Huy P Phan

List of Publications by Year
in descending order

96	1,705	411340	388640
papers	citations	20	36
		h-index	g-index

97	97	97	1105
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Advancing the study of solving linear equations with negative pronumerals: A smarter way from a cognitive load perspective. PLoS ONE, 2022, 17, e0265547.	1.1	1
2	Advancing the Study of â€œGoals of Best Practiceâ€ Toward Achieving Optimal Best â€" Educational Implications to Developments in Flow Research and Positive Optimal Psychology. Frontiers in Psychology, 2022, 13, 838560.	1.1	0
3	Developing Problem-Solving Expertise for Word Problems. Frontiers in Psychology, 2022, 13, 725280.	1.1	0
4	Applied educational practice and research development of â€˜goals of best practiceâ€™ (GsBP): philosophical inquiries and conceptual analysis for consideration. Heliyon, 2022, 8, e09689.	1.4	1
5	Optimization: an attempt to establish empirical evidence for theoretical and practical purposes. European Journal of Psychology of Education, 2021, 36, 453-475.	1.3	10
6	Introducing â€˜holistic psychologyâ€™ for life qualities: A theoretical model for consideration. Heliyon, 2021, 7, e05843.	1.4	6
7	Perceived â€˜optimal efficiencyâ€™: theorization and conceptualization for development and implementation. Heliyon, 2021, 7, e06042.	1.4	5
8	Introducing the Concept of Consonance-Disconsonance of Best Practice: A Focus on the Development of â€˜Student Profilingâ€™. Frontiers in Psychology, 2021, 12, 557968.	1.1	8
9	Life, death, and spirituality: A conceptual analysis for educational research development. Heliyon, 2021, 7, e06971.	1.4	9
10	A Case for Cognitive Entrenchment: To Achieve Optimal Best, Taking Into Account the Importance of Perceived Optimal Efficiency and Cognitive Load Imposition. Frontiers in Psychology, 2021, 12, 662898.	1.1	3
11	Interrelationships Between Psychosocial, Motivational, and Psychological Processes for Effective Learning: A Structural Equation Modeling Study. Frontiers in Psychology, 2021, 12, 740965.	1.1	2
12	A Perceived Zone of Certainty and Uncertainty: Propositions for Research Development. Frontiers in Psychology, 2021, 12, 666274.	1.1	2
13	Empirical validation of the psychological concept of a perceived feeling of â€˜energyâ€™: Advancement into the study of positive psychology. PLoS ONE, 2021, 16, e0259762.	1.1	4
14	Validating â€˜optimizingâ€™ concepts: the importance of personal resolve, effective functioning, and academic striving. Educational Psychology, 2020, 40, 448-472.	1.2	11
15	Introducing the Study of Life and Death Education to Support the Importance of Positive Psychology: An Integrated Model of Philosophical Beliefs, Religious Faith, and Spirituality. Frontiers in Psychology, 2020, 11, 580186.	1.1	16
16	Advancing the Study of Positive Psychology: The Use of a Multifaceted Structure of Mindfulness for Development. Frontiers in Psychology, 2020, 11, 1602.	1.1	19
17	Learning to Solve Trigonometry Problems That Involve Algebraic Transformation Skills via Learning by Analogy and Learning by Comparison. Frontiers in Psychology, 2020, 11, 558773.	1.1	5
18	Schooling experience and academic performance of Taiwanese students: the importance of psychosocial effects, positive emotions, levels of best practice, and personal well-being. Social Psychology of Education, 2020, 23, 1073-1101.	1.2	17

#	Article	IF	Citations
19	Future Time Perspective and the Achievement of Optimal Best: Reflections, Conceptualizations, and Future Directions for Development. Frontiers in Psychology, 2020, 11, 1037.	1.1	18
20	Optimization: In-Depth Examination and Proposition. Frontiers in Psychology, 2019, 10, 1398.	1.1	19
21	Predicting and enhancing students' positive emotions: An empirical study from a Taiwanese sociocultural context. Heliyon, 2019, 5, e02550.	1.4	20
22	Achieving optimal best practice: An inquiry into its nature and characteristics. PLoS ONE, 2019, 14, e0215732.	1.1	16
23	The Importance of Mindfulness in the Achievement of Optimal Functioning: Conceptualization for Research Development. , 2019, , .		1
24	Managing Element Interactivity in Equation Solving. Educational Psychology Review, 2018, 30, 255-272.	5.1	14
25	An examination of social and psychological influences on academic learning: a focus on self-esteem, social relationships, and personal interest. Social Psychology of Education, 2018, 21, 51-73.	1.2	8
26	Learning to Solve Challenging Percentage-Change Problems: A Cross-Cultural Study From a Cognitive Load Perspective. Journal of Experimental Education, 2018, 86, 362-385.	1.6	15
27	Contextualised self-beliefs in totality: an integrated framework from a longitudinal perspective. Educational Psychology, 2018, 38, 411-434.	1.2	19
28	Achievement Bests Framework, Cognitive Load Theory, and Equation Solving. , 2018, , .		0
29	Understanding levels of best practice: An empirical validation. PLoS ONE, 2018, 13, e0198888.	1.1	15
30	Expanding on the theoretical concept of "optimization" for effective learning. , 2018, , 222-240.		2
31	Undertaking Experiments in Social Sciences: Sequential, Multiple Time Series Designs for Consideration. Educational Psychology Review, 2017, 29, 847-867.	5.1	10
32	Achieving Optimal Best: Instructional Efficiency and the Use of Cognitive Load Theory in Mathematical Problem Solving. Educational Psychology Review, 2017, 29, 667-692.	5.1	40
33	Will learning to solve one-step equations pose a challenge to 8th grade students?. International Journal of Mathematical Education in Science and Technology, 2017, 48, 876-894.	0.8	5
34	The self-systems: facilitating personal well-being experiences at school. Social Psychology of Education, 2017, 20, 115-138.	1.2	5
35	Positive Psychology: The Use of the Framework of Achievement Bests to Facilitate Personal Flourishing. , 2017, , .		3
36	Multiple regression analysis of epistemological beliefs, learning approaches, and self-regulated learning. Electronic Journal of Research in Educational Psychology, 2017, 6, .	0.2	15

#	Article	IF	Citations
37	An examination of achievement goals in learning: A quasi-quantitative approach. Electronic Journal of Research in Educational Psychology, 2017, 10, 505-544.	0.2	4
38	A theoretical perspective of learning in the Pacific context: A sociocultural perspective. Electronic Journal of Research in Educational Psychology, 2017, 8, .	0.2	3
39	Reflective thinking, effort, persistence, disorganization, and academic performance: A mediational approach. Electronic Journal of Research in Educational Psychology, 2017, 7, .	0.2	2
40	Future Time Perspective in Sociocultural Contexts: A Discussion Paper. Electronic Journal of Research in Educational Psychology, 2017, 7, .	0.2	5
41	Aproximación a los enfoques de aprendizaje, el pensamiento reflexivo, y las creencias epistemológicas: un enfoque de variables latentes. Electronic Journal of Research in Educational Psychology, 2017, 4, .	0.2	15
42	Exploring epistemological beliefs and learning approaches in context: A sociocultural perspective. Electronic Journal of Research in Educational Psychology, 2017, 6, .	0.2	4
43	Achievement goals, the classroom environment, and reflective thinking: A conceptual framework. Electronic Journal of Research in Educational Psychology, 2017, 6, .	0.2	4
44	An Overview of Four Proposed Indicators of Active Learning to Improve English Teaching and Learning in Saudi Arabia. International Journal of English Language Education, 2016, 4, 50.	0.0	0
45	Academic Engagement: An Overview of Its Definitions, Dimensions, and Major Conceptualisations. International Education Studies, 2016, 9, 41.	0.3	98
46	Interrelations that foster learning: An investigation of two correlational studies. International Journal of Psychology, 2016, 51, 185-195.	1.7	5
47	Longitudinal examination of optimism, personal self-efficacy and student well-being: a path analysis. Social Psychology of Education, 2016, 19, 403-426.	1.2	10
48	Reducing intrinsic cognitive load in percentage change problems: The equation approach. Learning and Individual Differences, 2016, 51, 81-90.	1.5	15
49	Role of Student Well-Being. Psychological Reports, 2016, 119, 77-105.	0.9	17
50	Unpacking the Complexity of Linear Equations from a Cognitive Load Theory Perspective. Educational Psychology Review, 2016, 28, 95-118.	5.1	15
51	Comparing balance and inverse methods on learning conceptual and procedural knowledge in equation solving: a cognitive load perspective. Pedagogies, 2016, 11, 63-83.	0.4	16
52	Sources of self-efficacy in academic contexts: A longitudinal perspective.. School Psychology Quarterly, 2016, 31, 548-564.	2.4	27
53	Social and Psychological Adjustment from a Positive Perspective: Consideration of the Concept of Optimal Achievement Best. International Journal of Learner Diversity and Identities, 2016, 23, 1-11.	0.2	1
54	Education Context and English Teaching and Learning in the Kingdom of Saudi Arabia: An Overview. English Language Teaching, 2015, 8, .	0.2	59

#	Article	IF	Citations
55	Constructing a coherent problem model to facilitate algebra problem solving in a chemistry context. International Journal of Mathematical Education in Science and Technology, 2015, 46, 388-403.	0.8	5
56	The impact of FTP on commitment to career choices: situating within a social cognitive perspective. Higher Education Research and Development, 2015, 34, 368-382.	1.9	3
57	Incorporating the Concept of Optimization in Education: Considerations for Implementation. International Journal of Learner Diversity and Identities, 2015, 23, 35-47.	0.2	1
58	Introducing the Concept of Optimized Functioning in Academic Contexts. International Journal of Pedagogy and Curriculum, 2015, 22, 1-19.	0.1	5
59	Expectancy-value and cognitive process outcomes in mathematics learning: a structural equation analysis. Higher Education Research and Development, 2014, 33, 325-340.	1.9	14
60	Factorial equivalence of social cognitive theory: educational levels Ã— time differences. Educational Psychology, 2014, 34, 697-729.	1.2	3
61	Self-Efficacy, Reflection, and Achievement: A Short-Term Longitudinal Examination. Journal of Educational Research, 2014, 107, 90-102.	0.8	26
62	Longitudinal Examination of Personal Self-Efficacy and Engagement-Related Attributes: How Do they Relate. American Journal of Applied Psychology, 2014, 3, 80.	0.1	11
63	An Empirical Analysis of Studentsâ€™ Learning and Achievements: A Motivational Approach. Education Journal, 2014, 3, 203.	0.1	14
64	An Integrated Framework Involving Enactive Learning Experiences, Mastery Goals, and Academic Engagement-Disengagement: A Causal Modeling Examination. Europe's Journal of Psychology, 2014, 10, 41-66.	0.6	13
65	Enhancement of Quality Learning: Capitalizing on the Student Approaches to Learning Framework. International Journal of Learning in Higher Education, 2014, 20, 23-35.	0.1	0
66	An Empirical Validation of Achievement Goals: A 2x2 Framework Study within the Context of Saudi University Learning. British Journal of Education Society & Behavioural Science, 2014, 4, 603-624.	0.1	1
67	Antecedents and Consequences of Mastery Goals: Amalgamating Different Theoretical Orientations. British Journal of Education Society & Behavioural Science, 2014, 4, 415-439.	0.1	2
68	Examination of Self-Efficacy and Hope: A Developmental Approach Using Latent Growth Modeling. Journal of Educational Research, 2013, 106, 93-104.	0.8	30
69	Has a National Policy Focus on Early Childhood Made a Difference for Indigenous Children? An Analysis of LSAC Data. International Journal of Child Care and Education Policy, 2013, 7, 33-52.	0.8	1
70	Theoretical constructs that explain and enhance learning: a longitudinal examination. Higher Education Research and Development, 2013, 32, 1007-1021.	1.9	7
71	The Predictiveness of Achievement Goals: A 2 Ã— 2 Framework Analysis From a Social Cognitive Perspective. Europe's Journal of Psychology, 2013, 9, 697-716.	0.6	8
72	Antecedents and Consequences of School Belonging: Empirical Evidence and Implications for Practices. Journal of Educational and Developmental Psychology, 2013, 3, .	0.0	9

#	Article	IF	Citations
73	Psychosocial Processes that Facilitate Unity and Interdependency: Contemplation for Research Development. Journal of Educational and Developmental Psychology, 2013, 3, .	0.0	1
74	The Capitalization of Personal Self-Efficacy: Yields for Practices and Research Development. Journal of Educational and Developmental Psychology, 2013, 3, .	0.0	1
75	The Development of English and Mathematics Self-Efficacy: A Latent Growth Curve Analysis. Journal of Educational Research, 2012, 105, 196-209.	0.8	52
76	Informational sources, self-efficacy and achievement: a temporally displaced approach. Educational Psychology, 2012, 32, 699-726.	1.2	39
77	Relations between informational sources, self-efficacy and academic achievement: a developmental approach. Educational Psychology, 2012, 32, 81-105.	1.2	58
78	Prior Academic Achievement, Effort, and Achievement Goal Orientations: A Longitudinal Examination. Journal of Educational and Developmental Psychology, 2012, 2, .	0.0	6
79	Trajectories of Self-efficacy and Achievement Goals: A Developmental Approach. Journal of Educational and Developmental Psychology, 2012, 2, .	0.0	3
80	Cognitive processes in university learning: A developmental framework using structural equation modelling. British Journal of Educational Psychology, 2011, 81, 509-530.	1.6	17
81	Interrelations between selfâ€efficacy and learning approaches: a developmental approach. Educational Psychology, 2011, 31, 225-246.	1.2	59
82	Deep Processing Strategies and Critical Thinking: Developmental Trajectories Using Latent Growth Analyses. Journal of Educational Research, 2011, 104, 283-294.	0.8	35
83	Empirical model and analysis of mastery and performanceâ€approach goals: a developmental approach. Educational Psychology, 2010, 30, 547-564.	1.2	26
84	Studentsâ€™ academic performance and various cognitive processes of learning: an integrative framework and empirical analysis. Educational Psychology, 2010, 30, 297-322.	1.2	74
85	The Relations between Personal Epistemology and Learning Approaches in Sociocultural Contexts: A Theoretical Conceptualization. International Journal of Learning, 2010, 17, 465-478.	0.1	5
86	Examining the Quality of Practical Learning in Secondary School Technical and Vocational Education Curriculum in Solomon Islands. International Journal of Learning, 2010, 17, 11-24.	0.1	0
87	Relations between goals, selfâ€efficacy, critical thinking and deep processing strategies: a path analysis. Educational Psychology, 2009, 29, 777-799.	1.2	98
88	Amalgamation of future time orientation, epistemological beliefs, achievement goals and study strategies: Empirical evidence established. British Journal of Educational Psychology, 2009, 79, 155-173.	1.6	72
89	Exploring studentsâ€™ reflective thinking practice, deep processing strategies, effort, and achievement goal orientations. Educational Psychology, 2009, 29, 297-313.	1.2	86
90	Predicting change in epistemological beliefs, reflective thinking and learning styles: A longitudinal study. British Journal of Educational Psychology, 2008, 78, 75-93.	1.6	76

#	Article	IF	Citations
91	'Revisiting' the South Pacific approaches to learning: a confirmatory factor analysis study. Higher Education Research and Development, 2008, 27, 371-383.	1.9	21
92	Unifying different theories of learning: theoretical framework and empirical evidence. Educational Psychology, 2008, 28, 325-340.	1.2	37
93	An Examination of Reflective Thinking, Learning Approaches, and Self‐Efficacy Beliefs at the University of the South Pacific: A path analysis approach. Educational Psychology, 2007, 27, 789-806.	1.2	82
94	The revised learning process questionnaire: A validation of a Western model of students' study approaches to the South Pacific context using confirmatory factor analysis. British Journal of Educational Psychology, 2007, 77, 719-739.	1.6	40
95	Student evaluation of expert and non-expert problem-based learning tutors. Medical Teacher, 2002, 24, 544-549.	1.0	20
96	Learning linear equations: capitalizing on cognitive load theory and learning by analogy. International Journal of Mathematical Education in Science and Technology, 0, , 1-17.	0.8	0