

# Lisette Wijnia

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1146958/publications.pdf>

Version: 2024-02-01

28  
papers

698  
citations

686830

13  
h-index

610482

24  
g-index

34  
all docs

34  
docs citations

34  
times ranked

567  
citing authors

#	ARTICLE	IF	CITATIONS
1	Investigating effects of problem-based versus lecture-based learning environments on student motivation. <i>Contemporary Educational Psychology</i> , 2011, 36, 101-113.	1.6	117
2	A review on the accuracy of teacher judgments. <i>Educational Research Review</i> , 2021, 32, 100374.	4.1	71
3	Building bridges in higher education: Student-faculty relationship quality, student engagement, and student loyalty. <i>International Journal of Educational Research</i> , 2020, 100, 101538.	1.2	69
4	Formative assessment as practice: the role of students'™ motivation. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 236-255.	3.9	53
5	The Relation Between Students'™ Effort and Monitoring Judgments During Learning: A Meta-analysis. <i>Educational Psychology Review</i> , 2020, 32, 979-1002.	5.1	45
6	Need-supportive teaching in higher education: Configurations of autonomy support, structure, and involvement. <i>Teaching and Teacher Education</i> , 2017, 68, 134-142.	1.6	38
7	The Association between Motivation, Affect, and Self-regulated Learning When Solving Problems. <i>Frontiers in Psychology</i> , 2017, 8, 1346.	1.1	34
8	Team learning and its association with the implementation of competence-based education. <i>Teaching and Teacher Education</i> , 2016, 56, 115-126.	1.6	27
9	The relation between task-specific motivational profiles and training of self-regulated learning skills. <i>Learning and Individual Differences</i> , 2018, 64, 125-137.	1.5	27
10	Alumni loyalty drivers in higher education. <i>Social Psychology of Education</i> , 2019, 22, 607-627.	1.2	27
11	Is there a role for direct instruction in problem-based learning? Comparing student-constructed versus integrated model answers. <i>Learning and Instruction</i> , 2014, 34, 22-31.	1.9	25
12	How important are student-selected versus instructor-selected literature resources for students'™ learning and motivation in problem-based learning?. <i>Instructional Science</i> , 2015, 43, 39-58.	1.1	24
13	Do students'™ topic interest and tutors'™ instructional style matter in problem-based learning?. <i>Journal of Educational Psychology</i> , 2014, 106, 919-933.	2.1	16
14	Relationship quality time: the validation of a relationship quality scale in higher education. <i>Higher Education Research and Development</i> , 2018, 37, 404-417.	1.9	16
15	Is problem-based learning associated with students'™ motivation? A quantitative and qualitative study. <i>Learning Environments Research</i> , 2018, 21, 173-193.	1.8	14
16	Relationship quality in higher education and the interplay with student engagement and loyalty. <i>British Journal of Educational Psychology</i> , 2022, 92, 425-446.	1.6	12
17	University teacher judgments in problem-based learning: Their accuracy and reasoning. <i>Teaching and Teacher Education</i> , 2016, 59, 203-212.	1.6	10
18	The effects of praise for effort versus praise for intelligence on vocational education students. <i>Educational Psychology</i> , 2020, 40, 1270-1286.	1.2	8

#	ARTICLE	IF	CITATIONS
19	The role of motivational profiles in learning problem-solving and self-assessment skills with video modeling examples. <i>Instructional Science</i> , 2021, 49, 67-107.	1.1	7
20	Behind the times: a brief history of motivation discourse in problem-based learning. <i>Advances in Health Sciences Education</i> , 2019, 24, 915-929.	1.7	6
21	Predicting educational success and attrition in problem-based learning: do first impressions count?. <i>Studies in Higher Education</i> , 2014, 39, 967-982.	2.9	5
22	Building relationships in higher education to support students'™ motivation. <i>Teaching in Higher Education</i> , 2023, 28, 632-653.	1.7	5
23	When birds of the same feather fly together: the impact of achievement goal compatibility in collaborative learning. <i>Educational Psychology</i> , 2021, 41, 79-98.	1.2	5
24	What is in a student-faculty relationship? A template analysis of students'™ positive and negative critical incidents with faculty and staff in higher education. <i>European Journal of Psychology of Education</i> , 2022, 37, 1115-1139.	1.3	5
25	Students'™ motivation in secondary and post-secondary education. <i>Educational Psychology</i> , 2020, 40, 913-916.	1.2	3
26	Well-being, academic success, and the role of relationships. <i>Educational Psychology</i> , 2021, 41, 949-951.	1.2	1
27	The Role of Perceived Quality of Problems in the Association Between Achievement Goals and Motivation in Problem-based Learning. <i>Interdisciplinary Journal of Problem-based Learning</i> , 2020, 14, .	0.2	0
28	Sharing the Load. , 2020, , 234-247.		0