Mien Segers

List of Publications by Year
in descending order

55 papers	5,255 citations	201385 27 h-index	174990 52 g-index
55 all docs	55 docs citations	55 times ranked	3719 citing authors

#	Article	IF	Citations
1	Effects of problem-based learning: a meta-analysis. Learning and Instruction, 2003, 13, 533-568.	1.9	1,039
2	Effects of Problem-Based Learning: A Meta-Analysis From the Angle of Assessment. Review of Educational Research, 2005, 75, 27-61.	4.3	565
3	Social and Cognitive Factors Driving Teamwork in Collaborative Learning Environments. Small Group Research, 2006, 37, 490-521.	1.8	564
4	Factors affecting students' self-efficacy in higher education. Educational Research Review, 2011, 6, 95-108.	4.1	526
5	The Relation Between Assessment Practices and Outcomes of Studies: The Case of Research on Prior Knowledge. Review of Educational Research, 1999, 69, 145-186.	4.3	261
6	Team learning: building shared mental models. Instructional Science, 2011, 39, 283-301.	1.1	229
7	New Assessment Forms in Problem-based Learning: The value-added of the students' perspective. Studies in Higher Education, 2001, 26, 327-343.	2.9	160
8	How experts deal with novel situations: A review of adaptive expertise. Educational Research Review, 2014, 12, 14-29.	4.1	158
9	The role of academic motivation in Computer-Supported Collaborative Learning. Computers in Human Behavior, 2009, 25, 1195-1206.	5.1	134
10	Constructivist learning environments and the (im)possibility to change students' perceptions of assessment demands and approaches to learning. Instructional Science, 2008, 36, 431-443.	1.1	114
11	The role of scaffolding and motivation in CSCL. Computers and Education, 2012, 59, 893-906.	5.1	113
12	Reconsidering group cognition: From conceptual confusion to a boundary area between cognitive and socio-cultural perspectives?. Educational Research Review, 2007, 2, 39-63.	4.1	105
13	Feedback, a powerful lever in teams: A review. Educational Research Review, 2012, 7, 123-144.	4.1	99
14	Transfer of training: the role of feedback in supportive social networks. International Journal of Training and Development, 2010, 14, 81-94.	0.5	90
15	Students' Perceptions of a Problem-Based Learning Environment. Learning Environments Research, 2005, 8, 41-66.	1.8	79
16	Redesigning a learning and assessment environment: The influence on students' perceptions of assessment demands and their learning strategies. Studies in Educational Evaluation, 2006, 32, 223-242.	1.2	78
17	The extent of variability in learning strategies and students' perceptions of the learning environment. Learning and Instruction, 2008, 18, 121-134.	1.9	69
18	The relationship between students' perceptions of portfolio assessment practice and their approaches to learning. Educational Studies, 2008, 34, 35-44.	1.4	64

#	ARTICLE	IF	CITATIONS
19	How do Dutch secondary teachers and students conceive the purpose of assessment?. Studies in Educational Evaluation, 2011, 37, 49-54.	1.2	54
20	Transfer of training: Adding insight through social network analysis. Educational Research Review, 2013, 8, 37-47.	4.1	54
21	Does Self-directedness in Learning and Careers Predict the Employability of Low-Qualified Employees?. Vocations and Learning, 2012, 5, 137-151.	0.9	48
22	The relation between Assessment for Learning and elementary students' cognitive and metacognitive strategy use. British Journal of Educational Psychology, 2015, 85, 33-46.	1.6	48
23	Working on professional development of faculty staff in higher education: investigating the relationship between social informal learning activities and employability. Human Resource Development International, 2016, 19, 135-151.	2.3	44
24	Team Leader Structuring for Team Effectiveness and Team Learning in Command-and-Control Teams. Small Group Research, 2017, 48, 215-248.	1.8	38
25	Designing Education for Professional Expertise Development. Scandinavian Journal of Educational Research, 2017, 61, 187-204.	1.0	35
26	Social Presence, Web Videoconferencing and Learning in Virtual Teams. Industry and Higher Education, 2009, 23, 301-309.	1.4	32
27	Investigating the Relation Between Team Learning and the Team Situation Model. Small Group Research, 2015, 46, 50-82.	1.8	31
28	Measuring adaptive expertise: development and validation of an instrument. European Journal of Work and Organizational Psychology, 2016, 25, 167-180.	2.2	31
29	Towards a contextualized model of team learning processes and outcomes. Educational Research Review, 2013, 10, 1-12.	4.1	30
30	Transfer of training: New conceptualizations through integrated research perspectives. Educational Research Review, 2013, 8, 1-4.	4.1	29
31	Understanding how a case-based assessment instrument influences student teachers' learning approaches. Teaching and Teacher Education, 2008, 24, 1751-1764.	1.6	28
32	Assessment Practices and Students Knowledge Profiles in a Problem-based Curriculum. Learning Environments Research, 1999, 2, 191-213.	1.8	26
33	The construct validity and predictive validity of a self-efficacy measure for student teachers in competence-based education. Studies in Educational Evaluation, 2013, 39, 169-179.	1.2	23
34	Student perceptions of assessment and student self-efficacy in competence-based education. Educational Studies, 2014, 40, 330-351.	1.4	21
35	Differential outcomes of adult education on adult learners' increase in social inclusion. Studies in Continuing Education, 2015, 37, 62-78.	1.2	21
36	Quality standards for new modes modes of assessment. An exploratory study of the consequential validity of the OverAll Test. European Journal of Psychology of Education, 2001, 16, 569-588.	1.3	19

#	ARTICLE	IF	CITATIONS
37	The contribution of assessment experiences to student teachers' self-efficacy in competence-based education. Teaching and Teacher Education, 2015, 49, 45-55.	1.6	19
38	Towards successful innovations in education: Development and validation of a multi-dimensional Innovative Work Behaviour Instrument. Vocations and Learning, 2020, 13, 313-340.	0.9	19
39	The use of a personal development plan and the undertaking of learning activities, expertise-growth, flexibility and performance: the role of supporting assessment conditions. Human Resource Development International, 2011, 14, 527-543.	2.3	18
40	Understanding the effects of training programs for vulnerable adults on social inclusion as part of continuing education. Studies in Continuing Education, 2012, 34, 357-380.	1.2	18
41	Social informal learning and the role of learning climate: Toward a better understanding of the social side of learning among consultants. Human Resource Development Quarterly, 2021, 32, 507-535.	2.1	16
42	Programme evaluation as an instrument for quality-assurance in a student-oriented educational system. Studies in Educational Evaluation, 2001, 27, 355-372.	1.2	15
43	A dynamic analysis of why learners develop a preference for autonomous learners in computer-mediated communication. Interactive Learning Environments, 2014, 22, 631-648.	4.4	15
44	The impact of hierarchical positions on the type of communication within online Communities of Learning. Computers in Human Behavior, 2016, 58, 158-170.	5.1	15
45	When innovation in education works: stimulating teachers' innovative work behaviour. International Journal of Training and Development, 2020, 24, 118-134.	0.5	15
46	Evaluation of the outcome of lifelong learning programmes for social inclusion: a phenomenographic research. International Journal of Lifelong Education, 2012, 31, 453-476.	1.3	11
47	Evolving team cognition: The impact of team situation models on team effectiveness. European Journal of Work and Organizational Psychology, 2015, 24, 596-610.	2.2	8
48	The development and validation of an instrument to measure conditions for social engagement of students in higher education. Studies in Higher Education, 2015, 40, 704-720.	2.9	7
49	Development and validation of a Supportive Learning Environment for Expertise Development Questionnaire (SLEED-Q). Learning Environments Research, 2016, 19, 17-41.	1.8	7
50	The impact of hierarchical positions on communities of learning. International Journal of Computer-Supported Collaborative Learning, 2015, 10, 117.	1.9	4
51	Pitfalls of personal development plans – the user perspective. Journal of Vocational Education and Training, 2014, 66, 74-88.	0.9	4
52	The quality of high school students' problem solving from an expertise development perspective. Citizenship, Social and Economics Education, 2015, 14, 172-192.	0.2	2
53	Problem-Solving And Assessment The Maastricht Experiences. , 1995, , 347-357.		2
54	Learning about Teaching Information Systems in a Problem-Based Curriculum: An Exploratory Study of the Impact of Students' Individual Differences on their Conception and Perception of Problem Tasks. , 2004, , 229-251.		1

#	Article	IF	Citations
55	Sustainable Employability of Teaching Staff Members? A Multiple-Group Path Analysis of the Role of Age, Self-directed Learning Orientation and Job Characteristics for Employability. Vocations and Learning, 0, , .	0.9	0