

Zi Yan

List of Publications by Year in descending order

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Version: 2024-02-01

42
papers

849
citations

623734

14
h-index

552781

26
g-index

42
all docs

42
docs citations

42
times ranked

344
citing authors

#	ARTICLE	IF	CITATIONS
1	Application of an Automated Essay Scoring engine to English writing assessment using Many-Facet Rasch Measurement. <i>Language Testing</i> , 2023, 40, 61-85.	3.2	5
2	Domain-specific motivation and self-assessment practice as mechanisms linking perceived need-supportive teaching to student achievement. <i>European Journal of Psychology of Education</i> , 2023, 38, 607-630.	2.6	8
3	Self-assessment is about more than self: the enabling role of feedback literacy. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 1116-1128.	5.6	37
4	Assessing Teachersâ€™ Strategies in Formative Assessment: The Teacher Formative Assessment Practice Scale. <i>Journal of Psychoeducational Assessment</i> , 2022, 40, 592-604.	1.5	9
5	Predicting teachersâ€™ formative assessment practices: Teacher personal and contextual factors. <i>Teaching and Teacher Education</i> , 2022, 114, 103718.	3.2	8
6	Assessing teachersâ€™ collaborative lesson planning practices: Instrument development and validation using the SECI knowledge-creation model. <i>Studies in Educational Evaluation</i> , 2022, 73, 101139.	2.3	7
7	Enhancing Studentsâ€™ Self-Efficacy in Creativity and Learning Performance in the Context of English Learning: The Use of Self-Assessment Mind Maps. <i>Frontiers in Psychology</i> , 2022, 13, .	2.1	3
8	Re-Developing the Adversity Response Profile for Chinese University Students. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 6389.	2.6	4
9	Are teachers literate in formative assessment? The development and validation of the Teacher Formative Assessment Literacy Scale. <i>Studies in Educational Evaluation</i> , 2022, 74, 101183.	2.3	6
10	A systematic review on factors influencing teachersâ€™ intentions and implementations regarding formative assessment. <i>Assessment in Education</i> , 2021, 28, 228-260.	1.2	53
11	Assessment-as-learning in classrooms: the challenges and professional development. <i>Journal of Education for Teaching</i> , 2021, 47, 293-295.	2.0	11
12	Validation of a Subject-Specific Student Self-Assessment Practice Scale (SaPS) Among Secondary School Students in the Philippines. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 481-493.	1.5	6
13	Assessment for learning in the Hong Kong assessment reform: A case of policy borrowing. <i>Studies in Educational Evaluation</i> , 2021, 68, 100985.	2.3	30
14	Formative Assessment Practices in Special School Classrooms With the Support of E-Books: A Case Study. <i>Frontiers in Education</i> , 2021, 6, .	2.1	2
15	The power of teacher feedback in affecting student learning and achievement: insights from studentsâ€™ perspective. <i>Educational Psychology</i> , 2021, 41, 821-824.	2.7	4
16	Formative assessment, growth mindset, and achievement: examining their relations in the East and the West. <i>Assessment in Education</i> , 2021, 28, 676-702.	1.2	11
17	Student self-assessment: why do they do it?. <i>Educational Psychology</i> , 2020, 40, 509-532.	2.7	27
18	Self-assessment in the process of self-regulated learning and its relationship with academic achievement. <i>Assessment and Evaluation in Higher Education</i> , 2020, 45, 224-238.	5.6	81

#	ARTICLE	IF	CITATIONS
19	Effects of self-assessment diaries on academic achievement, self-regulation, and motivation. <i>Assessment in Education</i> , 2020, 27, 562-583.	1.2	26
20	Psychometric properties of the Self-Assessment Practice Scale for professional training contexts: evidence from confirmatory factor analysis and Rasch analysis. <i>International Journal of Training and Development</i> , 2020, 24, 357-373.	1.3	12
21	Developing a Short Form of the Self-Assessment Practices Scale: Psychometric Evidence. <i>Frontiers in Education</i> , 2020, 4, .	2.1	12
22	Formative and summative assessment in Hong Kong primary schools: students' attitudes matter. <i>Assessment in Education</i> , 2019, 26, 675-699.	1.2	16
23	The Self-assessment Practice Scale (SaPS) for Students: Development and Psychometric Studies. <i>Asia-Pacific Education Researcher</i> , 2018, 27, 123-135.	3.7	23
24	Student self-assessment practices: the role of gender, school level and goal orientation. <i>Assessment in Education</i> , 2018, 25, 183-199.	1.2	20
25	How teachers' beliefs and demographic variables impact on self-regulated learning instruction. <i>Educational Studies</i> , 2018, 44, 564-577.	2.4	20
26	A cyclical self-assessment process: towards a model of how students engage in self-assessment. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 1247-1262.	5.6	135
27	A qualitative study of markers' perceptions on onscreen marking in five subject areas. <i>Educational Research and Evaluation</i> , 2017, 23, 290-310.	1.6	0
28	A comparative picture of the ease of use and acceptance of onscreen marking by markers across subject areas. <i>British Journal of Educational Technology</i> , 2016, 47, 1151-1167.	6.3	6
29	The Sixth Validation Study: Assessing the Ease of Use in the Environment and Markers' Acceptance of Onscreen Marking in Hong Kong in Three Subject Areas: A Rasch Measurement Perspective. , 2016, , 133-155.		0
30	The Eighth Validation Study: The Effects of Key Demographic Variables on Markers' Perceived Ease of Use and Acceptance of Onscreen Marking. , 2016, , 171-187.		0
31	The Final Validation Study: A Comparative Picture of the Ease of Use and Acceptance of Onscreen Marking by Markers Across Subject Areas. , 2016, , 189-206.		0
32	The Self-assessment Practices of Hong Kong Secondary Students: Findings with a New Instrument. <i>Journal of Applied Measurement</i> , 2016, 17, 335-353.	0.3	9
33	Some possible effects of behaviour management training on teacher confidence and competence: evidence from a study of primary school teachers in Hong Kong. <i>Educational Studies</i> , 2015, 41, 156-170.	2.4	5
34	Exploring the intentions and practices of principals regarding inclusive education: an application of the Theory of Planned Behaviour. <i>Cambridge Journal of Education</i> , 2015, 45, 205-221.	2.4	22
35	Primary teachers' attitudes, intentions and practices regarding formative assessment. <i>Teaching and Teacher Education</i> , 2015, 45, 128-136.	3.2	65
36	Inclusive education: teachers' intentions and behaviour analysed from the viewpoint of the theory of planned behaviour. <i>International Journal of Inclusive Education</i> , 2014, 18, 72-85.	2.6	77

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37	Predicting teachers' intentions to implement school-based assessment using the theory of planned behaviour. <i>Educational Research and Evaluation</i> , 2014, 20, 83-97.	1.6	25
38	The effects of key demographic variables on markers' perceived ease of use and acceptance of onscreen marking. <i>Assessment in Education</i> , 2014, 21, 464-480.	1.2	6
39	Assessing the ease of use in the environment and markers' acceptance of on screen marking: a Rasch measurement perspective. <i>Educational Research and Evaluation</i> , 2013, 19, 461-483.	1.6	13
40	Validating the coping scale for Chinese athletes using multidimensional Rasch analysis. <i>Psychology of Sport and Exercise</i> , 2012, 13, 271-279.	2.1	14
41	Developing a Rasch Measurement Physical Fitness Scale for Hong Kong Primary School-Aged Students. <i>Measurement in Physical Education and Exercise Science</i> , 2011, 15, 182-203.	1.8	12
42	The effect of self-assessment on academic performance and the role of explicitness: a meta-analysis. <i>Assessment and Evaluation in Higher Education</i> , 0, , 1-15.	5.6	19