

Khe Foon Hew

List of Publications by Year in descending order

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Version: 2024-02-01

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	Meeting the challenges of decoding training in English as a foreign/second language listening education: current status and opportunities for technology-assisted decoding training. <i>Computer Assisted Language Learning</i> , 2023, 36, 1116-1145.	7.1	2
2	Student disengagement in web-based videoconferencing supported online learning: an activity theory perspective. <i>Interactive Learning Environments</i> , 2023, 31, 4883-4902.	6.4	22
3	Supporting lower-level processes in EFL listening: the effect on learners' listening proficiency of a dictation program supported by a mobile instant messaging app. <i>Computer Assisted Language Learning</i> , 2022, 35, 141-168.	7.1	18
4	Adaptation of a conventional flipped course to an online flipped format during the Covid-19 pandemic: Student learning performance and engagement. <i>Journal of Research on Technology in Education</i> , 2022, 54, 281-301.	6.5	48
5	Using recommender systems to promote self-regulated learning in online education settings: current knowledge gaps and suggestions for future research. <i>Journal of Research on Technology in Education</i> , 2022, 54, 557-580.	6.5	5
6	Toward a 5E-Based Flipped Classroom Model for Teaching Computational Thinking in Elementary School: Effects on Student Computational Thinking and Problem-Solving Performance. <i>Journal of Educational Computing Research</i> , 2022, 60, 512-543.	5.5	15
7	Chatbots for language learning—Are they really useful? A systematic review of chatbot-supported language learning. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 237-257.	5.1	144
8	Effects of using mobile instant messaging on student behavioral, emotional, and cognitive engagement: a quasi-experimental study. <i>International Journal of Educational Technology in Higher Education</i> , 2022, 19, 3.	7.6	23
9	The Relationships Among ICT-Related Psychological Factors, School Contextual Factors and Secondary Students' Reading Performance: A Multilevel Analysis Across 47 Economies. <i>Journal of Educational Computing Research</i> , 2022, 60, 1166-1196.	5.5	4
10	Incorporating fantasy into gamification promotes student learning and quality of online interaction. <i>International Journal of Educational Technology in Higher Education</i> , 2022, 19, .	7.6	13
11	How social instant messaging questions affect replies: a randomised controlled experiment. <i>Behaviour and Information Technology</i> , 2021, 40, 1727-1740.	4.0	2
12	Developing a flipped learning approach to support student engagement: A design-based research of secondary school mathematics teaching. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 142-157.	5.1	24
13	Using Chatbots in Flipped Learning Online Sessions: Perceived Usefulness and Ease of Use. <i>Lecture Notes in Computer Science</i> , 2021, , 164-175.	1.3	6
14	Student Engagement in Mathematics Flipped Classrooms: Implications of Journal Publications From 2011 to 2020. <i>Frontiers in Psychology</i> , 2021, 12, 672610.	2.1	26
15	On the use of flipped classroom across various disciplines: Insights from a second-order meta-analysis. <i>Australasian Journal of Educational Technology</i> , 2021, 37, 132-151.	3.5	17
16	Toward a set of design principles for decoding training: A systematic review of studies of English as a foreign/second language listening education. <i>Educational Research Review</i> , 2021, 33, 100392.	7.8	10
17	Meta-analyses of flipped classroom studies: A review of methodology. <i>Educational Research Review</i> , 2021, 33, 100393.	7.8	31
18	From top to bottom: How positions on different types of leaderboard may affect fully online student learning performance, intrinsic motivation, and course engagement. <i>Computers and Education</i> , 2021, 173, 104297.	8.3	31

#	ARTICLE	IF	CITATIONS
19	Examining Effects of Different Leaderboards on Students' Learning Performance, Intrinsic Motivation, and Perception in Gamified Online Learning Setting. , 2021, , .		1
20	Exploration of social cues in technology-mediated science communication: a multidiscipline analysis on "Ask Me Anything (AMA)" sessions in Reddit r/science. Journal of Science Communication, 2021, 20, A04.	0.8	1
21	Effects of Tangible Rewards on Student Learning Performance, Knowledge Construction, and Perception in Fully Online Gamified Learning. , 2021, , .		3
22	A comparison of flipped learning with gamification, traditional learning, and online independent study: the effects on students' mathematics achievement and cognitive engagement. Interactive Learning Environments, 2020, 28, 464-481.	6.4	121
23	Comparing video styles and study strategies during video-recorded lectures: effects on secondary school mathematics students' preference and learning. Interactive Learning Environments, 2020, 28, 847-864.	6.4	19
24	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
25	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
26	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
27	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
28	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
29	Transitioning to the "new normal" 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
30	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
31	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
32	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
33	Investigating the effects of gamification-enhanced flipped learning on undergraduate students' behavioral and cognitive engagement. Interactive Learning Environments, 2019, 27, 1106-1126.	6.4	166
34	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
35	Effects of gamification on students' online interactive patterns and peer-feedback. Distance Education, 2019, 40, 350-379.	3.9	26
36	The impact of flipped classrooms on student achievement in engineering education: A meta-analysis of 10 years of research. Journal of Engineering Education, 2019, 108, 523-546.	3.0	75

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37	Where is the "theory" within the field of educational technology research?. <i>British Journal of Educational Technology</i> , 2019, 50, 956-971.	6.3	104
38	An analysis of undergraduate level flipped courses based on the seven principles: a case study. <i>International Journal of Mobile Learning and Organisation</i> , 2019, 13, 412.	0.3	0
39	Engaging Learners in a Flipped Information Science Course with Gamification: A Quasi-experimental Study. <i>Communications in Computer and Information Science</i> , 2018, , 130-141.	0.5	5
40	Applying "First Principles of Instruction" as a design theory of the flipped classroom: Findings from a collective study of four secondary school subjects. <i>Computers and Education</i> , 2018, 118, 150-165.	8.3	104
41	Examining the diverse field of "e-learning" and its key competencies through job postings. , 2018, , .		1
42	An Exploratory Study of Using the Next Generation Science Standards (NGSS) to flip Hong Kong Secondary School Science Education. , 2018, , .		3
43	Examining a WeChat-supported 5E-flipped classroom pedagogical approach. <i>International Journal of Services and Standards</i> , 2018, 12, 224.	0.2	4
44	Emoticon, Emoji, and Sticker Use in Computer-Mediated Communications: Understanding Its Communicative Function, Impact, User Behavior, and Motive. <i>Educational Communications and Technology Yearbook</i> , 2018, , 191-201.	0.7	24
45	Online Knowledge-Sharing Motivators of Top Contributors in 30 Q&A Sites. <i>Educational Communications and Technology Yearbook</i> , 2018, , 43-57.	0.7	2
46	Implementing a theory-driven gamification model in higher education flipped courses: Effects on out-of-class activity completion and quality of artifacts. <i>Computers and Education</i> , 2018, 125, 254-272.	8.3	116
47	Understanding Student Engagement in Large-Scale Open Online Courses: A Machine Learning Facilitated Analysis of Student's Reflections in 18 Highly Rated MOOCs. <i>International Review of Research in Open and Distance Learning</i> , 2018, 19, .	1.8	42
48	Designing and Evaluating Postgraduate Courses Based on a 5E-Flipped Classroom Model: A Two-Case Mixed-Method Study. <i>Communications in Computer and Information Science</i> , 2018, , 109-120.	0.5	8
49	Flipped classroom improves student learning in health professions education: a meta-analysis. <i>BMC Medical Education</i> , 2018, 18, 38.	2.4	579
50	Examining a WeChat-supported 5E-flipped classroom pedagogical approach. <i>International Journal of Services and Standards</i> , 2018, 12, 224.	0.2	1
51	Unpacking the Strategies of Ten Highly Rated MOOCs: Implications for Engaging Students in Large Online Courses. <i>Teachers College Record</i> , 2018, 120, 1-40.	0.9	31
52	A critical review of flipped classroom challenges in K-12 education: possible solutions and recommendations for future research. <i>Research and Practice in Technology Enhanced Learning</i> , 2017, 12, 4.	3.2	274
53	Factors Influencing Learning and Factors Influencing Persistence. , 2017, , .		7
54	Is mobile instant messaging (MIM) useful in education? Examining its technological, pedagogical, and social affordances. <i>Educational Research Review</i> , 2017, 21, 85-104.	7.8	127

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55	Information technology, mathematics achievement and educational equity in developed economies. Educational Studies, 2017, 43, 371-390.	2.4	17
56	Using Twitter for education: Beneficial or simply a waste of time?. Computers and Education, 2017, 106, 97-118.	8.3	153
57	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
58	Implementing Digital Game Mechanics and Various Video Lecture Formats in a Flipped Research Method Course: What Postgraduate Learners Say?. , 2017, , 143-152.		2
59	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
60	Tracing Phonological Processing Skill in Early Childhood Through iSAT. , 2016, , .		0
61	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
62	Engaging Asian students through game mechanics: Findings from two experiment studies. Computers and Education, 2016, 92-93, 221-236.	8.3	175
63	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
64	Understanding Student Disaffection in Large-Scale Online Learning. , 2015, , .		1
65	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
66	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
67	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
68	Improving Studentsâ€™ Argumentative Writing and Oral Proficiencies. Springer Briefs in Education, 2014, , 79-95.	0.2	2
69	Improving Social Studies Studentsâ€™ Critical Thinking. Springer Briefs in Education, 2014, , 59-78.	0.2	1
70	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
71	Using Blended Learning. Springer Briefs in Education, 2014, , .	0.2	28
72	Studentsâ€™ critical thinking level: examining Wimba Voice Board and text online discussions. Journal of Computers in Education, 2014, 1, 35-47.	8.3	1

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73	Students'™ and instructors'™ use of massive open online courses (MOOCs): Motivations and challenges. Educational Research Review, 2014, 12, 45-58.	7.8	628
74	Enhancing Students'™ Learning of Factual Knowledge. Springer Briefs in Education, 2014, , 97-107.	0.2	5
75	Promoting Attitude Change Toward Country: A Theoretical Framework and Blended Learning Approach. Springer Briefs in Education, 2014, , 17-39.	0.2	0
76	Solving Design Problems: A Blended Learning Approach Based on Design Thinking Features. Springer Briefs in Education, 2014, , 41-58.	0.2	0
77	Future Research Directions for Blended Learning Research: A Programmatic Construct. Springer Briefs in Education, 2014, , 109-115.	0.2	0
78	Audio-based versus text-based asynchronous online discussion: two case studies. Instructional Science, 2013, 41, 365-380.	2.0	44
79	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
80	Student Participation in Online Discussions. , 2012, , .		44
81	Use of Facebook: a case study of Singapore students' experience. Asia Pacific Journal of Education, 2012, 32, 181-196.	2.1	28
82	Interaction in asynchronous discussion forums: peer facilitation techniques. Journal of Computer Assisted Learning, 2012, 28, 280-294.	5.1	19
83	Case Studies on Peer Facilitation: How to Sustain Participants'™ Online Discussion?. , 2012, , 77-85.		0
84	Future Research Directions. , 2012, , 115-121.		0
85	Case Studies on Peer Facilitation: How to Foster Higher Levels of Knowledge Construction. , 2012, , 87-97.		0
86	Discussion on Strategy Dilemmas. , 2012, , 49-61.		1
87	Citizenship Education via an Online Peer Discussion Blended Learning Approach: Lessons Learned. Communications in Computer and Information Science, 2012, , 150-164.	0.5	0
88	Case Studies on Peer Facilitation: What Motivates Participants to Contribute?. , 2012, , 63-75.		0
89	Challenges: Findings from Previous Empirical Research. , 2012, , 15-29.		0
90	Possible Strategies to Overcome Limited Student Contribution: Empirical Findings From Previous Research. , 2012, , 31-48.		1

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91	Student facilitators' habits of mind and their influences on higher-level knowledge construction occurrences in online discussions: a case study. <i>Innovations in Education and Teaching International</i> , 2011, 48, 275-285.	2.5	21
92	Examining students' affective commitment toward country: a case study of a Singapore primary school. <i>Asia Pacific Journal of Education</i> , 2011, 31, 19-31.	2.1	4
93	Students' and teachers' use of Facebook. <i>Computers in Human Behavior</i> , 2011, 27, 662-676.	8.5	484
94	Higher-level knowledge construction in asynchronous online discussions: an analysis of group size, duration of online discussion, and student facilitation techniques. <i>Instructional Science</i> , 2011, 39, 303-319.	2.0	70
95	Design and evaluation of two blended learning approaches: Lessons learned. <i>Australasian Journal of Educational Technology</i> , 2011, 27, .	3.5	42
96	Using Web 2.0 Technologies in K-12 School Settings: Evidence-Based Practice?. <i>Communications in Computer and Information Science</i> , 2011, , 319-328.	0.5	0
97	Student contribution in asynchronous online discussion: a review of the research and empirical exploration. <i>Instructional Science</i> , 2010, 38, 571-606.	2.0	167
98	Project-based learning and student knowledge construction during asynchronous online discussion. <i>Internet and Higher Education</i> , 2010, 13, 284-291.	6.5	105
99	Cross-cultural analysis of the Wikipedia community. <i>Journal of the Association for Information Science and Technology</i> , 2010, 61, 2097-2108.	2.6	54
100	Use of three-dimensional (3D) immersive virtual worlds in K-12 and higher education settings: A review of the research. <i>British Journal of Educational Technology</i> , 2010, 41, 33-55.	6.3	385
101	The Impact of Blogging and Scaffolding on Primary School Pupils' Narrative Writing. <i>International Journal of Web-Based Learning and Teaching Technologies</i> , 2010, 5, 1-17.	0.9	13
102	Fostering Higher Knowledge Construction Levels in Online Discussion Forums. <i>International Journal of Web-Based Learning and Teaching Technologies</i> , 2010, 5, 44-55.	0.9	8
103	Possible factors influencing Asian students' degree of participation in peer-facilitated online discussion forums: a case study. <i>Asia Pacific Journal of Education</i> , 2010, 30, 85-104.	2.1	16
104	Solving ill-structured problems in asynchronous online discussions: built-in scaffolds vs. no scaffolds. <i>Interactive Learning Environments</i> , 2010, 18, 115-134.	6.4	19
105	The use of weblogs in higher education settings: A review of empirical research. <i>Educational Research Review</i> , 2010, 5, 151-163.	7.8	136
106	Examining facilitators' habits of mind in an asynchronous online discussion environment: A two cases study. <i>Australasian Journal of Educational Technology</i> , 2010, 26, .	3.5	16
107	Sustaining Asynchronous Online Discussions: Contributing Factors and Peer Facilitation Techniques. <i>Journal of Educational Computing Research</i> , 2009, 41, 477-511.	5.5	22
108	Determinants of success for online communities: an analysis of three communities in terms of members' perceived professional development. <i>Behaviour and Information Technology</i> , 2009, 28, 433-445.	4.0	27

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109	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
110	Asynchronous online discussion thread development: examining growth patterns and peer-facilitation techniques. Journal of Computer Assisted Learning, 2009, 25, 438-452.	5.1	38
111	The impact of the use of response pad system on the learning of secondary school physics concepts: A Singapore quasi-experiment study. British Journal of Educational Technology, 2009, 40, 848-860.	6.3	17
112	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
113	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
114	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
115	An online listserv for nurse practitioners: A viable venue for continuous nursing professional development?. Nurse Education Today, 2008, 28, 450-457.	3.3	23
116	Attracting student participation in asynchronous online discussions: A case study of peer facilitation. Computers and Education, 2008, 51, 1111-1124.	8.3	138
117	Toward an Understanding of Why Students Contribute in Asynchronous Online Discussions. Journal of Educational Computing Research, 2008, 38, 29-50.	5.5	64
118	Knowledge-sharing in an online community of health-care professionals. Information Technology and People, 2007, 20, 235-261.	3.2	140
119	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
120	An Analysis and Evaluation of Online Instructional Activities. Teacher Education and Special Education, 2007, 30, 167-182.	2.6	10
121	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
122	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
123	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
124	Empirical study of motivators and barriers of teacher online knowledge sharing. Educational Technology Research and Development, 2007, 55, 573-595.	2.8	104
125	The Tickit to Teacher Learning: Designing Professional Development According to Situative Principles. Journal of Educational Computing Research, 2005, 32, 329-340.	5.5	17
126	Evaluation of Online Mentoring of Practicum for Limited Licensed Teachers. Teacher Education and Special Education, 2005, 28, 207-220.	2.6	34

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127	Evaluating the Extent of Ill-Structured Problem Solving Process among Pre-Service Teachers in an Asynchronous Online Discussion and Reflection Log Learning Environment. <i>Journal of Educational Computing Research</i> , 2004, 30, 197-227.	5.5	44
128	Adaptation of a conventional flipped course to an online flipped format during the Covid-19 pandemic: Student learning performance and engagement. , 0, .		1
129	Incorporating meaningful gamification in a blended learning research methods class: Examining student learning, engagement, and affective outcomes. <i>Australasian Journal of Educational Technology</i> , 0, , .	3.5	50
130	The Impact of Blogging and Scaffolding on Primary School Pupilsâ€™ Narrative Writing. , 0, , 795-812.		1
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