

Yuan-hsuan Lee

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/572645/publications.pdf>

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19
papers

427
citations

933447

10
h-index

888059

17
g-index

19
all docs

19
docs citations

19
times ranked

346
citing authors

#	ARTICLE	IF	CITATIONS
1	The effect of individual differences in the inner and outer states of ICT on engagement in online reading activities and PISA 2009 reading literacy: Exploring the relationship between the old and new reading literacy. <i>Learning and Individual Differences</i> , 2012, 22, 336-342.	2.7	90
2	The indirect effects of online social entertainment and information seeking activities on reading literacy. <i>Computers and Education</i> , 2013, 67, 168-177.	8.3	78
3	Re-visiting Internet Addiction among Taiwanese Students: A Cross-Sectional Comparison of Students' Expectations, Online Gaming, and Online Social Interaction. <i>Journal of Abnormal Child Psychology</i> , 2015, 43, 589-599.	3.5	56
4	Facilitating critical thinking using the C-QRAC collaboration script: Enhancing science reading literacy in a computer-supported collaborative learning environment. <i>Computers and Education</i> , 2015, 88, 182-191.	8.3	31
5	The Moderating Effects of Internet Parenting Styles on the Relationship Between Internet Parenting Behavior, Internet Expectancy, and Internet Addiction Tendency. <i>Asia-Pacific Education Researcher</i> , 2017, 26, 137-146.	3.7	31
6	Scripting to enhance university students' critical thinking in flipped learning: implications of the delayed effect on science reading literacy. <i>Interactive Learning Environments</i> , 2018, 26, 569-582.	6.4	26
7	Universal Screening for Behavioral Risk in Elementary Schools Using SWPBS Expectations. <i>Journal of Emotional and Behavioral Disorders</i> , 2012, 20, 38-54.	1.7	21
8	Measuring epistemologies in science learning and teaching: A systematic review of the literature. <i>Science Education</i> , 2021, 105, 880-907.	3.0	18
9	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.	2.7	16
10	Scaffolding university students' epistemic cognition during multimodal multiple-document reading: The effects of the epistemic prompting and the automated reflection report. <i>Internet and Higher Education</i> , 2021, 49, 100777.	6.5	15
11	Internet-based epistemic beliefs, engagement in online activities, and intention for constructivist ICT integration among pre-service teachers. <i>Australasian Journal of Educational Technology</i> , 2018, 34, .	3.5	10
12	Classroom Learning Environment Differences Between Resilient, Average, and Nonresilient Middle School Students in Reading. <i>Education and Urban Society</i> , 2014, 46, 264-283.	1.5	9
13	Developing effective knowledge-building environments through constructivist teaching beliefs and technology-integration knowledge: A survey of middle-school teachers in northern Taiwan. <i>Learning and Individual Differences</i> , 2019, 76, 101787.	2.7	9
14	Using SWPBS Expectations as a Screening Tool to Predict Behavioral Risk in Middle School. <i>Journal of Positive Behavior Interventions</i> , 2014, 16, 5-17.	1.7	8
15	Integrating Universal Behavioral Screening Within Program-Wide Positive Behavioral Interventions and Supports. <i>Journal of Positive Behavior Interventions</i> , 2016, 18, 5-16.	1.7	3
16	Using iMCEFA to Perform the CFA, Multilevel CFA, and Maximum Model for Analyzing Complex Survey Data. <i>Frontiers in Psychology</i> , 2018, 9, 251.	2.1	2
17	Examining Taiwanese university students' multimodal multiple text comprehension: individual differences and epistemic prompting. <i>Interactive Learning Environments</i> , 0, , 1-19.	6.4	2
18	Beyond online search strategies: The effects of internet epistemic beliefs and different taking formats on online multiple document reading comprehension. <i>Journal of Computer Assisted Learning</i> , 0, , .	5.1	1

#	ARTICLE	IF	CITATIONS
19	Preservice teachers' intention for constructivist ICT integration: implications from their Internet epistemic beliefs and internet-based learning self-Efficacy. <i>Interactive Learning Environments</i> , 2024, 32, 102-114.	6.4	1