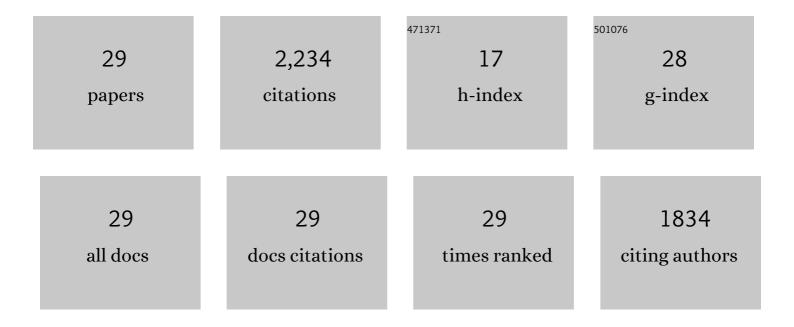
Chang, H-Y

List of Publications by Year in descending order

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CHANC H-Y

#	Article	lF	CITATIONS
1	Current status, opportunities and challenges of augmented reality in education. Computers and Education, 2013, 62, 41-49.	5.1	1,478
2	Evidence for effective uses of dynamic visualisations in science curriculum materials. Studies in Science Education, 2015, 51, 49-85.	3.4	87
3	Scaffolding learning from molecular visualizations. Journal of Research in Science Teaching, 2013, 50, 858-886.	2.0	72
4	The impact of designing and evaluating molecular animations on how well middle school students understand the particulate nature of matter. Science Education, 2010, 94, 73-94.	1.8	48
5	A review of features of technology-supported learning environments based on participants' perceptions. Computers in Human Behavior, 2015, 53, 223-237.	5.1	48
6	University students' profiles of online learning and their relation to online metacognitive regulation and internet-specific epistemic justification. Computers and Education, 2021, 175, 104315.	5.1	46
7	A systematic review of trends and findings in research employing drawing assessment in science education. Studies in Science Education, 2020, 56, 77-110.	3.4	42
8	Students' development of socio-scientific reasoning in a mobile augmented reality learning environment. International Journal of Science Education, 2018, 40, 1410-1431.	1.0	36
9	Students' guided inquiry with simulation and its relation to school science achievement and scientific literacy. Computers and Education, 2020, 149, 103830.	5.1	34
10	A comparison study of augmented reality versus interactive simulation technology to support student learning of a socio-scientific issue. Interactive Learning Environments, 2016, 24, 1148-1161.	4.4	32
11	Investigating the effects of structured and guided inquiry on students' development of conceptual knowledge and inquiry abilities: a case study in Taiwan. International Journal of Science Education, 2016, 38, 1945-1971.	1.0	32
12	Development and implications of technology in reform-based physics laboratories. Physical Review Physics Education Research, 2012, 8, .	1.7	31
13	Using Drawing Technology to Assess Students' Visualizations of Chemical Reaction Processes. Journal of Science Education and Technology, 2014, 23, 355-369.	2.4	26
14	Students' representational competence with drawing technology across two domains of science. Science Education, 2018, 102, 1129-1149.	1.8	25
15	Students' Context-Specific Epistemic Justifications, Prior Knowledge, Engagement, and Socioscientific Reasoning in a Mobile Augmented Reality Learning Environment. Journal of Science Education and Technology, 2020, 29, 399-408.	2.4	24
16	Assessing Students' Deep Conceptual Understanding in Physical Sciences: an Example on Sinking and Floating. International Journal of Science and Mathematics Education, 2017, 15, 57-70.	1.5	21
17	The Intellectual Structure of Metacognitive Scaffolding in Science Education: A Co-citation Network Analysis. International Journal of Science and Mathematics Education, 2016, 14, 249-262.	1.5	19
18	Scaffolding Students' Online Critiquing of Expert- and Peer-generated Molecular Models of Chemical Reactions. International Journal of Science Education, 2013, 35, 2028-2056.	1.0	18

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#	Article	IF	CITATIONS
19	Measuring epistemologies in science learning and teaching: A systematic review of the literature. Science Education, 2021, 105, 880-907.	1.8	18
20	Investigating Students' Conceptions of Technology-Assisted Science Learning: a Drawing Analysis. Journal of Science Education and Technology, 2019, 28, 329-340.	2.4	18
21	How to augment the learning impact of computer simulations? The designs and effects of interactivity and scaffolding. Interactive Learning Environments, 2017, 25, 1083-1097.	4.4	17
22	Teacher guidance to mediate student inquiry through interactive dynamic visualizations. Instructional Science, 2013, 41, 895-920.	1.1	14
23	The impact of light-weight inquiry with computer simulations on science learning in classrooms. Computers and Education, 2020, 146, 103770.	5.1	14
24	Investigating Taiwanese Students' Visualization Competence of Matter at the Particulate Level. International Journal of Science and Mathematics Education, 2018, 16, 1207-1226.	1.5	11
25	Augmenting the effect of virtual labs with "teacher demonstration" and "student critique" instructional designs to scaffold the development of scientific literacy. Instructional Science, 2022, 50, 303-333.	1.1	6
26	The Impact of a Mobile Augmented Reality Game: Changing Students' Perceptions of the Complexity of Socioscientific Reasoning. , 2016, , .		5
27	Adaptation of an Inquiry Visualization Curriculum and its Impact on Chemistry Learning. Asia-Pacific Education Researcher, 2014, 23, 605-619.	2.2	4
28	An Experienced Science Teacher's Metavisualization in the Case of the Complex System of Carbon Cycling. Research in Science Education, 2021, 51, 493-521.	1.4	4
29	Science teachers' and students' metavisualization in scientific modeling. Science Education, 2022, 106, 448-475.	1.8	4