Alexander S Yeung

List of Publications by Year
in descending order

83	2,064	270111	312153
papers	citations	25	41
		h-index	g-index

83	83	83	1732
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Cognitive Load and Learner Expertise: Split-Attention and Redundancy Effects in Reading with Explanatory Notes. Contemporary Educational Psychology, 1998, 23, 1-21.	1.6	141
2	Expectancy-value in mathematics, gender and socioeconomic background as predictors of achievement and aspirations: A multi-cohort study. Learning and Individual Differences, 2015, 37, 161-168.	1.5	140
3	The twofold multidimensionality of academic self-concept: Domain specificity and separation between competence and affect components.. Journal of Educational Psychology, 2011, 103, 970-981.	2.1	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. International Journal of Psychology, 2015, 50, 245-255.	1.7	114
5	The reciprocal relations between self-concept, motivation and achievement: juxtaposing academic self-concept and achievement goal orientations for mathematics success. Educational Psychology, 2014, 34, 49-72.	1.2	104
6	Primary and secondary students' motivation in learning English: Grade and gender differences. Contemporary Educational Psychology, 2011, 36, 246-256.	1.6	71
7	The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming. American Educational Research Journal, 2013, 50, 326-370.	1.6	61
8	Inclusion of Children With Special Needs in Early Childhood Education. Topics in Early Childhood Special Education, 2015, 35, 79-88.	1.5	55
9	Math self-concept in preschool children: Structure, achievement relations, and generalizability across gender. Early Childhood Research Quarterly, 2016, 36, 391-403.	1.6	52
10	Uncovering the Structure of and Gender and Developmental Differences in Cyber Bullying. Journal of Educational Research, 2012, 105, 442-455.	0.8	51
11	Facilitating Conditions for School Motivation: Construct Validity and Applicability. Educational and Psychological Measurement, 2005, 65, 1046-1066.	1.2	50
12	Use of computer technology for English language learning: do learning styles, gender, and age matter?. Computer Assisted Language Learning, 2016, 29, 1035-1051.	4.8	46
13	University english language learners' readiness to use computer technology for self-directed learning. System, 2017, 67, 99-110.	1.7	46
14	Students' School Motivation and Aspiration Over High School Years. Educational Psychology, 2005, 25, 537-554.	1.2	45
15	Identifying teachers at risk in Hong Kong: Psychosomatic symptoms and sources of stress. Journal of Psychosomatic Research, 2008, 65, 357-362.	1.2	45
16	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
17	Does the timing of transition matter? Comparison of German students' self-perceptions before and after transition to secondary school. International Journal of Educational Research, 2013, 57, 1-11.	1.2	38
18	Self-concepts and educational outcomes of Indigenous Australian students in urban and rural school settings. School Psychology International, 2013, 34, 405-427.	1.1	35

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19	Student self-concept and effort: gender and grade differences. Educational Psychology, 2011, 31, 749-772.	1.2	34
20	Teachers' self-concept and valuing of learning: relations with teaching approaches and beliefs about students. Asia-Pacific Journal of Teacher Education, 2014, 42, 305-320.	1.2	34
21	Mandatory use of technology in teaching: Who cares and so what?. British Journal of Educational Technology, 2012, 43, 859-870.	3.9	31
22	Self-concept of Indigenous and non-Indigenous Australian students: Competence and affect components and relations to achievement. Learning and Individual Differences, 2014, 32, 93-103.	1.5	28
23	Fostering analogical transfer: The multiple components approach to algebra word problem solving in a chemistry context. Contemporary Educational Psychology, 2012, 37, 14-32.	1.6	27
24	Cognitive load in percentage change problems: unitary, pictorial, and equation approaches to instruction. Instructional Science, 2014, 42, 685-713.	1.1	27
25	Questioning the General Self-Esteem Vaccine: General Self-Esteem, Racial Discrimination, and Standardised Achievement Across Indigenous and Non-Indigenous Students. Australian Journal of Guidance and Counselling, 2010, 20, 1-21.	0.5	26
26	Mastery goal, value and self-concept: what do they predict?. Educational Research, 2012, 54, 469-482.	0.9	26
27	A short German version of the Self Description Questionnaire I: theoretical and empirical comparability. International Journal of Research and Method in Education, 2013, 36, 415-438.	1.1	26
28	Cognitive load in algebra: element interactivity in solving equations. Educational Psychology, 2015, 35, 271-293.	1.2	26
29	Learner perceptions versus technology usage: A study of adolescent English learners in Hong Kong secondary schools. Computers and Education, 2019, 133, 13-26.	5.1	26
30	The Reciprocal Effects Model Revisited. Gifted Child Quarterly, 2015, 59, 143-156.	1.2	25
31	Simultaneous testing of four decades of academic self-concept models. Contemporary Educational Psychology, 2017, 51, 429-446.	1.6	23
32	Cultural perspectives on Indigenous and non-Indigenous Australian students' school motivation and engagement. Contemporary Educational Psychology, 2016, 47, 11-23.	1.6	22
33	Optimization: In-Depth Examination and Proposition. Frontiers in Psychology, 2019, 10, 1398.	1.1	19
34	Validity of Social, Moral and Emotional Facets of Self-Description Questionnaire II. Journal of Experimental Education, 2015, 83, 1-23.	1.6	17
35	Attributional beliefs of Singapore students: relations to self-construal, competence and achievement goals. Educational Psychology, 2014, 34, 154-170.	1.2	16
36	It is risky business: can social capital reduce risk-taking behaviours among disadvantaged youth?. Journal of Youth Studies, 2016, 19, 569-592.	1.5	16

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37	Positive Behavior Interventions: the Issue of Sustainability of Positive Effects. Educational Psychology Review, 2016, 28, 145-170.	5.1	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.	1.6	15
39	Competence and challenge in professional development: teacher perceptions at different stages of career. Journal of Education for Teaching, 2020, 46, 36-54.	1.1	15
40	Domain Specificity of Trilingual Teachers' Verbal Self-Concepts.. Journal of Educational Psychology, 2004, 96, 360-368.	2.1	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.	0.5	14
42	Managing Element Interactivity in Equation Solving. Educational Psychology Review, 2018, 30, 255-272.	5.1	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.	1.1	13
44	Relationship between self-esteem and academic self-concept for German elementary and secondary school students. Educational Psychology, 2013, 33, 443-464.	1.2	13
45	Academic Self-Concepts in Ability Streams: Considering Domain Specificity and Same-Stream Peers. Journal of Experimental Education, 2015, 83, 83-109.	1.6	13
46	Hierarchical and Multidimensional Academic Self-Concept of Commercial Students. Contemporary Educational Psychology, 1999, 24, 376-389.	1.6	12
47	Domain Specificity Between Peer Support and Self-Concept. Journal of Early Adolescence, 2013, 33, 227-244.	1.1	12
48	Native Language Self-Concept and Reading Self-Concept: Same or Different?. Journal of Experimental Education, 2014, 82, 229-252.	1.6	11
49	Support for Aboriginal and non-Aboriginal Australian students' wellbeing at school. International Journal of Educational Research, 2020, 99, 101520.	1.2	11
50	Pre-service Teachers' Motivation in Using Digital Technology. Australian Journal of Teacher Education, 2014, 39, .	0.4	11
51	Self-efficacy in Teaching Chinese as a Foreign Language in Australian Schools. Australian Journal of Teacher Education, 2015, 40, .	0.4	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.	1.2	10
53	Socially Oriented Motivational Goals and Academic Achievement: Similarities Between Native and Anglo Americans. Journal of Educational Research, 2014, 107, 123-137.	0.8	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, .	0.4	10

#	ARTICLE	IF	CITATIONS
55	Evaluation of teacher development programs: Participant satisfaction and recommendation. Studies in Educational Evaluation, 2002, 29, 57-66.	1.2	9
56	Cognitive and affective academic self-concepts: Which predicts vocational education students' career choice?. International Journal of Educational Research Open, 2022, 3, 100123.	1.0	9
57	Questioning New Directions in Understanding Student Motivation: An Investigation Into the Domain Specificity of Motivational Goals. Australian Educational and Developmental Psychologist, 2013, 30, 171-190.	0.7	8
58	The role of self-concept in medical education. Journal of Further and Higher Education, 2014, 38, 794-812.	1.4	8
59	What do parents want from day care services? Perspectives from Australia. Early Childhood Research Quarterly, 2001, 16, 385-393.	1.6	7
60	A longitudinal study on starting teachers' retention intentions: Do pre-teaching work experience and length of working years make a difference?. Teaching and Teacher Education, 2019, 83, 148-155.	1.6	7
61	Asian students in Australia: sources of the academic self. Educational Psychology, 2014, 34, 598-618.	1.2	6
62	Motivation Matters: Profiling Indigenous and Non-Indigenous Students' Motivational Goals. Australian Journal of Indigenous Education, 2014, 43, 96-112.	0.5	6
63	A Cross-Cultural Investigation of Basic Psychological Need Satisfaction at Work in an Indigenous and Non-Indigenous Australian Sample Across Occupation Types. Journal of Cross-Cultural Psychology, 2022, 53, 213-238.	1.0	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. International Journal of Mathematical Education in Science and Technology, 2015, 46, 388-403.	0.8	5
66	Empowering the voices and agency of Indigenous Australian youth and their wellbeing in higher educationâœ°. International Journal of Educational Research, 2021, 109, 101798.	1.2	5
67	Impact of Support from Significant Others on Adolescents' Academic Performance, Self-esteem and Interest in Academic Work. Australian Educational and Developmental Psychologist, 2008, 25, 48-69.	0.7	4
68	A place to learn: cultivating engaging learning environments for young rural Aboriginal Australians. International Journal of Inclusive Education, 2016, 20, 641-658.	1.5	4
69	Academic Self-Concept. , 2016, , 1-8.		4
70	Inventory of pedagogy and practice: confirmatory factor analysis of multiple facets of teaching. International Journal of Research and Method in Education, 2013, 36, 162-178.	1.1	3
71	Attitude to Non-Violence Scale: Validity and Practical Use. Journal of Interpersonal Violence, 2017, 32, 2018-2045.	1.3	3
72	Effects of a Dual-Approach Instruction on Students' Science Achievement and Motivation. Educational Psychology Review, 2020, 32, 571-602.	5.1	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 nonâ€Indigenous boardersâ€™ and nonâ€boardersâ€™ wellbeing. British Educational Research Journal, 0, , .	1.4	3
75	Project Yi Jin: an alternative route to lifelong education in Hong Kong. International Journal of Lifelong Education, 2004, 23, 351-366.	1.3	2
76	Learning to Learn: How 4th and 5th Grade Boys and Girls Differ. Australian Educational and Developmental Psychologist, 2007, 24, 69-90.	0.7	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.	0.8	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 Underserviced 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