

# Alexander S Yeung

## List of Publications by Year in descending order

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Version: 2024-02-01

83  
papers

2,064  
citations

236925  
25  
h-index

276875  
41  
g-index

83  
all docs

83  
docs citations

83  
times ranked

1554  
citing authors

#	ARTICLE	IF	CITATIONS
1	Cognitive Load and Learner Expertise: Split-Attention and Redundancy Effects in Reading with Explanatory Notes. <i>Contemporary Educational Psychology</i> , 1998, 23, 1-21.	2.9	141
2	Expectancy-value in mathematics, gender and socioeconomic background as predictors of achievement and aspirations: A multi-cohort study. <i>Learning and Individual Differences</i> , 2015, 37, 161-168.	2.7	140
3	The twofold multidimensionality of academic self-concept: Domain specificity and separation between competence and affect components.. <i>Journal of Educational Psychology</i> , 2011, 103, 970-981.	2.9	138
4	The importance of autonomy support and the mediating role of work motivation for well-being: Testing self-determination theory in a Chinese work organisation. <i>International Journal of Psychology</i> , 2015, 50, 245-255.	2.8	114
5	The reciprocal relations between self-concept, motivation and achievement: juxtaposing academic self-concept and achievement goal orientations for mathematics success. <i>Educational Psychology</i> , 2014, 34, 49-72.	2.7	104
6	Primary and secondary students'™ motivation in learning English: Grade and gender differences. <i>Contemporary Educational Psychology</i> , 2011, 36, 246-256.	2.9	71
7	The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming. <i>American Educational Research Journal</i> , 2013, 50, 326-370.	2.7	61
8	Inclusion of Children With Special Needs in Early Childhood Education. <i>Topics in Early Childhood Special Education</i> , 2015, 35, 79-88.	2.2	55
9	Math self-concept in preschool children: Structure, achievement relations, and generalizability across gender. <i>Early Childhood Research Quarterly</i> , 2016, 36, 391-403.	2.7	52
10	Uncovering the Structure of and Gender and Developmental Differences in Cyber Bullying. <i>Journal of Educational Research</i> , 2012, 105, 442-455.	1.6	51
11	Facilitating Conditions for School Motivation: Construct Validity and Applicability. <i>Educational and Psychological Measurement</i> , 2005, 65, 1046-1066.	2.4	50
12	Use of computer technology for English language learning: do learning styles, gender, and age matter?. <i>Computer Assisted Language Learning</i> , 2016, 29, 1035-1051.	7.1	46
13	University english language learners' readiness to use computer technology for self-directed learning. <i>System</i> , 2017, 67, 99-110.	3.4	46
14	Students'™ School Motivation and Aspiration Over High School Years. <i>Educational Psychology</i> , 2005, 25, 537-554.	2.7	45
15	Identifying teachers at risk in Hong Kong: Psychosomatic symptoms and sources of stress. <i>Journal of Psychosomatic Research</i> , 2008, 65, 357-362.	2.6	45
16	Achieving Optimal Best: Instructional Efficiency and the Use of Cognitive Load Theory in Mathematical Problem Solving. <i>Educational Psychology Review</i> , 2017, 29, 667-692.	8.4	40
17	Does the timing of transition matter? Comparison of German students'™ self-perceptions before and after transition to secondary school. <i>International Journal of Educational Research</i> , 2013, 57, 1-11.	2.2	38
18	Self-concepts and educational outcomes of Indigenous Australian students in urban and rural school settings. <i>School Psychology International</i> , 2013, 34, 405-427.	1.9	35

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19	Student self-concept and effort: gender and grade differences. <i>Educational Psychology</i> , 2011, 31, 749-772.	2.7	34
20	Teachers's self-concept and valuing of learning: relations with teaching approaches and beliefs about students. <i>Asia-Pacific Journal of Teacher Education</i> , 2014, 42, 305-320.	1.9	34
21	Mandatory use of technology in teaching: Who cares and so what?. <i>British Journal of Educational Technology</i> , 2012, 43, 859-870.	6.3	31
22	Self-concept of Indigenous and non-Indigenous Australian students: Competence and affect components and relations to achievement. <i>Learning and Individual Differences</i> , 2014, 32, 93-103.	2.7	28
23	Fostering analogical transfer: The multiple components approach to algebra word problem solving in a chemistry context. <i>Contemporary Educational Psychology</i> , 2012, 37, 14-32.	2.9	27
24	Cognitive load in percentage change problems: unitary, pictorial, and equation approaches to instruction. <i>Instructional Science</i> , 2014, 42, 685-713.	2.0	27
25	Questioning the General Self-Esteem Vaccine: General Self-Esteem, Racial Discrimination, and Standardised Achievement Across Indigenous and Non-Indigenous Students. <i>Australian Journal of Guidance and Counselling</i> , 2010, 20, 1-21.	0.4	26
26	Mastery goal, value and self-concept: what do they predict?. <i>Educational Research</i> , 2012, 54, 469-482.	1.8	26
27	A short German version of the Self Description Questionnaire I: theoretical and empirical comparability. <i>International Journal of Research and Method in Education</i> , 2013, 36, 415-438.	1.9	26
28	Cognitive load in algebra: element interactivity in solving equations. <i>Educational Psychology</i> , 2015, 35, 271-293.	2.7	26
29	Learner perceptions versus technology usage: A study of adolescent English learners in Hong Kong secondary schools. <i>Computers and Education</i> , 2019, 133, 13-26.	8.3	26
30	The Reciprocal Effects Model Revisited. <i>Gifted Child Quarterly</i> , 2015, 59, 143-156.	2.0	25
31	Simultaneous testing of four decades of academic self-concept models. <i>Contemporary Educational Psychology</i> , 2017, 51, 429-446.	2.9	23
32	Cultural perspectives on Indigenous and non-Indigenous Australian students' school motivation and engagement. <i>Contemporary Educational Psychology</i> , 2016, 47, 11-23.	2.9	22
33	Optimization: In-Depth Examination and Proposition. <i>Frontiers in Psychology</i> , 2019, 10, 1398.	2.1	19
34	Validity of Social, Moral and Emotional Facets of Self-Description Questionnaire II. <i>Journal of Experimental Education</i> , 2015, 83, 1-23.	2.6	17
35	Attributional beliefs of Singapore students: relations to self-construal, competence and achievement goals. <i>Educational Psychology</i> , 2014, 34, 154-170.	2.7	16
36	It is risky business: can social capital reduce risk-taking behaviours among disadvantaged youth?. <i>Journal of Youth Studies</i> , 2016, 19, 569-592.	2.3	16

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37	Positive Behavior Interventions: the Issue of Sustainability of Positive Effects. Educational Psychology Review, 2016, 28, 145-170.	8.4	15
38	Learning to Solve Challenging Percentage-Change Problems: A Cross-Cultural Study From a Cognitive Load Perspective. Journal of Experimental Education, 2018, 86, 362-385.	2.6	15
39	Competence and challenge in professional development: teacher perceptions at different stages of career. Journal of Education for Teaching, 2020, 46, 36-54.	2.0	15
40	Domain Specificity of Trilingual Teachers' Verbal Self-Concepts.. Journal of Educational Psychology, 2004, 96, 360-368.	2.9	14
41	Algebra word problem solving approaches in a chemistry context: Equation worked examples versus text editing. Journal of Mathematical Behavior, 2013, 32, 197-208.	0.9	14
42	Managing Element Interactivity in Equation Solving. Educational Psychology Review, 2018, 30, 255-272.	8.4	14
43	Chinese language reform in Singapore: teacher perceptions of instructional approaches and curriculum implementation. International Journal of Bilingual Education and Bilingualism, 2012, 15, 533-548.	2.1	13
44	Relationship between self-esteem and academic self-concept for German elementary and secondary school students. Educational Psychology, 2013, 33, 443-464.	2.7	13
45	Academic Self-Concepts in Ability Streams: Considering Domain Specificity and Same-Stream Peers. Journal of Experimental Education, 2015, 83, 83-109.	2.6	13
46	Hierarchical and Multidimensional Academic Self-Concept of Commercial Students. Contemporary Educational Psychology, 1999, 24, 376-389.	2.9	12
47	Domain Specificity Between Peer Support and Self-Concept. Journal of Early Adolescence, 2013, 33, 227-244.	1.9	12
48	Native Language Self-Concept and Reading Self-Concept: Same or Different?. Journal of Experimental Education, 2014, 82, 229-252.	2.6	11
49	Support for Aboriginal and non-Aboriginal Australian students' wellbeing at school. International Journal of Educational Research, 2020, 99, 101520.	2.2	11
50	Pre-service Teachers' Motivation in Using Digital Technology. Australian Journal of Teacher Education, 2014, 39, .	0.6	11
51	Self-efficacy in Teaching Chinese as a Foreign Language in Australian Schools. Australian Journal of Teacher Education, 2015, 40, .	0.6	11
52	School-wide positive behavior for learning: Effects of dual focus on boys' and girls' behavior and motivation for learning. International Journal of Educational Research, 2013, 62, 1-10.	2.2	10
53	Socially Oriented Motivational Goals and Academic Achievement: Similarities Between Native and Anglo Americans. Journal of Educational Research, 2014, 107, 123-137.	1.6	10
54	Enhancing Playful Teachers' Perception of The Importance of ICT Use In The Classroom: The Role of Risk Taking As A Mediator. Australian Journal of Teacher Education, 2015, 40, .	0.6	10

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55	Evaluation of teacher development programs: Participant satisfaction and recommendation. <i>Studies in Educational Evaluation</i> , 2002, 29, 57-66.	2.3	9
56	Cognitive and affective academic self-concepts: Which predicts vocational education students' career choice?. <i>International Journal of Educational Research Open</i> , 2022, 3, 100123.	2.0	9
57	Questioning New Directions in Understanding Student Motivation: An Investigation Into the Domain Specificity of Motivational Goals. <i>Australian Educational and Developmental Psychologist</i> , 2013, 30, 171-190.	0.5	8
58	The role of self-concept in medical education. <i>Journal of Further and Higher Education</i> , 2014, 38, 794-812.	2.5	8
59	What do parents want from day care services? Perspectives from Australia. <i>Early Childhood Research Quarterly</i> , 2001, 16, 385-393.	2.7	7
60	A longitudinal study on starting teachers' retention intentions: Do pre-teaching work experience and length of working years make a difference?. <i>Teaching and Teacher Education</i> , 2019, 83, 148-155.	3.2	7
61	Asian students in Australia: sources of the academic self. <i>Educational Psychology</i> , 2014, 34, 598-618.	2.7	6
62	Motivation Matters: Profiling Indigenous and Non-Indigenous Students' Motivational Goals. <i>Australian Journal of Indigenous Education</i> , 2014, 43, 96-112.	0.8	6
63	A Cross-Cultural Investigation of Basic Psychological Need Satisfaction at Work in an Indigenous and Non-Indigenous Australian Sample Across Occupation Types. <i>Journal of Cross-Cultural Psychology</i> , 2022, 53, 213-238.	1.6	6
64	Maximizing the Benefit of Technology for Language Learning. , 2015, , 185-199.		5
65	Constructing a coherent problem model to facilitate algebra problem solving in a chemistry context. <i>International Journal of Mathematical Education in Science and Technology</i> , 2015, 46, 388-403.	1.4	5
66	Empowering the voices and agency of Indigenous Australian youth and their wellbeing in higher education°. <i>International Journal of Educational Research</i> , 2021, 109, 101798.	2.2	5
67	Impact of Support from Significant Others on Adolescents' Academic Performance, Self-esteem and Interest in Academic Work. <i>Australian Educational and Developmental Psychologist</i> , 2008, 25, 48-69.	0.5	4
68	A place to learn: cultivating engaging learning environments for young rural Aboriginal Australians. <i>International Journal of Inclusive Education</i> , 2016, 20, 641-658.	2.6	4
69	Academic Self-Concept. , 2016, , 1-8.		4
70	Inventory of pedagogy and practice: confirmatory factor analysis of multiple facets of teaching. <i>International Journal of Research and Method in Education</i> , 2013, 36, 162-178.	1.9	3
71	Attitude to Non-Violence Scale: Validity and Practical Use. <i>Journal of Interpersonal Violence</i> , 2017, 32, 2018-2045.	2.0	3
72	Effects of a Dual-Approach Instruction on Students' Science Achievement and Motivation. <i>Educational Psychology Review</i> , 2020, 32, 571-602.	8.4	3

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73	Reciprocal Relations Between Chinese Studentsâ€™ Beliefs of Competence, Effort Goal, and Academic Achievement. , 2016, , 319-335.		3
74	Boarding schools: A longitudinal examination of Australian Indigenous and non-Indigenous boardersâ€™ and non-boardersâ€™ wellbeing. British Educational Research Journal, 0, , .	2.5	3
75	Project Yi Jin: an alternative route to lifelong education in Hong Kong. International Journal of Lifelong Education, 2004, 23, 351-366.	2.3	2
76	Learning to Learn: How 4th and 5th Grade Boys and Girls Differ. Australian Educational and Developmental Psychologist, 2007, 24, 69-90.	0.5	2
77	Indigenous students in medical education: Seeding success in motivating doctors to serve underserved indigenous communities. Diversity in Higher Education, 2013, , 277-300.	0.1	2
78	Teacher Perceptions of Factors for Successful Inclusive Early Childhood Education in Hong Kong. Australasian Journal of Special Education, 2015, 39, 97-112.	0.6	2
79	Motivation in Australian Aboriginal Populations. , 2015, , 899-906.		1
80	Chinese-Background Australian Students' Academic Self-concept, Motivational Goals, and Achievements in Math and English. , 2017, , 141-160.		1
81	Academic Self-Concept. , 2020, , 9-16.		1
82	Indigenous and Non-Indigenous Medical Studentsâ€™ Perspectives on Willingness to Serve in Underserved Communities. Transgressions, 2014, , 51-69.	0.2	0
83	Self-Construal, Incremental Beliefs of Ability, and Learning Preferences of Singapore Students. , 2016, , 593-606.		0