

Ching-Huei Chen

List of Publications by Year in descending order

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Version: 2024-02-01

30
papers

1,228
citations

430874

18
h-index

454955

30
g-index

30
all docs

30
docs citations

30
times ranked

847
citing authors

#	ARTICLE	IF	CITATIONS
1	Scaffolding vocational high school students'™ computational thinking with cognitive and metacognitive prompts in learning about programmable logic controllers. <i>Journal of Research on Technology in Education</i> , 2023, 55, 527-544.	6.5	12
2	Supporting informal science learning with metacognitive scaffolding and augmented reality: effects on science knowledge, intrinsic motivation, and cognitive load. <i>Research in Science and Technological Education</i> , 2023, 41, 1480-1495.	2.5	7
3	Virtual reality in problem-based learning contexts: Effects on the problem-solving performance, vocabulary acquisition and motivation of English language learners. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 851-860.	5.1	49
4	The Effects of Peer-Based Instant Response System to Promote Learning Performance, Intrinsic Motivation and Self-Efficacy. <i>Sustainability</i> , 2021, 13, 4320.	3.2	4
5	Inquiry-Enhanced Digital Game-Based Learning: Effects on Secondary Students'™ Conceptual Understanding in Science, Game Performance, and Behavioral Patterns. <i>Asia-Pacific Education Researcher</i> , 2020, 29, 319-330.	3.7	12
6	Augmented reality and competition in robotics education: Effects on 21st century competencies, group collaboration and learning motivation. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 1052-1062.	5.1	31
7	The effects of competition in digital game-based learning (DGBL): a meta-analysis. <i>Educational Technology Research and Development</i> , 2020, 68, 1855-1873.	2.8	61
8	Effects of integrating a questioning strategy with game-based learning on students'™ language learning performances in flipped classrooms. <i>Technology, Pedagogy and Education</i> , 2019, 28, 347-361.	5.4	20
9	The roles of engagement and competition on learner'™s performance and motivation in game-based science learning. <i>Educational Technology Research and Development</i> , 2019, 67, 1003-1024.	2.8	33
10	The interactivity of video and collaboration for learning achievement, intrinsic motivation, cognitive load, and behavior patterns in a digital game-based learning environment. <i>Computers and Education</i> , 2019, 133, 43-55.	8.3	107
11	The impacts of peer competition-based science gameplay on conceptual knowledge, intrinsic motivation, and learning behavioral patterns. <i>Educational Technology Research and Development</i> , 2019, 67, 179-198.	2.8	22
12	Which students benefit most from a flipped classroom approach to language learning?. <i>British Journal of Educational Technology</i> , 2018, 49, 56-68.	6.3	113
13	The effects of peer competition-based science learning game on secondary students'™ performance, achievement goals, and perceived ability. <i>Interactive Learning Environments</i> , 2018, 26, 235-244.	6.4	15
14	Designing a technology-enhanced flipped learning system to facilitate students' self-regulation and performance. <i>Journal of Computer Assisted Learning</i> , 2018, 34, 53-62.	5.1	95
15	Promoting science learning in game-based learning with question prompts and feedback. <i>Computers and Education</i> , 2016, 103, 134-143.	8.3	39
16	Scaffolding individual and collaborative game-based learning in learning performance and intrinsic motivation. <i>Computers in Human Behavior</i> , 2016, 55, 1201-1212.	8.5	128
17	Enhancing middle school students' scientific learning and motivation through agent-based learning. <i>Journal of Computer Assisted Learning</i> , 2015, 31, 481-492.	5.1	17
18	EFL writing revision with blind expert and peer review using a CMC open forum. <i>Computer Assisted Language Learning</i> , 2015, 28, 58-80.	7.1	45

#	ARTICLE	IF	CITATIONS
19	The Effects of Faded Prompts and Feedback on College Students's Reflective Writing Skills. <i>Asia-Pacific Education Researcher</i> , 2013, 22, 571-583.	3.7	6
20	Designing online scaffolds for interactive computer simulation. <i>Interactive Learning Environments</i> , 2013, 21, 229-243.	6.4	15
21	The interplay between cognitive and motivational variables in a supportive online learning system for secondary physical education. <i>Computers and Education</i> , 2012, 58, 542-550.	8.3	29
22	Transforming online professional development: The design and implementation of the project-based learning management system (PBLMs) for in-service teachers. <i>British Journal of Educational Technology</i> , 2011, 42, E5-E8.	6.3	13
23	Conflict from teamwork in project-based collaborative learning. <i>Performance Improvement</i> , 2010, 49, 23-28.	0.4	14
24	Promoting college students's knowledge acquisition and ill-structured problem solving: Web-based integration and procedure prompts. <i>Computers and Education</i> , 2010, 55, 292-303.	8.3	36
25	Prompting in Web-Based Environments: Supporting Self-Monitoring and Problem Solving Skills in College Students. <i>Journal of Educational Computing Research</i> , 2008, 38, 115-137.	5.5	93
26	The Effect of Web-Based Question Prompts on Scaffolding Knowledge Integration and Ill-Structured Problem Solving. <i>Journal of Research on Technology in Education</i> , 2007, 39, 359-375.	6.5	51
27	Cultural diversity in instructional design for technology-based education. <i>British Journal of Educational Technology</i> , 2007, 38, 1113-1116.	6.3	13
28	The design of a web-based cognitive modeling system to support ill-structured problem solving. <i>British Journal of Educational Technology</i> , 2006, 37, 299-302.	6.3	19
29	Factors Affecting High School Students' Academic Motivation in Taiwan. <i>Asia Pacific Journal of Education</i> , 2006, 26, 189-207.	2.1	34
30	Scaffolding Novice Instructional Designers' Problem-Solving Processes Using Question Prompts in a Web-Based Learning Environment. <i>Journal of Educational Computing Research</i> , 2005, 33, 219-248.	5.5	95