Yue Yin

List of Publications by Year in Descending Order

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	Assessing learning in technology-rich maker activities: A systematic review of empirical research. *Computers and Education*, **2020**, 157, 103944	9.5	8
18	Practicing Formative Assessment for Computational Thinking in Making Environments. *Journal of Science Education and Technology*, **2020**, 29, 162-173	2.8	9
17	Assessing computational thinking: A systematic review of empirical studies. *Computers and Education*, **2020**, 148, 103798	9.5	116
16	Improving and Assessing Computational Thinking in Maker Activities: the Integration with Physics and Engineering Learning. *Journal of Science Education and Technology*, **2020**, 29, 189-214	2.8	21
15	Measuring graduate students global competence: Instrument development and an empirical study with a Chinese sample. *Studies in Educational Evaluation*, **2020**, 67, 100915	2	4
14	A Community-Building Framework for Collaborative Research Coordination across the Education and Biology Research Disciplines. *CBE Life Sciences Education*, **2018**, 17, es2	3.4	9
13	Using the Bayes Factors to Evaluate Person Fit in the Item Response Theory. *Applied Measurement in Education*, **2017**, 30, 213-227	1.3	1
12	Broadening Participation in Biology Education Research: Engaging Community College Students and Faculty. *CBE Life Sciences Education*, **2017**, 16,	3.4	38
11	Comparing Two Versions of Professional Development for Teachers Using Formative Assessment in Networked Mathematics Classrooms. *Journal of Research on Technology in Education*, **2015**, 47, 41-70	2.7	1
10	Using Formal Embedded Formative Assessments Aligned with a Short-Term Learning Progression to Promote Conceptual Change and Achievement in Science. *International Journal of Science Education*, **2014**, 36, 531-552	2.2	37
9	Meta-Analytic Methodology and Inferences About the Efficacy of Formative Assessment. *Educational Measurement: Issues and Practice*, **2012**, 31, 13-17	0.8	27
8	Application of Generalizability Theory to Concept Map Assessment Research. *Applied Measurement in Education*, **2008**, 21, 273-291	1.3	18
7	On the Impact of Curriculum-Embedded Formative Assessment on Learning: A Collaboration between Curriculum and Assessment Developers. *Applied Measurement in Education*, **2008**, 21, 295-314	1.3	114
6	From Formal Embedded Assessments to Reflective Lessons: The Development of Formative Assessment Studies. *Applied Measurement in Education*, **2008**, 21, 315-334	1.3	34
5	Lessons Learned from the Process of Curriculum Developers' and Assessment Developers' Collaboration on the Development of Embedded Formative Assessments. *Applied Measurement in Education*, **2008**, 21, 390-402	1.3	4
4	On the Fidelity of Implementing Embedded Formative Assessments and Its Relation to Student Learning. *Applied Measurement in Education*, **2008**, 21, 360-389	1.3	62
3	On the Impact of Formative Assessment on Student Motivation, Achievement, and Conceptual Change. *Applied Measurement in Education*, **2008**, 21, 335-359	1.3	60

2	Comparison of two concept-mapping techniques: Implications for scoring, interpretation, and use. *Journal of Research in Science Teaching*, **2005**, 42, 166-184	3.4	152
1	Developing effective and accessible activities to improve and assess computational thinking and engineering learning. *Educational Technology Research and Development*,1	3.6	2