

Kai-hsin Tai

List of Publications by Year in descending order

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Version: 2024-02-01

36
papers

696
citations

687363

13
h-index

610901

24
g-index

36
all docs

36
docs citations

36
times ranked

526
citing authors

#	ARTICLE	IF	CITATIONS
1	The effects of metacognition on online learning interest and continuance to learn with MOOCs. <i>Computers and Education</i> , 2018, 121, 18-29.	8.3	139
2	Internet cognitive failure relevant to users' satisfaction with content and interface design to reflect continuance intention to use a government e-learning system. <i>Computers in Human Behavior</i> , 2017, 66, 353-362.	8.5	79
3	Intrinsic motivation of Chinese learning in predicting online learning self-efficacy and flow experience relevant to students' learning progress. <i>Computer Assisted Language Learning</i> , 2017, 30, 552-574.	7.1	46
4	The relationship between the online social anxiety, perceived information overload and fatigue, and job engagement of civil servant LINE users. <i>Government Information Quarterly</i> , 2020, 37, 101423.	6.8	43
5	Using calibration to enhance students' self-confidence in English vocabulary learning relevant to their judgment of over-confidence and predicted by smartphone self-efficacy and English learning anxiety. <i>Computers and Education</i> , 2014, 72, 313-322.	8.3	42
6	An Exploration of Students' Science Learning Interest Related to Their Cognitive Anxiety, Cognitive Load, Self-Confidence and Learning Progress Using Inquiry-Based Learning With an iPad. <i>Research in Science Education</i> , 2017, 47, 1193-1212.	2.3	41
7	Virtual reality for car-detailing skill development: Learning outcomes of procedural accuracy and performance quality predicted by VR self-efficacy, VR using anxiety, VR learning interest and flow experience. <i>Computers and Education</i> , 2022, 182, 104458.	8.3	30
8	Critical attitude and ability associated with students' self-confidence and attitude toward "predict-observe-explain" online science inquiry learning. <i>Computers and Education</i> , 2021, 166, 104172.	8.3	29
9	Belief in dangerous virtual communities as a predictor of continuance intention mediated by general and online social anxiety: The Facebook perspective. <i>Computers in Human Behavior</i> , 2015, 48, 663-670.	8.5	28
10	Internet cognitive failure affects learning progress as mediated by cognitive anxiety and flow while playing a Chinese antonym synonym game with interacting verbal analytical and motor-control. <i>Computers and Education</i> , 2016, 100, 32-44.	8.3	21
11	Effects of gamifying questions on English grammar learning mediated by epistemic curiosity and language anxiety. <i>Computer Assisted Language Learning</i> , 2022, 35, 1458-1482.	7.1	21
12	Personality traits predict the effects of Internet and academic self-efficacy on practical performance anxiety in online learning under the COVID-19 lockdown. <i>Journal of Research on Technology in Education</i> , 2023, 55, 426-440.	6.5	18
13	How situational interest affects individual interest in a STEAM competition. <i>International Journal of Science Education</i> , 2019, 41, 1667-1681.	1.9	17
14	Self-efficacy relevant to competitive anxiety and gameplay interest in the one-on-one competition setting. <i>Educational Technology Research and Development</i> , 2015, 63, 791-807.	2.8	15
15	The effects of intrinsic cognitive load and gameplay interest on flow experience reflecting performance progress in a Chinese remote association game. <i>Computer Assisted Language Learning</i> , 2021, 34, 358-378.	7.1	15
16	Practicing abductive reasoning: The correlations between cognitive factors and learning effects. <i>Computers and Education</i> , 2019, 138, 33-45.	8.3	11
17	Learning Progress in a Chinese Order of Stroke Game: The Effects of Intrinsic Cognitive Load and Gameplay Interest Mediated by Flow Experience. <i>Journal of Educational Computing Research</i> , 2020, 58, 842-862.	5.5	11
18	Comparing animated and static modes in educational gameplay on user interest, performance and gameplay anxiety. <i>Computers and Education</i> , 2015, 88, 109-118.	8.3	10

#	ARTICLE	IF	CITATIONS
19	EXPLORING THE EFFECTS ON FIFTH GRADERS'™ CONCEPT ACHIEVEMENT AND SCIENTIFIC EPISTEMOLOGICAL BELIEFS: APPLYING THE PREDICTION-OBSERVATION-EXPLANATION INQUIRY-BASED LEARNING MODEL IN SCIENCE EDUCATION. <i>Journal of Baltic Science Education</i> , 2021, 20, 664-676.	1.0	10
20	Crystallized intelligence affects hedonic and epistemic values to continue playing a game with saliency-based design. <i>Computers and Education</i> , 2016, 95, 75-84.	8.3	9
21	Improving cognitive certitude with calibration mediated by cognitive anxiety, online learning self-efficacy and interest in learning Chinese pronunciation. <i>Educational Technology Research and Development</i> , 2019, 67, 597-615.	2.8	9
22	Applying the BaGua to revitalize the creative problem solving process during a goal oriented contest. <i>Thinking Skills and Creativity</i> , 2013, 9, 120-128.	3.5	8
23	Confusion affects gameplay. <i>Learning and Individual Differences</i> , 2017, 59, 119-126.	2.7	8
24	Playing a Chinese remote-associated game: The correlation among flow, self-efficacy, collective self-esteem and competitive anxiety. <i>British Journal of Educational Technology</i> , 2019, 50, 2720-2735.	6.3	7
25	The Effect of Social Dilemma on Flow Experience: Prosociality Relevant to Collective Efficacy and Goal Achievement Motivation. <i>International Journal of Science and Mathematics Education</i> , 2020, 18, 239-258.	2.5	7
26	iSTEAM contest on enhancing self-confidence in making miniature models: correlate to mastery orientation, engagement and interest. <i>Research in Science and Technological Education</i> , 2023, 41, 444-461.	2.5	6
27	Parental monitoring predicts students' prosocial and impulsive tendencies relevant to consequence-based reasoning in a blended learning environment. <i>Interactive Learning Environments</i> , 2016, 24, 1534-1551.	6.4	4
28	Metacognition in covariation reasoning relevant to performance achievement mediated by experiential values in a simulation game. <i>Educational Technology Research and Development</i> , 2020, 68, 929-948.	2.8	4
29	Gestalt perception: A game designed to explore players'™ gameplay self-efficacy and anxiety reflected in their learning effects. <i>Journal of Research on Technology in Education</i> , 0, , 1-18.	6.5	2
30	Undergraduate Science Students'™ Scientist-Practitioner Gap: the Role of Epistemic Curiosity and Cognitive Flexibility. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 899-913.	2.5	2
31	Comparing the Taiwanese learning effects of <sc>ShakingOn</sc> and Kahoot!. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 892-905.	5.1	2
32	Raising insects with an application to enhance students'™ self-confidence in interacting with insects. <i>Interactive Learning Environments</i> , 2019, , 1-18.	6.4	1
33	Factors affecting the application of scientific knowledge in a STEAM contest: the correlates between collective efficacy, cohesiveness, and prosociality. <i>Research in Science and Technological Education</i> , 2023, 41, 1176-1196.	2.5	1
34	Smartphones being implicitly used: How implicit knowledge affects the usage of a smartphone. , 2013, , .		0
35	Explorative and Exploitative Learning Affected by Extraneous Cognitive Load and Gameplay Anxiety in a Gestalt Perception Game. <i>Journal of Educational Computing Research</i> , 2021, 59, 209-229.	5.5	0
36	Confusion and Chinese character learning. <i>Language Learning Journal</i> , 0, , 1-17.	2.5	0