

Hwang, Ming-Yueh

List of Publications by Year in descending order

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Version: 2024-02-01

22
papers

375
citations

840776

11
h-index

839539

18
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22
all docs

22
docs citations

22
times ranked

303
citing authors

#	ARTICLE	IF	CITATIONS
1	Effects of gamifying questions on English grammar learning mediated by epistemic curiosity and language anxiety. <i>Computer Assisted Language Learning</i> , 2022, 35, 1458-1482.	7.1	21
2	Exploring teachers' attitudes toward implementing new ICT educational policies. <i>Interactive Learning Environments</i> , 2022, 30, 1823-1837.	6.4	12
3	The effects of intrinsic cognitive load and gameplay interest on flow experience reflecting performance progress in a Chinese remote association game. <i>Computer Assisted Language Learning</i> , 2021, 34, 358-378.	7.1	15
4	Metacognition in covariation reasoning relevant to performance achievement mediated by experiential values in a simulation game. <i>Educational Technology Research and Development</i> , 2020, 68, 929-948.	2.8	4
5	Daily activities and psychological need satisfaction of elderly adults: the experience sampling method. <i>Educational Gerontology</i> , 2020, 46, 551-562.	1.3	4
6	Raising insects with an application to enhance students' self-confidence in interacting with insects. <i>Interactive Learning Environments</i> , 2019, , 1-18.	6.4	1
7	Improving cognitive certitude with calibration mediated by cognitive anxiety, online learning self-efficacy and interest in learning Chinese pronunciation. <i>Educational Technology Research and Development</i> , 2019, 67, 597-615.	2.8	9
8	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. <i>Research in Science Education</i> , 2017, 47, 1193-1212.	2.3	41
9	Intrinsic motivation of Chinese learning in predicting online learning self-efficacy and flow experience relevant to students' learning progress. <i>Computer Assisted Language Learning</i> , 2017, 30, 552-574.	7.1	46
10	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. <i>Computers and Education</i> , 2016, 100, 32-44.	8.3	21
11	Parental monitoring predicts students' prosocial and impulsive tendencies relevant to consequence-based reasoning in a blended learning environment. <i>Interactive Learning Environments</i> , 2016, 24, 1534-1551.	6.4	4
12	The role of pre-game learning attitude in the prediction to competitive anxiety, perceived utility of pre-game learning of game, and gameplay interest. <i>Interactive Learning Environments</i> , 2016, 24, 239-251.	6.4	11
13	Self-efficacy relevant to competitive anxiety and gameplay interest in the one-on-one competition setting. <i>Educational Technology Research and Development</i> , 2015, 63, 791-807.	2.8	15
14	Larvae phobia relevant to anxiety and disgust reflected to the enhancement of learning interest and self-confidence. <i>Learning and Individual Differences</i> , 2015, 42, 147-152.	2.7	3
15	Using a "prediction-observation-explanation-inquiry" model to enhance student interest and intention to continue science learning predicted by their Internet cognitive failure. <i>Computers and Education</i> , 2014, 72, 110-120.	8.3	79
16	Comparing the retention and flow experience in playing Solitary and Heart Attack games of San Zi Jing: A perspective of Dual Process Theory. <i>Computers and Education</i> , 2013, 69, 369-376.	8.3	11
17	A comparative study of the learning effectiveness of a blended and embodied interactive video game for kindergarten students. <i>Interactive Learning Environments</i> , 2013, 21, 39-53.	6.4	16
18	Smartphones being implicitly used: How implicit knowledge affects the usage of a smartphone. , 2013, , .		0

#	ARTICLE	IF	CITATIONS
19	How the Elderly Can Use Scientific Knowledge to Solve Problems While Designing Toys: A Retrospective Analysis of the Design of a Working UFO. <i>Educational Gerontology</i> , 2013, 39, 386-397.	1.3	0
20	Elders' Usability, Dependability, and Flow Experiences on Embodied Interactive Video Games. <i>Educational Gerontology</i> , 2011, 37, 715-731.	1.3	36
21	Non-native Chinese language learners' attitudes towards online vision-based motion games. <i>British Journal of Educational Technology</i> , 2010, 41, 1043-1053.	6.3	24
22	Gestalt perception: A game designed to explore players'™ gameplay self-efficacy and anxiety reflected in their learning effects. <i>Journal of Research on Technology in Education</i> , 0, , 1-18.	6.5	2