

# Mien Segers

## List of Publications by Year in descending order

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Version: 2024-02-01

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	Social informal learning and the role of learning climate: Toward a better understanding of the social side of learning among consultants. <i>Human Resource Development Quarterly</i> , 2021, 32, 507-535.	2.1	16
2	When innovation in education works: stimulating teachers' innovative work behaviour. <i>International Journal of Training and Development</i> , 2020, 24, 118-134.	0.5	15
3	Towards successful innovations in education: Development and validation of a multi-dimensional Innovative Work Behaviour Instrument. <i>Vocations and Learning</i> , 2020, 13, 313-340.	0.9	19
4	Designing Education for Professional Expertise Development. <i>Scandinavian Journal of Educational Research</i> , 2017, 61, 187-204.	1.0	35
5	Team Leader Structuring for Team Effectiveness and Team Learning in Command-and-Control Teams. <i>Small Group Research</i> , 2017, 48, 215-248.	1.8	38
6	Development and validation of a Supportive Learning Environment for Expertise Development Questionnaire (SLEED-Q). <i>Learning Environments Research</i> , 2016, 19, 17-41.	1.8	7
7	The impact of hierarchical positions on the type of communication within online Communities of Learning. <i>Computers in Human Behavior</i> , 2016, 58, 158-170.	5.1	15
8	Working on professional development of faculty staff in higher education: investigating the relationship between social informal learning activities and employability. <i>Human Resource Development International</i> , 2016, 19, 135-151.	2.3	44
9	Measuring adaptive expertise: development and validation of an instrument. <i>European Journal of Work and Organizational Psychology</i> , 2016, 25, 167-180.	2.2	31
10	The impact of hierarchical positions on communities of learning. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2015, 10, 117.	1.9	4
11	The quality of high school students' problem solving from an expertise development perspective. <i>Citizenship, Social and Economics Education</i> , 2015, 14, 172-192.	0.2	2
12	Differential outcomes of adult education on adult learners' increase in social inclusion. <i>Studies in Continuing Education</i> , 2015, 37, 62-78.	1.2	21
13	The development and validation of an instrument to measure conditions for social engagement of students in higher education. <i>Studies in Higher Education</i> , 2015, 40, 704-720.	2.9	7
14	Evolving team cognition: The impact of team situation models on team effectiveness. <i>European Journal of Work and Organizational Psychology</i> , 2015, 24, 596-610.	2.2	8
15	The contribution of assessment experiences to student teachers' self-efficacy in competence-based education. <i>Teaching and Teacher Education</i> , 2015, 49, 45-55.	1.6	19
16	Investigating the Relation Between Team Learning and the Team Situation Model. <i>Small Group Research</i> , 2015, 46, 50-82.	1.8	31
17	The relation between Assessment for Learning and elementary students' cognitive and metacognitive strategy use. <i>British Journal of Educational Psychology</i> , 2015, 85, 33-46.	1.6	48
18	A dynamic analysis of why learners develop a preference for autonomous learners in computer-mediated communication. <i>Interactive Learning Environments</i> , 2014, 22, 631-648.	4.4	15

#	ARTICLE	IF	CITATIONS
19	Pitfalls of personal development plans – the user perspective. <i>Journal of Vocational Education and Training</i> , 2014, 66, 74-88.	0.9	4
20	Student perceptions of assessment and student self-efficacy in competence-based education. <i>Educational Studies</i> , 2014, 40, 330-351.	1.4	21
21	How experts deal with novel situations: A review of adaptive expertise. <i>Educational Research Review</i> , 2014, 12, 14-29.	4.1	158
22	The construct validity and predictive validity of a self-efficacy measure for student teachers in competence-based education. <i>Studies in Educational Evaluation</i> , 2013, 39, 169-179.	1.2	23
23	Transfer of training: New conceptualizations through integrated research perspectives. <i>Educational Research Review</i> , 2013, 8, 1-4.	4.1	29
24	Towards a contextualized model of team learning processes and outcomes. <i>Educational Research Review</i> , 2013, 10, 1-12.	4.1	30
25	Transfer of training: Adding insight through social network analysis. <i>Educational Research Review</i> , 2013, 8, 37-47.	4.1	54
26	Evaluation of the outcome of lifelong learning programmes for social inclusion: a phenomenographic research. <i>International Journal of Lifelong Education</i> , 2012, 31, 453-476.	1.3	11
27	Feedback, a powerful lever in teams: A review. <i>Educational Research Review</i> , 2012, 7, 123-144.	4.1	99
28	Understanding the effects of training programs for vulnerable adults on social inclusion as part of continuing education. <i>Studies in Continuing Education</i> , 2012, 34, 357-380.	1.2	18
29	The role of scaffolding and motivation in CSCL. <i>Computers and Education</i> , 2012, 59, 893-906.	5.1	113
30	Does Self-directedness in Learning and Careers Predict the Employability of Low-Qualified Employees?. <i>Vocations and Learning</i> , 2012, 5, 137-151.	0.9	48
31	Factors affecting students' self-efficacy in higher education. <i>Educational Research Review</i> , 2011, 6, 95-108.	4.1	526
32	How do Dutch secondary teachers and students conceive the purpose of assessment?. <i>Studies in Educational Evaluation</i> , 2011, 37, 49-54.	1.2	54
33	Team learning: building shared mental models. <i>Instructional Science</i> , 2011, 39, 283-301.	1.1	229
34	The use of a personal development plan and the undertaking of learning activities, expertise-growth, flexibility and performance: the role of supporting assessment conditions. <i>Human Resource Development International</i> , 2011, 14, 527-543.	2.3	18
35	Transfer of training: the role of feedback in supportive social networks. <i>International Journal of Training and Development</i> , 2010, 14, 81-94.	0.5	90
36	The role of academic motivation in Computer-Supported Collaborative Learning. <i>Computers in Human Behavior</i> , 2009, 25, 1195-1206.	5.1	134

#	ARTICLE	IF	CITATIONS
37	Social Presence, Web Videoconferencing and Learning in Virtual Teams. <i>Industry and Higher Education</i> , 2009, 23, 301-309.	1.4	32
38	Constructivist learning environments and the (im)possibility to change students'™ perceptions of assessment demands and approaches to learning. <i>Instructional Science</i> , 2008, 36, 431-443.	1.1	114
39	The extent of variability in learning strategies and students' perceptions of the learning environment. <i>Learning and Instruction</i> , 2008, 18, 121-134.	1.9	69
40	Understanding how a case-based assessment instrument influences student teachers'™ learning approaches. <i>Teaching and Teacher Education</i> , 2008, 24, 1751-1764.	1.6	28
41	The relationship between students'™ perceptions of portfolio assessment practice and their approaches to learning. <i>Educational Studies</i> , 2008, 34, 35-44.	1.4	64
42	Reconsidering group cognition: From conceptual confusion to a boundary area between cognitive and socio-cultural perspectives?. <i>Educational Research Review</i> , 2007, 2, 39-63.	4.1	105
43	Social and Cognitive Factors Driving Teamwork in Collaborative Learning Environments. <i>Small Group Research</i> , 2006, 37, 490-521.	1.8	564
44	Redesigning a learning and assessment environment: The influence on students' perceptions of assessment demands and their learning strategies. <i>Studies in Educational Evaluation</i> , 2006, 32, 223-242.	1.2	78
45	Students'™ Perceptions of a Problem-Based Learning Environment. <i>Learning Environments Research</i> , 2005, 8, 41-66.	1.8	79
46	Effects of Problem-Based Learning: A Meta-Analysis From the Angle of Assessment. <i>Review of Educational Research</i> , 2005, 75, 27-61.	4.3	565
47	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
48	Effects of problem-based learning: a meta-analysis. <i>Learning and Instruction</i> , 2003, 13, 533-568.	1.9	1,039
49	Programme evaluation as an instrument for quality-assurance in a student-oriented educational system. <i>Studies in Educational Evaluation</i> , 2001, 27, 355-372.	1.2	15
50	New Assessment Forms in Problem-based Learning: The value-added of the students' perspective. <i>Studies in Higher Education</i> , 2001, 26, 327-343.	2.9	160
51	Quality standards for new modes modes of assessment. An exploratory study of the consequential validity of the OverAll Test. <i>European Journal of Psychology of Education</i> , 2001, 16, 569-588.	1.3	19
52	The Relation Between Assessment Practices and Outcomes of Studies: The Case of Research on Prior Knowledge. <i>Review of Educational Research</i> , 1999, 69, 145-186.	4.3	261
53	Assessment Practices and Students Knowledge Profiles in a Problem-based Curriculum. <i>Learning Environments Research</i> , 1999, 2, 191-213.	1.8	26
54	Problem-Solving And Assessment The Maastricht Experiences. , 1995, , 347-357.		2

#	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. <i>Vocations and Learning</i> , 0, , .	0.9	0