Chin-Chung Tsai

List of Publications by Year
in descending order

329 papers	18,746 citations	14124 69 h-index	24511 114 g-index
342 all docs	342 docs citations	342 times ranked	9622 citing authors

#	Article	IF	Citations
1	Development and Validation of a Questionnaire to Assess Situational Interest in a Science Period: a Study in Three Cultural/Linguistic Contexts. Research in Science Education, 2023, 53, 99-120.	1.4	2
2	Immersive virtual reality for science learning: Design, implementation, and evaluation. Studies in Science Education, 2023, 59, 205-244.	3.4	32
3	Effects of captions and English proficiency on learning effectiveness, motivation and attitude in augmented-reality-enhanced theme-based contextualized EFL learning. Computer Assisted Language Learning, 2022, 35, 381-411.	4.8	58
4	Exploring the relationship between Chinese pre-service teachers' epistemic beliefs and their perceptions of technological pedagogical content knowledge (TPACK). Educational Studies, 2022, 48, 750-771.	1.4	5
5	The Interrelationship Among High School Students' Conceptions of Learning Science, Self-Regulated Learning Science, and Science Learning Self-Efficacy. International Journal of Science and Mathematics Education, 2022, 20, 943-962.	1.5	6
6	The mainstream and extension of contemporary virtual reality education research: Insights from a co-citation network analysis (2015–2020). Educational Technology Research and Development, 2022, 70, 169-184.	2.0	14
7	Harnessing the power of promising technologies to transform science education: prospects and challenges to promote adaptive epistemic beliefs in science learning. International Journal of Science Education, 2022, 44, 346-353.	1.0	6
8	Laypeople's Online Health Information Search Strategies and Use for Health-Related Problems: Cross-sectional Survey. Journal of Medical Internet Research, 2022, 24, e29609.	2.1	3
9	Uncovering Malaysian Secondary School Students' Academic Hardiness in Science, Conceptions of Learning Science, and Science Learning Self-Efficacy: a Structural Equation Modelling Analysis. Research in Science Education, 2021, 51, 537-564.	1.4	11
10	Probing in-service elementary school teachers' perceptions of TPACK for games, attitudes towards games, and actual teaching usage: a study of their structural models and teaching experiences. Educational Studies, 2021, 47, 734-750.	1.4	14
11	Relationship among High School Students' Science Academic Hardiness, Conceptions of Learning Science and Science Learning Self-Efficacy in Singapore. International Journal of Science and Mathematics Education, 2021, 19, 313-332.	1.5	9
12	Exploring college students' conceptions of learning computer science: a draw-a-picture technique study. Computer Science Education, 2021, 31, 60-82.	2.7	13
13	Research Trends in Technology-Enhanced Chemistry Learning: A Review of Comparative Research from 2010 to 2019. Journal of Science Education and Technology, 2021, 30, 496-510.	2.4	11
14	A Phenomenographic Analysis of College Students' Conceptions of and Approaches to Programming Learning: Insights From a Comparison of Computer Science and Non-Computer Science Contexts. Journal of Educational Computing Research, 2021, 59, 1370-1400.	3.6	4
15	Internet-Specific Epistemic Beliefs in Medicine and Intention to Use Evidence-Based Online Medical Databases Among Health Care Professionals: Cross-sectional Survey. Journal of Medical Internet Research, 2021, 23, e20030.	2.1	2
16	Measuring epistemologies in science learning and teaching: A systematic review of the literature. Science Education, 2021, 105, 880-907.	1.8	18
17	A Systematic Review of MRI Neuroimaging for Education Research. Frontiers in Psychology, 2021, 12, 617599.	1.1	10
18	In-service teachers' conceptions of mobile technology-integrated instruction: Tendency towards student-centered learning. Computers and Education, 2021, 170, 104224.	5.1	31

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19	Identifying patterns of epistemic emotions with respect to interactions in massive online open courses using deep learning and social network analysis. Computers in Human Behavior, 2021, 122, 106843.	5.1	20
20	Linking web-based learning self-efficacy and learning engagement in MOOCs: The role of online academic hardiness. Internet and Higher Education, 2021, 51, 100819.	4.2	60
21	University students' profiles of online learning and their relation to online metacognitive regulation and internet-specific epistemic justification. Computers and Education, 2021, 175, 104315.	5.1	46
22	High School Students' Conceptions of Science Laboratory Learning, Perceptions of the Science Laboratory Environment, and Academic Self-Efficacy in Science Learning. International Journal of Science and Mathematics Education, 2020, 18, 1-18.	1.5	21
23	Surveying and modelling China high school students' experience of and preferences for twenty-first-century learning and their academic and knowledge creation efficacy. Educational Studies, 2020, 46, 658-675.	1.4	8
24	Organization Strategies in EFL Expository Essays in a Content-Based Language Learning Course. Asia-Pacific Education Researcher, 2020, 29, 183-197.	2.2	7
25	A Content Analysis of Computational Thinking Research: An International Publication Trends and Research Typology. Asia-Pacific Education Researcher, 2020, 29, 9-19.	2.2	57
26	Fostering Students' Scientific Inquiry through Computer-Supported Collaborative Knowledge Building. Research in Science Education, 2020, 50, 2035-2053.	1.4	12
27	Development and evaluation of a video playing interface with headings and table of contents. Interactive Learning Environments, 2020, 28, 948-963.	4.4	7
28	A systematic literature review of the impacts of digital games designed for older adults. Educational Gerontology, 2020, 46, 1-17.	0.7	13
29	A review of using partial least square structural equation modeling in e‐learning research. British Journal of Educational Technology, 2020, 51, 1354-1372.	3.9	58
30	Challenges and Future Directions of Big Data and Artificial Intelligence in Education. Frontiers in Psychology, 2020, 11, 580820.	1.1	124
31	Peer Exclusion: a Social Convention or Moral Decision? Cross-Cultural Insights into Students' Social Reasoning. Journal of Cognition and Culture, 2020, 20, 127-154.	0.1	0
32	Integrating interactive learner‐immersed video‐based virtual reality into learning and teaching of physical geography. British Journal of Educational Technology, 2020, 51, 2064-2079.	3.9	55
33	Exploring the relationship between perceived technology-assisted teacher support and technology-embedded scientific inquiry: the mediation effect of hardiness. International Journal of Science Education, 2020, 42, 1225-1252.	1.0	11
34	Students' patterns of accessing time in a text structure learning system: relationship to individual characteristics and learning performance. Educational Technology Research and Development, 2020, 68, 2569-2594.	2.0	3
35	A systematic review of trends and findings in research employing drawing assessment in science education. Studies in Science Education, 2020, 56, 77-110.	3.4	42
36	A meta‐analysis of research on digital game‐based science learning. Journal of Computer Assisted Learning, 2020, 36, 280-294.	3.3	52

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37	Predicting cognitive structures and information processing modes by eye-tracking when reading controversial reports about socio-scientific issues. Computers in Human Behavior, 2020, 112, 106471.	5.1	4
38	Parents' profiles concerning ICT proficiency and their relation to adolescents' information literacy: A latent profile analysis approach. British Journal of Educational Technology, 2020, 51, 2268-2285.	3.9	6
39	Students' Context-Specific Epistemic Justifications, Prior Knowledge, Engagement, and Socioscientific Reasoning in a Mobile Augmented Reality Learning Environment. Journal of Science Education and Technology, 2020, 29, 399-408.	2.4	24
40	Models of conceptual change in science learning: establishing an exhaustive inventory based on support given by articles published in major journals. Studies in Science Education, 2020, 56, 157-211.	3.4	24
41	An Investigation of Taiwanese High School Students' Basic Psychological Need Satisfaction and Frustration in Science Learning Contexts in Relation to Their Science Learning Self-Efficacy. International Journal of Science and Mathematics Education, 2020, 18, 43-59.	1.5	12
42	Students' motivational beliefs and strategies, perceived immersion and attitudes towards science learning with immersive virtual reality: A partial least squares analysis. British Journal of Educational Technology, 2020, 51, 2140-2159.	3.9	45
43	Research Trends and Features of Critical Thinking Studies in E-Learning Environments: A Review. Journal of Educational Computing Research, 2019, 57, 1038-1077.	3.6	30
44	Exploring the structure of science learning self-efficacy: the role of science learning hardiness and perceived responses to capitalization attempts among Taiwanese junior high school students. Research in Science and Technological Education, 2019, 37, 54-70.	1.4	7
45	To examine the associations between medical students' conceptions of learning, strategies to learning, and learning outcome in a medical humanities course. BMC Medical Education, 2019, 19, 410.	1.0	5
46	A case study of immersive virtual field trips in an elementary classroom: Students' learning experience and teacher-student interaction behaviors. Computers and Education, 2019, 140, 103600.	5.1	114
47	Investigating students' interaction patterns and dynamic learning sentiments in online discussions. Computers and Education, 2019, 140, 103589.	5.1	46
48	Academic hardiness and academic self-efficacy in graduate studies. Higher Education Research and Development, 2019, 38, 907-921.	1.9	31
49	An exploration of primary school students' perceived learning practices and associated self-efficacies regarding mobile-assisted seamless science learning. International Journal of Science Education, 2019, 41, 2675-2695.	1.0	14
50	Relationship between ICT supporting conditions and ICT application in Chinese urban and rural basic education. Asia Pacific Education Review, 2019, 20, 147-157.	1.4	27
51	Exploring the role of university students' online self-regulated learning in the flipped classroom: a structural equation model. Interactive Learning Environments, 2019, 27, 1192-1206.	4.4	30
52	Chinese undergraduate students' perceptions of mobile learning: Conceptions, learning profiles, and approaches. Journal of Computer Assisted Learning, 2019, 35, 317-333.	3.3	28
53	Young Children's Conceptions of Learning: A Cross-Sectional Study of the Early Years of Schooling. Asia-Pacific Education Researcher, 2019, 28, 127-137.	2.2	5
54	Moving literature circles into wiki-based environment: the role of online self-regulation in EFL learners' attitude toward collaborative learning. Computer Assisted Language Learning, 2019, 32, 556-586.	4.8	28

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55	Research trends in science education from 2013 to 2017: a systematic content analysis of publications in selected journals. International Journal of Science Education, 2019, 41, 367-387.	1.0	81
56	Grade Level Differences in High School Students' Conceptions of and Motives for Learning Science. Research in Science Education, 2019, 49, 1213-1229.	1.4	4
57	Preservice teachers' conceptions of teaching using mobile devices and the quality of technology integration in lesson plans. British Journal of Educational Technology, 2019, 50, 614-625.	3.9	19
58	Investigating Students' Conceptions of Technology-Assisted Science Learning: a Drawing Analysis. Journal of Science Education and Technology, 2019, 28, 329-340.	2.4	18
59	Teachers' actual and preferred perceptions of twenty-first century learning competencies: a Chinese perspective. Asia Pacific Education Review, 2018, 19, 307-317.	1.4	30
60	Cross-cultural comparisons of university students' science learning self-efficacy: structural relationships among factors within science learning self-efficacy. International Journal of Science Education, 2018, 40, 579-594.	1.0	23
61	Misconception of sound and conceptual change: A cross-sectional study on students' materialistic thinking of sound. Journal of Research in Science Teaching, 2018, 55, 664-684.	2.0	20
62	Conceptions, Self-Regulation, and Strategies of Learning Science Among Chinese High School Students. International Journal of Science and Mathematics Education, 2018, 16, 69-87.	1.5	13
63	Differentiating the Sources of Taiwanese High School Students' Multidimensional Science Learning Self-Efficacy: An Examination of Gender Differences. Research in Science Education, 2018, 48, 575-596.	1.4	15
64	High-School Students' Epistemic Knowledge of Science and Its Relation to Learner Factors in Science Learning. Research in Science Education, 2018, 48, 325-344.	1.4	18
65	Learning illustrated: An exploratory cross-sectional drawing analysis of students' conceptions of learning. Journal of Educational Research, 2018, 111, 139-150.	0.8	23
66	A long-term experiment to investigate the relationships between high school students' perceptions of mobile learning and peer interaction and higher-order thinking tendencies. Educational Technology Research and Development, 2018, 66, 75-93.	2.0	62
67	Exploring the Relationship Between University Students' Conceptions of and Approaches to Learning Mass Communication in Taiwan. Asia-Pacific Education Researcher, 2018, 27, 43-54.	2.2	8
68	Exploring the Relationships Between EFL Learners' Usage of Technology and Their Approaches to Learning English. Lecture Notes in Computer Science, 2018, , 412-420.	1.0	1
69	The relationship between English language learners' motivation and online self-regulation: A structural equation modelling approach. System, 2018, 76, 144-157.	1.7	75
70	The learning analytics of model-based learning facilitated by a problem-solving simulation game. Instructional Science, 2018, 46, 847-867.	1.1	27
71	Digital game-based second-language vocabulary learning and conditions of research designs: A meta-analysis study. Computers and Education, 2018, 125, 345-357.	5.1	84
72	The relationships between the medical learners' motivations and strategies to learning medicine and learning outcomes. Medical Education Online, 2018, 23, 1497373.	1.1	13

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73	The Role of Collaboration, Computer Use, Learning Environments, and Supporting Strategies in CSCL: A Meta-Analysis. Review of Educational Research, 2018, 88, 799-843.	4.3	230
74	Students' development of socio-scientific reasoning in a mobile augmented reality learning environment. International Journal of Science Education, 2018, 40, 1410-1431.	1.0	36
75	The moderating role of self-regulated learning in job characteristics and attitudes towards web-based continuing learning in the airlines workplace. Australasian Journal of Educational Technology, 2018, 34, .	2.0	11
76	Examining the relationship between English language learners' online self-regulation and their self-efficacy. Australasian Journal of Educational Technology, 2018, 34, .	2.0	46
77	Health Information Obtained From the Internet and Changes in Medical Decision Making: Questionnaire Development and Cross-Sectional Survey. Journal of Medical Internet Research, 2018, 20, e47.	2.1	174
78	Identifying Taiwanese junior-high school students' mathematics learning profiles and their roles in mathematics learning self-efficacy and academic performance. Learning and Individual Differences, 2017, 54, 92-101.	1.5	20
79	Exploring students' conceptions of science learning via drawing: a cross-sectional analysis. International Journal of Science Education, 2017, 39, 274-298.	1.0	24
80	Evaluating and comparing Singaporean and Taiwanese eighth graders' conceptions of science assessment. Research in Science and Technological Education, 2017, 35, 391-408.	1.4	4
81	Do psychosocial attributes of well-being drive intensive Facebook use?. Computers in Human Behavior, 2017, 68, 520-527.	5.1	24
82	Some guidance on conducting and reporting qualitative studies. Computers and Education, 2017, 106, A1-A9.	5.1	168
83	Developing instruments concerning scientific epistemic beliefs and goal orientations in learning science: a validation study. International Journal of Science Education, 2017, 39, 2382-2401.	1.0	19
84	Eliciting Taiwanese high school students' scientific ontological and epistemic beliefs. International Journal of Science Education, 2017, 39, 2321-2341.	1.0	1
85	Validating an Instrument for EFL Learners' Sources of Self-Efficacy, Academic Self-Efficacy and the Relation to English Proficiency. Asia-Pacific Education Researcher, 2017, 26, 329-340.	2.2	10
86	The Relationship Between Teachers' Online Homework Guidance and Technological Pedagogical Content Knowledge about Educational Use of Web. Asia-Pacific Education Researcher, 2017, 26, 239-247.	2.2	9
87	Accessing online learning material: Quantitative behavior patterns and their effects on motivation and learning performance. Computers and Education, 2017, 114, 286-297.	5.1	115
88	Taiwanese high school teachers' conceptions of mobile learning. Computers and Education, 2017, 115, 82-95.	5.1	50
89	Do educational affordances and gratifications drive intensive Facebook use among adolescents?. Computers in Human Behavior, 2017, 68, 40-50.	5.1	47
90	Understanding the relationship between intensity and gratifications of Facebook use among adolescents and young adults. Telematics and Informatics, 2017, 34, 350-364.	3.5	83

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91	Conceptions of learning in technology-enhanced learning environments. Asian Association of Open Universities Journal, 2017, 12, 184-205.	1.4	7
92	Undergraduate students' earth science learning: relationships among conceptions, approaches, and learning self-efficacy in Taiwan. International Journal of Science Education, 2016, 38, 1527-1547.	1.0	29
93	Multimedia recipe reading: Predicting learning outcomes and diagnosing cooking interest using eye-tracking measures. Computers in Human Behavior, 2016, 62, 9-18.	5.1	39
94	Exploring the roles of education and Internet search experience in students' Internet-specific epistemic beliefs. Computers in Human Behavior, 2016, 62, 286-291.	5.1	22
95	The effects of high/low interactive electronic storybooks on elementary school students' reading motivation, story comprehension and chromatics concepts. Computers and Education, 2016, 100, 56-70.	5.1	51
96	Analyzing the Social Knowledge Construction and Online Searching Behavior of High School Learners During a Collaborative Problem Solving Learning Activity: a Multi-Dimensional Behavioral Pattern Analysis. Asia-Pacific Education Researcher, 2016, 25, 893-906.	2.2	23
97	The conceptions of learning science by laboratory among university science-major students: qualitative and quantitative analyses. Research in Science and Technological Education, 2016, 34, 359-377.	1.4	11
98	The interaction of child–parent shared reading with an augmented reality (<scp>AR</scp>) picture book and parents' conceptions of <scp>AR</scp> learning. British Journal of Educational Technology, 2016, 47, 203-222.	3.9	64
99	Do sophisticated epistemic beliefs predict meaningful learning? Findings from a structural equation model of undergraduate biology learning. International Journal of Science Education, 2016, 38, 2327-2345.	1.0	22
100	Searching and sourcing online academic literature. Online Information Review, 2016, 40, 979-997.	2.2	13
101	Exploring the relationships between epistemic beliefs about medicine and approaches to learning medicine: a structural equation modeling analysis. BMC Medical Education, 2016, 16, 181.	1.0	11
102	Improving Health Care Providers' Capacity for Self-Regulated Learning in Online Continuing Pharmacy Education: The Role of Internet Self-Efficacy. Journal of Continuing Education in the Health Professions, 2016, 36, 89-95.	0.4	13
103	A Pilot Study of Students' Perceptions of Collaborative Knowledge Building in 21st Century Learning with Their Knowledge Building Behaviors. , 2016, , .		0
104	Taiwanese students' science learning self-efficacy and teacher and student science hardiness: a multilevel model approach. European Journal of Psychology of Education, 2016, 31, 537-555.	1.3	20
105	The Intellectual Structure of Research on Educational Technology in Science Education (ETiSE): A Co-citation Network Analysis of Publications in Selected Journals (2008–2013). Journal of Science Education and Technology, 2016, 25, 327-344.	2.4	12
106	The relationship between Chinese university students' conceptions of language learning and their online self-regulation. System, 2016, 57, 66-78.	1.7	44
107	Understanding the concerns of teachers about leveraging mobile technology to facilitate outdoor social inquiry learning: the EduVenture experience. Interactive Learning Environments, 2016, 24, 328-344.	4.4	29
108	Supporting Scientific Explanations with Drawings and Narratives on Tablet Computers: An Analysis of Explanation Patterns. Asia-Pacific Education Researcher, 2016, 25, 173-184.	2.2	12

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109	The Intellectual Structure of Metacognitive Scaffolding in Science Education: A Co-citation Network Analysis. International Journal of Science and Mathematics Education, 2016, 14, 249-262.	1.5	19
110	Differences between mobile learning environmental preferences of high school teachers and students in Taiwan: a structural equation model analysis. Educational Technology Research and Development, 2016, 64, 533-554.	2.0	39
111	Exploring the effects of integrating self-explanation into a multi-user game on the acquisition of scientific concepts. Interactive Learning Environments, 2016, 24, 844-858.	4.4	11
112	The effects of instructional methods on students' learning outcomes requiring different cognitive abilities: context-aware ubiquitous learning versus traditional instruction. Interactive Learning Environments, 2016, 24, 1497-1510.	4.4	5
113	Taiwanese middle school students' materialistic concepts of sound. Physical Review Physics Education Research, 2016, 12, .	1.4	7
114	The Association Between Internet Use and Ambulatory Care-Seeking Behaviors in Taiwan: A Cross-Sectional Study. Journal of Medical Internet Research, 2016, 18, e319.	2.1	25
115	College Students Constructing Collective Knowledge of Natural Science History in a Collaborative Knowledge Building Community. Journal of Science Education and Technology, 2015, 24, 549-561.	2.4	15
116	Identifying Taiwanese University Students' Physics Learning Profiles and Their Role in Physics Learning Self-Efficacy. Research in Science Education, 2015, 45, 605-624.	1.4	22
117	Examining the role of feedback messages in undergraduate students' writing performance during an online peer assessment activity. Internet and Higher Education, 2015, 25, 78-84.	4.2	102
118	An exploration of the relationship between Internet self-efficacy and sources of Internet self-efficacy among Taiwanese university students. Computers in Human Behavior, 2015, 48, 147-155.	5.1	46
119	The relationships between Chinese higher education students' epistemic beliefs and their judgmental standards of searching for literature online: undergraduate versus graduate comparisons. Interactive Learning Environments, 2015, 23, 250-266.	4.4	6
120	Conceptions of Memorizing and Understanding in Learning, and Self-Efficacy Held by University Biology Majors. International Journal of Science Education, 2015, 37, 446-468.	1.0	26
121	The Assessment of Taiwanese College Students' Conceptions of and Approaches to Learning Computer Science and Their Relationships. Asia-Pacific Education Researcher, 2015, 24, 557-567.	2.2	13
122	A review of features of technology-supported learning environments based on participants' perceptions. Computers in Human Behavior, 2015, 53, 223-237.	5.1	48
123	Assessing multidimensional students' perceptions of twenty-first-century learning practices. Asia Pacific Education Review, 2015, 16, 389-398.	1.4	78
124	Understanding social capital, team learning, members' e-loyalty and knowledge sharing in virtual communities. Total Quality Management and Business Excellence, 2015, 26, 619-631.	2.4	36
125	The Sources of Science Teaching Self-efficacy among Elementary School Teachers: A mediational model approach. International Journal of Science Education, 2015, 37, 2264-2283.	1.0	19
126	A survey to examine teachers' perceptions of design dispositions, lesson design practices, and their relationships with technological pedagogical content knowledge (TPACK). Asia-Pacific Journal of Teacher Education, 2015, 43, 378-391.	1.2	35

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127	The evaluation of different gaming modes and feedback types on game-based formative assessment in an online learning environment. Computers and Education, 2015, 81, 259-269.	5.1	93
128	Testing measurement invariance and latent mean differences across gender groups in college studentsâ€™ Internet-specific epistemic beliefs. Australasian Journal of Educational Technology, 2015, 31, .	2.0	14
129	Males are not as active as females in online discussion: Gender differences in face-to-face and online discussion strategies. Australasian Journal of Educational Technology, 2015, 31, .	2.0	16
130	Online knowledge sharing experience with Creative Commons. Online Information Review, 2014, 38, 680-696.	2.2	15
131	EFL doctoral students' conceptions of authorial stance in academic knowledge claims and the tie to epistemic beliefs. Teaching in Higher Education, 2014, 19, 525-542.	1.7	6
132	An Experiment of a Mobile Competition Game for Investigating Students' Interests in Learning Local Culture. , 2014, , .		3
133	The Commonalities and Dissonances Between High-School Students' and Their Science Teachers' Conceptions of Science Learning and Conceptions of Science Assessment: A Taiwanese sample study. International Journal of Science Education, 2014, 36, 382-405.	1.0	8
134	The effect of story grammars on creative selfâ€efficacy and digital storytelling. Journal of Computer Assisted Learning, 2014, 30, 450-464.	3.3	23
135	Cross-Cultural Comparisons of Undergraduate Student Views of the Nature of Science. International Journal of Science Education, 2014, 36, 1685-1709.	1.0	5
136	College students' skills of online argumentation: The role of scaffolding and their conceptions. Internet and Higher Education, 2014, 21, 1-8.	4.2	21
137	Assessing South China (Guangzhou) High School Studentsâ€™ Views on Nature of Science: A Validation Study. Science and Education, 2014, 23, 843-863.	1.7	12
138	PRIOR KNOWLEDGE AND ONLINE INQUIRY-BASED SCIENCE READING: EVIDENCE FROM EYE TRACKING. International Journal of Science and Mathematics Education, 2014, 12, 525-554.	1.5	53
139	Epistemic Beliefs, Online Search Strategies, and Behavioral Patterns While Exploring Socioscientific Issues. Journal of Science Education and Technology, 2014, 23, 471-480.	2.4	26
140	Children and parents' reading of an augmented reality picture book: Analyses of behavioral patterns and cognitive attainment. Computers and Education, 2014, 72, 302-312.	5.1	105
141	Research Trends in Science Education from 2008 to 2012: A systematic content analysis of publications in selected journals. International Journal of Science Education, 2014, 36, 1346-1372.	1.0	108
142	Contemporary intellectual structure of CSCL research (2006â€"2013): a co-citation network analysis with an education focus. International Journal of Computer-Supported Collaborative Learning, 2014, 9, 335-363.	1.9	30
143	Studentsâ€™ Scientific Epistemic Beliefs, Online Evaluative Standards, and Online Searching Strategies for Science Information: The Moderating Role of Cognitive Load Experience. Journal of Science Education and Technology, 2014, 23, 299-308.	2.4	13
144	An Investigation of University Studentsâ€™ Collaborative Inquiry Learning Behaviors in an Augmented Reality Simulation and a Traditional Simulation. Journal of Science Education and Technology, 2014, 23, 682-691.	2.4	77

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145	Deepening ICT integration through multilevel design of Technological Pedagogical Content Knowledge. Journal of Computers in Education, 2014, 1, 1-17.	5.0	34
146	Exploring the structural relationships between high school students' Internet-specific epistemic beliefs and their utilization of online academic help seeking. Computers in Human Behavior, 2014, 36, 391-400.	5.1	19
147	The roles of social factor and internet self-efficacy in nurses' web-based continuing learning. Nurse Education Today, 2014, 34, 446-450.	1.4	53
148	Affordances of Augmented Reality in Science Learning: Suggestions for Future Research. Journal of Science Education and Technology, 2013, 22, 449-462.	2.4	534
149	Technology-supported Learning in Secondary and Undergraduate Biological Education: Observations from Literature Review. Journal of Science Education and Technology, 2013, 22, 226-233.	2.4	25
150	Identifying Science Teachers' Perceptions of Technological Pedagogical and Content Knowledge (TPACK). Journal of Science Education and Technology, 2013, 22, 325-336.	2.4	136
151	Facilitating Students' Development of Their Views on Nature of Science: A Knowledge Building Approach. Asia-Pacific Education Researcher, 2013, 22, 521-530.	2.2	18
152	Issues and Challenges of Educational Technology Research in Asia. Asia-Pacific Education Researcher, 2013, 22, 215-216.	2.2	22
153	Examining practicing teachers' perceptions of technological pedagogical content knowledge (TPACK) pathways: a structural equation modeling approach. Instructional Science, 2013, 41, 793-809.	1.1	113
154	Internet-specific epistemic beliefs and self-regulated learning in online academic information searching. Metacognition and Learning, 2013, 8, 235-260.	1.3	56
155	A MULTI-DIMENSIONAL INSTRUMENT FOR EVALUATING TAIWANESE HIGH SCHOOL STUDENTS' SCIENCE LEARNING SELF-EFFICACY IN RELATION TO THEIR APPROACHES TO LEARNING SCIENCE. International Journal of Science and Mathematics Education, 2013, 11, 1275-1301.	1.5	45
156	A review of using eye-tracking technology in exploring learning from 2000 to 2012. Educational Research Review, 2013, 10, 90-115.	4.1	377
157	Exploring middle-aged and older adults' sources of Internet self-efficacy: A case study. Computers in Human Behavior, 2013, 29, 2733-2743.	5.1	19
158	The relationships among nurses' job characteristics and attitudes toward web-based continuing learning. Nurse Education Today, 2013, 33, 327-333.	1.4	18
159	An investigation of learners' collaborative knowledge construction performances and behavior patterns in an augmented reality simulation system. Computers and Education, 2013, 68, 314-321.	5.1	210
160	College students' experience of online argumentation: Conceptions, approaches and the conditions of using question prompts. Internet and Higher Education, 2013, 17, 38-47.	4.2	19
161	Examining the effects of combining self-explanation principles with an educational game on learning science concepts. Interactive Learning Environments, 2013, 21, 104-115.	4.4	28
162	High school students' approaches to learning physics with relationship to epistemic views on physics and conceptions of learning physics. Research in Science and Technological Education, 2013, 31, 1-15.	1.4	43

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163	Proving or Improving Science Learning? Understanding High School Students' Conceptions of Science Assessment in Taiwan. Science Education, 2013, 97, 244-270.	1.8	12
164	Game-Based Learning in Science Education: A Review of Relevant Research. Journal of Science Education and Technology, 2013, 22, 877-898.	2.4	228
165	University students' online academic help seeking: The role of self-regulation and information commitments. Internet and Higher Education, 2013, 16, 70-77.	4.2	74
166	High school students' scientific epistemological beliefs, motivation in learning science, and their relationships: A comparative study within the Chinese culture. International Journal of Educational Development, 2013, 33, 37-47.	1.4	46
167	Applying social tagging to manage cognitive load in a Web 2.0 self-learning environment. Interactive Learning Environments, 2013, 21, 273-289.	4.4	29
168	Exploring the Relationships between Self-Efficacy and Preference for Teacher Authority among Computer Science Majors. Journal of Educational Computing Research, 2013, 49, 189-207.	3.6	7
169	The Role of Internet-Specific Epistemic Beliefs and Self-Regulation in High School Students' Online Academic Help Seeking: A Structural Equation Modeling Analysis. Journal of Educational Computing Research, 2013, 48, 469-489.	3.6	12
170	Exploring Preschool Teachers' Technological Pedagogical Content Knowledge of Educational Games. Journal of Educational Computing Research, 2013, 49, 461-479.	3.6	36
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