Fu-Yun Yu

List of Publications by Year
in descending order

24 papers	400 citations	840776 11 h-index	794594 19 g-index
25 all docs	25 docs citations	25 times ranked	235 citing authors

#	Article	IF	Citations
1	Scaffolding student-generated questions: Design and development of a customizable online learning system. Computers in Human Behavior, 2009, 25, 1129-1138.	8.5	61
2	Creating a psychologically safe online space for a student–generated questions learning activity via different identity revelation modes. British Journal of Educational Technology, 2009, 40, 1109-1123.	6.3	49
3	Multiple peer-assessment modes to augment online student question-generation processes. Computers and Education, 2011, 56, 484-494.	8.3	47
4	Different identity revelation modes in an online peer-assessment learning environment: Effects on perceptions toward assessors, classroom climate and learning activities. Computers and Education, 2011, 57, 2167-2177.	8.3	35
5	Interest-driven creator theory: towards a theory of learning design for Asia in the twenty-first century. Journal of Computers in Education, 2018, 5, 435-461.	8.3	34
6	Effects of student–generated questions as the source of online drill–and–practice activities on learning. British Journal of Educational Technology, 2014, 45, 316-329.	6.3	21
7	Experimental Comparisons of Face-to-Face and Anonymous Real-Time Team Competition in a Networked Gaming Learning Environment. Cyberpsychology, Behavior and Social Networking, 2008, 11, 511-514.	2.2	19
8	Effects of student-generated feedback corresponding to answers to online student-generated questions on learning: What, why, and how?. Computers and Education, 2020, 145, 103723.	8.3	18
9	Are There Any Joint Effects of Online Student Question Generation and Cooperative Learning?. Asia-Pacific Education Researcher, 2014, 23, 367-378.	3.7	14
10	The effects of an online student-constructed test strategy on knowledge construction. Computers and Education, 2016, 94, 89-101.	8.3	14
11	A mixed methods approach to the assessor's targeting behavior during online peer assessment: effects of anonymity and underlying reasons. Interactive Learning Environments, 2016, 24, 1674-1691.	6.4	14
12	Effects of online procedural scaffolds and the timing of scaffolding provision on elementary Taiwanese students' question-generation in a science class. Australasian Journal of Educational Technology, 2013, 29, .	3.5	14
13	The effects of an online student question-generation strategy on elementary school student English learning. Research and Practice in Technology Enhanced Learning, 2015, 10, 24.	3.2	11
14	Promoting Middle School Students' Learning Motivation and Academic Emotions via Student-Created Feedback for Online Student-Created Multiple-Choice Questions. Asia-Pacific Education Researcher, 2018, 27, 395-408.	3.7	8
15	Supporting active learning and formative evaluation via teaching-by-questioning in classrooms: design, development, and preliminary evaluation of an online learning system. Interactive Learning Environments, 2019, 27, 841-855.	6.4	8
16	The efficacy of a web-based domain independent question-posing and peer assessment learning system. , 0, , .		6
17	The potential of Second Life for university counseling: a comparative approach examining media features and counseling problems. Research and Practice in Technology Enhanced Learning, 2017, 12, 24.	3.2	6
18	A student-constructed test learning system: The design, development and evaluation of its pedagogical potential. Australasian Journal of Educational Technology, 2015, 31, .	3.5	6

#	Article	IF	Citations
19	The learning potential of online student-constructed tests with citing peer-generated questions. Interactive Learning Environments, 2019, 27, 226-241.	6.4	5
20	Implementation and Evaluation of EduBingo for Arithmetic Drill. , 2007, , .		3
21	An online learning system supporting student-generated explanations for questions: design, development, and pedagogical potential. Interactive Learning Environments, 2019, , 1-21.	6.4	3
22	Student- versus teacher-generated explanations for answers to online multiple-choice questions: What are the differences?. Computers and Education, 2021, 173, 104273.	8.3	3
23	Social Media as a Teaching and Learning Tool for In-class Q&amp;amp;A Activities to Promote Learning and Transform College Engineering Classroom Dynamics: The Case of Facebook. , 2015, , .		1
24	Effects of academic achievement and group composition on the quality of student-generated questions and online procedural prompt usage patterns. Research and Practice in Technology Enhanced Learning, 2022, 17, .	3.2	0