# Chi-Cheng Chang

List of Publications by Year
in descending order

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|---|---|---|---|
| 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 | The role of learning style in engineering design thinking via project-based STEM course. Asia Pacific Journal of Education, 2023, 43, 1125-1143. | 2.1 | 5 |
| 2 | 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. Interactive Learning Environments, 2022, 30, 1677-1692. | 6.4 | 16 |
| 3 | Optimizing Personality Traits and Entrepreneurial Creativity to Boost the Precursors of Social Entrepreneurial Intentions: Five Studies in Taiwan. Journal of Social Service Research, 2021, 47, 10-32. | 1.3 | 18 |
| 4 | Integrating heuristics and think-aloud approach to evaluate the usability of game-based learning material. Journal of Computers in Education, 2021, 8, 137-157. | 8.3 | 9 |
| 5 | Gender Differences in Engineering Design Thinking in a Project-Based STEAM Course. Lecture Notes in Computer Science, 2021, , 557-566. | 1.3 | 0 |
| 6 | Online social construction of Taiwan's rural image: Comparison between Taiwanese self-representation and Chinese perception. Tourism Management, 2020, 76, 103968. | 9.8 | 21 |
| 7 | Connecting digital elements with physical learning contexts: an educational escape-the-room game for supporting learning in young children. Technology, Pedagogy and Education, 2020, 29, 425-444. | 5.4 | 10 |
| 8 | 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. Journal of Science Education and Technology, 2020, 29, 622-634. | 3.9 | 10 |
| 9 | Direct or indirect effects from â€œperceived characteristic of innovationâ€to â€œintention to payâ€: mediation of continuance intention to use e-learning. Journal of Computers in Education, 2020, 7, 511-530. | 8.3 | 16 |
| 10 | A Hybrid Biological Data Analysis Approach for Studentsâ€™ Learning Creative Characteristics Recognition. IEEE Access, 2019, 7, 134411-134421. | 4.2 | 0 |
| 11 | Kindling Social Entrepreneurial Journalism. Journalism Practice, 2019, 13, 873-885. | 2.2 | 13 |
| 12 | Performance, cognitive load, and behaviour of technologyâ€assisted English listening learning: From <scp>CALL</scp> to <scp>MALL</scp>. Journal of Computer Assisted Learning, 2018, 34, 105-114. | 5.1 | 17 |
| 13 | The moderating effect of intrinsic motivation on rural practice: A case study from Taiwan. Innovations in Education and Teaching International, 2018, 55, 294-303. | 2.5 | 6 |
| 14 | Spontaneous analogising caused by text stimuli in design thinking: differences between higher- and lower-creativity groups. Cognitive Neurodynamics, 2018, 12, 55-71. | 4.0 | 12 |
| 15 | Outdoor ubiquitous learning or indoor CAL? Achievement and different cognitive loads of college students. Behaviour and Information Technology, 2018, 37, 38-49. | 4.0 | 4 |
| 16 | Using Multimedia eBook with Positive Emotional Environment to Facilitate Students' Electricity Saving Literacy. , 2018, , . | | 0 |
| 17 | Using e-portfolio for learning goal setting to facilitate self-regulated learning of high school students. Behaviour and Information Technology, 2018, 37, 1237-1251. | 4.0 | 14 |
| 18 | BYOD or not: A comparison of two assessment strategies for student learning. Computers in Human Behavior, 2017, 74, 63-71. | 8.5 | 50 |

| # | ARTICLE | IF | CITATIONS |
|---|---------|-----|-----------|
| 19 | Imagining Garage Start-Ups: Interactive Effects of Imaginative Capacities on Entrepreneurial Intention. Creativity Research Journal, 2016, 28, 289-297. | 2.6 | 18 |
| 20 | Leveling up: Are non-gamers and women disadvantaged in a virtual world classroom?. Computers in Human Behavior, 2016, 65, 210-219. | 8.5 | 17 |
| 21 | In search of the journalistic imagination. Thinking Skills and Creativity, 2016, 19, 9-20. | 3.5 | 1 |
| 22 | Online reflective writing mechanisms and its effects on self-regulated learning: a case of web-based portfolio assessment system. Interactive Learning Environments, 2016, 24, 1647-1664. | 6.4 | 9 |
| 23 | Does using e-portfolios for reflective writing enhance high school students' self-regulated learning?. Technology, Pedagogy and Education, 2016, 25, 317-336. | 5.4 | 14 |
| 24 | The contribution of self-efficacy to the relationship between personality traits and entrepreneurial intention. Higher Education, 2016, 72, 209-224. | 4.4 | 145 |
| 25 | Key successful factors of knowledge management for university students using e-portfolios: Approach of Fuzzy Delphi and Fuzzy AHP. Computer Applications in Engineering Education, 2015, 23, 673-681. | 3.4 | 10 |
| 26 | Alteration of Influencing Factors of Continued Intentions to Use e-Learning for Different Degrees of Adult Online Participation. International Review of Research in Open and Distance Learning, 2015, 16, . | 1.8 | 16 |
| 27 | Predicting the creativity of design majors based on the interaction of diverse personality traits. Innovations in Education and Teaching International, 2015, 52, 371-382. | 2.5 | 22 |
| 28 | The effects of creative personality and psychological influences on imagination. Innovations in Education and Teaching International, 2015, 52, 587-598. | 2.5 | 2 |
| 29 | The instructional design of integrative STEM curriculum: A pilot study in a robotics summer camp. , 2015, , . | | 5 |
| 30 | Is blended e-learning as measured by an achievement test and self-assessment better than traditional classroom learning for vocational high school students?. International Review of Research in Open and Distance Learning, 2014, 15, . | 1.8 | 15 |
| 31 | Differential Effects of Personality Traits and Environmental Predictors on Reproductive and Creative Imagination. Journal of Creative Behavior, 2014, 48, 237-253. | 2.9 | 6 |
| 32 | Is Reflection Performance Correlated to the Learning Effect in a Web-Based Portfolio Assessment Environment for Middle School Students?. Asia-Pacific Education Researcher, 2014, 23, 73-82. | 3.7 | 10 |
| 33 | Using e-portfolios to elevate knowledge amassment among university students. Computers and Education, 2014, 72, 187-195. | 8.3 | 18 |
| 34 | The mediating effects of generative cognition on imagination stimulation. Innovations in Education and Teaching International, 2014, 51, 544-555. | 2.5 | 10 |
| 35 | Curvilinear effects of openness and agreeableness on the imaginative capability of student designers. Thinking Skills and Creativity, 2014, 14, 68-75. | 3.5 | 12 |
| 36 | Discovering the imaginative capability of technology writers: Its indicators, roots, and cultivation. Thinking Skills and Creativity, 2014, 14, 76-86. | 3.5 | 3 |

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|---|---------|-----|-----------|
| 37 | Predicting scientific imagination from the joint influences of intrinsic motivation, self-efficacy, agreeableness, and extraversion. Learning and Individual Differences, 2014, 31, 36-42. | 2.7 | 20 |
| 38 | Are there differences between science and engineering majors regarding the imagination-mediated model?. Thinking Skills and Creativity, 2013, 10, 79-90. | 3.5 | 14 |
| 39 | The Impact of College Students' Intrinsic and Extrinsic Motivation on Continuance Intention to Use English Mobile Learning Systems. Asia-Pacific Education Researcher, 2013, 22, 181-192. | 3.7 | 60 |
| 40 | In search of an index of imagination for virtual experience designers. International Journal of Technology and Design Education, 2013, 23, 1037-1046. | 2.6 | 30 |
| 41 | Using creative problem solving to promote students' performance of concept mapping. International Journal of Technology and Design Education, 2013, 23, 1093-1109. | 2.6 | 20 |
| 42 | Constructing and evaluating online goal-setting mechanisms in web-based portfolio assessment system for facilitating self-regulated learning. Computers and Education, 2013, 69, 237-249. | 8.3 | 33 |
| 43 | Personality and psychological factors predict imagination: Evidence from Taiwan. Learning and Individual Differences, 2013, 27, 67-74. | 2.7 | 21 |
| 44 | Intrinsic motivation as a mediator on imaginative capability development. Thinking Skills and Creativity, 2013, 8, 109-119. | 3.5 | 25 |
| 45 | Using e-portfolios to facilitate university students' knowledge management performance: E-portfolio vs. non-portfolio. Computers and Education, 2013, 69, 216-224. | 8.3 | 26 |
| 46 | Is learner self-assessment reliable and valid in a Web-based portfolio environment for high school students?. Computers and Education, 2013, 60, 325-334. | 8.3 | 38 |
| 47 | Attitudes towards science, technology, engineering and mathematics (STEM) in a project-based learning (PjBL) environment. International Journal of Technology and Design Education, 2013, 23, 87-102. | 2.6 | 276 |
| 48 | The influence of perceived convenience and curiosity on continuance intention in mobile English learning for high school students using PDAs. Technology, Pedagogy and Education, 2013, 22, 373-386. | 5.4 | 29 |
| 49 | Were knowledge management abilities of university students enhanced after creating personal blog-based portfolios?. Australasian Journal of Educational Technology, 2013, 29, . | 3.5 | 4 |
| 50 | Comparison of Students' Perception of Moodle in a Taiwan University against Students in a Portuguese University. Lecture Notes in Computer Science, 2013, , 71-78. | 1.3 | 3 |
| 51 | The silent power. , 2012, , . | | 0 |
| 52 | Analyzing the building and using situations of e-learning platform: From total quality management and knowledge management perspectives. , 2012, , . | | 0 |
| 53 | The process, dialogues, and attitudes of vocational engineering high school students in a web problem-based learning (WPBL) system. Interactive Learning Environments, 2012, 20, 547-562. | 6.4 | 12 |
| 54 | Do individual emotion and corporative environment influence technology transfer in Taiwan technology industry?. , 2012, , . | | 0 |

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|---|---------|-----|-----------|
| 55 | The Moderating Role of Online Community Participation in the Relationship Between Internal Marketing and Organizational Citizenship Behavior. Social Behavior and Personality, 2012, 40, 1725-1738. | 0.6 | 11 |
| 56 | 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. Computers and Education, 2012, 58, 303-320. | 8.3 | 83 |
| 57 | Reflective behaviors under a web-based portfolio assessment environment for high school students in a computer course. Computers and Education, 2012, 58, 459-469. | 8.3 | 12 |
| 58 | Perceived convenience in an extended technology acceptance model: Mobile technology and English learning for college students. Australasian Journal of Educational Technology, 2012, 28, . | 3.5 | 182 |
| 59 | Effects of presentation mode on mobile language learning: A performance efficiency perspective. Australasian Journal of Educational Technology, 2012, 28, . | 3.5 | 28 |
| 60 | Defing the VET Policy Instruments for Developing the National Innovation System of Fuel Cell Technologies. , 2011, , . |  | 2 |
| 61 | Using a Web-based portfolio assessment system to elevate project-based learning performances. Interactive Learning Environments, 2011, 19, 211-230. | 6.4 | 28 |
| 62 | Consideration factors and adoption of type, tabulation and framework for creating e-portfolios. Computers and Education, 2011, 56, 452-465. | 8.3 | 16 |
| 63 | Reliability and validity of Web-based portfolio peer assessment: A case study for a senior high school's students taking computer course. Computers and Education, 2011, 57, 1306-1316. | 8.3 | 68 |
| 64 | Is single or dual channel with different English proficiencies better for English listening comprehension, cognitive load and attitude in ubiquitous learning environment?. Computers and Education, 2011, 57, 2313-2321. | 8.3 | 40 |
| 65 | Content presentation modes in mobile language listening tasks: English proficiency as a moderator. Computer Assisted Language Learning, 2011, 24, 451-470. | 7.1 | 56 |
| 66 | Media presentation mode, English listening comprehension and cognitive load in ubiquitous learning environments: Modality effect or redundancy effect?. Australasian Journal of Educational Technology, 2011, 27, . | 3.5 | 22 |
| 67 | Self-Evaluated Effects of Web-Based Portfolio Assessment System for Various Student Motivation Levels. Journal of Educational Computing Research, 2009, 41, 391-405. | 5.5 | 13 |
| 68 | Use and performances of Web-based portfolio assessment. British Journal of Educational Technology, 2009, 40, 358-370. | 6.3 | 28 |
| 69 | Attitudes towards Knowledge Transfer in the Context of Web Problem-Based Learning Integrated Circuits Course From the Perspective of High School Students. , 2009, , . |  | 0 |
| 70 | Enhancing self-perceived effects using Web-based portfolio assessment. Computers in Human Behavior, 2008, 24, 1753-1771. | 8.5 | 36 |
| 71 | RFID-based Ubiquitous Learning Environment for Outdoor Learning. , 2007, , . |  | 8 |
| 72 | Development and Evaluation of an RFID-based Ubiquitous Learning Environment for Outdoor Learning. Interactive Learning Environments, 2007, 15, 253-269. | 6.4 | 81 |

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|---|---------|----|-----------|
| 73 | Development of competency-based web learning material and effect evaluation of self-directed learning aptitudes on learning achievements. Interactive Learning Environments, 2006, 14, 265-286. | 6.4 | 28 |
| 74 | The relationship between the performance and the perceived benefits of using an electronic performance support system (EPSS). Innovations in Education and Teaching International, 2004, 41, 343-364. | 2.5 | 21 |
| 75 | Towards a distributed web-based learning community. Innovations in Education and Teaching International, 2003, 40, 27-42. | 2.5 | 20 |
| 76 | Construction and Evaluation of a Web-Based Learning Portfolio System: An Electronic Assessment Tool. Innovations in Education and Teaching International, 2001, 38, 144-155. | 2.5 | 62 |
| 77 | A study on the evaluation and effectiveness analysis of web‐based learning portfolio (WBLP). British Journal of Educational Technology, 2001, 32, 435-458. | 6.3 | 61 |
| 78 | Building a web-based learning portfolio for authentic assessment. , 0, , . | | 6 |