Fu-Yun Yu

List of Publications by Year
in descending order

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

#	Article	IF	Citations
1	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
2	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
3	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
4	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
5	An online learning system supporting student-generated explanations for questions: design, development, and pedagogical potential. Interactive Learning Environments, 2019, , 1-21.	6.4	3
6	The learning potential of online student-constructed tests with citing peer-generated questions. Interactive Learning Environments, 2019, 27, 226-241.	6.4	5
7	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
8	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
9	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
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	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
13	Social Media as a Teaching and Learning Tool for In-class Q&amp;A Activities to Promote Learning and Transform College Engineering Classroom Dynamics: The Case of Facebook. , 2015, , .		1
14	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
15	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
16	Are There Any Joint Effects of Online Student Question Generation and Cooperative Learning?. Asia-Pacific Education Researcher, 2014, 23, 367-378.	3.7	14
17	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
18	Multiple peer-assessment modes to augment online student question-generation processes. Computers and Education, 2011, 56, 484-494.	8.3	47

#	Article	IF	Citations
19	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
20	Scaffolding student-generated questions: Design and development of a customizable online learning system. Computers in Human Behavior, 2009, 25, 1129-1138.	8.5	61
21	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
22	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
23	Implementation and Evaluation of EduBingo for Arithmetic Drill. , 2007, , .		3
24	The efficacy of a web-based domain independent question-posing and peer assessment learning system. , 0, , .		6