

# Chi-Cheng Chang

## List of Publications by Year in descending order

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Version: 2024-02-01

78  
papers

2,077  
citations

304743

22  
h-index

276875

41  
g-index

79  
all docs

79  
docs citations

79  
times ranked

1436  
citing authors

#	ARTICLE	IF	CITATIONS
1	Attitudes towards science, technology, engineering and mathematics (STEM) in a project-based learning (PjBL) environment. <i>International Journal of Technology and Design Education</i> , 2013, 23, 87-102.	2.6	276
2	Perceived convenience in an extended technology acceptance model: Mobile technology and English learning for college students. <i>Australasian Journal of Educational Technology</i> , 2012, 28, .	3.5	182
3	The contribution of self-efficacy to the relationship between personality traits and entrepreneurial intention. <i>Higher Education</i> , 2016, 72, 209-224.	4.4	145
4	A comparative analysis of the consistency and difference among teacher-assessment, student self-assessment and peer-assessment in a Web-based portfolio assessment environment for high school students. <i>Computers and Education</i> , 2012, 58, 303-320.	8.3	83
5	Development and Evaluation of an RFID-based Ubiquitous Learning Environment for Outdoor Learning. <i>Interactive Learning Environments</i> , 2007, 15, 253-269.	6.4	81
6	Reliability and validity of Web-based portfolio peer assessment: A case study for a senior high school's students taking computer course. <i>Computers and Education</i> , 2011, 57, 1306-1316.	8.3	68
7	Construction and Evaluation of a Web-Based Learning Portfolio System: An Electronic Assessment Tool. <i>Innovations in Education and Teaching International</i> , 2001, 38, 144-155.	2.5	62
8	A study on the evaluation and effectiveness analysis of web-based learning portfolio (WBLP). <i>British Journal of Educational Technology</i> , 2001, 32, 435-458.	6.3	61
9	The Impact of College Students' Intrinsic and Extrinsic Motivation on Continuance Intention to Use English Mobile Learning Systems. <i>Asia-Pacific Education Researcher</i> , 2013, 22, 181-192.	3.7	60
10	Content presentation modes in mobile language listening tasks: English proficiency as a moderator. <i>Computer Assisted Language Learning</i> , 2011, 24, 451-470.	7.1	56
11	BYOD or not: A comparison of two assessment strategies for student learning. <i>Computers in Human Behavior</i> , 2017, 74, 63-71.	8.5	50
12	Is single or dual channel with different English proficiencies better for English listening comprehension, cognitive load and attitude in ubiquitous learning environment?. <i>Computers and Education</i> , 2011, 57, 2313-2321.	8.3	40
13	Is learner self-assessment reliable and valid in a Web-based portfolio environment for high school students?. <i>Computers and Education</i> , 2013, 60, 325-334.	8.3	38
14	Enhancing self-perceived effects using Web-based portfolio assessment. <i>Computers in Human Behavior</i> , 2008, 24, 1753-1771.	8.5	36
15	Constructing and evaluating online goal-setting mechanisms in web-based portfolio assessment system for facilitating self-regulated learning. <i>Computers and Education</i> , 2013, 69, 237-249.	8.3	33
16	In search of an index of imagination for virtual experience designers. <i>International Journal of Technology and Design Education</i> , 2013, 23, 1037-1046.	2.6	30
17	The influence of perceived convenience and curiosity on continuance intention in mobile English learning for high school students using PDAs. <i>Technology, Pedagogy and Education</i> , 2013, 22, 373-386.	5.4	29
18	Development of competency-based web learning material and effect evaluation of self-directed learning aptitudes on learning achievements. <i>Interactive Learning Environments</i> , 2006, 14, 265-286.	6.4	28

#	ARTICLE	IF	CITATIONS
19	Use and performances of Web-based portfolio assessment. <i>British Journal of Educational Technology</i> , 2009, 40, 358-370.	6.3	28
20	Using a Web-based portfolio assessment system to elevate project-based learning performances. <i>Interactive Learning Environments</i> , 2011, 19, 211-230.	6.4	28
21	Effects of presentation mode on mobile language learning: A performance efficiency perspective. <i>Australasian Journal of Educational Technology</i> , 2012, 28, .	3.5	28
22	Using e-portfolios to facilitate university students' knowledge management performance: E-portfolio vs. non-portfolio. <i>Computers and Education</i> , 2013, 69, 216-224.	8.3	26
23	Intrinsic motivation as a mediator on imaginative capability development. <i>Thinking Skills and Creativity</i> , 2013, 8, 109-119.	3.5	25
24	Predicting the creativity of design majors based on the interaction of diverse personality traits. <i>Innovations in Education and Teaching International</i> , 2015, 52, 371-382.	2.5	22
25	Media presentation mode, English listening comprehension and cognitive load in ubiquitous learning environments: Modality effect or redundancy effect?. <i>Australasian Journal of Educational Technology</i> , 2011, 27, .	3.5	22
26	The relationship between the performance and the perceived benefits of using an electronic performance support system (EPSS). <i>Innovations in Education and Teaching International</i> , 2004, 41, 343-364.	2.5	21
27	Personality and psychological factors predict imagination: Evidence from Taiwan. <i>Learning and Individual Differences</i> , 2013, 27, 67-74.	2.7	21
28	Online social construction of Taiwan's rural image: Comparison between Taiwanese self-representation and Chinese perception. <i>Tourism Management</i> , 2020, 76, 103968.	9.8	21
29	Towards a distributed web-based learning community. <i>Innovations in Education and Teaching International</i> , 2003, 40, 27-42.	2.5	20
30	Using creative problem solving to promote students' performance of concept mapping. <i>International Journal of Technology and Design Education</i> , 2013, 23, 1093-1109.	2.6	20
31	Predicting scientific imagination from the joint influences of intrinsic motivation, self-efficacy, agreeableness, and extraversion. <i>Learning and Individual Differences</i> , 2014, 31, 36-42.	2.7	20
32	Using e-portfolios to elevate knowledge assessment among university students. <i>Computers and Education</i> , 2014, 72, 187-195.	8.3	18
33	Imagining Garage Start-Ups: Interactive Effects of Imaginative Capacities on Entrepreneurial Intention. <i>Creativity Research Journal</i> , 2016, 28, 289-297.	2.6	18
34	Optimizing Personality Traits and Entrepreneurial Creativity to Boost the Precursors of Social Entrepreneurial Intentions: Five Studies in Taiwan. <i>Journal of Social Service Research</i> , 2021, 47, 10-32.	1.3	18
35	Leveling up: Are non-gamers and women disadvantaged in a virtual world classroom?. <i>Computers in Human Behavior</i> , 2016, 65, 210-219.	8.5	17
36	Performance, cognitive load, and behaviour of technology-assisted English listening learning: From CALL to MALL. <i>Journal of Computer Assisted Learning</i> , 2018, 34, 105-114.	5.1	17

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37	Consideration factors and adoption of type, tabulation and framework for creating e-portfolios. <i>Computers and Education</i> , 2011, 56, 452-465.	8.3	16
38	Alteration of Influencing Factors of Continued Intentions to Use e-Learning for Different Degrees of Adult Online Participation. <i>International Review of Research in Open and Distance Learning</i> , 2015, 16, .	1.8	16
39	Using mastery learning theory to develop task-centered hands-on STEM learning of Arduino-based educational robotics: psychomotor performance and perception by a convergent parallel mixed method. <i>Interactive Learning Environments</i> , 2022, 30, 1677-1692.	6.4	16
40	Direct or indirect effects from "perceived characteristic of innovation" to "intention to pay" mediation of continuance intention to use e-learning. <i>Journal of Computers in Education</i> , 2020, 7, 511-530.	8.3	16
41	Is blended e-learning as measured by an achievement test and self-assessment better than traditional classroom learning for vocational high school students?. <i>International Review of Research in Open and Distance Learning</i> , 2014, 15, .	1.8	15
42	Are there differences between science and engineering majors regarding the imagination-mediated model?. <i>Thinking Skills and Creativity</i> , 2013, 10, 79-90.	3.5	14
43	Does using e-portfolios for reflective writing enhance high school students' self-regulated learning?. <i>Technology, Pedagogy and Education</i> , 2016, 25, 317-336.	5.4	14
44	Using e-portfolio for learning goal setting to facilitate self-regulated learning of high school students. <i>Behaviour and Information Technology</i> , 2018, 37, 1237-1251.	4.0	14
45	Self-Evaluated Effects of Web-Based Portfolio Assessment System for Various Student Motivation Levels. <i>Journal of Educational Computing Research</i> , 2009, 41, 391-405.	5.5	13
46	Kindling Social Entrepreneurial Journalism. <i>Journalism Practice</i> , 2019, 13, 873-885.	2.2	13
47	The process, dialogues, and attitudes of vocational engineering high school students in a web problem-based learning (WPBL) system. <i>Interactive Learning Environments</i> , 2012, 20, 547-562.	6.4	12
48	Reflective behaviors under a web-based portfolio assessment environment for high school students in a computer course. <i>Computers and Education</i> , 2012, 58, 459-469.	8.3	12
49	Curvilinear effects of openness and agreeableness on the imaginative capability of student designers. <i>Thinking Skills and Creativity</i> , 2014, 14, 68-75.	3.5	12
50	Spontaneous analogising caused by text stimuli in design thinking: differences between higher- and lower-creativity groups. <i>Cognitive Neurodynamics</i> , 2018, 12, 55-71.	4.0	12
51	The Moderating Role of Online Community Participation in the Relationship Between Internal Marketing and Organizational Citizenship Behavior. <i>Social Behavior and Personality</i> , 2012, 40, 1725-1738.	0.6	11
52	Is Reflection Performance Correlated to the Learning Effect in a Web-Based Portfolio Assessment Environment for Middle School Students?. <i>Asia-Pacific Education Researcher</i> , 2014, 23, 73-82.	3.7	10
53	The mediating effects of generative cognition on imagination stimulation. <i>Innovations in Education and Teaching International</i> , 2014, 51, 544-555.	2.5	10
54	Key successful factors of knowledge management for university students using e-portfolios: Approach of Fuzzy Delphi and Fuzzy AHP. <i>Computer Applications in Engineering Education</i> , 2015, 23, 673-681.	3.4	10

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55	Connecting digital elements with physical learning contexts: an educational escape-the-room game for supporting learning in young children. <i>Technology, Pedagogy and Education</i> , 2020, 29, 425-444.	5.4	10
56	Cognition, Attitude, and Interest in Cross-Disciplinary i-STEM Robotics Curriculum Developed by Thematic Integration Approaches of Webbed and Threaded Models: a Concurrent Embedded Mixed Methods Study. <i>Journal of Science Education and Technology</i> , 2020, 29, 622-634.	3.9	10
57	Online reflective writing mechanisms and its effects on self-regulated learning: a case of web-based portfolio assessment system. <i>Interactive Learning Environments</i> , 2016, 24, 1647-1664.	6.4	9
58	Integrating heuristics and think-aloud approach to evaluate the usability of game-based learning material. <i>Journal of Computers in Education</i> , 2021, 8, 137-157.	8.3	9
59	RFID-based Ubiquitous Learning Environment for Outdoor Learning. , 2007, , .		8
60	Building a web-based learning portfolio for authentic assessment. , 0, , .		6
61	Differential Effects of Personality Traits and Environmental Predictors on Reproductive and Creative Imagination. <i>Journal of Creative Behavior</i> , 2014, 48, 237-253.	2.9	6
62	The moderating effect of intrinsic motivation on rural practice: A case study from Taiwan. <i>Innovations in Education and Teaching International</i> , 2018, 55, 294-303.	2.5	6
63	The instructional design of integrative STEM curriculum: A pilot study in a robotics summer camp. , 2015, , .		5
64	The role of learning style in engineering design thinking via project-based STEM course. <i>Asia Pacific Journal of Education</i> , 2023, 43, 1125-1143.	2.1	5
65	Outdoor ubiquitous learning or indoor CAL? Achievement and different cognitive loads of college students. <i>Behaviour and Information Technology</i> , 2018, 37, 38-49.	4.0	4
66	Were knowledge management abilities of university students enhanced after creating personal blog-based portfolios?. <i>Australasian Journal of Educational Technology</i> , 2013, 29, .	3.5	4
67	Discovering the imaginative capability of technology writers: Its indicators, roots, and cultivation. <i>Thinking Skills and Creativity</i> , 2014, 14, 76-86.	3.5	3
68	Comparison of Studentsâ€™ Perception of Moodle in a Taiwan University against Students in a Portuguese University. <i>Lecture Notes in Computer Science</i> , 2013, , 71-78.	1.3	3
69	Defing the VET Policy Instruments for Developing the National Innovation System of Fuel Cell Technologies. , 2011, , .		2
70	The effects of creative personality and psychological influences on imagination. <i>Innovations in Education and Teaching International</i> , 2015, 52, 587-598.	2.5	2
71	In search of the journalistic imagination. <i>Thinking Skills and Creativity</i> , 2016, 19, 9-20.	3.5	1
72	Attitudes towards Knowledge Transfer in the Context of Web Problem-Based Learning Integrated Circuits Course From the Perspective of High School Students. , 2009, , .		0

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73	The silent power. , 2012, , .		0
74	Analyzing the building and using situations of e-learning platform: From total quality management and knowledge management perspectives. , 2012, , .		0
75	Do individual emotion and corporative environment influence technology transfer in Taiwan technology industry?. , 2012, , .		0
76	Using Multimedia eBook with Positive Emotional Environment to Facilitate Students' Electricity Saving Literacy. , 2018, , .		0
77	A Hybrid Biological Data Analysis Approach for Studentsâ€™ Learning Creative Characteristics Recognition. IEEE Access, 2019, 7, 134411-134421.	4.2	0
78	Gender Differences in Engineering Design Thinking in a Project-Based STEAM Course. Lecture Notes in Computer Science, 2021, , 557-566.	1.3	0