Green Journals

International Approved Journals

Journal Information

Journal Title	INTERNATIONAL JOURNAL OF COMPUTER-SUPPORTED COLLABORATIVE LEARNING
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Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Knowledge building–modeling: Grade 5 students creating models, using discourse analytics, and advancing systems thinking
2026-9-9
Authors: Dina Soliman, Xueqi Feng, Marlene Scardamalia et al.
DOI: 10.1007/s11412-026-09493-8

Editorial notes: Change in article production process
2026-9 Vol. 21 Issue 3 Pages 287-289
Authors: Michael J. Baker, Peter Reimann
DOI: 10.1007/s11412-026-09495-6

Fostering the collaborative diagnosis of cross-domain skills in video-based simulations: An analysis of collaborative diagnostic activities
2026-8-4
Authors: Amadeus J. Pickal, Katharina Engelmann, Clark A. Chinn et al.
DOI: 10.1007/s11412-026-09494-7

Mapping behavioral dynamics in AI-supported CSCL: Analyzing cognitive, task, and emotional regulation patterns and their impact on performance
2026-8-3
Authors: Shurui Gao, Weijia Chen, Fengwu Han et al.
DOI: 10.1007/s11412-026-09492-9

Exploring a constructive use of curriculum to sustain collective inquiry
2026-7-31
Authors: Chew Lee Teo, Aloysius Ong
DOI: 10.1007/s11412-026-09489-4

How students engage in opportunistic collaboration: A process-oriented study in a knowledge-building community
2026-6-29
Authors: Yujie Chen, Suping Yi, Yibing Zhang
DOI: 10.1007/s11412-026-09491-w

Adaptive reorganization in knowledge building research (2014–2025): Continuity and change across the pandemic and post-AI era
2026-6-24
Authors: Li-Jen Wang
DOI: 10.1007/s11412-026-09490-x

From individual annotations to shared attention: How re-annotation supports collaborative knowledge building in CSCL
2026-6-13
Authors: Yiqiu Zhou, Jina Kang
DOI: 10.1007/s11412-026-09486-7

From dialogue to text: Linking peer interaction to real-time revisions during L2 collaborative writing
2026-6-9
Authors: Zhenhao Cao, Rachael Ruegg, Stephen Skalicky
DOI: 10.1007/s11412-026-09488-5

Systematic peer back-evaluation was associated with higher-quality feedback and stronger task performance than sampled teacher monitoring in an EFL translation course
2026-6-8
Authors: Yimin Tong, Christian D. Schunn, Yufang Zhang et al.
DOI: 10.1007/s11412-026-09487-6