

# Sunny S J Lin

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4288240/publications.pdf>

Version: 2024-02-01

47  
papers

2,116  
citations

393982

19  
h-index

243296

44  
g-index

47  
all docs

47  
docs citations

47  
times ranked

1676  
citing authors

#	ARTICLE	IF	CITATIONS
1	Developing a plugged-in class observation protocol in high-school blended STEM classes: Student engagement, teacher behaviors and student-teacher interaction patterns. <i>Computers and Education</i> , 2022, 178, 104403.	5.1	13
2	Do grades make me big? School effects of math ability and math grades on math self-concept. <i>Educational Psychology</i> , 2022, 42, 567-586.	1.2	2
3	How Energy Maintains Social Sustainability of Teachers' Learning Communities: New Insights from a Blended Professional Learning Network. <i>Sustainability</i> , 2022, 14, 3636.	1.6	3
4	Differences between EFL Beginners and Intermediate Level Readers When Reading Onscreen Narrative Text with Pictures: A Study of Eye Movements as a Guide to Personalization. <i>International Journal of Human-Computer Interaction</i> , 2019, 35, 299-312.	3.3	5
5	Online gaming motive profiles in late adolescence and the related longitudinal development of stress, depression, and problematic internet use. <i>Computers and Education</i> , 2019, 135, 123-137.	5.1	21
6	The mediation effects of gaming motives between game involvement and problematic Internet use: Escapism, advancement and socializing. <i>Computers and Education</i> , 2018, 122, 43-53.	5.1	41
7	Integrating eye trackers with handwriting tablets to discover difficulties of solving geometry problems. <i>British Journal of Educational Technology</i> , 2018, 49, 17-29.	3.9	6
8	Latent profiles of stress and their relationships with depression and problematic Internet use among college freshmen. <i>Scandinavian Journal of Psychology</i> , 2018, 59, 621-630.	0.8	10
9	Impulsivity as a precedent factor for problematic Internet use: How can we be sure?. <i>International Journal of Psychology</i> , 2017, 52, 389-397.	1.7	18
10	Groups holding multiple achievement goals in the math classroom: Profile stability and cognitive and affective outcomes. <i>Learning and Individual Differences</i> , 2017, 57, 65-76.	1.5	20
11	Episodic and individual effects of elementary students' optimal experience: An HLM study. <i>Journal of Educational Research</i> , 2017, 110, 653-664.	0.8	4
12	The mediating effect of anti-phishing self-efficacy between college students' internet self-efficacy and anti-phishing behavior and gender difference. <i>Computers in Human Behavior</i> , 2016, 59, 249-257.	5.1	39
13	A latent growth curve analysis of initial depression level and changing rate as predictors of problematic Internet use among college students. <i>Computers in Human Behavior</i> , 2016, 54, 380-387.	5.1	15
14	Examining the Application of the DC-IA-A Diagnostic Criteria for Internet Addiction Disorder in At-Risk College Students. <i>Psychopathology</i> , 2015, 48, 408-416.	1.1	5
15	Effect of metacognitive strategies and verbal-imagery cognitive style on biology-based video search and learning performance. <i>Computers and Education</i> , 2015, 87, 326-339.	5.1	27
16	Examining the diagnostic criteria for Internet addiction: Expert validation. <i>Journal of the Formosan Medical Association</i> , 2015, 114, 504-508.	0.8	5
17	Supporting Online Reading of Science Expository with iRuns Annotation Strategy. , 2014, . ,		4
18	Team knowledge with motivation in a successful MMORPG game team: A case study. <i>Computers and Education</i> , 2014, 73, 129-140.	5.1	25

#	ARTICLE	IF	CITATIONS
19	A Latent Profile Analysis of Self-Control and Self-Esteem and the Grouping Effect on Adolescent Quality of Life Across Two Consecutive Years. <i>Social Indicators Research</i> , 2014, 117, 523-539.	1.4	16
20	The Latent Profiles of Life Domain Importance and Satisfaction in a Quality of Life Scale. <i>Social Indicators Research</i> , 2014, 116, 429-445.	1.4	10
21	COGNITIVE LOAD FOR CONFIGURATION COMPREHENSION IN COMPUTER-SUPPORTED GEOMETRY PROBLEM SOLVING: AN EYE MOVEMENT PERSPECTIVE. <i>International Journal of Science and Mathematics Education</i> , 2014, 12, 605-627.	1.5	27
22	The Measurement Structure, Stability and Mediating Effects of Achievement Goals in Math with Middle-School Student Data. <i>Scandinavian Journal of Educational Research</i> , 2014, 58, 513-527.	1.0	4
23	Tracking eye movements when solving geometry problems with handwriting devices. <i>Journal of Eye Movement Research</i> , 2014, 7, .	0.5	13
24	The relationship between academic self-concept and achievement: A multicohortâ€“multioccasion study. <i>Learning and Individual Differences</i> , 2013, 23, 172-178.	1.5	89
25	Satisfaction Ratings of QOLPAV: Psychometric Properties Based on the Graded Response Model. <i>Social Indicators Research</i> , 2013, 110, 367-383.	1.4	5
26	Cross-lagged relationships between problematic Internet use and lifestyle changes. <i>Computers in Human Behavior</i> , 2013, 29, 2615-2621.	5.1	17
27	Cognitive ability, academic achievement and academic selfâ€“concept: Extending the internal/external frame of reference model. <i>British Journal of Educational Psychology</i> , 2012, 82, 308-326.	1.6	16
28	Factor structure and predictive utility of the 2Ã—2 achievement goal model in a sample of Taiwan students. <i>Learning and Individual Differences</i> , 2011, 21, 432-437.	1.5	13
29	Early Adolescent Players' Playfulness and Psychological Needs in Online Games. <i>Social Behavior and Personality</i> , 2010, 38, 627-636.	0.3	12
30	Impacts of geographical knowledge, spatial ability and environmental cognition on image searches supported by GIS software. <i>Computers in Human Behavior</i> , 2009, 25, 1270-1279.	5.1	13
31	Breaking concept boundaries to enhance creative potential: Using integrated concept maps for conceptual self-awareness. <i>Computers and Education</i> , 2008, 51, 1718-1728.	5.1	29
32	The Effects of Digital Games on Undergraduate Players' Flow Experiences and Affect. , 2008, , .		13
33	The application of social cognitive theory to web-based learning through NetPorts. <i>British Journal of Educational Technology</i> , 2007, 38, 600-612.	3.9	51
34	Relationship between peer feedback, cognitive and metacognitive strategies and achievement in networked peer assessment. <i>British Journal of Educational Technology</i> , 2007, 38, 1122-1125.	3.9	25
35	DIANA: A computer-supported heterogeneous grouping system for teachers to conduct successful small learning groups. <i>Computers in Human Behavior</i> , 2007, 23, 1997-2010.	5.1	98
36	The effects of group composition of self-efficacy and collective efficacy on computer-supported collaborative learning. <i>Computers in Human Behavior</i> , 2007, 23, 2256-2268.	5.1	121

#	ARTICLE	IF	CITATIONS
37	Internet Addiction of Adolescents in Taiwan: An Interview Study. <i>Cyberpsychology, Behavior and Social Networking</i> , 2003, 6, 649-652.	2.2	171
38	Developing science activities through a networked peer assessment system. <i>Computers and Education</i> , 2002, 38, 241-252.	5.1	111
39	Sensation seeking and internet dependence of Taiwanese high school adolescents. <i>Computers in Human Behavior</i> , 2002, 18, 411-426.	5.1	325
40	Designing a networked "sharing construction environment. <i>British Journal of Educational Technology</i> , 2002, 33, 489-492.	3.9	7
41	Analysis of Attitudes Toward Computer Networks and Internet Addiction of Taiwanese Adolescents. <i>Cyberpsychology, Behavior and Social Networking</i> , 2001, 4, 373-376.	2.2	79
42	Developing an Internet Attitude Scale for high school students. <i>Computers and Education</i> , 2001, 37, 41-51.	5.1	142
43	Web-based peer assessment: feedback for students with various thinking-styles. <i>Journal of Computer Assisted Learning</i> , 2001, 17, 420-432.	3.3	210
44	Design of a networked portfolio system. <i>British Journal of Educational Technology</i> , 2001, 32, 492-494.	3.9	10
45	Web-based peer review: the learner as both adapter and reviewer. <i>IEEE Transactions on Education</i> , 2001, 44, 246-251.	2.0	139
46	Students' use of web-based concept map testing and strategies for learning. <i>Journal of Computer Assisted Learning</i> , 2001, 17, 72-84.	3.3	44
47	A Networked Peer Assessment System Based on a Vee Heuristic. <i>Innovations in Education and Teaching International</i> , 2001, 38, 220-230.	1.5	43