Hwang,Ming-Yueh

List of Publications by Year
in descending order

22 papers	375 citations	840776 11 h-index	839539 18 g-index
22 all docs	22 docs citations	22 times ranked	303 citing authors

#	Article	IF	Citations
1	Using a "prediction"–"observation"–"explanation" inquiry model to enhance student interest and intention to continue science learning predicted by their Internet cognitive failure. Computers and Education, 2014, 72, 110-120.	8.3	79
2	Intrinsic motivation of Chinese learning in predicting online learning self-efficacy and flow experience relevant to students' learning progress. Computer Assisted Language Learning, 2017, 30, 552-574.	7.1	46
3	An Exploration of Students' Science Learning Interest Related to Their Cognitive Anxiety, Cognitive Load, Self-Confidence and Learning Progress Using Inquiry-Based Learning With an iPad. Research in Science Education, 2017, 47, 1193-1212.	2.3	41
4	Elders' Usability, Dependability, and Flow Experiences on Embodied Interactive Video Games. Educational Gerontology, 2011, 37, 715-731.	1.3	36
5	Non-native Chinese language learners' attitudes towards online vision-based motion games. British Journal of Educational Technology, 2010, 41, 1043-1053.	6.3	24
6	Internet cognitive failure affects learning progress as mediated by cognitive anxiety and flow while playing a Chinese antonym synonym game with interacting verbal–analytical and motor-control. Computers and Education, 2016, 100, 32-44.	8.3	21
7	Effects of gamifying questions on English grammar learning mediated by epistemic curiosity and language anxiety. Computer Assisted Language Learning, 2022, 35, 1458-1482.	7.1	21
8	A comparative study of the learning effectiveness of a blended and embodied interactive video game for kindergarten students. Interactive Learning Environments, 2013, 21, 39-53.	6.4	16
9	Self-efficacy relevant to competitive anxiety and gameplay interest in the one-on-one competition setting. Educational Technology Research and Development, 2015, 63, 791-807.	2.8	15
10	The effects of intrinsic cognitive load and gameplay interest on flow experience reflecting performance progress in a Chinese remote association game. Computer Assisted Language Learning, 2021, 34, 358-378.	7.1	15
11	Exploring teachers' attitudes toward implementing new ICT educational policies. Interactive Learning Environments, 2022, 30, 1823-1837.	6.4	12
12	Comparing the retention and flow experience in playing Solitary and Heart Attack games of San Zi Jing: A perspective of Dual Process Theory. Computers and Education, 2013, 69, 369-376.	8.3	11
13	The role of pre-game learning attitude in the prediction to competitive anxiety, perceived utility of pre-game learning of game, and gameplay interest. Interactive Learning Environments, 2016, 24, 239-251.	6.4	11
14	Improving cognitive certitude with calibration mediated by cognitive anxiety, online learning self-efficacy and interest in learning Chinese pronunciation. Educational Technology Research and Development, 2019, 67, 597-615.	2.8	9
15	Parental monitoring predicts students' prosocial and impulsive tendencies relevant to consequence-based reasoning in a blended learning environment. Interactive Learning Environments, 2016, 24, 1534-1551.	6.4	4
16	Metacognition in covariation reasoning relevant to performance achievement mediated by experiential values in a simulation game. Educational Technology Research and Development, 2020, 68, 929-948.	2.8	4
17	Daily activities and psychological need satisfaction of elderly adults: the experience sampling method. Educational Gerontology, 2020, 46, 551-562.	1.3	4
18	Larvae phobia relevant to anxiety and disgust reflected to the enhancement of learning interest and self-confidence. Learning and Individual Differences, 2015, 42, 147-152.	2.7	3

#	Article	IF	Citations
19	Gestalt perception: A game designed to explore players' gameplay self-efficacy and anxiety reflected in their learning effects. Journal of Research on Technology in Education, 0, , 1-18.	6.5	2
20	Raising insects with an application to enhance students' self-confidence in interacting with insects. Interactive Learning Environments, 2019, , 1-18.	6.4	1
21	Smartphones being implicitly used: How implicit knowledge affects the usage of a smartphone. , 2013, , .		0
22	How the Elderly Can Use Scientific Knowledge to Solve Problems While Designing Toys: A Retrospective Analysis of the Design of a Working UFO. Educational Gerontology, 2013, 39, 386-397.	1.3	0