

Peida Zhan

List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

462
citations

840585

11
h-index

752573

20
g-index

35
all docs

35
docs citations

35
times ranked

116
citing authors

#	ARTICLE	IF	CITATIONS
1	The measurement of problem-solving competence using process data. <i>Advances in Psychological Science</i> , 2022, 30, 522.	0.2	0
2	DIAGNOSTIC Classification Analysis of Problem-Solving Competence using Process Data: An Item Expansion Method. <i>Psychometrika</i> , 2022, 87, 1529-1547.	1.2	10
3	Bridging Models of Biometric and Psychometric Assessment: A Three-Way Joint Modeling Approach of Item Responses, Response Times, and Gaze Fixation Counts. <i>Applied Psychological Measurement</i> , 2022, 46, 361-381.	0.6	4
4	Refined Learning Tracking with a Longitudinal Probabilistic Diagnostic Model. <i>Educational Measurement: Issues and Practice</i> , 2021, 40, 44-58.	0.8	6
5	A Longitudinal Diagnostic Model with Hierarchical Learning Trajectories. <i>Educational Measurement: Issues and Practice</i> , 2021, 40, 18-30.	0.8	7
6	Variable Speed Across Dimensions of Ability in the Joint Model for Responses and Response Times. <i>Frontiers in Psychology</i> , 2021, 12, 469196.	1.1	3
7	Editorial: Cognitive Diagnostic Assessment for Learning. <i>Frontiers in Psychology</i> , 2021, 12, 806636.	1.1	1
8	Does Diagnostic Feedback Promote Learning? Evidence From a Longitudinal Cognitive Diagnostic Assessment. <i>AERA Open</i> , 2021, 7, 233285842110608.	1.3	10
9	A Partial Mastery, Higher-Order Latent Structural Model for Polytomous Attributes in Cognitive Diagnostic Assessments. <i>Journal of Classification</i> , 2020, 37, 328-351.	1.2	10
10	A Sequential Higher Order Latent Structural Model for Hierarchical Attributes in Cognitive Diagnostic Assessments. <i>Applied Psychological Measurement</i> , 2020, 44, 65-83.	0.6	12
11	The Development of an Instrument for Longitudinal Learning Diagnosis of Rational Number Operations Based on Parallel Tests. <i>Frontiers in Psychology</i> , 2020, 11, 2246.	1.1	9
12	The Impact of Sample Attrition on Longitudinal Learning Diagnosis: A Prolog. <i>Frontiers in Psychology</i> , 2020, 11, 1051.	1.1	18
13	Longitudinal Learning Diagnosis: Minireview and Future Research Directions. <i>Frontiers in Psychology</i> , 2020, 11, 1185.	1.1	29
14	A Markov Estimation Strategy for Longitudinal Learning Diagnosis: Providing Timely Diagnostic Feedback. <i>Educational and Psychological Measurement</i> , 2020, 80, 1145-1167.	1.2	16
15	The multidimensional log-normal response time model: An exploration of the multidimensionality of latent processing speed. <i>Acta Psychologica Sinica</i> , 2020, 52, 1132-1142.	0.4	2
16	Joint Modeling of Compensatory Multidimensional Item Responses and Response Times. <i>Applied Psychological Measurement</i> , 2019, 43, 639-654.	0.6	23
17	Using JAGS for Bayesian Cognitive Diagnosis Modeling: A Tutorial. <i>Journal of Educational and Behavioral Statistics</i> , 2019, 44, 473-503.	1.0	43
18	A Longitudinal Higher-Order Diagnostic Classification Model. <i>Journal of Educational and Behavioral Statistics</i> , 2019, 44, 251-281.	1.0	60

#	ARTICLE	IF	CITATIONS
19	Bayesian DINA Modeling Incorporating Within-Item Characteristic Dependency. <i>Applied Psychological Measurement</i> , 2019, 43, 143-158.	0.6	14
20	Using a multi-order cognitive diagnosis model to assess scientific literacy. <i>Acta Psychologica Sinica</i> , 2019, 51, 734-746.	0.4	4
21	Utilizing Process Data for Cognitive Diagnosis. <i>Methodology of Educational Measurement and Assessment</i> , 2019, , 421-436.	0.4	1
22	Cognitive diagnosis modelling incorporating item response times. <i>British Journal of Mathematical and Statistical Psychology</i> , 2018, 71, 262-286.	1.0	91
23	Joint Testlet Cognitive Diagnosis Modeling for Paired Local Item Dependence in Response Times and Response Accuracy. <i>Frontiers in Psychology</i> , 2018, 9, 607.	1.1	19
24	Probabilistic-Input, Noisy Conjunctive Models for Cognitive Diagnosis. <i>Frontiers in Psychology</i> , 2018, 9, 997.	1.1	10
25	Applying psychometric models in learning progressions studies:Theory, method and breakthrough. <i>Advances in Psychological Science</i> , 2017, 25, 1623.	0.2	2
26	Factors affecting the classification accuracy of reparametrized diagnostic classification models for expert-defined polytomous attributes. <i>Acta Psychologica Sinica</i> , 2016, 48, 318.	0.4	10
27	Using confirmatory compensatory multidimensional IRT models to do cognitive diagnosis. <i>Acta Psychologica Sinica</i> , 2016, 48, 1347.	0.4	1
28	The Multidimensional Testlet-Effect Cognitive Diagnostic Models. <i>Acta Psychologica Sinica</i> , 2015, 47, 689.	0.4	12
29	The Development and Application of Higher-Order Item Response Models. <i>Advances in Psychological Science</i> , 2015, 23, 150.	0.2	1
30	Relationships among teacher support, peer conflict resolution, and school emotional experiences in adolescents from Shanghai. <i>Social Behavior and Personality</i> , 2014, 42, 99-113.	0.3	21
31	The Multidimensional Testlet-Effect Rasch Model. <i>Acta Psychologica Sinica</i> , 2014, 46, 1208.	0.4	6
32	Testlet Response Theory: An Introduction and New Developments. <i>Advances in Psychological Science</i> , 2013, 21, 2265-2280.	0.2	2