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List of Publications by Year
in descending order

53	665	566801 15	676716 22
papers	citations	h-index	g-index

54	54	54	311
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Advancing the study of solving linear equations with negative pronumerals: A smarter way from a cognitive load perspective. PLoS ONE, 2022, 17, e0265547.	1.1	1
2	Advancing the Study of â€œGoals of Best Practiceâ€ Toward Achieving Optimal Best â€“ Educational Implications to Developments in Flow Research and Positive Optimal Psychology. Frontiers in Psychology, 2022, 13, 838560.	1.1	0
3	Developing Problem-Solving Expertise for Word Problems. Frontiers in Psychology, 2022, 13, 725280.	1.1	0
4	Optimization: an attempt to establish empirical evidence for theoretical and practical purposes. European Journal of Psychology of Education, 2021, 36, 453-475.	1.3	10
5	Introducing â€˜holistic psychologyâ€™ for life qualities: A theoretical model for consideration. Heliyon, 2021, 7, e05843.	1.4	6
6	Perceived â€˜optimal efficiencyâ€™: theorization and conceptualization for development and implementation. Heliyon, 2021, 7, e06042.	1.4	5
7	Introducing the Concept of Consonance-Disconsonance of Best Practice: A Focus on the Development of â€˜Student Profilingâ€™. Frontiers in Psychology, 2021, 12, 557968.	1.1	8
8	Life, death, and spirituality: A conceptual analysis for educational research development. Heliyon, 2021, 7, e06971.	1.4	9
9	A Case for Cognitive Entrenchment: To Achieve Optimal Best, Taking Into Account the Importance of Perceived Optimal Efficiency and Cognitive Load Imposition. Frontiers in Psychology, 2021, 12, 662898.	1.1	3
10	Interrelationships Between Psychosocial, Motivational, and Psychological Processes for Effective Learning: A Structural Equation Modeling Study. Frontiers in Psychology, 2021, 12, 740965.	1.1	2
11	A Perceived Zone of Certainty and Uncertainty: Propositions for Research Development. Frontiers in Psychology, 2021, 12, 666274.	1.1	2
12	Empirical validation of the psychological concept of a perceived feeling of â€˜energyâ€™: Advancement into the study of positive psychology. PLoS ONE, 2021, 16, e0259762.	1.1	4
13	Validating â€˜optimizingâ€™ concepts: the importance of personal resolve, effective functioning, and academic striving. Educational Psychology, 2020, 40, 448-472.	1.2	11
14	Introducing the Study of Life and Death Education to Support the Importance of Positive Psychology: An Integrated Model of Philosophical Beliefs, Religious Faith, and Spirituality. Frontiers in Psychology, 2020, 11, 580186.	1.1	16
15	Advancing the Study of Positive Psychology: The Use of a Multifaceted Structure of Mindfulness for Development. Frontiers in Psychology, 2020, 11, 1602.	1.1	19
16	Learning to Solve Trigonometry Problems That Involve Algebraic Transformation Skills via Learning by Analogy and Learning by Comparison. Frontiers in Psychology, 2020, 11, 558773.	1.1	5
17	Schooling experience and academic performance of Taiwanese students: the importance of psychosocial effects, positive emotions, levels of best practice, and personal well-being. Social Psychology of Education, 2020, 23, 1073-1101.	1.2	17
18	Future Time Perspective and the Achievement of Optimal Best: Reflections, Conceptualizations, and Future Directions for Development. Frontiers in Psychology, 2020, 11, 1037.	1.1	18

#	Article	IF	Citations
19	Optimization: In-Depth Examination and Proposition. Frontiers in Psychology, 2019, 10, 1398.	1.1	19
20	Predicting and enhancing studentsâ€™ positive emotions: An empirical study from a Taiwanese sociocultural context. Heliyon, 2019, 5, e02550.	1.4	20
21	Achieving optimal best practice: An inquiry into its nature and characteristics. PLoS ONE, 2019, 14, e0215732.	1.1	16
22	The Importance of Mindfulness in the Achievement of Optimal Functioning: Conceptualization for Research Development. , 2019, , .		1
23	Solution representations of percentage change problems: the pre-service primary teachersâ€™ mathematical thinking and reasoning. International Journal of Mathematical Education in Science and Technology, 2019, 50, 260-276.	0.8	3
24	Managing Element Interactivity in Equation Solving. Educational Psychology Review, 2018, 30, 255-272.	5.1	14
25	An examination of social and psychological influences on academic learning: a focus on self-esteem, social relationships, and personal interest. Social Psychology of Education, 2018, 21, 51-73.	1.2	8
26	Learning to Solve Challenging Percentage-Change Problems: A Cross-Cultural Study From a Cognitive Load Perspective. Journal of Experimental Education, 2018, 86, 362-385.	1.6	15
27	Contextualised self-beliefs in totality: an integrated framework from a longitudinal perspective. Educational Psychology, 2018, 38, 411-434.	1.2	19
28	Achievement Bests Framework, Cognitive Load Theory, and Equation Solving. , 2018, , .		0
29	Understanding levels of best practice: An empirical validation. PLoS ONE, 2018, 13, e0198888.	1.1	15
30	Expanding on the theoretical concept of â€œoptimizationâ€•for effective learning. , 2018, , 222-240.		2
31	Undertaking Experiments in Social Sciences: Sequential, Multiple Time Series Designs for Consideration. Educational Psychology Review, 2017, 29, 847-867.	5.1	10
32	Achieving Optimal Best: Instructional Efficiency and the Use of Cognitive Load Theory in Mathematical Problem Solving. Educational Psychology Review, 2017, 29, 667-692.	5.1	40
33	Will learning to solve one-step equations pose a challenge to 8th grade students?. International Journal of Mathematical Education in Science and Technology, 2017, 48, 876-894.	0.8	5
34	Positive Psychology: The Use of the Framework of Achievement Bests to Facilitate Personal Flourishing. , 2017, , .		3
35	An Overview of Four Proposed Indicators of Active Learning to Improve English Teaching and Learning in Saudi Arabia. International Journal of English Language Education, 2016, 4, 50.	0.0	0
36	Academic Engagement: An Overview of Its Definitions, Dimensions, and Major Conceptualisations. International Education Studies, 2016, 9, 41.	0.3	98

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37	Reducing intrinsic cognitive load in percentage change problems: The equation approach. Learning and Individual Differences, 2016, 51, 81-90.	1.5	15
38	Role of Student Well-Being. Psychological Reports, 2016, 119, 77-105.	0.9	17
39	Unpacking the Complexity of Linear Equations from a Cognitive Load Theory Perspective. Educational Psychology Review, 2016, 28, 95-118.	5.1	15
40	Comparing balance and inverse methods on learning conceptual and procedural knowledge in equation solving: a cognitive load perspective. Pedagogies, 2016, 11, 63-83.	0.4	16
41	Sources of self-efficacy in academic contexts: A longitudinal perspective.. School Psychology Quarterly, 2016, 31, 548-564.	2.4	27
42	Social and Psychological Adjustment from a Positive Perspective: Consideration of the Concept of Optimal Achievement Best. International Journal of Learner Diversity and Identities, 2016, 23, 1-11.	0.2	1
43	Constructing a coherent problem model to facilitate algebra problem solving in a chemistry context. International Journal of Mathematical Education in Science and Technology, 2015, 46, 388-403.	0.8	5
44	Cognitive load in algebra: element interactivity in solving equations. Educational Psychology, 2015, 35, 271-293.	1.2	26
45	Introducing the Concept of Optimized Functioning in Academic Contexts. International Journal of Pedagogy and Curriculum, 2015, 22, 1-19.	0.1	5
46	Factorial equivalence of social cognitive theory: educational levels Ã— time differences. Educational Psychology, 2014, 34, 697-729.	1.2	3
47	Cognitive load in percentage change problems: unitary, pictorial, and equation approaches to instruction. Instructional Science, 2014, 42, 685-713.	1.1	27
48	Algebra word problem solving approaches in a chemistry context: Equation worked examples versus text editing. Journal of Mathematical Behavior, 2013, 32, 197-208.	0.5	14
49	Fostering analogical transfer: The multiple components approach to algebra word problem solving in a chemistry context. Contemporary Educational Psychology, 2012, 37, 14-32.	1.6	27
50	Chemistry problem solving instruction: a comparison of three computer-based formats for learning from hierarchical network problem representations. Instructional Science, 2009, 37, 21-42.	1.1	20
51	Evaluating a CALL software on the learning of English prepositions. Computers and Education, 2006, 47, 41-55.	5.1	14
52	Text editing in chemistry instruction. Instructional Science, 2002, 30, 379-402.	1.1	9
53	Learning linear equations: capitalizing on cognitive load theory and learning by analogy. International Journal of Mathematical Education in Science and Technology, 0, , 1-17.	0.8	0