

Sherry Y Chen

List of Publications by Year in descending order

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69
papers

2,194
citations

218677

26
h-index

243625

44
g-index

69
all docs

69
docs citations

69
times ranked

1200
citing authors

#	ARTICLE	IF	CITATIONS
1	Investigating students'™ online learning behavior with a learning analytic approach: field dependence/independence vs. holism/serialism. <i>Interactive Learning Environments</i> , 2023, 31, 1041-1059.	6.4	12
2	The influences of academic emotion and prior knowledge in the context of online tests. <i>Interactive Learning Environments</i> , 2023, 31, 3257-3272.	6.4	7
3	An investigation of personalized entertaining three-tier tests: a prior knowledge perspective. <i>Interactive Learning Environments</i> , 2023, 31, 6260-6278.	6.4	0
4	An Investigation of the Effects of Scaffolding Task-Based English Logic Learning: A Cognitive Style Approach. <i>International Journal of Human-Computer Interaction</i> , 2022, 38, 1389-1398.	4.8	1
5	The impacts of scaffolding e-assessment English learning: a cognitive style perspective. <i>Computer Assisted Language Learning</i> , 2021, 34, 1105-1127.	7.1	12
6	Individual differences and personalized learning: a review and appraisal. <i>Universal Access in the Information Society</i> , 2021, 20, 833-849.	3.0	19
7	An investigation of the approaches for integrating learning materials and digital games: a prior ability perspective. <i>Universal Access in the Information Society</i> , 2021, 20, 57-68.	3.0	7
8	The impacts of real competition and virtual competition in digital game-based learning. <i>Computers in Human Behavior</i> , 2020, 104, 106171.	8.5	29
9	An investigation of game behavior in the context of digital game-based learning: An individual difference perspective. <i>Computers in Human Behavior</i> , 2020, 112, 106432.	8.5	17
10	Human Factors and Personalized Digital Learning: An Editorial. <i>International Journal of Human-Computer Interaction</i> , 2019, 35, 297-298.	4.8	6
11	The Effects of Background Music on Game-Based Learning: A Cognitive Style Approach. <i>Asia-Pacific Education Researcher</i> , 2019, 28, 495-508.	3.7	6
12	Effects of Cognitive Styles on Web-Based Learning: Desktop Computers Versus Mobile Devices. <i>Journal of Educational Computing Research</i> , 2018, 56, 750-769.	5.5	6
13	The influences of self-regulated learning support and prior knowledge on improving learning performance. <i>Computers and Education</i> , 2018, 126, 37-52.	8.3	54
14	An investigation of the development of an animated E-book: A gender difference approach. <i>Computers in Human Behavior</i> , 2018, 88, 28-36.	8.5	10
15	A Cognitive Style Perspective to Handheld Devices: Customization vs. Personalization. <i>International Review of Research in Open and Distance Learning</i> , 2016, 17, .	1.8	13
16	An Investigation of a Joyful Peer Response System: High Ability vs. Low Ability. <i>International Journal of Human-Computer Interaction</i> , 2016, 32, 431-444.	4.8	16
17	Incorporating customization and personalization into game-based learning: A cognitive style perspective. <i>Computers in Human Behavior</i> , 2016, 65, 359-368.	8.5	35
18	Investigation of multiple human factors in personalized learning. <i>Interactive Learning Environments</i> , 2016, 24, 119-141.	6.4	23

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19	Matching/mismatching in web-based learning: a perspective based on cognitive styles and physiological factors. <i>Interactive Learning Environments</i> , 2016, 24, 1198-1214.	6.4	11
20	The influences of cognitive styles on individual learning and collaborative learning. <i>Innovations in Education and Teaching International</i> , 2016, 53, 458-471.	2.5	17
21	Interface Evaluation of a Game-Based Learning System: Experts vs. Novices. , 2015, , .		2
22	The influences of an interactive group-based videogame: Cognitive styles vs. prior ability. <i>Computers and Education</i> , 2015, 88, 399-407.	8.3	19
23	The influences of a two-tier test strategy on student learning: A lag sequential analysis approach. <i>Computers and Education</i> , 2015, 82, 366-377.	8.3	48
24	Cognitive styles and the use of electronic journals in a mobile context. <i>Journal of Documentation</i> , 2014, 70, 997-1014.	1.6	20
25	Individual Differences and Joyful Assessment-Based Learning. , 2014, , .		3
26	When educational agents meet surrogate competition: Impacts of competitive educational agents on students' motivation and performance. <i>Computers and Education</i> , 2014, 75, 274-281.	8.3	19
27	The comparisons of the influences of prior knowledge on two game-based learning systems. <i>Computers and Education</i> , 2013, 68, 177-186.	8.3	30
28	A surrogate competition approach to enhancing game-based learning. <i>ACM Transactions on Computer-Human Interaction</i> , 2013, 20, 1-24.	5.7	10
29	Investigation of learners' perceptions for video summarization and recommendation. <i>Interactive Learning Environments</i> , 2012, 20, 369-385.	6.4	5
30	Discussion Models in Seamless Online Learning Integrated Discussion (SOLID) Environment: Selection vs. Performance. , 2012, , .		1
31	Experiences with Developing a User-Centered Digital Library. , 2012, , 1-21.		0
32	Matching and Mismatching in Web-based Learning: A Human Centered Approach. , 2011, , .		0
33	Design of adaptive hypermedia learning systems: A cognitive style approach. <i>Computers and Education</i> , 2011, 56, 1003-1011.	8.3	110
34	Identifying user preferences with Wrapper-based Decision Trees. <i>Expert Systems With Applications</i> , 2011, 38, 3294-3303.	7.6	6
35	Mining students' learning patterns and performance in Web-based instruction: a cognitive style approach. <i>Interactive Learning Environments</i> , 2011, 19, 179-192.	6.4	35
36	The Usability Assessment of Web-Based Learning Systems. <i>Communications in Computer and Information Science</i> , 2011, , 151-155.	0.5	1

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37	Cognitive styles and search engine preferences. <i>Journal of Documentation</i> , 2010, 66, 585-603.	1.6	29
38	Web-based interaction: A review of three important human factors. <i>International Journal of Information Management</i> , 2010, 30, 379-387.	17.5	93
39	Effects of gender differences and spatial abilities within a digital pentominoes game. <i>Computers and Education</i> , 2010, 55, 1220-1233.	8.3	74
40	Experiences with Developing a User-Centered Digital Library. <i>International Journal of Digital Library Systems</i> , 2010, 1, 1-23.	0.1	4
41	Investigation of users'™ preferences in interactive multimedia learning systems: a data mining approach. <i>Interactive Learning Environments</i> , 2009, 17, 151-163.	6.4	16
42	Cognitive styles and web-based instruction: Field dependent/independent vs. Holist/Serialist. , 2009, , .		4
43	Mining students'™ behavior in web-based learning programs. <i>Expert Systems With Applications</i> , 2009, 36, 3459-3464.	7.6	30
44	Evaluation of a personalized digital library based on cognitive styles: Adaptivity vs. adaptability. <i>International Journal of Information Management</i> , 2009, 29, 48-56.	17.5	51
45	Evaluation of the credibility of internet shopping in the UK. <i>Online Information Review</i> , 2009, 33, 805-826.	3.2	17
46	Measuring quality of perception in distributed multimedia: Verbalizers vs. imagers. <i>Computers in Human Behavior</i> , 2008, 24, 1317-1329.	8.5	36
47	Investigation of behavior and perception of digital library users: A cognitive style perspective. <i>International Journal of Information Management</i> , 2008, 28, 355-365.	17.5	34
48	User perceptions of online public library catalogues. <i>International Journal of Information Management</i> , 2008, 28, 492-502.	17.5	27
49	Investigation of the Use of Navigation Tools in Web-Based Learning: A Data Mining Approach. <i>International Journal of Human-Computer Interaction</i> , 2008, 24, 48-67.	4.8	21
50	An Integrated Approach for Modeling Learning Patterns of Students in Web-Based Instruction. <i>ACM Transactions on Computer-Human Interaction</i> , 2008, 15, 1-28.	5.7	51
51	Individual Differences in Web-Based Learning. , 2008, , 395-399.		0
52	Automatic cognitive style identification of digital library users for personalization. <i>Journal of the Association for Information Science and Technology</i> , 2007, 58, 237-251.	2.6	24
53	The role of human factors in stereotyping behavior and perception of digital library users: a robust clustering approach. <i>User Modeling and User-Adapted Interaction</i> , 2007, 17, 305-337.	3.8	43
54	Mining Learners'™ Behavior in Accessing Web-Based Interface. , 2007, , 336-346.		4

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55	Mining User Preferences of Multimedia Interfaces with K-modes. , 2006, , .		1
56	A cognitive approach to user perception of multimedia quality: An empirical investigation. International Journal of Human Computer Studies, 2006, 64, 1200-1213.	5.6	23
57	Perceived quality of multimedia educational content: A cognitive style approach. Multimedia Systems, 2006, 11, 271-279.	4.7	29
58	Navigation in hypermedia learning systems: experts vs. novices. Computers in Human Behavior, 2006, 22, 251-266.	8.5	114
59	Hypermedia learning and prior knowledge: domain expertise vs. system expertise. Journal of Computer Assisted Learning, 2005, 21, 53-64.	5.1	76
60	A flexible interface design for Web directories to accommodate different cognitive styles. Journal of the Association for Information Science and Technology, 2005, 56, 70-83.	2.6	39
61	The relationship between web enjoyment and student perceptions and learning using a web-based tutorial. Learning, Media and Technology, 2005, 30, 27-40.	3.2	38
62	The assessment of usability of electronic shopping: A heuristic evaluation. International Journal of Information Management, 2005, 25, 516-532.	17.5	98
63	Cognitive Modeling of Student Learning in Web-Based Instructional Programs. International Journal of Human-Computer Interaction, 2004, 17, 375-402.	4.8	65
64	The contribution of data mining to information science. Journal of Information Science, 2004, 30, 550-558.	3.3	56
65	Cognitive styles and users' responses to structured information representation. International Journal on Digital Libraries, 2004, 4, 93-107.	1.5	26
66	Editorial: Individual differences in web-based instruction-an overview. British Journal of Educational Technology, 2003, 34, 385-392.	6.3	40
67	The impact of cognitive styles on perceptual distributed multimedia quality. British Journal of Educational Technology, 2003, 34, 393-406.	6.3	53
68	Cognitive styles and hypermedia navigation: Development of a learning model. Journal of the Association for Information Science and Technology, 2002, 53, 3-15.	2.6	177
69	Matching/mismatching revisited: an empirical study of learning and teaching styles. British Journal of Educational Technology, 2001, 32, 5-22.	6.3	191