個人簡歷



學　校： 國立中山大學

單　位： 教育研究所/師資培育中心/
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學經歷

●學歷：

美國德州大學阿靈頓分校 實驗心理學博士

美國德州大學阿靈頓分校 心理學碩士

國立政治大學 心理學系 學士

●經歷：

國立中山大學 師資培育中心教授（2022/8~）

國立中山大學 師資培育中心 副教授（2018/2~2022/7）

國立中山大學 師資培育中心 助理教授（2012/8~2018/1）

國立清華大學 學習評鑑中心 博士後研究員（2011/10~2012/7）

美國德州大學阿靈頓分校 教學研究助理（2006/8~2011/7）

台北市立蘭州國民中學 綜合活動領域 實習輔導老師（2006/2~2006/7）

研究領域

●學術及教育專業專長：

社會與人格發展(Social and Personality Development) 、認知失調理論(Cognitive Dissonance)、動機理論(Motivation)、網路行為(Networking Behavior)、文字探勘(Text Mining)、尼特族研究 (NEET)

●歷年開課名稱：

中等教育學程：輔導原理與實務(Theory and Practice of Guidance) 、發展心理學(Developmental Psychology) 、心理學(Introduction to Psychology)、教育專業精進(Professionalism in Education)、人際關係與溝通(Interpersonal Relation and

Communication)、 認知心理學(Cognitive Psychology)、雙語教材教法（Methods and Materials for Bilingual Education）

教育學研究所：高等教育統計學研究(Research in Advanced Statistics in Education)、結構方程模式(Structural Equation Models)、多變量分析(Multivariate Analysis)、教育統計學研究(Studies in Educational Statistics) 、教育研究法(Educational Research Methods)、教育學方法論研究(Special Topics in Methodology of Education Studies)、國教教育政策(National Education Policy)

研究成果

●(A)期刊論文

1. Nguyen, P.N.T., Chiou, W.B., & Cheng, W. * (2026). Risk of not in employment, education, or training between genders: the role of future time perspective and motivations. *International Journal for Educational and Vocational Guidance.* https://doi.org/10.1007/s10775-026-09822-1 (SSCI, 2025 IF = 1.7, Q2 in Education & Educational Research from JCR.)
2. Cheng, W., Nguyen, D.N., Nguyen, T.T., & Phan, Q. D. * (2025). Is the Relationship between Passive Social Network Usage and Body Image Concerns via Physical Appearance Comparison a Vicious Circle? Evidence from Taiwan and Vietnam. *Current Psychology.* (SSCI, 2024 IF = 2. 6, Q1 in Psychology, Multidisciplinary from JCR.)
3. Cheng, W., Kueh, L.L. * (2025). Motivational trajectories and sense of self: A longitudinal study of high school students in Taiwan. *Journal of Applied Developmental Psychology.* (SSCI, 2024 IF = 2.1, Q3 in Psychology, Developmental from JCR.)
4. Chou, K.J., Cheng, Y.Y., Cheng, W. et al. (2025). Influencing factors of art-mediated educational strategies on life attitudes of teaching hospital staff: a quantitative study. *BMC Medical Education*, 25, 785. doi: 10.1186/s12909-025-07333-1. PMID: 40426150; PMCID: PMC12117917. (SSCI, 2023 IF = 3.2, Q1 in Education & Educational Research from JCR.)
5. Chou, K.J., Cheng, Y.Y., Cheng, W. et al. (2025). Fostering transformative learning and whole patient care among teaching hospital staff through artistic creation: a qualitative study. *BMC Medical Education*, 25, 179. https://doi.org/10.1186/s12909-

025-06692-z. (SSCI, 2023 IF = 3.2, Q1 in Education & Educational Research from JCR.)

6. Cheng, W., Nguyen, P.N.T. * (2024). Academic motivations and the risk of not in employment, education or training: University and vocational college undergraduates comparison. *Education + Training*. https://doi.org/10.1108/ET-05-2024-0203 (SSCI, 2024 IF = 3.2, Q1 in Education & Educational Research from JCR.)
7. Chang, Y.Y.C., Cheng, W. & Chiou, W.B. * (2024). How exposure to natural landscapes can decrease the tendency toward delinquent behavior: the role of delay discounting. *Journal of Experimental Criminology*. https://doi.org/10.1007/s11292-024-09631-y (SSCI, 2024 IF = 2, Q1 in Criminology & Penology from JCR.)
8. Cheng, W., Nguyen, P.N.T. * & Nguyen, N.D. (2024). How active/passive social network usage relates to academic performance among high school students in Taiwan. *Education and Information Technologies*, 29, 10805–10820. https://doi.org/10.1007/s10639-023-12254-x (SSCI, 2022 IF = 5.5, Q1 in Education & Educational Research from JCR.)
9. Cheng, W., Nguyen, D.N., & Nguyen, P.N.T. * (2023). The association between passive social network usage and depression/negative emotions with envy as a mediator. *Scientific Reports*. (SCIE, 2021 IF = 4.997, Q2 in Multidisciplinary Sciences from JCR.)
10. Cheng, W., Ickes, W., Park, A., Wu, H-J., & Riani, Y.A. * (2023). "Instant enemies" and "Instant allies" in the U.S. and Taiwan: a LIWC analysis. *Frontiers in Communication*. doi: 10.3389/fcomm.2023.1036770. (Scopus, ESCI, 2021)
11. **鄭雯**、郭玲玲 *（2023）。高中育才與大學選才:以核心素養作為連結。**通識教育學刊：未來大學與素養導向學習，31期**，11-33。
12. Nguyen, N., Cheng, W., & Tran, H. * (2023). How self-esteem mediates the relationship between passive social network use and hedonic well-being: The comparison of Taiwanese and Vietnamese students. *International Journal of Happiness and Development*. (ESCI, 2021)
13. Cheng, W. & Nguyen, P.N.T. * (2023). Gender differences in future time perspectives and risk of being not in employment, education, or training: The mediating role of achievement goal motivations. *Current Psychology*, 42, 28180–28190 (SSCI, 2021 IF = 2.387, Q2 in Psychology, Multidisciplinary from JCR.)

14. Akhrani, L.A. *, Cheng, W., Herani, I., Riani, Y.A., Pratiwi, R.D., Ade, A., Ammaritza, A., & Barlamana, M.H.A. (2022, Jul). You only live once! Understanding Indonesian and Taiwan travel intention during Covid-19 pandemic. *Frontiers in Psychology, 13*, 922529. doi: 10.3389/fpsyg.2022.922529. (SSCI, 2021 IF = **4.232**, **Q1** in Psychology, Multidisciplinary from JCR.)

15. Nguyen, N. D. & Cheng, W. * (2022). A moderated mediation model of the relationship between passive social network usages and life satisfaction. *Psychology of Popular Media*. SSCI, 2021 IF = **2.9**, **Q2** in Psychology, Multidisciplinary from JCR.)

16. Joaquim, I. M. *, Morolong, M. P., Tundumula, E. T., & Cheng, W. (2022). Preferences and insights of learning process in pandemic era: A case study of South Africa. *Higher Education, Skills and Work-Based Learning.* (Scopus, ESCI)

17. **鄭雯**、夏珮甄、張雅鳳、吳蕙如、洪嘉欣 *（2022）。不同性別與學習成就之學生在合作學習與講述教學下對國文科內外學習動機之效果研究。**正向心理：諮商與教育**，1 期，135-161。

18. **鄭雯**、胡毓玨、湯家偉 *（2021）。國小教師親子關係、工作壓力與主觀幸福感之關係模式：職家互動以及性別角色觀點。**教育與心理研究，44卷**4期，35-69。（TSSCI）

19. Cheng, W. & Wu, C. C. * (2021). Family socioeconomic status and children's gender differences in Taiwanese teenagers' perception of parental rearing behaviors. *Journal of Child & Family Studies*. (SSCI, 2019 IF = **1.310**, **Q2** in Family Studies from JCR.)

20. Cheng, W. & Nguyen, D. N.* (2020). How selves play on passive social network usage and positive emotions. *Personality and Individual Differences*,*17*. (SSCI, 2019 IF = **2.310**, **Q2** in Psychology, Social from JCR.)

21. Cheng, W. * (2019). How intrinsic and extrinsic motivations function among college student samples in both Taiwan and the U.S. *Educational Psychology, 39*(4), 430-447. (SSCI, 2019 IF = **1.586**, **Q2**, in Education, Educational Research from JCR.)

22. Cheng, W. & Chiou, W. B. * (2018). Exposure to Sexual Stimuli Induces Greater Discounting Leading to Increased Involvement in Cyber Delinquency among Men. *Cyberpsychology, Behavior, and Social Networking, 21*(2), 99-104. (SSCI, 2017 IF = **2.689**, **Q1** in Psychology, Social from JCR.)

23. Chen, L. M., Sung, Y. H., & Cheng, W.* (2017). How to enhance teachers' bullying identification. *The Asia-Pacific Education Researcher*, *26*(6), 351-359. (SSCI, 2016 IF = **0.576**, **Q4** in Education & Educational Research from JCR.)

24. Wu, W. H., **Cheng, W.**, & Chiou, W. B.* (2017, Mar). Episodic Future Thinking about the Ideal Self Induces Lower Discounting, Leading to a Decreased Tendency toward cheating. *Frontiers in Psychology, section Cognition*. (SSCI, 2016 IF = **2.321**, **Q1** in Psychology, Multidisciplinary from JCR.)
25. Chiou, W. B.*, Wu, W. H., & **Cheng, W.** (2017). Self-control and honesty depend on exposure to pictures of the opposite sex in men but not women. *Evolution and Human Behavior, 38*(5), 616-625. (SSCI, 2017 IF = **3.623**, **Q1** in Psychology, Biology from JCR.)
26. Kuo, F. W., **Cheng, W.** & Yang, S. C.* (2017). A study of friending willingness on SNSs: Secondary school teachers' perspectives. *Computers & Education, 108* (2017) 30-42. (SSCI, 2017 IF = **4.538**, **Q1** in Education & Educational Research from JCR.)
27. Chen, L.M., **Cheng, W.**, & Ho, H.C.* (2015). Perceived severity of school bullying in elementary schools based on participants' roles. *Educational Psychology,* 35(4), 484-496. (SSCI, 2015 IF = **1.157**, **Q2** in Education & Educational Research from JCR.)
28. **Cheng, W.***, Ickes, W., & Kenworthy, J. B. (2013). The phenomena of hate crime in the United States. *Journal of Applied Social Psychology, 43*(4), 761–794. (SSCI, 2012 IF = **1.231**, **Q3** in Psychology, Social from JCR.)
29. **Cheng, W.**, Ickes, W., & Verhofstadt, L.* (2012). How is family support related to students' GPA scores?: A longitudinal study. *Higher Education, 64*(3), 399-420. (SSCI, 2011 IF = **1.061**, **Q2** in Education & Educational Research from JCR.)
30. Ickes, W., & **Cheng, W.** (2010). How do thoughts differ from feelings? Putting the differences into words. *Language and Cognitive Processes, 26*(1), 1-23. (SSCI, 2010 IF = **2.061**, **Q1** in Linguistics from JCR.)
31. **Cheng, W.**, & Ickes, W. (2009). Conscientiousness and self-motivation as mutually compensatory predictors of university-level GPA. *Personality and Individual Differences, 47*(8), 817-822. (SSCI, 2009 IF = **1.878**, **Q1** in Psychology, Social from JCR.)

● **(B)專書及專書論文**

1. **鄭雯**、謝齊(2019)。內外在動機、文化與創造力。**鄭英耀主編，華人創造力-理論與實務**，387-405 (ISBN 9789573285687)。

2. **Cheng, W.** (2014). Hate Crime and its Relevant Factors. In M. R. Pearson (Eds.), *Crime International Perspectives, Socioeconomic Factors and Psychological Implications* (pp. 77-110). New York: Nova Science Publishers. (ISBN: 978-1-62948-658-1)

3. **Cheng, W.** (2011). *Individual Differences and Cognitive Dissonance*. Saarbrücken: LAP Lambert Academic Publishing. (ISBN 978-3-8473-2359-4)

4. Dugosh, J. W, **Cheng, W.**, & Park, A. E. (2011). Adult attachment styles and motivated accuracy. In J. L. Smith, W. J. Ickes, J. Hall, & S. Hodges (Eds.), *Managing Interpersonal Sensitivity: Knowing When—and When Not—To Understand Others* (pp. 125-142), New York: Nova Science Publishers. (ISBN: 978-1-61728-691-9)

●(C)研討會論文

5. Chen, Y. & **Cheng, W.** (2026, Oct). Motivation, Attitudes Toward AI-Assisted Learning, and AI Usage Among Taiwanese College Students. TERA Conference 2026 & WERA Focal Meeting, National Sun Yat-sen University, Kaohsiung, Taiwan.
6. Pannathornphortechit, P. & **Cheng, W.** (2026, Mar). Does Calling Fuel Work Passion Among Professional Nurses? The 16th Asian Conference on Psychology & the Behavioral Sciences (ACP2026), Toshi Center Hotel, Tokyo, Japan.
7. Pannathornphortechit, P. & **Cheng, W.** (2025, Nov). Work Passion, Career Satisfaction, and Life Satisfaction among Human Resources Professionals. APERA-TERA 2025 Conference, Kaohsiung, Taiwan.
8. **Cheng, W**. (2024, June). NEET and its relevant factors. Transcultural Educational Dialogues: Japan and Taiwan Research Exchange Forum. Kyoto University, Kyoto, Japan.
9. **Cheng, W**. (2024, June). Cultivation and Selection from High Schools to Colleges: Core Competencies as the Link. Creating Communities of Practice Across Boundaries: Realizing Mutually Beneficial Partnerships Between Educational Practitioners and Researchers. University of Tokyo, Tokyo, Japan.
10. 鄭雯（2023年10月）。青少年社群網路使用行為與心理健康之跨文化研究。2023國科會教育學門專題計畫執行與發表成果研討會。
11. **Cheng, W**. & Riani, Y.A. (2023, May). Instant Enemy and Ally in Taiwan and the U.S. The 13th Asian Conference on Cultural Studies. Tokyo, Japan.
12. Nguyen, N., **Cheng, W.**, & Tran, H. (2022). The Mediating Role of Self-Esteem in the Passive Social Network Use and Hedonic Well-Being Link. 2022 WERA Focal Meeting, San Diego CA, USA.

13. Nguyen, P. N. T. & **Cheng, W.** (2021, Nov). The Study of Future-time Perspectives and NEET Risk: The mediation roles of academic motivations. Taiwan Education Research Association International Conference 2021, TERA2021.
14. 張芸卉、**鄭雯**（2021年11月）。探討國立中山大學申請入學書面審查評量尺規之變革。台灣教育研究學會TERA2021國際研討會。
15. 張惠善、**鄭雯**（2021年11月）。自我概念清晰度與師生互動關係。台灣教育研究學會TERA2021國際研討會。
16. Lin, H. M. & **Cheng, W.** (2019, Jul). The Effects of Occupational Gender Stereotype and Positive/Negative Information on Perceived Occupational Competency. 16th European Congress of Psychology (ECP 2019), Moscow, Russia.
17. Lin, J. B. & **Cheng, W.** (2019, Jul). The Personality Traits of College Students in Taiwan. 16th European Congress of Psychology (ECP 2019), Moscow, Russia.
18. Wu, C. C. & **Cheng, W.** (2019, Jul). Gender Differences in Middle School Students' Experience of Parental Parenting Behaviors. 16th European Congress of Psychology (ECP 2019), Moscow, Russia.
19. Xia, P.Z., **Cheng, W.**, & Hong, Z.R. (2019, Jul). The relationships among humor, humor styles, well-being and interpersonal relationship of college students. 16th European Congress of Psychology (ECP 2019), Moscow, Russia.
20. Hsieh, C. & **Cheng, W.** (2019, Feb). Factors Analysis of Good Teachers in The Minds of High School Students. 2nd ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning. MOST 106-2410-H-110-042-SSS.
21. 謝齊、**鄭雯**（2018年11月）。學生心目中的好老師——從大學生與高中生之視角探討。Taiwan Education Research Association-Global Association of Chinese Creativity 2018 (TERA-GACC2018)。科技部：106-2410-H-110-042-SSS。
22. **鄭雯**、謝齊（2018年11月）。內外在動機、文化與創造力。Taiwan Education Research Association-Global Association of Chinese Creativity 2018 (TERA-GACC2018)。
23. **鄭雯**、鄭桂玲、林慧閔（2018年11月）。性別、自我感知與內外在學習動機之相關研究。Taiwan Education Research Association-Global Association of Chinese Creativity 2018 (TERA-GACC2018)。科技部：105-2410-H-110-047-SSS。
24. **Cheng, W.** (2018, Sep). The Investigation of Word Usages on Facebook Posts: A CLIWC Study among the Taiwanese Sample. Society for Personality and Social Psychology 2019 Annual Meeting, Portland, Oregon, U.S. MOST 106-2633-H-110-001.

25. **Cheng, W.** (2018, Sep). How Individuals' Sense of Self and Sex Predicted their Writing on Facebook. The International Conference on the Humanities, Social Sciences and Sustainability, Tokyo, Japan. MOST 106-2633-H-110-001.
26. **Cheng, W.** (2018, Aug). The Investigation of Text Mining and Personality in Social Network. 2nd Japan International Conference on Business, Management Studies, and Social Science (2nd JIBUMS), Tokyo, Japan. MOST 106-2633-H-110-001.
27. **Cheng, W.** & Huang, W. C (2018, Jan). The Medication effect of Sense of Self on the Relation on Perceived Parental Rearing Behavior and Peer Relationship of Fifth-grade and Sixth-grade Elementary School Students in Kaohsiung City. International Congress for School Effectiveness and Improvement 2018 Conference, Singapore. MOST 105-2410-H-110-047-SSS.
28. 張裕昌、**鄭雯**（2017年11月）。偏鄉地區國中學生自我概念與學習動機之研究。台灣教育研究學會2017學術研討會。科技部：105-2410-H-110-047-SSS。
29. 蔡長融、**鄭雯**（2017年11月）。探討國中生的依附關係、學習動機。台灣教育研究學會2017學術研討會。科技部：105-2410-H-110-047-SSS。
30. 許竣能、**鄭雯**（2017年11月）。高中生工作動機與職業聲望需求之相關性研究。台灣教育研究學會2017學術研討會。科技部：105-2410-H-110-047-SSS。
31. **鄭雯**（2017年10月）。FB文字使用與性格之關聯性研究。臺灣心理學會第56屆年會暨國際研討會。科技部：106-2633-H-110-001。
32. **Cheng, W.** (2017, Aug). The Effect of Sense of Self on Teenagers' Intrinsic/Extrinsic Learning Motivations between Boys and Girls. 2017 International Conference on Education New York. MOST 105-2410-H-110-047- SSS.
33. **Cheng, W.** (2017, Jul). Distinguish Types of Facebook Users: An Analysis of Categories of Words Posted on FB Walls. 16th International Conference on Researches in Science & Technology (ICRST). MOST 105-2633-H-110-001.
34. **Cheng, W.** (2017, Jul). Good Teachers in College Students' Eyes: The Analyses of Student Evaluation of Teaching. 16th International Conference on Social Science & Humanities. MOST 105-2410-H-110-047-SSS.
35. Li, S. S. & **Cheng, W.** (2017, Jan). Using Text-Mining Technology to Explore Individuals Facebook Writings and its Relationships with Sense of Self and Sex. 2017 Society for Personality and Social Psychology Convention (2017 SPSP Annual Convention), San Antonio, TX, U.S.A. MOST 105-2633-H-110-001.
36. Lin, H. M. & **Cheng, W.** (2016, Nov). The Correlation between Bem's Gender Roles and the Occupational Gender Stereotypes. 7th International Conference on Psychology, Language and Teaching (ICPLT), Singapore.

37. Tang, K. L. & **Cheng, W.** (2016, Nov). The Moderating Effect of Sense of Self on Intrinsic and Extrinsic Learning Motivations among Senior High School Students in Taiwan. 7th International Conference on Psychology, Language and Teaching (ICPLT), Singapore. MOST 104-2410-H-110-058.
38. Ting, Y. I. & **Cheng, W.** (2016, Nov). An Investigation of the Relationship between Junior High School Students' Sense of Self and Parents' Education Levels. 7th International Conference on Psychology, Language and Teaching (ICPLT), Singapore. MOST 104-2410-H-110-058.
39. 黃詩宇、**鄭雯**(2016年11月)。大學生自我監控能力和自我知覺與學習動機 之關係。Asia-Pacific Educational Research Association-Taiwan Education Research Association 2016 。科技部:104-2410-H-110-058。
40. 黃雯君、**鄭雯**(2016年11月)。不同父母教養行為向度與學生自我概念之關 聯性研究 。Asia-Pacific Educational Research Association-Taiwan Education Research Association 2016 (APERA-TERA 2016)。科技部:104-2410-H-110- 058。
41. **Cheng, W.** & Lin, H. M. (2016, Jul). Education Levels and Occupational Gender Stereotypes in Taiwan. The 31st International Congress of Psychology 2016 (ICP2016).
42. Lin, H. M. & **Cheng, W.** (2016, Jul). Gender Schema and Occupational Gender Stereotypes in Taiwan. The 31st International Congress of Psychology 2016 (ICP2016), Yokohama, Japan.
43. Li, S. S. & **Cheng, W**. (2016, Mar). Using the Text-Mining Technology to Explore College Students' Writing Text and Its Relationships with Exam Performance and the Big Five. 2016 The Asian Conference on Psychology & the Behavioral Sciences. MOST 105-2633-H-110-001.
44. Tang, K. L. & **Cheng, W.** (2016, Mar). The Trends of Intrinsic and Extrinsic Learning Motivation among Taiwanese Adolescents. 2016 The Asian Conference on Psychology & the Behavioral Sciences, Kobe, Japan. MOST 104- 2410-H-110-058.
45. Ting, I. Y. & **Cheng, W.** (2016, Mar). Investigation of Parenting Styles and Teenagers' Learning Motivation. 2016 The Asian Conference on Psychology & the Behavioral Sciences, Kobe, Japan. MOST 104-2410-H-110-058.
46. Hsu, H.Y. & **Cheng, W.** (2015, Mar). Sense of Self and Intrinsic/Extrinsic Motivation in Both Taiwanese and the U.S. Cultures. The Asian Conference on Psychology & the Behavioral Sciences, 2015.
47. Lin, H.M. & **Cheng, W** (2015, Mar). How Intrinsic and Extrinsic Motivations Predict College Students' Academic Performance in Different Cultures. The Asian Conference on Psychology & the Behavioral Sciences, 2015.

48. **Cheng, W** (2015, Jan). Intrinsic and Extrinsic Motivation: A Cross-Cultural Comparison. The 16th Annual Meeting of the Society for Personality and Social Psychology (SPSP 2015).
49. 丁乙芸、鄭桂玲、**鄭雯**（2015年11月）。大學生學習動機與家庭支持之相關性研究。台灣教育研究學會2015學術研討會。
50. 張岳琳、**鄭雯**（2015年11月）。五大人格與Facebook使用態度、使用率之相關探討。台灣教育研究學會2015學術研討會。
51. 張雅鳳、**鄭雯**（2015年11月）。不同學習成就學生的學習信念與學習動機:以國中國文科為例。台灣教育研究學會2015學術研討會。
52. 李香緗、**鄭雯**、陳利銘（2015年11月）。台灣青少年自我價值感與網路使用調查。台灣教育研究學會2015學術研討會。
53. **鄭雯**（2015年11月）。中山大學學生學習成效追蹤調查。台灣教育研究學會2015學術研討會。
54. 巫博瀚、劉孟奇、黃台珠、**鄭雯**（2014年10月）。以結構方程模式檢驗大學生所 知覺到的教師自主支持、自我效能、工作價值及學習情緒對學習投入之影響。第四屆海峽兩岸山海論壇。
55. Chen, W.-R., Wang, Y.-J., Chen, L.-M., **Cheng, W.**, & Cheng, Y.-Y. (2014, Nov). Internet Addiction among Primary and Secondary Students: An Investigation into Educational Level of Parents, Gender, and Socioeconomic Status. The Asia Pacific Educational Research Association International Conference 2014. Hong Kong.
56. Wang, Y.-J., Chen, W.-R., Chen, L.-M., **Cheng W.**, & Cheng, Y.-Y. (2014, Nov). The relationship between self-worth and internet addiction among elementary and secondary school students. The Asia Pacific Educational Research Association International Conference 2014. Hong Kong.
57. Li, T.T., **Cheng, W**. & Lio, M.C. (2014, Jul). The effects of teacher-directed instruction, student orientation instruction, extrinsic motivation and intrinsic motivation on the students' engagement of College Students in Taiwan. The Annual meeting of Higher Education Research and Development Society of Australasia, Hong Kong.
58. **Cheng, W.** (2014, Feb). How Valid the College Admission Methods Are? An Investigation of College Students' Academic Performance and Motivation among Different Admission Methods. International Conference on Education and Social Sciences, Istanbul, Turkey.
59. **Cheng, W.** & Hung, Y.W.（2013年11月）。Should College Students Work Part-time?: A correlational study of time arrangement and academic performance (using NSYSU as the example) 大學生該不該打工? 大學生時間分配與學習成效之相關研究：以國立中山大學學生為例。2013創新教育國際學術研討會：課程教學與產學創新。

60. Hung, Y.W. & **Cheng, W.**（2013年11月）。The differentia of senior and college students toward time management in the context of National Sun Yat-sen University 高中大學大不同?以中山大學學生為例，探討其高中和大學入學後一年時間分配之差異。2013創新教育國際學術研討會：課程教學與產學創新。
61. **Cheng, W.** (2013, Jul). "Prospective" Cognitive Dissonance. The 13th European Congress of Psychology.
62. Chen, L.M., Cheng, Y.Y., **Cheng, W.**, & Hsueh, H.I. (2013, Mar). Perceived severity of school bullying among participant roles in Taiwan elementary schools. The Third Asian Conference on Psychology & the Behavioral Sciences 2013.
63. **Cheng, W.** (2013, Jan). Linguistic Content Differences in Cognitive Dissonance. The 14th Annual Meeting of the Society for Personality and Social Psychology.
64. **Cheng, W.** *, Ickes, W., & Verhofstadt, L. (2010). Family social/economic support and college students' GPA scores. The 12th Annual Meeting of the Society for Personality and Social Psychology, San Antonio, TX.
65. **Cheng, W.** * (2009). How do thoughts differ from feelings? The Annual Celebration of Excellence by Students' Symposium. University of Texas at Arlington, Arlington, TX.
66. **Cheng, W.** * & Ickes, W. (2009). Conscientiousness and self-motivation as mutually compensatory predictors of university-level GPA. The 11th Annual Meeting of the Society for Personality and Social Psychology, Las Vegas, NV.

● **(D)研究計畫**

國科會計畫：

1. 青年求學至就業轉換期之適應失衡歷程：角色需求、倦怠與退縮傾向的動態分析 (115-2628-H-110 -003 -SS3) 優秀年輕學者研究計畫 計畫主持人 115/08/01 - 118/07/31。
2. 社群網路使用行為與心理健康之跨文化研究(113-2918-I-110 -006 -) 補助科學與技術人員國外短期研究 計畫主持人 113/07/06 - 114/07/05。
3. 後疫情時代青年尼特傾向之危險因子與保護因子研究：臺灣與越南樣本 (112-2628-H-110 -002 -SS3) 優秀年輕學者研究計畫 計畫主持人 112/08/01 - 115/07/31。
4. 社群網路使用行為與青少年的主觀幸福感與憂鬱傾向之跨文化研究(110-2410-H-110 -041 -SS2) 計畫主持人 110/08/01 - 112/07/31。
5. 師生性別異同與師生關係：自我感知的中介調節效果(109-2410-H-110 -010 -SSS) 計畫主持人 109/08/01 - 110/07/31。
6. 內在動機的增強：以教育方式對自我感知的培育為探討(108-2410-H-110-021-SSS)

計畫主持人 108/08/01 - 109/07/31。

7. 大學教師教學效能之因素模式探討(107-2410-H-110-039-SSS)
   計畫主持人 107/08/01 - 108/07/31。
8. 大學生心目中的「好老師」: 教學意見調查分析(106-2410-H-110-042-SSS)
   計畫主持人 106/08/01 - 107/07/31。
9. 社群網路的文字探勘與使用者性格研究(2/2) (106-2633-H-110-001)
   計畫主持人 106/08/01 - 107/07/31。
10. 臺灣青少年的內、外在學習動機與變化(105-2410-H-110-047-SSS)
    計畫主持人 105/08/01 - 106/07/31。
11. 社群網路的文字探勘與使用者性格研究(1/2) (105-2633-H-110-001)
    計畫主持人 105/08/01 - 106/07/31。
12. 自我決定論與學習動機： 調查臺灣國小五年級至高中三年級學生的學習動機變化趨勢(104-2410-H-110 -058 -)
    計畫主持人 104/08/01 - 105/07/31。
13. 大學入學方式及學生學習成效之探討(101-2410-H-110 -080 -MY2)
    計畫主持人 101/12/01 - 103/07/31。

產學計畫：

1. 大學招生專業化發展推動團隊第五期計畫 (教育部高等教育司)
   計畫主持人 114/01/01 - 115/12/31。
2. 大學招生專業化調查計畫第二期 (教育部高等教育司)
   計畫主持人 113/08/01 - 115/12/31。
3. 大學招生專業化發展推動團隊第四期(112至113年)計畫 (教育部高等教育司)
   計畫主持人 112/01/01 - 113/12/31。
4. 大學招生專業化調查計畫 (教育部高等教育司)
   計畫主持人 111/08/01 - 113/07/31。
5. 111學年申請入學備審資料與學習歷程手冊計畫 (教育部高等教育司)
   計畫主持人 110/11/01 - 111/04/30。
6. 大學招生專業化發展推動團隊計畫 第三期 (教育部高等教育司)
   計畫主持人 110/01/01 - 111/12/31。
7. 大學招生專業化發展推動團隊計畫 第二期 (教育部高等教育司)
   計畫主持人 108/08/01 - 109/12/31。
8. 105-115年 資優學生甄選（含縮修）題庫擴充與應用計畫（高雄市政府教育局）
   協同主持人 105/01/01 - 115/12/31。

9. 協助公立國民中小學引進部分工時外籍英語教學助理計畫（教育部國民及學前教育署）
   協同主持人 112/12/01 - 115/12/31。
10. 112年推動中小學學校國際化及獎勵制度（教育部國民及學前教育署）
   協同主持人 112/01/01 - 112/12/31
11. 111年推動中小學學校國際化及建置學校國際化指標與獎勵制度（教育部國民及學前教育署）
   協同主持人 111/01/01 - 111/12/31。

校內計畫：

108 年度: 國立中山大學學士遠距教學課程計畫（國立中山大學 教學發展中心）
105 年度: 國立中山大學學士班學生學習成效分析（國立中山大學 卓越教學計畫）
105 年度: 國立中山大學畢業生流向及生涯發展之分析（國立中山大學 卓越教學計畫）
104 年度: 國立中山大學學士班學生學習成效分析（國立中山大學 卓越教學計畫）
104 年度: 國立中山大學畢業生流向及生涯發展之分析（國立中山大學 卓越教學計畫）
103 年度: 國立中山大學學士班學生學習成效與生活檢核之分析（國立中山大學 卓越教學計畫）
102 年度: 國立中山大學學士班入學管道與學生學習成效之關連分析及預測模式之建立（國立中山大學 卓越教學計畫）
101 年度: 國立中山大學學士班入學管道與學生學習成效之關連分析及預測模式之建立（國立中山大學 卓越教學計畫）

行政服務與計畫執行

- **行政服務**

  114-2~ 國立中山大學 社會科學院 副院長
  114-2~ 國立中山大學 教育與人類發展研究全英語學位學程 主任（學術二級）
  108-1~111-7 國立中山大學 教育與人類發展研究全英語學位學程 主任（學術二級）
  109-1~109-2 國立中山大學 教務處招生策略辦公室 主任（行政二級）
  102-2~104-2 國立中山大學 教務處教學發展中心 主任（行政二級）

- **行政計畫執行**

  102~104 年度 教育部高東屏區域教學資源中心 大學教學效能及學習成效評估中心 總召集人
  103 學年度 教育部高東屏區域教學資源中心 認知診斷測驗研究小組 統計學命、審題委員

102~104 年度 教育部第 3 期 1、2 階段獎勵大學校院辦理區域教學資源整合分享計畫 協同執行

102~104 學年度 教育部大專校院協助高中優質精進計畫 協同主持人

榮譽獎項

- 109 年度 教育部 教育實習績優-教育實習指導教師典範獎
- 109、110、111、112、113、114、115 學年 國立中山大學 學術績優教師
- 108、109、110、111、112、114、115 學年 國立中山大學 產學績優教師
- 113 學年 國立中山大學 產學深耕合作獎（資深類）
- 106 學年 國立中山大學 教學傑出獎
- 104、105 學年 國立中山大學 教學績優教師
- 104 學年 國立中山大學 全校優良導師