

# Yue Yin

## List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

19  
papers

719  
citations

11  
h-index

21  
g-index

21  
ext. papers

908  
ext. citations

3  
avg, IF

4.1  
L-index

#	Paper	IF	Citations
19	Comparison of two concept-mapping techniques: Implications for scoring, interpretation, and use. <i>Journal of Research in Science Teaching</i> , <b>2005</b> , 42, 166-184	3.4	152
18	Assessing computational thinking: A systematic review of empirical studies. <i>Computers and Education</i> , <b>2020</b> , 148, 103798	9.5	116
17	On the Impact of Curriculum-Embedded Formative Assessment on Learning: A Collaboration between Curriculum and Assessment Developers. <i>Applied Measurement in Education</i> , <b>2008</b> , 21, 295-314	1.3	114
16	On the Fidelity of Implementing Embedded Formative Assessments and Its Relation to Student Learning. <i>Applied Measurement in Education</i> , <b>2008</b> , 21, 360-389	1.3	62
15	On the Impact of Formative Assessment on Student Motivation, Achievement, and Conceptual Change. <i>Applied Measurement in Education</i> , <b>2008</b> , 21, 335-359	1.3	60
14	Broadening Participation in Biology Education Research: Engaging Community College Students and Faculty. <i>CBE Life Sciences Education</i> , <b>2017</b> , 16,	3.4	38
13	Using Formal Embedded Formative Assessments Aligned with a Short-Term Learning Progression to Promote Conceptual Change and Achievement in Science. <i>International Journal of Science Education</i> , <b>2014</b> , 36, 531-552	2.2	37
12	From Formal Embedded Assessments to Reflective Lessons: The Development of Formative Assessment Studies. <i>Applied Measurement in Education</i> , <b>2008</b> , 21, 315-334	1.3	34
11	Meta-Analytic Methodology and Inferences About the Efficacy of Formative Assessment. <i>Educational Measurement: Issues and Practice</i> , <b>2012</b> , 31, 13-17	0.8	27
10	Improving and Assessing Computational Thinking in Maker Activities: the Integration with Physics and Engineering Learning. <i>Journal of Science Education and Technology</i> , <b>2020</b> , 29, 189-214	2.8	21
9	Application of Generalizability Theory to Concept Map Assessment Research. <i>Applied Measurement in Education</i> , <b>2008</b> , 21, 273-291	1.3	18
8	A Community-Building Framework for Collaborative Research Coordination across the Education and Biology Research Disciplines. <i>CBE Life Sciences Education</i> , <b>2018</b> , 17, es2	3.4	9
7	Practicing Formative Assessment for Computational Thinking in Making Environments. <i>Journal of Science Education and Technology</i> , <b>2020</b> , 29, 162-173	2.8	9
6	Assessing learning in technology-rich maker activities: A systematic review of empirical research. <i>Computers and Education</i> , <b>2020</b> , 157, 103944	9.5	8
5	Lessons Learned from the Process of Curriculum Developers' and Assessment Developers' Collaboration on the Development of Embedded Formative Assessments. <i>Applied Measurement in Education</i> , <b>2008</b> , 21, 390-402	1.3	4
4	Measuring graduate students' global competence: Instrument development and an empirical study with a Chinese sample. <i>Studies in Educational Evaluation</i> , <b>2020</b> , 67, 100915	2	4
3	Developing effective and accessible activities to improve and assess computational thinking and engineering learning. <i>Educational Technology Research and Development</i> , 1	3.6	2

2	Using the Bayes Factors to Evaluate Person Fit in the Item Response Theory. <i>Applied Measurement in Education</i> , <b>2017</b> , 30, 213-227	1.3	1
1	Comparing Two Versions of Professional Development for Teachers Using Formative Assessment in Networked Mathematics Classrooms. <i>Journal of Research on Technology in Education</i> , <b>2015</b> , 47, 41-70	2.7	1