Ying Zhan

List of Publications by Year
in descending order

21 papers	320 citations	1040056 9 h-index	940533 16 g-index
23 all docs	23 docs citations	23 times ranked	188 citing authors

#	Article	IF	Citations
1	STEM Education in Early Childhood: A Review of Empirical Studies. Early Education and Development, 2021, 32, 940-962.	2.6	48
2	Washback effects from a high-stakes examination on out-of-class English learning: insights from possible self theories. Assessment in Education, 2014, 21, 71-89.	1.2	34
3	Analysis of STEM Activities in Primary Studentsâ€™ Science Projects in an Informal Learning Environment. International Journal of Science and Mathematics Education, 2018, 16, 1003-1023.	2.5	30
4	Conventional or sustainable? Chinese university studentsâ€™ thinking about feedback used in their English lessons. Assessment and Evaluation in Higher Education, 2019, 44, 973-986.	5.6	24
5	When Nature of Science Meets Marxism: Aspects of Nature of Science Taught by Chinese Science Teacher Educators to Prospective Science Teachers. Science and Education, 2013, 22, 1115-1140.	2.7	23
6	What matters in design? Cultivating undergraduatesâ€™ critical thinking through online peer assessment in a Confucian heritage context. Assessment and Evaluation in Higher Education, 2021, 46, 615-630.	5.6	20
7	Appreciated but constrained: reflective practice of student teachers in learning communities in a Confucian heritage culture. Teaching in Higher Education, 2016, 21, 669-685.	2.6	19
8	Developing and validating a student feedback literacy scale. Assessment and Evaluation in Higher Education, 2022, 47, 1087-1100.	5.6	18
9	Developing elementary school childrenâ€™s water conversation action competence: a case study in China. International Journal of Early Years Education, 2019, 27, 287-305.	0.8	15
10	Is There an â€œExpectancyâ€‰Ã—â€‰Valueâ€•Effect? Investigating the Impact of Self-Efficacy and Learning Motives on Chinese Undergraduatesâ€™ Use of Deep Language Learning Strategies. Asia-Pacific Education Researcher, 2021, 30, 83-94.	3.7	12
11	Developing and Validating a Scale of STEM Project-Based Learning Experience. Research in Science Education, 2022, 52, 599-615.	2.3	11
12	Teaching Nature of Science to Preservice Science Teachers: A Phenomenographic Study of Chinese Teacher Educatorsâ€™ Conceptions. Science and Education, 2013, 22, 2593-2619.	2.7	10
13	Learning about the types of plastic wastes: effectiveness of inquiry learning strategies. Education 3-13, 2016, 44, 311-324.	1.0	10
14	Motivated or informed? Chinese undergraduatesâ€™ beliefs about the functions of continuous assessment in their college English course. Higher Education Research and Development, 2020, 39, 1055-1069.	2.9	10
15	Views and practices from the chalkface: development of a formative assessment multimedia learning environment. Technology, Pedagogy and Education, 2017, 26, 501-515.	5.4	6
16	Are they ready? An investigation of university studentsâ€™ difficulties in peer assessment from dual perspectives. Teaching in Higher Education, 0, , 1-18.	2.6	6
17	Investigating Studentsâ€™ Engagement in Mobile Technology-Supported Science Learning Through Video-Based Classroom Observation. Journal of Science Education and Technology, 2022, 31, 514-527.	3.9	5
18	Implementation Matters: Teachersâ€™ Pedagogical Practices During the Implementation of an Interdisciplinary Curriculum in Hong Kong. Asia-Pacific Education Researcher, 2016, 25, 527-539.	3.7	4

#	Article	IF	Citations
19	Studentsâ€™ beliefs and experiences of interdisciplinary learning. Asia Pacific Journal of Education, 2017, 37, 375-388.	2.1	4
20	Focusing on the Classical or Contemporary? Chinese Science Teacher Educatorsâ€™ Conceptions of Nature of Science Content to Be Taught to Pre-service Science Teachers. Research in Science Education, 2013, 43, 2541-2566.	2.3	3
21	For harmony and democracy: Secondary studentsâ€™ views on the value of developing critical thinking in a Confucian heritage context. Thinking Skills and Creativity, 2022, 44, 101031.	3.5	1