

# Jon-Chao Hong

## List of Publications by Year in descending order

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104  
papers

2,010  
citations

318942

23  
h-index

355658

38  
g-index

105  
all docs

105  
docs citations

105  
times ranked

1656  
citing authors

#	ARTICLE	IF	CITATIONS
1	The entity belief of concentration ability predicts cognitive load, failure-attribution, and flow experience when using a virtual reality device. <i>Interactive Learning Environments</i> , 2024, 32, 34-51.	4.4	1
2	Exploring the role of online EFL learnersâ€™ perceived social support in their learning engagement: a structural equation model. <i>Interactive Learning Environments</i> , 2023, 31, 1703-1714.	4.4	62
3	Relationship between studentsâ€™ hands-on making self-efficacy, perceived value, cooperative attitude and competition preparedness in joining an iSTEAM contest. <i>Research in Science and Technological Education</i> , 2023, 41, 251-270.	1.4	6
4	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.	4.0	18
5	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.	1.4	1
6	Self-directed Learning Predicts Online Learning Engagement in Higher Education Mediated by Perceived Value of Knowing Learning Goals. <i>Asia-Pacific Education Researcher</i> , 2023, 32, 307-316.	2.2	14
7	Exploring teachersâ€™ attitudes toward implementing new ICT educational policies. <i>Interactive Learning Environments</i> , 2022, 30, 1823-1837.	4.4	12
8	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.	5.1	30
9	Comparing the Taiwanese learning effects of <sc>Shakingâ€™On</sc> and Kahoot!. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 892-905.	3.3	2
10	The relationship between teacher's gender and deep learning strategy: The mediating role of deep learning motivation. <i>Psychology in the Schools</i> , 2022, 59, 2251-2266.	1.1	2
11	Effects of Helicopter Parenting on Tutoring Engagement and Continued Attendance at Cram Schools. <i>Frontiers in Psychology</i> , 2022, 13, 880894.	1.1	3
12	The relationship among gameplay self-efficacy, competition anxiety, and the performance of eSports players. <i>Entertainment Computing</i> , 2022, 42, 100489.	1.8	5
13	Knowledge Sharing Types as Predictors of Job Performance Mediated by Problem-Solving Self-Efficacy in the Information System Integration Service Industry. <i>Frontiers in Psychology</i> , 2022, 13, .	1.1	0
14	Supporting schools to use face recognition systems: a continuance intention perspective of elementary school parents in China. <i>Education and Information Technologies</i> , 2022, 27, 12645-12665.	3.5	1
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.	4.8	15
16	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.	3.6	0
17	The Effects of Scientific Self-efficacy and Cognitive Anxiety on Science Engagement with the â€™Question-Observation-Doing-Explanationâ€™ Model during School Disruption in COVID-19 Pandemic. <i>Journal of Science Education and Technology</i> , 2021, 30, 380-393.	2.4	48
18	Effects and Motivation/Engagement of an Interactive Digital Game for Special Education Students in Elementary School: A Case Study Analysis. , 2021, 2, .		1

#	ARTICLE	IF	CITATIONS
19	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.	5.1	29
20	Parental Social Comparison Related to Tutoring Anxiety, and Guided Approaches to Assisting Their Children's Home Online Learning During the COVID-19 Lockdown. <i>Frontiers in Psychology</i> , 2021, 12, 708221.	1.1	4
21	Development of 5 Cs Educational Value Scale for eSport Games. <i>International Journal of Technology in Education and Science</i> , 2021, 5, 362-374.	0.7	2
22	Cellphone addiction during the Covid-19 outbreak: How online social anxiety and cyber danger belief mediate the influence of personality. <i>Computers in Human Behavior</i> , 2021, 121, 106790.	5.1	33
23	High School Students' Online Learning Ineffectiveness in Experimental Courses During the COVID-19 Pandemic. <i>Frontiers in Psychology</i> , 2021, 12, 738695.	1.1	14
24	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.	0.4	10
25	Gender Differences in Self-Regulated Online Learning During the COVID-19 Lockdown. <i>Frontiers in Psychology</i> , 2021, 12, 752131.	1.1	21
26	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.	1.5	2
27	The Effect of Object-Free and Object-Related Intelligences on Hands-On Making Self-Efficacy and Attitude Toward Quality Improvement. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 863-879.	1.5	3
28	Self-Regulation in E-Learning Environment. <i>Education Sciences</i> , 2021, 11, 785.	1.4	19
29	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.	1.5	7
30	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.	2.0	4
31	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.	3.6	11
32	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.	4.0	43
33	Implicit and Explicit Problem-Solving Process during Chinese Radical Assembly Game. <i>Creativity Research Journal</i> , 2020, 32, 412-420.	1.7	0
34	DEVELOPING AN INQUIRY AND HANDS-ON TEACHING MODEL TO GUIDE STEAM LESSON PLANNING FOR KINDERGARTEN CHILDREN. <i>Journal of Baltic Science Education</i> , 2020, 19, 908-922.	0.4	13
35	STEM EMBEDDED IN THE DUJIANGYAN IRRIGATION SYSTEM: A DESCRIPTIVE - INTERPRETIVE ANALYSIS TO DESIGN STEM COURSE. <i>Journal of Baltic Science Education</i> , 2020, 19, 764-779.	0.4	2
36	STEM in Fashion Design: The Roles of Creative Self-Efficacy and Epistemic Curiosity in Creative Performance. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2019, 15, .	0.7	11

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37	The effect of the "Prediction-observation-quiz-explanation" inquiry-based e-learning model on flow experience in green energy learning. <i>Computers and Education</i> , 2019, 133, 127-138.	5.1	36
38	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.	3.9	7
39	How situational interest affects individual interest in a STEAM competition. <i>International Journal of Science Education</i> , 2019, 41, 1667-1681.	1.0	17
40	Practicing abductive reasoning: The correlations between cognitive factors and learning effects. <i>Computers and Education</i> , 2019, 138, 33-45.	5.1	11
41	Raising insects with an application to enhance students' self-confidence in interacting with insects. <i>Interactive Learning Environments</i> , 2019, , 1-18.	4.4	1
42	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.	2.0	9
43	The effects of metacognition on online learning interest and continuance to learn with MOOCs. <i>Computers and Education</i> , 2018, 121, 18-29.	5.1	139
44	The value of CK, PK, and PCK in professional development programs predicted by the progressive beliefs of elementary school teachers. <i>European Journal of Teacher Education</i> , 2018, 41, 448-462.	2.2	12
45	Social Categorization on Perception Bias in the Practice of Microteaching. <i>Research in Science Education</i> , 2017, 47, 185-201.	1.4	2
46	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.	1.4	41
47	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.	4.8	46
48	Confusion affects gameplay. <i>Learning and Individual Differences</i> , 2017, 59, 119-126.	1.5	8
49	The effect of consumer innovativeness on perceived value and continuance intention to use smartwatch. <i>Computers in Human Behavior</i> , 2017, 67, 264-272.	5.1	261
50	A Five-Stage Prediction-Observation-Explanation Inquiry-Based Learning Model to Improve Students' Learning Performance in Science Courses. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2017, 13, .	0.7	14
51	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.	5.1	21
52	Mindfulness in learning safe sex via social media: Perspectives of personality and experiential value. <i>Computers in Human Behavior</i> , 2016, 64, 337-346.	5.1	8
53	Effect of radical-position regularity for Chinese orthographic skills of Chinese-as-a-second-language learners. <i>Computers in Human Behavior</i> , 2016, 59, 402-410.	5.1	16
54	Integrating a moral reasoning game in a blended learning setting: effects on students' interest and performance. <i>Interactive Learning Environments</i> , 2016, 24, 572-589.	4.4	7

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55	Learning with Social Media: How do Preservice Teachers Integrate YouTube and Social Media in Teaching?. <i>Asia-Pacific Education Researcher</i> , 2016, 25, 35-44.	2.2	27
56	The role of pre-game learning attitude in the prediction to competitive anxiety, perceived utility of pre-game learning of game, and gameplay interest. <i>Interactive Learning Environments</i> , 2016, 24, 239-251.	4.4	11
57	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.	5.1	9
58	Relationship Among Students' Problem-Solving Attitude, Perceived Value, Behavioral Attitude, and Intention to Participate in a Science and Technology Contest. <i>International Journal of Science and Mathematics Education</i> , 2016, 14, 1419-1435.	1.5	22
59	Internet cognitive failure relevant to self-efficacy, learning interest, and satisfaction with social media learning. <i>Computers in Human Behavior</i> , 2016, 55, 214-222.	5.1	69
60	An Eye Movement Study on the Reading Process of Automobile Maintenance Test. , 2015, , .		0
61	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.	2.0	15
62	Larvae phobia relevant to anxiety and disgust reflected to the enhancement of learning interest and self-confidence. <i>Learning and Individual Differences</i> , 2015, 42, 147-152.	1.5	3
63	Parental monitoring and helicopter parenting relevant to vocational student's procrastination and self-regulated learning. <i>Learning and Individual Differences</i> , 2015, 42, 139-146.	1.5	50
64	Comparing animated and static modes in educational gameplay on user interest, performance and gameplay anxiety. <i>Computers and Education</i> , 2015, 88, 109-118.	5.1	10
65	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.	5.1	28
66	Using a "prediction-observation-explanation-inquiry" model to enhance student interest and intention to continue science learning predicted by their Internet cognitive failure. <i>Computers and Education</i> , 2014, 72, 110-120.	5.1	79
67	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.	5.1	42
68	Scientific reasoning correlated to altruistic traits in an inquiry learning platform: Autistic vs. realistic reasoning in science problem-solving practice. <i>Thinking Skills and Creativity</i> , 2014, 12, 26-36.	1.9	8
69	Positive affect predicting worker psychological response to cyber-bullying in the high-tech industry in Northern Taiwan. <i>Computers in Human Behavior</i> , 2014, 30, 307-314.	5.1	32
70	Using the saliency-based model to design a digital archaeological game to motivate players' intention to visit the digital archives of Taiwan's natural science museum. <i>Computers and Education</i> , 2013, 66, 74-82.	5.1	21
71	Comparing the retention and flow experience in playing Solitary and Heart Attack games of San Zi Jing: A perspective of Dual Process Theory. <i>Computers and Education</i> , 2013, 69, 369-376.	5.1	11
72	Gender and prior science achievement affect categorization on a procedural learning task. <i>Thinking Skills and Creativity</i> , 2013, 8, 92-101.	1.9	3

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73	Persistence temperament associated with children playing math games between touch panel and embodied interaction. <i>Journal of Computer Assisted Learning</i> , 2013, 29, 569-578.	3.3	12
74	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.	1.9	8
75	Vitalizing creative learning in science and technology through an extracurricular club: A perspective based on activity theory. <i>Thinking Skills and Creativity</i> , 2013, 8, 45-55.	1.9	12
76	Gender differences in cognitive load and competition anxiety affect 6th grade students' attitude toward playing and intention to play at a sequential or synchronous game. <i>Computers and Education</i> , 2013, 60, 254-263.	5.1	52
77	A comparative study of the learning effectiveness of a blended and embodied interactive video game for kindergarten students. <i>Interactive Learning Environments</i> , 2013, 21, 39-53.	4.4	16
78	Smartphones being implicitly used: How implicit knowledge affects the usage of a smartphone. , 2013, , .		0
79	How the Elderly Can Use Scientific Knowledge to Solve Problems While Designing Toys: A Retrospective Analysis of the Design of a Working UFO. <i>Educational Gerontology</i> , 2013, 39, 386-397.	0.7	0
80	E-mail as reminder enhance self-regulated learning on the second language learner behavior. , 2012, , .		0
81	Gender differences in social cognitive learning at a technological project design. <i>International Journal of Technology and Design Education</i> , 2012, 22, 451-472.	1.7	8
82	Developing physics concepts through hands-on problem solving: a perspective on a technological project design. <i>International Journal of Technology and Design Education</i> , 2012, 22, 473-487.	1.7	12
83	The preliminary study about the development of cultural and creative industries in Taiwan. , 2012, , .		0
84	Extending the Technology Acceptance Model to Investigate Impact of Embodied Games on Learning of Xiao-zhuan ( ). <i>Procedia, Social and Behavioral Sciences</i> , 2012, 64, 545-554.	0.5	5
85	Using eight trigrams (BaGua) approach with epistemological practice to vitalize problem-solving processes: A confirmatory analysis of R&D managers. <i>Thinking Skills and Creativity</i> , 2012, 7, 187-197.	1.9	7
86	Effects of cognitive style on digital jigsaw puzzle performance: A GridWare analysis. <i>Computers in Human Behavior</i> , 2012, 28, 920-928.	5.1	43
87	Applying the technology acceptance model to investigate the factors comparing the intention between EIVG and MCG systems. , 2011, , .		1
88	The relation between students' anxiety and interest in playing an online game. , 2011, , .		3
89	Applying the technology acceptance model in a study of the factors affecting usage of the Taiwan digital archives system. <i>Computers and Education</i> , 2011, 57, 2086-2094.	5.1	60
90	Collaborative learning in technological project design. <i>International Journal of Technology and Design Education</i> , 2011, 21, 335-347.	1.7	21

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91	Elders' Usability, Dependability, and Flow Experiences on Embodied Interactive Video Games. <i>Educational Gerontology</i> , 2011, 37, 715-731.	0.7	36
92	Innovation Strategies for Organizational Change in a Tea Restaurant Culture: A Social Behavior Perspective. <i>Social Behavior and Personality</i> , 2011, 39, 265-273.	0.3	7
93	Non-native Chinese language learners' attitudes towards online vision-based motion games. <i>British Journal of Educational Technology</i> , 2010, 41, 1043-1053.	3.9	24
94	Playfulness-based design in educational games: a perspective on an evolutionary contest game. <i>Interactive Learning Environments</i> , 2009, 17, 15-35.	4.4	42
95	The Learning Effectiveness of Blended and Embodied Interactive Video Game on Kindergarten Students. <i>Lecture Notes in Computer Science</i> , 2009, , 456-463.	1.0	2
96	From Fingers to Embodiment: A Study on the Relations of the Usability, Dependability of the Embodied Interactive Video Games and the Elders'™ Flow Experience. <i>Lecture Notes in Computer Science</i> , 2009, , 464-472.	1.0	4
97	Competency disparity between pre-service teacher education and in-service teaching requirements in Taiwan. <i>International Journal of Educational Development</i> , 2008, 28, 4-20.	1.4	23
98	A Toy Clinic Shop: Innovation Management in a Shin-Tai Elementary School. <i>Educational Gerontology</i> , 2008, 34, 1018-1033.	0.7	6
99	A study on thinking strategy between experts and novices of computer games. <i>Computers in Human Behavior</i> , 2003, 19, 245-258.	5.1	56
100	The Development of Technological Creativity through Project Work. <i>Creativity and Innovation Management</i> , 1999, 8, 269-280.	1.9	3
101	Computer education in R.O.C. high schools. <i>Computers and Education</i> , 1989, 13, 213-216.	5.1	0
102	Taiwan's and university co-operation. , 0, , .		0
103	Confusion and Chinese character learning. <i>Language Learning Journal</i> , 0, , 1-17.	1.4	0
104	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.	4.0	2