

研究領域：永續 STREAM 探究、科技融入教學、資訊素養/倫理、網路健康素養、網路霸凌
網路心理與文化、線上遊戲/交友、英語學習探究、善終與生死

研究生遴選指導教授參考：1.主題不限，雙方面談取得共識。2.需定期 meeting。

年度	國科會計畫名稱
111	永續 STEAM 教育素養指標系列探究
107	原住民族高中生於整體自尊、學校歸屬感、憂鬱情形與自我效能之縱貫性研究：班級族群組成及社會比較的影響
106	數位遊戲學習融入大學生倫理素養教學之設計與評估
105	不同義務教育階段學生霸凌行為與道德發展之系列研究
103	e 化多模式國際專案輔助英文與跨文化溝通能力發展之研究
103	高等教育學術資訊倫理之跨國研究：以美國、台灣、中國之大專院校師生為例
103	使用擴大探究社群模型探討學生在資訊倫理課程學習成果：不同討論策略之比較
101	高等教育學術不誠實研究
100	以線上家教指導、同儕互評融入 Web2.0 線上寫作學習之混合研究
100	縮短英語落差：大專線上家教輔導偏鄉國中生英語學習之成效研究
099	善終概念及量表再建構
099	Web2.0 線上合作寫作學習與成效分析：以大專英語寫作課程之運用為例
098	歷史批判思維問題導向學習之探究
096	死亡隱喻、死亡恐懼、善終概念之量表建構與應用分析

Publication

1. Lin, J. H., Yang, S. C., & Lin, J. Y. (2024). Fostering ecosystem understanding: The synergistic impact of inquiry-based instruction and information literacy. *Computers & Education*, 220, 105125. <https://doi.org/10.1016/j.compedu.2024.105125> SSCI
2. 楊淑晴、薛昱翔、劉建人 (2024)。臺灣 STEAM 教育學位論文研究：文獻分析、發展趨勢及未來展望。 *教育資料與圖書館學*, 61(2), 161-209. [https://doi.org/10.6120/JoEMLS.202407_61\(2\).0044.RS.CM](https://doi.org/10.6120/JoEMLS.202407_61(2).0044.RS.CM)。TSSCI
3. 洪士傑、羅藝方、楊淑晴*、洪信惠 (2024) 3D 設計自我效能對實作表現之影響：以 PBL 教學策略融入 3D 虛擬場景製作為例。 *課程與教學*, 27(2), 97-132。TSSCI
4. Huang, C. L., Ling, C., & Yang, S. C. (2024). A new form of academic misconduct: The relationship among individual factors, attitudes, experience, and intentions toward internet plagiarism. *European Journal of Psychology of Education*, 39, 2245–2266. <https://doi.org/10.1007/s10212-023-00776-4> SSCI

5. Huang, C. L., Yilihamu Alimu & **Yang, S. C.*** (2024). Factors influencing ethnic minority students' involvement in cyberbullying: Perceived severity of cyberbullying from different perspectives, the online disinhibition effect, and parental online discipline style, *39*, 1889–1911. *European Journal of Psychology of Education*, <https://doi.org/10.1007/s10212-023-00738-w>. **SSCI**
6. Luo, Y. F., Yang, S. C.*, Chou, K.-Y. & Lee, H. T. (2023). Taiwanese parents' perspectives on young children's use of Information Communication Technology. *Frontiers in Psychology*, *14*, 1248863 <https://doi.org/10.3389/fpsyg.2023.1248863> **SSCI**
7. **Yang, S.-C.**, Wu, Y.-J., Wang, W.-H., & Wu, F.-Z. (2023). Gender differences in subclinical coronary atherosclerosis in the Asian population with a coronary artery calcium score of zero. *The American Journal of Cardiology*, *23*(15), 29-36. **SSCI**
8. Huang, C. L., Wu, C., & **Yang, S. C.*** (2023). How students view online knowledge: Epistemic beliefs, self-regulated learning and academic misconduct. *Computers & Education*, *200*, 104796. <https://doi.org/10.1016/j.compedu.2023.104796> **SSCI**
9. Luo, Y.-F., Kang, S., **Yang, S. C. *** & Lu, C.M., (2023). The relationship among Taiwan youth's polychronicity, multitasking behavior and perceived learning performance in online learning. *Frontiers in Psychology*, *14*, 1131765. doi: 10.3389/fpsyg.2023.1131765
10. Huang, C. L., Alimu, Y., **Yang, S. C.***, & Kang, S. (2023) What you think is a joke is actually cyberbullying: The effects of ethical dissonance, event judgment and humor style on cyberbullying behavior. *Computers in Human Behavior*, 142. <https://doi.org/10.1016/j.chb.2023.107670>. **SSCI**
11. Luo, Y., Zhang, S. **Yang, S. C.**, & Huang, C. L.* (2023). Students' judgments on different cyberbullying incidents: The relationship between moral philosophy and intention to engage. *European Journal of Psychology of Education*, *38*, 989–1009. <https://doi.org/10.1007/s10212-022-00636-7> **SSCI**
12. Chen, L.-C., Chang, K.-H., Yang, S.-C., Chen, S.-C. (2023). A corpus-based word classification method for detecting difficulty level of English proficiency tests. *Applied Sciences*, *13*, 1699. <https://doi.org/10.3390/app13031699> **SCI**
13. Luo, Y., Zhang, S. **Yang, S. C.**, & Huang, C. L.* (2023). Students' judgments on different cyberbullying incidents: the relationship between moral philosophy and intention to engage. *European Journal of Psychology of Education* <https://doi.org/10.1007/s10212-022-00636-7> Q2 24/61 PSYCHOLOGY, EDUCATIONAL
14. 周坤億、楊淑晴、羅藝方 (2022)。整合 TPACK 及素養導向的 STEAM 教學素養內涵初探。 *科學教育學刊*，*30*(S)。 **TSSCI**
15. 歐昱傑、楊淑晴、羅藝方、宋庭瑋 (2022)。新冠肺炎謠言內容分析之探究。 *台灣衛誌*，*41*(1)，51-68。 **TSSCI**
16. 周坤億、楊淑晴、羅藝方、林佳弘 (2022)。永續發展教育架構下 STREAM 跨領域教育之探究， *課程與教學季刊*，*25*(2)，87-127。 **TSSCI**
17. 陳貞君、楊淑晴* (2022)。科技輔助語言教與學之回顧與展望。 *課程與教學季刊*，*25*(1)，135-172。 **TSSCI**

18. Luo, Y.-F., **Yang, S.-C.**, Hung, S.-C., & Chou, K.-Y. (2022). Exploring the impacts of preventative health behaviors with respect to COVID-19: An altruistic perspective. *International Journal of Environmental Research and Public Health*, 19(13), 7573. <https://doi.org/10.3390/ijerph19137573> Q1 SSCI
19. Huang, C. L., & Chiang, C. H., & **Yang, S. C.***, Wu, F.-Z. (2022). The associations among gender, age, eHealth literacy, beliefs about medicines and medication adherence among elementary and secondary school teachers. *International Journal of Environmental Research and Public Health*, 19, 6926. Q1 SSCI
20. Wu, Y.-J., Wu, F.-Z., **Yang, S.-C.**, Tang, E.-K., & Liang, C.-H. (2022). Radiomics in early lung cancer diagnosis: From diagnosis to clinical decision support and education. *Diagnostics*, 12, 1064. <https://doi.org/10.3390/diagnostics12051064> IF 3.992, Q2 60/172 in MEDICINE, GENERAL & INTERNAL
21. Luo, Y-F., **Yang, S. C.***, & Kang, S. (2022). New media literacy and news trustworthiness: An application of importance–performance analysis. *Computers & Education*, 185.104529 (SSCI, Q1 2/270 in Education & Educational Research, Impact Factor 2021: 11.182)
22. Huang, C. L., **Yang, S. C.,*** & Yang, C. A. (2022). Exploration of students' perception toward academic misconduct: Do individual factors, moral philosophy, behavioral intention, and judgment matter? *Frontiers in Psychology*, 13, 857943. doi: 10.3389/fpsyg.2022.857943 section Educational Psychology (SSCI, 35/148 Q1 in PSYCHOLOGY, MULTIDISCIPLINARY, Impact Factor 2021: 4.232)
23. Luo, Y.-F, Chen, L. C., **Yang, S.C.,*** & Hong, S. (2022). Knowledge, attitude, and practice (KAP) toward COVID-19 pandemic among the public in Taiwan: A cross-sectional study. *International Journal of Environmental Research and Public Health*, 19, 2784. doi.org/10.3390/ijerph19052784 (SSCI, Q2 in Public, Environmental & Occupational Health, Impact Factor 2021:4.614) Q1 45/182
24. Wu, F.-Z., Wu, Y.-J., Chen, C.-S., & **Yang, S.-C. *** (2022). Impact of smoking status on lung cancer characteristics and mortality rates between screened and non-screened lung cancer cohorts: Real-world knowledge translation and education. *Journal of Personalized Medicine*, 12, 26. <https://doi.org/10.3390/jpm12010026> Q2 IP3.508, SCIE Health care sciences and service 69/172, 69/172MEDICINE, GENERAL & INTERNAL
25. Luo, Y.-F, Shen, H-Y., **Yang, S.C.*** & Chen, L. C. (2021). The relationships among anxiety, subjective well-being, media consumption, and safety-seeking behaviors during the COVID-19 epidemic. *International Journal of Environmental Research and Public Health*, 18(24), 13189. (SSCI, Q1 in Public, Environmental & Occupational Health, Impact Factor 2020: 3.390) Q1
26. Huang, C. L., & Chiang, C. H., & **Yang, S. C.*** (2021). eHealth literacy and beliefs about medicines among Taiwanese college students: Cross-sectional study. *JMIR Medical Informatics*, 9(11), e24144. Q3
27. Hung, S. C., Yang, S. C.*, & **Luo, Y. I.** (2021). New media literacy, health status, anxiety, and preventative behaviors related to COVID-19: A cross-sectional study in Taiwan. *International Journal of Environmental Research and Public Health*, 18(21), 11247. <https://doi.org/10.3390/ijerph182111247> Rank 41/176 in PUBLIC, ENVIRONMENTAL & OCCUPATIONAL HEALTH, Q1
28. Chen, L.C., Chang, K.H., & **Yang, S.C. *** (2021). An integrated corpus-based text mining approach used to process military technical information for facilitating EFL troopers' linguistic comprehension: an example of US anti-tank missile systems. *Journal of the National Science Foundation of Sri Lanka*, 49(3), 403-417. [Research Article; Category: Multidisciplinary Sciences; IF: 0.378 (Q4); SCI]

29. Luo, Y. *, **Yang, S. C.**, * & Lu, C.M. (2021). Development of a multidimensional polychronicity scale for digital technology learning. *Journal of Computer Assisted Learning*, 37(2), 387-395. <https://doi.org/10.1111/jcal.12496> (SSCI, Q1 46/265 Education & Educational Research, Impact Factor 2020:3.862)
30. Huang, C. L., **Yang, S. C.**, & Chiang, C. H.* (2020). The associations between individual factors, ehealth literacy, and health behaviors among college students. *International Journal of Environmental Research and Public Health*, 17(6), 2019. IF 3.390, Rank 41/176 in PUBLIC, ENVIRONMENTAL & OCCUPATIONAL HEALTH, **Q1**
31. Huang, C. L., Luo, Y. F., **Yang, S. C.**, Lu, C.M. & Chen, A-S. (2020). Influence of students' learning style, sense of presence, and cognitive load on learning outcomes in an immersive virtual reality learning environment. *Journal of Educational Computing Research*, 58(3), 596–615 <https://doi.org/10.1177/0735633119867422> IF 2.180 Education& Educational Research, Rank 72/263, **Q2**
32. **Yang, S. C.**, Hsu, W.C, & Chiang, C. H. (2020). The associations among individual factors, media literacy, and dietary supplement use among college students: A cross-sectional study. *Journal of Medical Internet Research* DOI: 10.2196/preprints.19056 (SSCI/SCI) (IF 2019: 5.03, Q1 Rank 5/102 in Health care science and services, Q1 Rank 2/27 in the medical informatics category)
33. Huang, C. L., Zhang, S., & **Yang, S. C.*** (2020). How students react to different cyberbullying events: Past experience, judgment, perceived seriousness, helping behavior and the effect of online disinhibition. *Computers in Human Behavior*, 110, 106338. doi.org/10.1016/j.chb.2020.106338 IF = 5.003, PSYCHOLOGY/ MULTIDISCIPLY: Rank 12/138, Q1 PSYCHOLOGY/Experimental, Rank 4/87, **Q1**).
34. 楊淑晴、陳俞余、江佳勳 (2019)。中小型學校兼任輔導教師的輔導經驗與觀點之初探。輔導季刊，55(4)，27-36。
35. Huang, C. L., **Yang, S. C.***, & Hsieh, L. S. (2019). The cyberbullying behavior of Taiwanese adolescents in an online gaming environment. *Children and Youth Services Review*, 106, 104461. DOI 10.1016/j.childyouth.2019.104461 (SSCI) IF = 1.521, Social Work: Rank 11/44, **Q1**).
36. **Yang, S. C.**, Luo Y.F., & Chiang, C. H. (2019). Electronic health literacy and dietary behaviors in Taiwanese college students: Cross-sectional Study. *Journal of Medical Internet Research*, 21(11), e13140. DOI: 10.2196/13140 (SSCI/SCI) (IF 2019: 5.03, Q1 Rank 5/102 in Health care science and services, Q1 Rank 2/27 in the medical informatics category)
37. Luo, Y., **Yang, S.C.**, Gong, R., & Lu, C.M. (2019). Learning performance of university students from the perspective of positive psychology. *Social Behavior and Personality: An International Journal*, 47(3), e7595. <https://doi.org/10.2224/sbp.7595> (SSCI) IF = 0.676, PSYCHOLOGY/ SOCIAL: Rank 61/64, **Q4**).
38. Kuo, F. W., & **Yang, S. C.*** (2019). In-group comparison is painful but meaningful: The moderator of classroom ethnic composition and the mediators of self-esteem and school belonging for upward comparisons. *Journal of Social Psychology*, 159(5), 531-545. DOI: 10.1080/00224545.2018.1515721 (SSCI) IF = 1.641, PSYCHOLOGY/ Social: Rank 49/64, **Q4**).
39. Luo, Y-F, **Yang, S.C.**, Chen, A.S., & Chiang, C. H. (2018). Associations of eHealth literacy with health services utilization among college students: A cross-sectional study. *Journal of Medical Internet Research*, 20(10), e283. (SSCI) (IF 2018: 5.03, Q1 Rank 6/98 in Health care science and services, Q1 Rank 1/26 in the medical informatics category)
40. 羅藝方、楊淑晴、江佳勳、盧家湄 (2018)。大學生食品素養自陳量表之建構及其與飲食行為之關係。台灣公共衛生雜誌，37(4)，407-419。(TSSCI)
41. **Yang, S.C.**, Luo, Y-F, & Chiang, C. H. (2017). The associations among individual factors, ehealth literacy, and health-promoting lifestyles among college students. *Journal of Medical Internet Research*, 19(1), e15. (SSCI) Q1 Rank

42. Kuo, F. W., & Yang, S. C.* (2017). The moderating effect of the need to belong and classroom composition on belongingness seeking of minority adolescents. *Journal of Adolescence*, 61, 22-30. (SSCI)
43. Yang, S. C., Chiang, F. K., & Huang, C. L. (2017). A comparative study of academic dishonesty among university students in Mainland China and Taiwan. *Asia Pacific Education Review*, 18(3), 385-399. (SSCI)
44. Kuo, F. W., Cheng, W., & Yang, S. C.* (2017). A study of friending willingness on SNSs: Secondary school teachers' perspectives. *Computers and Education*, 108, 30-42. (SSCI) Q1 Rank
45. 許琬甄、江佳勳、楊淑晴* (2017)。國小高效能感教師之探究。課程與教學季刊，20(3)，85-112. (TSSCI)
46. 陳貞君、楊淑晴* (2016)。國中學生全球化覺知量表編製及模式之驗證研究。教育學報，44(1)，1-24。 (TSSCI)
47. Luo, Y. F. & Yang, S. C.* (2016). The effect of the interactive functions of whiteboards on elementary students' learning. *Journal of Educational Computing Research*, 54(5) 680-700. (SSCI)
48. Chen, J. C., & Yang, S. C.* (2016). Promoting cross-cultural understanding and language use in research-oriented internet-mediated intercultural exchange. *Computer Assisted Language Learning*, 29(2), 262-288. (SSCI) DOI: 10.1080/09588221.2014.937441
49. Wu, E. J., & Yang, S. C.* (2016). Examining the impact of online labeling on tutoring behavior and its effect on the English learning and motivation of low-achieving university students. *Computer Assisted Language Learning*, 29(2), 316-333 (SSCI) DOI:10.1080/09588221.2014.941370
50. Tai, H. C., Lin, W. C., & Yang, S. C.* (2015). Exploring the effects of online peer review and teacher-led feedback on the English writing performance of EFL students. *Journal of Educational Computing Research*, 53(2) 284-309(SSCI)
51. Huang, J. T., & Yang, S. C.* (2015). Effects of online reciprocal teaching on reading comprehension and motivation. *Journal of Educational Computing Research*, 52(3), 381-407. (SSCI)
52. Huang, C. L., Yang, S. C.*, & Chen, A. S. (2015). Motivations and gratification in an online game: Relationships among players' self-esteem, self-concept, and interpersonal relationships. *Social Behavior and Personality*, 43(2), 193-204. (SSCI)
53. Huang, C. L., Yang, S. C., & Chen, A. S. (2015). The relationships among students' achievement goals, willingness to report academic dishonesty, and engaging in academic dishonesty. *Social Behavior and Personality*, 43(1), 2. 7-37 <http://dx.doi.org/10.2224/sbp.2015.43.1.27> (SSCI)
54. 江佳勳、楊淑晴、許琬甄 (2015)。大學生網路健康素養量表建構及其與健康行為之關係研究。中華心理衛生學刊，28(3) 389-420 (TSSCI)
55. 林文川、楊淑晴 (2015)。線上文化回應教學成效探究：大專家教與原住民高中生之合作學習。教育科學研究期刊，60(4)，223-253。(TSSCI) 10.6209/JORIES.2015.60(4).08
56. 楊淑晴，羅藝方* (2015)。Bandura道德疏離機制量表對於國內中小學學生適切性之探究，教育學刊 (TSSCI)。教育學刊，45，85-125 (TSSCI)
57. 羅藝方、楊淑晴、吳妹容 (2015)。以科技接受模式理論探究教師對電子白板融入教學的接受與使用情形。教育學報，43卷2期，145-172 (TSSCI)
58. Hsu, W. C., Chiang, C. H., & Yang, S. C.* (2014). The effect of individual factors on health behaviors among college students: The mediating effects of ehealth literacy. *Journal of Medical Internet Research*, 16(12), e287. doi: 10.2196/jmir.3542. (SSCI)

59. Liu, C. J., & Yang, S. C.* (2014). Using the Community of Inquiry model to investigate students' knowledge construction in asynchronous online discussions. *Journal of Educational Computing Research*, 51(3), 327-354. (SSCI, Impact factor: 0.429, 在 EDUCATION & EDUCATIONAL RESEARCH Categories之2013排名為123 out of 219 (56.16%),
60. Yang, S. C.*, Chen, C. Y. & Chen, A. S. (2014). A study of Taiwanese teens' traditional and cyberbullying behaviors. *Journal of Educational Computing Research*, 50(4), 529-556. (SSCI)
61. Liu, C.-J., & Yang, S. C.* (2014). Using the technology acceptance model to examine seniors' attitudes toward Facebook. *International Journal of Computer, Information, Systems and Control Engineering*, 8(6), 936-941.
62. Lai, J. C. & Yang, S. C.* (2014). Fostering foreign language learning through technology-enhanced intercultural projects. *Language Learning & Technology*, 18(1), 57-75. (SSCI, JCR 2013 Impact factor: 1.93,在Linguistics Categories之 2013年排名為10 of 169(5.9%)
63. 劉建人、楊淑晴* (2014) 使用探究社群模型探討Web 2.0科技融入大學協作式課程之研究。 *課程與教學季刊*, 17(2), 167-196 (TSSCI)
64. Yang, S. C., & Huang, C. L. (2013). Using structural equation modeling to validate online game players' motivations relative to self-concept and life adaptation. *Journal of Educational Computing Research*, 49(4) 527-542. doi:10.2190/ec.49.4.f (SSCI)
65. Yang, S. C.*, Huang, C. L., & Chen, A. S. (2013). An investigation of college students' perceptions of academic dishonesty, reasons for dishonesty, achievement goals and willingness to report dishonest behavior. *Ethics & Behavior*, 23(6), 501-522. SSCI)
66. Lin, W. C., & Yang, S. C.* (2013). Exploring the roles of Google.doc and peer-e-tutors in English writing. *English Teaching: Practice and Critique*, 12(1), 79-90. (SSCI, JCR 2011 Impact factor:0.216, 在EDUCATION & EDUCATIONAL RESEARCH Categories之 2011年排名為7 of 203 (72.84%)
67. Wu, E. J., Lin, W. C., & Yang, S. C.* (2013). An experimental study of cyber face-to face vs. cyber text-based English tutorial programs for low-achieving university students. *Computers & Education*, 63(1), 52-61. (SSCI, JCR 2011 Impact factor: 2.621, 在 EDUCATION & EDUCATIONAL RESEARCH Categories之 2011年排名為7 of 203 (3.45%),
68. Huang, C. L., & Yang, S. C.* (2013). A study of online misrepresentation, self-disclosure, cyber-relationship motives and loneliness among teenagers. *Journal of Educational Computing Research*, 48(1), 1-18. SSCI) iFirst Article. **Ranking=143/206=69.41%**).
69. Chen, A. S., Leung, M., Chen, C. H., & Yang, S. C.* (2013). Exposure to internet pornography among Taiwanese adolescents. *Social Behavior and Personality*, 41(1), 157-164 (SSCI) **Impact factor: 0.307, Psychology/Social Ranking=57/59=96.61%**
70. Yang, S. C. (2012-2013). Assessment and quantification of Taiwanese children's views of a good death. *OMEGA— Journal of Death and Dying*, 66(1) 17-37. (SSCI) **Ranking=96/125=76.8%**
71. Yang, S. C. (2012). Paths to bullying in online gaming: The effects of gender, preference for playing violent games, hostility, and aggressive behavior on bullying. *Journal of Educational Computing Research*, 47(3), 235-249. (SSCI) **Leading Article.**
72. Yang, S. C. (2012). Ethical academic judgments and behaviors: Applying a multidimensional ethics scale to measuring the ethical academic behavior of graduate students. *Ethics & Behavior*, 22(4), 281-296. (SSCI) **Ranking=23/47=48%**
73. Yang, S. C. (2012). Attitudes and behaviors related to e-academic dishonesty: A Survey of Taiwanese graduate students. *Ethics & Behavior*, 22(3), 218 -237. I (SSCI)

74. Liu, C. J., & Yang, S. C.* (2012). Applying the practical inquiry model to investigate the quality of students' online discourse in an information ethics course based on Bloom's teaching goal and Bird's 3C model. *Computers and Education*, 59(2), 466-480. (SSCI) *Computers & Education*, 59(2), 466-480. (SSCI, JCR 2011 Impact factor: 2.621, 在 EDUCATION & EDUCATIONAL RESEARCH Categories之 2011年排名為7 of 203 (3.45%),
75. Lin, W. C., Hsieh, P., & Yang, S. C.* (2012). Exploring personal EFL teaching metaphors in preservice teacher. *English Teaching: Practice and Critique*, 11(1), 183-199. (SSCI)
76. Yang, S. C., & Lai, S. Y. (2012). Validation of a new measure of the concept of good death among Taiwanese children. *Death Studies*, 36(3), 228-252 (SSCI) **Ranking=16/38=42.10%**
77. 楊淑晴*、黃麗蓉 (2011) 中學生的歷史思維能力之探究：歷史觀點取替模式的應用。 *教育科學研究期刊*, 56(4), 129-153 (TSSCI)
78. 黃麗蓉、賴思儀、楊淑晴* (2011) 中學生的歷史概念、歷史學習態度與歷史批判思維傾向。 *教育實踐與研究*, 24(2), 65-98 (TSSCI)
79. Lin, W. C., & Yang, S. C.* (2011). Exploring students' perceptions of integrating wiki technology and peer feedback into English writing courses. *English Teaching: Practice and Critique*, 10(2), 88-103 (SSCI)
80. 楊淑晴*、黃凱琳 (2011) 國中生參與線上遊戲經驗與自我概念、生活適應、幸福感之研究。 *教育資料與圖書館學*, 48(3), 407-442. (TSSCI)
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