsâ€™ Learning of Factual Knowledge. Springer Briefs in Education, 2014, , 97-107.	0.2	5
94	Examining studentsâ€™ affective commitment toward country: a case study of a Singapore primary school. Asia Pacific Journal of Education, 2011, 31, 19-31.	2.1	4
95	Examining a WeChat-supported 5E-flipped classroom pedagogical approach. International Journal of Services and Standards, 2018, 12, 224.	0.2	4
96	The Relationships Among ICT-Related Psychological Factors, School Contextual Factors and Secondary Studentsâ€™ Reading Performance: A Multilevel Analysis Across 47 Economies. Journal of Educational Computing Research, 2022, 60, 1166-1196.	5.5	4
97	An Exploratory Study of Using the Next Generation Science Standards (NGSS) to flip Hong Kong Secondary School Science Education. , 2018, , .		3
98	Does Flipped Classroom Improve Student Cognitive and Behavioral Outcomes in STEM Subjects? Evidence from a Second-Order Meta-Analysis and Validation Study. Lecture Notes in Computer Science, 2020, , 264-275.	1.3	3
99	Effects of Tangible Rewards on Student Learning Performance, Knowledge Construction, and Perception in Fully Online Gamified Learning. , 2021, , .		3
100	Improving Studentsâ€™ Argumentative Writing and Oral Proficiencies. Springer Briefs in Education, 2014, , 79-95.	0.2	2
101	Online Knowledge-Sharing Motivators of Top Contributors in 30 Q&A Sites. Educational Communications and Technology Yearbook, 2018, , 43-57.	0.7	2
102	Investigating the use of mobile instant messaging-facilitated 5E-flipped learning: a two-stage study. International Journal of Innovation and Learning, 2020, 27, 287.	0.4	2
103	How social instant messaging questions affect replies: a randomised controlled experiment. Behaviour and Information Technology, 2021, 40, 1727-1740.	4.0	2
104	Meeting the challenges of decoding training in English as a foreign/second language listening education: current status and opportunities for technology-assisted decoding training. Computer Assisted Language Learning, 2023, 36, 1116-1145.	7.1	2
105	Implementing Digital Game Mechanics and Various Video Lecture Formats in a Flipped Research Method Course: What Postgraduate Learners Say?. , 2017, , 143-152.		2
106	Improving Social Studies Studentsâ€™ Critical Thinking. Springer Briefs in Education, 2014, , 59-78.	0.2	1
107	Studentsâ€™ critical thinking level: examining Wimba Voice Board and text online discussions. Journal of Computers in Education, 2014, 1, 35-47.	8.3	1
108	Understanding Student Disaffection in Large-Scale Online Learning. , 2015, , .		1

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109	Examining the diverse field of "e-learning" and its key competencies through job postings. , 2018, , .		1
110	Adaptation of a conventional flipped course to an online flipped format during the Covid-19 pandemic: Student learning performance and engagement. , 0, .		1
111	The Impact of Blogging and Scaffolding on Primary School Pupilsâ€™ Narrative Writing. , 0, , 795-812.		1
112	Examining Effects of Different Leaderboards on Students' Learning Performance, Intrinsic Motivation, and Perception in Gamified Online Learning Setting. , 2021, , .		1
113	Discussion on Strategy Dilemmas. , 2012, , 49-61.		1
114	Possible Strategies to Overcome Limited Student Contribution: Empirical Findings From Previous Research. , 2012, , 31-48.		1
115	Examining a WeChat-supported 5E-flipped classroom pedagogical approach. International Journal of Services and Standards, 2018, 12, 224.	0.2	1
116	Exploration of social cues in technology-mediated science communication: a multidiscipline analysis on â€˜Ask Me Anything (AMA)â€™ sessions in Reddit r/science. Journal of Science Communication, 2021, 20, A04.	0.8	1
117	Tracing Phonological Processing Skill in Early Childhood Through iSAT. , 2016, , .		0
118	Using Web 2.0 Technologies in K-12 School Settings: Evidence-Based Practice?. Communications in Computer and Information Science, 2011, , 319-328.	0.5	0
119	Case Studies on Peer Facilitation: How to Sustain Participantsâ€™ Online Discussion?. , 2012, , 77-85.		0
120	Future Research Directions. , 2012, , 115-121.		0
121	Case Studies on Peer Facilitation: How to Foster Higher Levels of Knowledge Construction. , 2012, , 87-97.		0
122	Citizenship Education via an Online Peer Discussion Blended Learning Approach: Lessons Learned. Communications in Computer and Information Science, 2012, , 150-164.	0.5	0
123	Case Studies on Peer Facilitation: What Motivates Participants to Contribute?. , 2012, , 63-75.		0
124	Challenges: Findings from Previous Empirical Research. , 2012, , 15-29.		0
125	Promoting Attitude Change Toward Country: A Theoretical Framework and Blended Learning Approach. Springer Briefs in Education, 2014, , 17-39.	0.2	0
126	Solving Design Problems: A Blended Learning Approach Based on Design Thinking Features. Springer Briefs in Education, 2014, , 41-58.	0.2	0

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127	Future Research Directions for Blended Learning Research: A Programmatic Construct. Springer Briefs in Education, 2014, , 109-115.	0.2	0
128	Effect of Computer-Assisted Intervention on Early Phonological Processing Skills for Kindergarten Children in Hong Kong. International Journal of Information and Education Technology, 2017, 7, 876-883.	1.2	0
129	An analysis of undergraduate level flipped courses based on the seven principles: a case study. International Journal of Mobile Learning and Organisation, 2019, 13, 412.	0.3	0
130	Investigating the use of mobile instant messaging-facilitated 5E-flipped learning: a two-stage study. International Journal of Innovation and Learning, 2020, 27, 287.	0.4	0
131	Fostering Higher Knowledge Construction Levels in Online Discussion Forums. , 0, , 74-85.		0
132	The Impact of Blogging and Scaffolding on Primary School Pupilsâ€™ Narrative Writing. , 0, , 100-117.		0