

Lan Yang

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4050839/publications.pdf>

Version: 2024-02-01

19
papers

158
citations

1478505

6
h-index

1281871

11
g-index

21
all docs

21
docs citations

21
times ranked

93
citing authors

#	ARTICLE	IF	CITATIONS
1	A systematic review on factors influencing teachers's intentions and implementations regarding formative assessment. <i>Assessment in Education</i> , 2021, 28, 228-260.	1.2	53
2	Knowledge and perceived social norm predict parents's attitudes towards inclusive education. <i>International Journal of Inclusive Education</i> , 2015, 19, 1052-1067.	2.6	24
3	Career and Life Planning Education: Extending the Self-Concept Theory and Its Multidimensional Model to Assess Career-Related Self-Concept of Students with Diverse Abilities. <i>ECNU Review of Education</i> , 2020, 3, 659-677.	1.9	13
4	Social, Emotional, and Academic Functioning of Children with SEN Integrated in Hong Kong Primary Schools. <i>Asia-Pacific Education Researcher</i> , 2015, 24, 545-555.	3.7	12
5	Testing the twofold multidimensionality of academic self-concept: a study with Chinese vocational students. <i>Educational Psychology</i> , 2016, 36, 1651-1669.	2.7	12
6	The Effects of School Support on School Engagement with Self-Determination as a Mediator in Students with Special Needs. <i>International Journal of Disability Development and Education</i> , 2022, 69, 399-414.	1.1	9
7	Are gritty students academically engaged in math and science?. <i>School Psychology</i> , 2021, 36, 190-195.	2.4	8
8	Parents's Perspective of the Impact of School Practices on the Functioning of Students with Special Educational Needs. <i>International Journal of Disability Development and Education</i> , 2017, 64, 624-643.	1.1	7
9	The power of teacher feedback in affecting student learning and achievement: insights from students's perspective. <i>Educational Psychology</i> , 2021, 41, 821-824.	2.7	4
10	The role of feedback orientation in converting external feedback to learning opportunities for implementing assessment-as-learning in the context of feedback. , 2021, , 53-75.		2
11	Formative Assessment Practices in Special School Classrooms With the Support of E-Books: A Case Study. <i>Frontiers in Education</i> , 2021, 6, .	2.1	2
12	The internal/external frame of reference model of academic self-concept formation. , 2018, , 189-204.		2
13	Exploring the power of teacher feedback in Chinese students. , 2018, , 155-173.		2
14	Assessing Career Life Skills Self-efficacy of Students with Special Educational Needs: A Comparative Study in Hong Kong. <i>Advancing Inclusive and Special Education in the Asia-Pacific</i> , 2020, , 313-326.	0.2	2
15	Assessing Emotions of Teaching Assistants in Inclusive Education. <i>Frontiers in Psychology</i> , 0, 13, .	2.1	2
16	Understanding in School and Post-School Success of adolescents: An Integrative Perspective of Multidimensional Self-Concepts in Education and Career Development. <i>Psychology and Behavioral Science International Journal</i> , 2017, 6, .	0.0	1
17	Values, emotions and emotion regulation in special education teachers in Hong Kong. , 2020, , 146-162.		1
18	Post-school Transition of Students with Special Educational Needs in Hong Kong. <i>Education in the Asia-Pacific Region</i> , 2018, , 183-195.	0.4	0

#	ARTICLE	IF	CITATIONS
19	Testing the Internal and External Frames of Reference for Academic Self-Concept Among Chinese Vocational Students. , 2016, , 101-123.		0