

Fang-Ying Yang

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2563236/publications.pdf>

Version: 2024-02-01

23
papers

1,130
citations

687363

13
h-index

839539

18
g-index

23
all docs

23
docs citations

23
times ranked

922
citing authors

#	ARTICLE	IF	CITATIONS
1	A review of using eye-tracking technology in exploring learning from 2000 to 2012. Educational Research Review, 2013, 10, 90-115.	7.8	377
2	Visual attention for solving multiple-choice science problem: An eye-tracking analysis. Computers and Education, 2012, 58, 375-385.	8.3	237
3	Senior high school students' preference and reasoning modes about nuclear energy use. International Journal of Science Education, 2003, 25, 221-244.	1.9	86
4	Tracking learners' visual attention during a multimedia presentation in a real classroom. Computers and Education, 2013, 62, 208-220.	8.3	84
5	Investigating university student preferences and beliefs about learning in the web-based context. Computers and Education, 2008, 50, 1284-1303.	8.3	62
6	Tracking Students' Cognitive Processes During Program Debugging—An Eye-Movement Approach. IEEE Transactions on Education, 2016, 59, 175-186.	2.4	49
7	Reasoning about science-related uncertain issues and epistemological perspectives among children. Instructional Science, 2010, 38, 325-354.	2.0	36
8	Exploring the cognitive loads of high-school students as they learn concepts in web-based environments. Computers and Education, 2010, 55, 673-680.	8.3	26
9	PROBING THE RELATIONSHIP BETWEEN PROCESS OF SPATIAL PROBLEMS SOLVING AND SCIENCE LEARNING: AN EYE TRACKING APPROACH. International Journal of Science and Mathematics Education, 2014, 12, 579-603.	2.5	26
10	THE EFFECTS OF EPISTEMIC BELIEFS IN SCIENCE AND GENDER DIFFERENCE ON UNIVERSITY STUDENTS' SCIENCE-TEXT READING: AN EYE-TRACKING STUDY. International Journal of Science and Mathematics Education, 2016, 14, 473-498.	2.5	24
11	Examining the reasoning of conflicting science information from the information processing perspective—an eye movement analysis. Journal of Research in Science Teaching, 2017, 54, 1347-1372.	3.3	19
12	High-School Students' Epistemic Knowledge of Science and Its Relation to Learner Factors in Science Learning. Research in Science Education, 2018, 48, 325-344.	2.3	18
13	Examining high-school students' preferences toward learning environments, personal beliefs and concept learning in web-based contexts. Computers and Education, 2009, 52, 848-857.	8.3	15
14	Exploring learners' beliefs about science reading and scientific epistemic beliefs, and their relations with science text understanding. International Journal of Science Education, 2016, 38, 1591-1606.	1.9	13
15	Associations of epistemic beliefs in science and scientific reasoning in university students from Taiwan and India. International Journal of Science Education, 2019, 41, 1347-1365.	1.9	12
16	Tracking the process and motivation of math learning with augmented reality. Educational Technology Research and Development, 2021, 69, 3153-3178.	2.8	11
17	Investigating structural relationships among upper-secondary school students' beliefs about knowledge, justification for knowing, and Internet-specific justification in the domain of science. Journal of Research in Science Teaching, 2021, 58, 980-1009.	3.3	10
18	An epistemic framework for scientific reasoning in informal contexts. , 2010, , 124-162.		9

#	ARTICLE	IF	CITATIONS
19	Methodology and Application of Eye-Tracking Techniques in Science Education. , 2016, , 249-277.		9
20	CONCEPTUALIZING SPATIAL ABILITIES AND THEIR RELATION TO SCIENCE LEARNING FROM A COGNITIVE PERSPECTIVE. Journal of Baltic Science Education, 2020, 19, 50-63.	1.0	5
21	Learner Preferences and Achievement. , 2012, , 1750-1754.		2
22	Web-Based Interactive Learning and the Effects of Learner Beliefs, Environmental Preferences, and Cognitive Loads. , 2012, , 18-30.		0
23	Analyzing visual attention during TAP learning and the effect of epistemic beliefs on the understanding of argument components. International Journal of Science Education, 0, , 1-20.	1.9	0