



職 稱： 助理教授

學經歷： 美國德州大學阿靈頓分校
實驗心理學博士

E-mail： wen.cheng@mail.nsysu.edu.tw

分 機： 5896

研究領域

●學術及教育專業專長：

社會與人格發展心理學(Social and Personality Development Psychology)、學習動機(Learning Motivation)、認知失調理論 (Cognitive Dissonance Theory)、文字探勘(Text Mining)、社群網路行為(Social Networking Behaviors)

●歷年開課名稱：

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)、發展心理學(Developmental Psychology)、輔導原理與實務(Theory and Practice of Guidance)、心理學(Introduction to Psychology)、人際關係與溝通(Interpersonal Relation and Communication)、認知心理學(Cognitive Psychology)、教育統計學研究(Studies in Educational Statistics)

研究成果

●(A)期刊論文

1. Chen, L. M., Sung, Y. H., & **Cheng, W.** * (Accepted). How to enhance teachers' bullying identification. *The Asia-Pacific Education Researcher*. (SSCI)
2. **Cheng, W.** & Chiou, W. B. * (Accepted). Exposure to Sexual Stimuli Induces Greater Discounting Leading to Increased Involvement in Cyber Delinquency among Men. *Cyberpsychology, Behavior, and Social Networking*. (SSCI)

3. 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)
4. Chiou, W. B. *, Wu, W. H., & **Cheng, W.** (2017). Sexy women can tempt men down the road of immorality: Exposure to sexy stimuli leads to increased dishonesty in men. *Evolution and Human Behavior*, 38(5), 616-625. (SSCI)
5. Kuo, F. W., **Cheng, W.** & Yang, S. C. * (2017, Jan). A study of friending willingness on SNSs: Secondary school teachers' perspectives. *Computers & Education*, 108 (2017) 30-42. (SSCI)
6. 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. DOI: 10.1080/01443410.2013.860220 (SSCI)
7. **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)
8. **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)
9. 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)
10. **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)

● (B)專書及專書論文

1. **Cheng, W.** (2014). Hate Crime and its Relevant Factors. *International Perspectives, Socioeconomic Factors and Psychological Implications*. Nova Science Pub Inc. (ISBN: 978-1-62948-658-1)
2. **Cheng, W.** (2011). *Individual Differences and Cognitive Dissonance*. Saarbrücken: LAP Lambert Academic Publishing. (ISBN 978-3-8473-2359-4)
3. 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

1. **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.

2. **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.
3. **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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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。
9. 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。
10. **Cheng, W.** & Lin, H. M. (2016, Jul). Education Levels and Occupational Gender Stereotypes in Taiwan. The 31st International Congress of Psychology 2016 (ICP2016).
11. 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.
12. 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.
13. 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.

14. 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.
15. 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.
16. 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.
17. **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).
18. 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。
19. 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。
20. 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。
21. 李香緬、**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。
22. **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。
23. 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。
24. 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.
25. 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.
26. 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.
27. **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.
28. **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。
 29. 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。
 30. **Cheng, W.** (2013, Jul). "Prospective" Cognitive Dissonance. The 13th European Congress of Psychology.
 31. 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.
 32. **Cheng, W.** (2013, Jan). Linguistic Content Differences in Cognitive Dissonance. The 14th Annual Meeting of the Society for Personality and Social Psychology.
 33. **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.
 34. **Cheng, W.** * (2009). How do thoughts differ from feelings?. The Annual Celebration of Excellence by Students' Symposium. , University of Texas at Arlington, Arlington, TX.
 35. **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

科技部計畫：

1. 大學生心目中的「好老師」：教學意見調查分析(科技部：106-2410-H-110-042-SSS)
計畫主持人 106/8/1 - 107/7/31 \$ 599,000。
2. 社群網路的文字探勘與使用者性格研究(2/2) (科技部：106-2633-H-110-001)
計畫主持人 106/8/1 - 107/7/31 \$ 528,500。
3. 臺灣青少年的內、外在學習動機與變化(科技部：105-2410-H-110-047-SSS)
計畫主持人 105/8/1 - 106/7/31 \$ 742,000。
4. 社群網路的文字探勘與使用者性格研究(1/2) (科技部：105-2633-H-110-001)
計畫主持人 105/8/1 - 106/7/31 \$ 540,000。

5. 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(科技部：104-2410-H-110 -058 -)
計畫主持人 104/08/01 - 105/07/31 \$ 504,000。
6. 大學入學方式及學生學習成效之探討(科技部：101-2410-H-110 -080 -MY2)
計畫主持人 101/12/01 - 103/07/31 \$ 737,000。

校內計畫：

- 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)

榮譽事蹟

- 104 年度 國立中山大學 優良導師
- 104 年度 國立中山大學 教學績優教師
- 105 年度 國立中山大學 教學績優教師