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### 研究領域

●學術及教育專業專長：

中文：社會性科學議題教學、科學探究與論證教學、教育測驗與評量、教育心理學

英文：Socioscientific Instruction; Argumentative Inquiry Teaching; Learning Assessment and Evaluation; Educational Psychology

●歷年開課名稱：

中文：學習評量、教育心理學、心理學應用與實踐

英文：Learning Assessment and Evaluation, Educational Psychology, Implication and Implementation of Psychology

### 研究成果

#### A、期刊論文

1. (SSCI Journal) Lin, H. S., Hong, Z. R., Wang, H-H., & Lee, S. T. (2011). Using reflective peer assessment to promote students' conceptual understanding through asynchronous discussions. *Educational Technology & Society*, 14 (3), 178-189.
2. (SSCI Journal) Hong, Z. R., Lin, H. S., Wang, H-H., Chen, H-T., & Yu, T-C. (2012). The effects of functional group counseling on inspiring low achieving students' self-worth and self-efficacy in Taiwan. *International Journal of Psychology*, 47(3), 179-191.
3. (SSCI Journal) Hong, Z. R., Lin, H. S., Wang, H-H., Chen, H-T., & Yang, K-K. (2013). Promoting and scaffolding elementary school students' attitudes toward science and argumentation through a science and society intervention. *International Journal of Science Education*, 35(10), 1625-1648

4. (SSCI Journal) Hong, Z. R., Lin, H. S., Chen, H-T., Wang, H-H., & Lin, C-J. (2014). The effects of aesthetic science activities on improving at-risk families children's anxiety about learning science and positive thinking. *International Journal of Science Education*, 36(2), 216-243.
5. (SSCI Journal) Chen, H-T., Wang, H-H., Lin, H. S., Lawrenz, F., & Hong, Z. R. (2014). Longitudinal study of an inquiry-based science camp on low-achieving children's affective perceptions of learning science and positive thinking. *International Journal of Science Education*, 36(13), 2133-2156.
6. (SSCI Journal) Wang, H-H., Chen, H-T., Yore, L. & Hong, Z. R. (2015). An investigation of Taiwanese college students' personality traits and self-worth. *Journal of Happiness Studies*, 16(6), 1593-1613.
7. (SSCI Journal) Chen, H-T., Wang, H-H., Lu, Y.-Y., Lin, H-S., & Hong, Z. R. (2016). Using a modified argument-driven inquiry to promote elementary school students' engagement in learning science and argumentation. *International Journal of Science Education*, 38(2), 170-191.
8. (SSCI Journal) Wang, H-H., Chen, H-T., Lin, H.-S., & Hong, Z. R. (2017). The effects of college students' positive thinking, learning motivation and self-regulation through a self-reflection intervention in Taiwan. *Higher Education Research & Development*, 36(1), 201-216.
9. (SSCI Journal) Wang, H-H., Chen, H-T., Lin, H.-S., Huang, Y-N., Hong, Z. R. (DOI). Longitudinal study of a cooperation-driven, socio-scientific issue intervention on promoting students' critical thinking and self-regulation in learning science. *International Journal of Science Education*. DOI:10.1080/09500693.2017.1357087

#### **B、專書及專書論文**

1. 洪瑞兒、王薪惠、魯盈謙 (2017)。學生問卷分析結果。載於佘曉清、林煥祥(主編)，**PISA2015 台灣學生的表現** (201-285 頁)。新北市：心理出版社。ISBN:978-986-191-776-4

### 榮譽事蹟

- 榮獲 105 年中華民國斐陶斐榮譽會員。