

# Yu-Cin Jian

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3829447/publications.pdf>

Version: 2024-02-01

17  
papers

237  
citations

1040056

9  
h-index

1058476

14  
g-index

17  
all docs

17  
docs citations

17  
times ranked

110  
citing authors

#	ARTICLE	IF	CITATIONS
1	Influences of text difficulty and reading ability on learning illustrated science texts for children: An eye movement study. <i>Computers and Education</i> , 2017, 113, 263-279.	8.3	35
2	Learners' eye movements during construction of mechanical kinematic representations from static diagrams. <i>Learning and Instruction</i> , 2014, 32, 51-62.	3.2	32
3	Using Eye Tracking to Investigate Semantic and Spatial Representations of Scientific Diagrams During Text-Diagram Integration. <i>Journal of Science Education and Technology</i> , 2015, 24, 43-55.	3.9	24
4	Reading Instructions Facilitate Signaling Effect on Science Text for Young Readers: an Eye-Movement Study. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 503-522.	2.5	18
5	Eye-movement patterns and reader characteristics of students with good and poor performance when reading scientific text with diagrams. <i>Reading and Writing</i> , 2017, 30, 1447-1472.	1.7	16
6	Reading in print versus digital media uses different cognitive strategies: evidence from eye movements during science-text reading. <i>Reading and Writing</i> , 2022, 35, 1549-1568.	1.7	16
7	Investigating the effects of background knowledge on Chinese word processing during text reading: evidence from eye movements. <i>Journal of Research in Reading</i> , 2014, 37, S71.	2.0	13
8	Context Effects in Processing of Chinese Academic Words: An Eye-Tracking Investigation. <i>Reading Research Quarterly</i> , 2013, 48, 403-413.	3.3	12
9	Reading Instructions Influence Cognitive Processes of Illustrated Text Reading Not Subject Perception: An Eye-Tracking Study. <i>Frontiers in Psychology</i> , 2018, 9, 2263.	2.1	12
10	Eye-movements reveal children's deliberative thinking and predict performance on arithmetic word problems. <i>European Journal of Psychology of Education</i> , 2021, 36, 91-108.	2.6	11
11	The immediate and delayed effects of text-diagram reading instruction on reading comprehension and learning processes: evidence from eye movements. <i>Reading and Writing</i> , 2021, 34, 727-752.	1.7	11
12	Teaching Fourth-Grade Students of Different Reading Abilities to Read Biological Illustrations and Integrate In-Text Information: an Empirical Experiment. <i>Research in Science Education</i> , 2020, 50, 2269-2282.	2.3	10
13	The function of diagram with numbered arrows and text in helping readers construct kinematic representations: Evidenced from eye movements and reading tests. <i>Computers in Human Behavior</i> , 2016, 61, 622-632.	8.5	7
14	Differentiated processing strategies for science reading among sixth-grade students: Exploration of eye movements using cluster analysis. <i>Computers and Education</i> , 2019, 142, 103652.	8.3	7
15	Influence of science text reading difficulty and hands-on manipulation on science learning: An eye-tracking study. <i>Journal of Research in Science Teaching</i> , 2022, 59, 358-382.	3.3	7
16	Using an eye tracker to examine the effect of prior knowledge on reading processes while reading a printed scientific text with multiple representations. <i>International Journal of Science Education</i> , 2022, 44, 1209-1229.	1.9	4
17	Science reading and self-regulated learning: Evidence from eye movements of middle-school readers. <i>Journal of Educational Research</i> , 2022, 115, 11-24.	1.6	2