

Curriculum Vita (July 16, 2013)

Chao-Ming Cheng

University Chair Professor of Psychology, *Department of Psychology*

Fo Guang University

Honorary Professor, *National Taiwan University*

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02-33663949(Research Assistant, Mr. Jimmy Chen); 03-9871000-27118 (Office
at Fo Guang University)

Corresponding address: Department of Psychology, National Taiwan University, 1.
Sec. 4, Roosevelt Road, Taipei, Taiwan (R.O.C.)

Education Ph. D. in Psychology, Yale University, 1973.

M. S. in Psychology, National Taiwan University, 1967

B. S. in Psychology, National Taiwan University, 1964

Affiliation Department of Psychology, Fo Guang University, Taiwan

Professional **Visiting Associate Professor**, Department of Psychology

appointments: National Taiwan University (August 1973 to July 1974)

Associate Professor of Psychology, Department of Psychology

National Taiwan University (August, 1974 to July, 1977).

Professor of Psychology, Department of Psychology National
Taiwan University (August, 1977 to July 2008).

Editor, *Chinese Journal of Psychology* (August, 1977 to July,
1980; August, 1982 to July, 1985).

Member of Editorial Board or Reviewer:

Applied Psychological Measurement

Behavior Research Methods

Chinese Journal of Psychology

Curriculum & Instruction Quarterly

Edorium Journal of Psychology

*International Journal of Psychology and Behavioral
Sciences*

International Journal of Psychology and Counseling

Journal of Applied Statistics

Journal of Chinese Language Teaching

Journal of Education and Psychology

*Journal of Experimental Psychology: Learning, Memory, &
Cognition*

Journal of Journalism

Journal of Research in Reading
Progress in Psychology (PP)
Psychology Research
Reading and Writing: An Interdisciplinary Journal
Research in Applied Psychology
Review of Psychology Research
Scientific Journal of Psychology
Tourism Management

Project Reviewer or Examiner: Individual and Integrated Research Projects, Distinguished Research Awards, Yearly Project Proposal of the Division of Humanities and Social Science, National Science Council

Academic and Program Examiner: Academia Sinica

Academic and Program Examiner: Ministry of Education, R. O. C.

Fulbright-Hays Exchange Scholar (August, 1979 to July, 1980).

Professor of Psychology, Chinese University of Hong Kong (August, 1980 to July, 1981).

Chairman, Department of Psychology National Taiwan University (August, 1986 to July, 1992).

President, Chinese Psychological Association (August, 1986 to July, 1988).

Director, Division of Humanities and Social Sciences, the National Science Council of Republic of China (March, 1993 to February, 1996).

National Chair Professor of Psychology, Ministry of Education of the Republic of China (from 1999 to 2002).

Life-Time Appointed Professor of Psychology, National Taiwan University (from 2006 to 2008)

University Chair Professor of Psychology, National Taiwan University (from 2006 to 2009)

Honorary Professor, National Taiwan University (since 2008)

University Chair Professor of Psychology, Fo Guang University (from 2009 to present)

Invited Rater of the THE (Times Higher Education's) World University Ranking by Thomson Reuters

Research and

Measures of Absolute and Relative Accuracy of Metacognitive

professional experiences:	<p>Monitoring;</p> <p>Additive-Tree Analysis of Chinese Emotion Categories and Cognitive Structure</p> <p>Cognitive Processing of Chinese Language;</p> <p>Comprehension and Humor Process;</p> <p>Concept Learning;</p> <p>Dissociation Procedure for Separating Conscious from Unconscious Memory and Cognition;</p> <p>Explicit and Implicit Processes of Creativity</p> <p>Instructional Psychology;</p> <p>Learning of Chinese as a Second Language;</p> <p>Positive Psychology and Subjective Well Being</p>
Teaching experiences	<p>Introduction to General Psychology</p> <p>Statistics</p> <p>Experimental Method in Psychology</p> <p>Human Learning and Cognition</p> <p>Experimental Design</p> <p>Advanced Cognitive Psychology</p> <p>Instructional Psychology</p> <p>Psychology of Language</p> <p>Indigenous Cognitive Psychology</p> <p>Research Method in Psychology and Behavioral Sciences</p>
Honors & awards	<p>American Psychological Foundation Fellowship (1974 to 1984).</p> <p>Fulbright-Hays Exchange Program Fellowship (1979).</p> <p>Distinguished Research Award in Education, Ministry of Education of the Republic of China (1987).</p> <p>Distinguished Award for Laboratory Manual in Psychological Experiments (Ministry of Education of the Republic of China (1981).</p> <p>Distinguished Research Award, National Science Council of the Republic of China (from 1986 to 1991).</p> <p>Specially-Appointed Research Fellow Award, National Science Council of the Republic of China (from 1996 to 2002).</p> <p>National Chair Professor of Psychology, Ministry of Education of the Republic of China (from 1999 to 2002).</p> <p>Distinguished Specially-Appointed Research Fellow Award,</p>

National Science Council of the Republic of China (2003).
Life-Time Appointed Professor, National Taiwan University
(2006 to 2008)

University Chair Professor of Psychology, National Taiwan
University (2006 to 2009)

Honorary Professor, Department of Psychology, National
Taiwan University (since August, 2008)

Fo Guang University Chair Professor of Psychology, Fo
Guang University (2009)

Publications

90. **Cheng, C.-M.** (2013). *A cognitive structure analysis and measure of Chinese subjective well being*. An unpublished manuscript.
89. **Cheng, C.-M.** (2013). Measuring absolute and relative accuracy of metacognitive monitoring: A methodological appraisal. *Behavior Research Methods*. Under review.
88. **Cheng, C.-M.** (2013). A comparison of Gamma and C as a measure of metacognitive monitoring accuracy. *Metacognition and Learning*. under review.
87. **Cheng, C.-M.**, Chen, H.-C., Chan, Y.-Y., Su, Y.-C., & Tseng, C.-C. (2013). Taiwan corpora of Chinese emotions and relevant psychophysiological data—Normative data for Chinese jokes. *Chinese Journal of Psychology*, in press.
86. **Cheng, C.-M.**, Chen, J., Cho, S.-L., & Chen, H.-C. (2013). A structure analysis of Chinese emotions. *Proceedings of the 7th Chinese Psychologist Conference*. Taipei, Taiwan: Academia Sinica. *Chinese Journal of Psychology*, in press.
85. **Cheng, C.-M.**, & Lin, S.-Y. (2013). Chinese orthographic decomposition and logographic structure. *Reading and Writing: An Interdisciplinary Journal*, 26, 1111-1131. DOI 10.1007/s11145-012-9408-1. [SSCI]
84. Su, Y.-C., **Cheng, C.-M.***, Chen, H.-C. (2013). The backward inference processing of jokes: Evidence from eye movement. *Chinese Journal of Psychology*, in press.*Corresponding author.
83. **Cheng, C.-M.** (2012a). From unknown knowns to known unknowns. *Proceedings of the Paradigm Shifts in the Research on Human Cognition in Taiwan*. Taipei, Taiwan: National Taiwan University.

82. **Cheng, C-M.** (2012b). The behaviors of conscious and unconscious memory: Evidence from current studies on dissociation of memories within a test. In D. M. Hendrix & O. Holcomb (Eds.), *Psychology of memory*. Hauppauge, NY: Nova Science Publishers, Inc.
81. **Cheng, C-M., & Huang, C.-L.** (2012). The mechanisms underlying conscious and unconscious memories: Converging evidence from studies using a memory-dissociation procedure. Paper presented at the meeting of the 7th International Conference on Cognitive Science: Cross-Strait Forum on the Joint Development of Cognitive Science Studies. *Chinese Journal of Psychology*, 54, 1-20. [TSSCI]
80. **Cheng, C-M., & Lai, H-D.** (2012). The mechanism underlying Chinese orthographic satiation. *Advances in Psychology*, 2, 163-172. doi:10.4236/ap.2012.24026
79. **Cheng, C-M.** (2011). A benefit-cost analysis of existing knowledge in my research career over the past forty years: A review and reflection. *Chinese Journal of Psychology*, 53, 115-148. [TSSCI]
78. **Cheng, C-M., & Huang, C.-L.** (2011). Processes of conscious and unconscious memory: Evidence from current research on dissociation of memories within a test. *American Journal of Psychology*, 124(4), 421–440. [SSCI]
77. **Cheng, C-M., & Lan, Y-H.** (2011). An implicit test of Chinese orthographic satiation. *Reading and Writing: An Interdisciplinary Journal*, 24, 55-90. [SSCI]
76. **Cheng, C-M.** (2010). Accuracy and stability of metacognitive monitoring: A new measure. *Behavior Research Methods*, 42 (3), 715-732. doi:10.3758/BRM.42.3.715. [SSCI]
75. **Cheng, C-M.** (2010). Cognitive and neural sciences: A personal view. *Newsletter From Humanities and Social Sciences*, 11 (4), 89-98.
74. **鄭昭明(著)** (2010)。《認知心理學: 理論與實踐》修訂三版。台北市:學富出版社。[Cheng, C-M. (2010). *Cognitive psychology: Theory and implications* (Revised 3rd ed.). Taipei: Xue Fu Publishers].

73. Wang, J.-W., **Cheng, C-M.**, & Lin, W.Y. (2010). Thinking biases in searching for explanation: Plausibility bias and local coherence. *Journal of Psychology*, *1*, 31-37. [SSCI, SSI]
72. Chen, C. C., Cho, S. L., Horszowska, K., Chen, M. Y., Wu, C. C., Chen, H. C., Yeh, Y. Y., & **Cheng, C. M.** (2009). A facial expression image database and norm for Asian population: A preliminary report. *SPIE Proceedings*, *7242*, 72421D-1-72421D-9. [SSCI, SCI]
71. **Cheng, C-M.** & Lin, W.-Y. (2009). Measures of ordinal association: A new look at an old problem. *Methodology: European Journal of Research Methods for the Behavioral and Social Sciences*, *5*(4), 112-122. DOI: 10.1027/1614-2241.5.4.112. [SSCI]
70. 鄭昭明(著) (2009)。《華語文的教與學：理論與應用》台北市:正中書局。入選 2010 德國法蘭克福書展(Frankfurt Book Fair 2010) [Cheng, C-M. (2009). *Teaching and learning Chinese as a second language: Theory and practice*. Taipei: Cheng-Chung Book Company. (Frankfurt Book Fair 2010)].
69. 鄭昭明 (2009)。一時與永遠。祝賀台灣大學心理系創系 60 周年慶。
68. **Cheng, C-M.**, Lin, W.-Y., & Tsai, C.-S. (2008). Conscious and unconscious forms of memory in different implicit tests. *Cognitive Systems Research*, *9*, 312-328. DOI:10.1016/j.cogsys.2008.05.001. [SSCI, SCI]
67. **Cheng, C-M.** (2008). *Co-construction of Human Cognition, Neural Mechanism, and Social Process. Program for Promoting Academic Excellence of Universities* (93-2752-H-002-004-PAE and 93-2752-H-002-005-PAE).
66. 鄭昭明(著) (2006)。《認知心理學：理論與實踐》三版。台北市:桂冠出版社。
65. **Cheng, C-M.** (2005). Conscious and unconscious aspects of language acquisition. *Journal of Chinese Language Teaching*, *2*, 1-20.
64. **Cheng, C-M.** (2004). Second-language learning. *Journal of Chinese Language Teaching*, *1*, 159-169.
63. 黃光國、鄭昭明、梁庚辰 (2002)。《社會心理學的三堂

課》。臺北市：國立臺灣大學。

62. **Cheng, C-M.** (2003). Different effects of level-of processing and self-generation in implicit tests. *Chinese Journal of Psychology, 45*, 207-225.
61. **Cheng, C-M.** (2003). Stress, tension, anxiety, and human performance: A cognitive perspective. In *Practical studies of military social science*. pp. 113-120. Taipei: Fu Hsing Kang College.
60. **Cheng, C-M.** (2001). The accuracy and stability of self-reports. *Chinese Journal of Psychology, 43*, 117-128.
59. Chern, H.-C., **Cheng, C-M.**, & Cho, S.-L. (2001). An opposition-coherence theory of humor. *Chinese Journal of Psychology, 43*, 137-153.
58. Huang, C.-L., & **Cheng, C-M.** (2000). An evaluation of the process-dissociation procedure by contrasting performance between inclusion/exclusion and inclusion-labeling tasks. *Chinese Journal of Psychology, 42*, 17-36.
57. **Cheng, C-M.** (1999). A post-test dissociation procedure for separating conscious from unconscious memory in conventional implicit tests. *Chinese Journal of Psychology, 41*, 167-180.
56. **Cheng, C-M.** (1999). *An evaluation of Chinese character simplification*. Proceedings of the International Symposium on Cognitive Processes of the Chinese Language. Hong Kong: University of Hong Kong.
55. Chern, H.-C., & **Cheng, C-M.** (1999). ANOVA and trend analysis statistical program for cognitive experiments. *Research in Applied Psychology, 1*, 229-246.
54. Yang, M.-J., & **Cheng, C-M.** (1999). Hemisphere differences in accessing lexical knowledge of Chinese characters. *Laterality, 4*, 149-166.
53. **Cheng, C-M.** (1998). The way to learn Chinese as a second language. *The World of Chinese Language, 87*, 45-51.
52. **Cheng, C-M.** (1997). Test of Chinese as a second language: Test construction and vocabulary. *The World of Chinese Language, 85*, 42-47.
51. **Cheng, C-M.** (1996). Misconceptions in the selection of a pronouncing system for Chinese mandarin. *The World of*

Chinese Language, 82, 6-9.

50. **Cheng, C-M.**, & Chi, S-J. (1996). The development of humanities and social sciences in Taiwan. *National Science Council Monthly*, 24, 287-294.
49. **Cheng, C-M.** (1994). Teaching of Chinese language in overseas Chinese school. *The World of Chinese Language*, 72, 1-3.
48. **Cheng, C-M.**, & Wu, S-C. (1994). Orthographic satiation in Chinese. In H. W. Cheng, J.-T. Huang, C.-W. Hue, & O. J. T. Tzeng (Eds.), *Advances in the study of Chinese language processing. Volume 1*. Taipei, Taiwan: Department of Psychology, National Taiwan University.
47. Yang, M.-J., & **Cheng, C-M.** (1994). The lateralization of lexical knowledge of Chinese characters and words. In H. W. Cheng, J.-T. Huang, C.-W. Hue, & O. J. T. Tzeng (Eds.), *Advances in the study of Chinese language processing. Volume 1*. Taipei, Taiwan: Department of Psychology, National Taiwan University.
46. **Cheng, C-M.** (1993). Traditional characters for print and simplified characters for writing: A possibility for separating scripts for print and for writing. *The World of Chinese Language*, 68, 1-10.
45. **Cheng, C-M.**, & Chern, H-J. (1993). Effects of character simplification on Chinese reading and writing. *Proceedings of the National Science Council: Humanities and Social Sciences*, 3, 82-95.
44. **Cheng, C-M.** (1992). Lexical access in Chinese: Evidence from automatic activation of phonological information. In H. C. Chen (Ed.), *Language processing in Chinese* (pp. 67-93). North-Holland: Elsevier Science Publishers.
43. **Cheng, C-M.** (1992). Program in teaching Chinese as a second language: An evaluation. *The World of Chinese Language*, 66, 26-29.
42. Yang, M.-J., & **Cheng, C-M.** (1992). The lateralization of Chinese lexical knowledge: Evidence in lexical-decision experiments. *Chinese Journal of Psychology*, 34, 1-7.
41. **Cheng, C-M.** (1991). Metacognition: A new research area in cognitive development. *Preschool Education Quarterly*, 2,

53-55.

40. **Cheng, C-M.**, & Chen, S-J. (1991). An autocorrelation model of pattern similarity. *Chinese Journal of Psychology*, 32, 7-30.
39. **Cheng, C-M.**, & Chern, H-J. (1991). Effects of Chinese simplification on reading and writing. *The World of Chinese Language*, 62, 86-104.
38. **Cheng, C-M.** (1990). Chinese-language education in overseas Chinese schools. *The World of Chinese Language*, 57, 20-26.
37. 鄭昭明 (1990)。《心理學實驗手冊》。臺北市: 大洋出版社。1991年教育部實驗手冊獎。[Cheng, C.-M. (1990). *Handbook of psychological experiments*. Taipei: Ta-Young.]
36. **Cheng, C-M.** (1989). Basic research in cognition and language: A process analysis of instruction. *National Science Council Monthly*, 17, 21-38.
35. **Cheng, C-M.**, & Yang, M. J. (1989). Lateralization in the visual perception of Chinese characters and words. *Brain and Language*, 36, 669-689.
34. **Cheng, C-M.**, & Hsu, W.-Y. (1988). The nature of automatic processing: Evidence from Stroop matching experiments. *Chinese Journal of Psychology*, 29, 21-31.
33. **Cheng, C-M.**, & Shih, S. I. (1988). The nature of lexical access: Evidence from experiments on visual and phonological priming in lexical judgment. In I.-Mao Liu, H.-C. Cheng, M.-J. Cheng (Eds.), *Cognitive aspects of the Chinese language. Volume 1*: Hong Kong: Asian Research Service.
32. **Cheng, C-M.** (1987). The present status of psychological sciences in Taiwan. *Chinese Journal of Psychology*, 29, 11-19.
31. **Cheng, C-M.** (1987). Cognitive psychology and instructional research. *Modern Education*, 4, 86-114.
30. **Cheng, C-M.** (1986). Speech perception and recognition. *The World of Chinese Language*, 42, 7-13.
29. **Cheng, C-M.** (1986). Chinese as second-language learning: A cognitive psychology perspective. *The World of Chinese*

Language, 40, 4-15.

28. **Cheng, C-M.**, & Fu, G-L. (1986) The recognition of Chinese characters and words under divided visual field presentation. In: Henry S.R. Kao & Rumjahn Hoosain (Eds.), *Linguistics, psychology, and the Chinese language* (pp. 23-37). Hong Kong: Center for Asian Studies, University of Hong Kong.
27. **Cheng, C-M.** (1984). Second language learning for children. *Preschool Education Monthly*, 7, 3-4.
26. **Cheng, C-M.**, & Sakurai, S. (1984). The fuzziness of human concepts and its quantification. *Chinese Journal of Psychology*, 26, 67-75.
25. **Cheng, C-M.** (1983). What talent is to be developed in kindergartens? *Preschool Education Monthly*, 6, 2-4.
24. **Cheng, C-M.** (1982). An evaluation of the Mainland China proposal for Chinese computerization. *Science Monthly*, 13, 72-73.
23. **Cheng, C-M.** (1982). Analysis of present-day Mandarin. *Journal of Chinese Linguistics*, 10, 281-358.
22. **Cheng, C-M.** (1982). Human pattern recognition. *Science Monthly*, 13, 13-21.
21. **Cheng, C-M.** (1982). Philosophical origins of psychology: From behaviorism to cognitive psychology. *Institute of the Three Principles of the People Academia Sinica, Monograph Series*, 9, 39-54.
20. **Cheng, C-M.**, & Chen, C. (1982). Speech recoding: An involuntary control. *Acta Psychologica Taiwanica*, 24, 127-140.
19. 高尚仁、鄭昭明 (1982)。(合編)《中國語文的心理學研究》。臺北市: 文鶴出版有限公司。[H. Kao & C.-M. Cheng (Eds.) (1982). *Psychological research on Chinese language*. Taipei: Wen-He.]
18. **Cheng, C-M.** (1981). Perception of Chinese characters. *Acta Psychologica Taiwanica*, 23, 137-153.
17. **Cheng, C-M.** (1980). A phonetic keyboard design for Chinese characters. *Proceedings of International Computer Conference: Hong Kong*, 2, 7-4.1—7-4.16.
16. **Cheng, C-M.**, & Huang, H. (1980). The process of verifying

- affirmative and negative sentences against pictures.
Memory & Cognition, 8, 573-583.
15. **Cheng, C-M.** (1978). Speech recoding and word decoding of Chinese characters in short-term memory. *Acta Psychologica Taiwanica*, 20, 39-43.
 14. **Cheng, C-M.** (1978). A design of Chinese characters input system with phonetic symbols as indexing keys. *Acta Psychologica Taiwanica*, 20, 19-27.
 13. **Cheng, C-M.** (1978). Acoustic and articulatory information in short-term memory. *Proceedings of the National Science Council, Republic of China*, 2, 97-101.
 12. **Cheng, C-M.** (1978). What is to be learned for preschool children? *Preschool Education Monthly*, 1, 4-5.
 11. **Cheng, C-M.** & Chen, C. (1976). Effects of speed reading training on word searching and on reading comprehension. *Acta Psychologica Taiwanica*, 18, 61-66.
 10. **Cheng, C-M.** & Chen, C. (1976). Effects of word concreteness and presentation rate on forward and backward paired-associate recall. *Acta Psychologica Taiwanica*, 18, 31-35.
 9. **Cheng, C-M.** & Lin, M. (1976). Conceptual knowledge as related to language comprehension and recall. *Acta Psychologica Taiwanica*, 18, 121-129.
 8. **Cheng, C-M.** (1974). Different roles of acoustic and articulatory information on short-term memory. *Journal of Experimental Psychology*, 103, 614-618.
 7. **Cheng, C-M.** & Yang, K. (1974). Pattern of Chinese-character searching efficiency. *Acta Psychologica Taiwanica*, 16, 73-86.
 6. **Cheng, C-M.** & Yang, K. (1974). A phonetic sinokeyboard for computer. *Acta Psychologica Taiwanica*, 16, 87-93.
 5. **Cheng, C-M.** (1973). *Acoustic and articulatory coding functions in immediate memory*. Ph.D. thesis. Yale University.
 4. Crowder, R., & **Cheng, C-M.** (1973). Phonemic confusability, precategorical acoustic storage, and the suffix effect. *Perception & Psychophysics*, 1, 145-148.
 3. Huesmann, R., & **Cheng, C-M.** (1973). A theory for the

induction of mathematical functions. *Psychological Review*, 80, 126-138.

2. **Cheng, C-M.** (1968). Stimulus intensity effects and response latency. *Acta Psychologica Taiwanica*, 10, 138-143.

1. **Cheng, C-M.**, & Lee, P. (1967). Size constancy and its affecting factors: Angle of regard and spatial direction of stimulus object. *Acta Psychologica Taiwanica*, 9, 57-65.

**Integrated team
research
program**

Principal Investigator of General Program, *Cognition and Metacognition* (NSC87-2428-H-002-049).

Principal Investigator of General Program, *Co-construction of Human Cognition, Neural Mechanism, and Social Process. Program for Promoting Academic Excellence of Universities* (93-2752-H-002-004-PAE and 93-2752-H-002-005-PAE)

Principal Investigator of Sub-Project 1, *The Operations of Conscious and Unconscious Memory, Co-construction of Human Cognition, Neural Mechanism, and Social Process. Program for Promoting Academic Excellence of Universities* (93-2752-H-002-004-PAE and 93-2752-H-002-005-PAE)

**Invited keynote
speech**

2013. 〈學術研究的倫理規範〉。佛光大學 101 學年度第二學期教師專業成長工作坊暨職員研習會。102 年 02 月 21 日（星期四）懷恩館(G001)。

2012. *Human cognition and memory*. Invited keynote speech delivered to the Annual Seminar on Forensic Psychology, Training Institute for Judges, Judicial Yuan. Taipei, Taiwan.

2012. *Man-machine interface*. Invited keynote speech delivered to Qun-Shan University of Sciences and Technology, Tainan, Taiwan. the 「人」「機」的和諧。受邀主題演講。崑山科技大學工程學院「工程技術講座」課程。4, 24。

2011. *Explicit and implicit processes of creativity*. Invited speech delivered to National Taiwan University, Taipei, Taiwan. 〈創造力的研究與開發：現狀與未來〉。受邀主題演講。99-2 樂在學習系列演講。國立台灣大學。

2011. *Accuracy and stability of metacognitive monitoring: A new measure*. An invited speech delivered to

Department of Psychology, National Cheng-Kung University, Tainan, Taiwan.

2011. *Accuracy and stability of metacognitive monitoring and ordinal cross-classification: A new measure*. An invited speech delivered to the Mental Testing Center, National Taiwan Normal University.
2011. *Attention and Learning*. Invited speech delivered to Fo Guang University. 〈注意與學習〉。受邀主題演講。「數位科技與心智科學」講座。佛光大學
2010. *How to improve learning? A cognitive-psychology perspective*. Invited speech delivered to Fo Guang University. 〈由認知觀點談如何增進學生的學習〉。受邀主題演講。資訊融入創新教學與自由軟體校園應用研討會，佛光大學
2010. *Research on learning and cognition: Retrospection and Propection*. Invited speech delivered to the Research Institute of Learning Sciences, National Tsing Hua University.
2010. *Explicit and implicit processes of creativity*. Invited speech delivered to Fo Guang University, Yi-Lan, Taiwan. 創造力的研究與開發：現狀與未來。受邀主題演講。「數位科技與心智科學」講座。佛光大學
2010. *Research and publication in social sciences*. Invited speech delivered to Fo Guang University, Yi-Lan, Taiwan. 〈如何提昇研究能量〉。受邀主題演講。佛光大學 99 學年度教師專業暨新進教師研習會。
2009. *Man-machine interaction*. Invited keynote speech delivered to Fo Guang University. 「人」「機」的和諧。受邀主題演講。佛光大學
2009. *Learning and knowledge acquisition: An instructional-psychology perspective*. An invited speech delivered to National Yilan University Teaching and Learning Resource Center. 〈當代「教學心理學」對「學習與認知發展」的看法〉
2009. *Objectivity and subjectivity*. Invited keynote speech delivered to the Annual Seminar on Forensic Psychology, Training Institute for Judges, Judicial

Yuan. Taipei, Taiwan.

2008. *Eyewitness memory*. Invited keynote speech delivered to the Annual Seminar on Forensic Psychology, Training Institute for Judges, Judicial Yuan. Taipei, Taiwan.
2008. *Explicit and implicit knowledge acquisition in universities*. Invited keynote speech delivered to Ci-Ji University College of Humanity and Social Sciences. <學分的知識與學徒的知識> 慈濟大學人社院。
2008. Differences in learning between universities and high schools. Invited keynote speech delivered to Fo Guang University. <大學生與中學生的不同: 兼談讀書的方法>。受邀主題演講。佛光大學
2007. *False memory and eyewitness memory*. Invited keynote speech delivered to the Annual Seminar on Forensic Psychology, Training Institute for Judges, Judicial Yuan. Taipei, Taiwan.
2007. *Conscious and unconscious aspects of minds*. Invited keynote speech delivered to the Retreat Meeting of Neurobiology and Cognitive Science Center. Taipei.
2006. *Creative processes: A psychological perspective*. Invited speech delivered to National Central University, Department of Information Engineering..
2006. *Instructions to introductory psychology*. Invited keynote speech delivered to the Annual Meeting of Taiwanese Psychological Association. Taipei: Suchou University.
2005. *Conscious and unconscious aspects of language acquisition*. Invited keynote speech delivered to the Annual Meeting of Taiwanese Linguistics Society. Taipei: National Taiwan Normal University.
2005. *Conscious and unconscious cognition*. Invited speech delivered to Department of Educational Psychology and Counseling, National Taiwan Normal University.
2003. *The nature of implicit memory*. Invited speech delivered to Weekly Seminar, Department of Psychology, National Taiwan University.
2013. Cheng, C. M. *A comparison of Gamma and C as a measure of metacognitive monitoring accuracy*. 2013

**Conference
papers in the**

past few years

International Symposium on Education and Psychology (ISEP 2013). Kitakyushu, Japan / April 3-5, 2013.

2012. Cheng, CM. & Lin, S-Y. *Chinese orthographic decomposition and orthographic structure*. The 14th International Conference on the Processing of East Asian Languages & Symposium on Brain and Communication, [2012 \(October 26th-28th\), Nagoya, Japan](#)
2012. Cheng, C-M. *From unknown knowns to known unknowns*. Paper presented at the meeting of “Paradigm Shifts in the Research on Human Cognition in Taiwan”, January 17, 2012. Taipei, Taiwan: National Taiwan University. Meeting held to pay a tribute to Professor In-mao Liu for his distinguished contributions to the development of experimental psychology in Taiwan in the past fifty years, both as a mentor and as a pioneer.
2011. Cheng, C.-M., Chen, J., Cho, S.-L., Chen, H.-C., & Liang, K.-C. *An additive-tree structure of Chinese emotions*. Paper presented at the 7th Chinese Psychologist Conference, September 1-3, Academia Sinica, Taipei, Taiwan
2010. Cheng, C.-M., Chen, H.-C., Chan, Y.-C.*, & Liang, K.-C. *Joke norms for Chinese jokes*. Paper presented at the 22nd International Society for Humor Studies Conference (第22屆國際幽默研究學會大會). The International Society For Humor Studies (ISHS). 24-27 June 2010, City University of Hong Kong, Kowloon, Hong Kong.
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