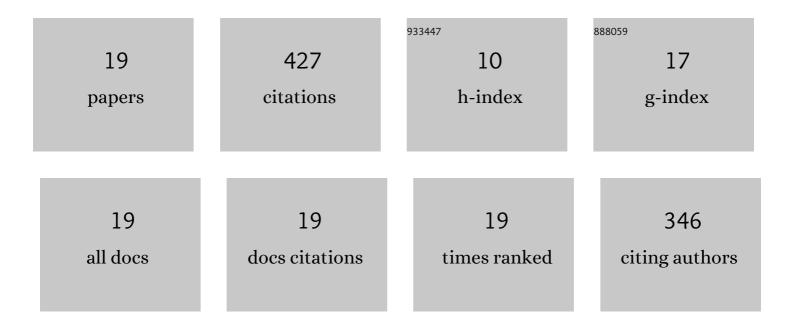
Yuan-hsuan Lee

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/572645/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Preservice teachers' intention for constructivist ICT integration: implications from their Internet epistemic beliefs and internet-based learning self-Efficacy. Interactive Learning Environments, 2024, 32, 102-114.	6.4	1
2	Scaffolding university students' epistemic cognition during multimodal multiple-document reading: The effects of the epistemic prompting and the automated reflection report. Internet and Higher Education, 2021, 49, 100777.	6.5	15
3	Measuring epistemologies in science learning and teaching: A systematic review of the literature. Science Education, 2021, 105, 880-907.	3.0	18
4	Developing effective knowledge-building environments through constructivist teaching beliefs and technology-integration knowledge: A survey of middle-school teachers in northern Taiwan. Learning and Individual Differences, 2019, 76, 101787.	2.7	9
5	Scripting to enhance university students' critical thinking in flipped learning: implications of the delayed effect on science reading literacy. Interactive Learning Environments, 2018, 26, 569-582.	6.4	26
6	Using iMCFA to Perform the CFA, Multilevel CFA, and Maximum Model for Analyzing Complex Survey Data. Frontiers in Psychology, 2018, 9, 251.	2.1	2
7	Internet-based epistemic beliefs, engagement in online activities, and intention for constructivist ICT integration among pre-service teachers. Australasian Journal of Educational Technology, 2018, 34, .	3.5	10
8	The Moderating Effects of Internet Parenting Styles on the Relationship Between Internet Parenting Behavior, Internet Expectancy, and Internet Addiction Tendency. Asia-Pacific Education Researcher, 2017, 26, 137-146.	3.7	31
9	Integrating Universal Behavioral Screening Within Program-Wide Positive Behavioral Interventions and Supports. Journal of Positive Behavior Interventions, 2016, 18, 5-16.	1.7	3
10	Facilitating critical thinking using the C-QRAC collaboration script: Enhancing science reading literacy in a computer-supported collaborative learning environment. Computers and Education, 2015, 88, 182-191.	8.3	31
11	Re-visiting Internet Addiction among Taiwanese Students: A Cross-Sectional Comparison of Students' Expectations, Online Gaming, and Online Social Interaction. Journal of Abnormal Child Psychology, 2015, 43, 589-599.	3.5	56
12	Classroom Learning Environment Differences Between Resilient, Average, and Nonresilient Middle School Students in Reading. Education and Urban Society, 2014, 46, 264-283.	1.5	9
13	Using SWPBS Expectations as a Screening Tool to Predict Behavioral Risk in Middle School. Journal of Positive Behavior Interventions, 2014, 16, 5-17.	1.7	8
14	A Latent Profile Analysis of Self-Control and Self-Esteem and the Grouping Effect on Adolescent Quality of Life Across Two Consecutive Years. Social Indicators Research, 2014, 117, 523-539.	2.7	16
15	The indirect effects of online social entertainment and information seeking activities on reading literacy. Computers and Education, 2013, 67, 168-177.	8.3	78
16	Universal Screening for Behavioral Risk in Elementary Schools Using SWPBS Expectations. Journal of Emotional and Behavioral Disorders, 2012, 20, 38-54.	1.7	21
17	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. Learning and Individual Differences, 2012, 22, 336-342.	2.7	90
18	Examining Taiwanese university students' multimodal multiple text comprehension: individual differences and epistemic prompting. Interactive Learning Environments, 0, , 1-19.	6.4	2

#	Article	IF	CITATIONS
19	Beyond online search strategies: The effects of internet epistemic beliefs and different <scp>noteâ€ŧaking</scp> formats on online multiple document reading comprehension. Journal of Computer Assisted Learning, 0, , .	5.1	1