

# Mieke Brekelmans

## List of Publications by Year in descending order

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Version: 2024-02-01

63  
papers

3,186  
citations

172457

29  
h-index

168389

53  
g-index

66  
all docs

66  
docs citations

66  
times ranked

1945  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher Behavior With Upper Elementary School Students in the Social Margins of Their Classroom Peer Group. <i>Frontiers in Education</i> , 2020, 5, .	2.1	2
2	Teacherâ€“student negotiations during contextâ€“based chemistry reform: A case study. <i>Journal of Research in Science Teaching</i> , 2019, 56, 797-820.	3.3	9
3	The relation between teachersâ€™ interpersonal role identity and their self-efficacy, burnout and work engagement. <i>Professional Development in Education</i> , 2019, 45, 488-504.	2.8	35
4	Changes over time in teachersâ€™ interpersonal role identity. <i>Research Papers in Education</i> , 2018, 33, 354-374.	3.0	17
5	Interpersonal adaptation in teacher-student interaction. <i>Learning and Instruction</i> , 2018, 55, 41-57.	3.2	72
6	Teacher behavior and peer liking and disliking: The teacher as a social referent for peer status.. <i>Journal of Educational Psychology</i> , 2017, 109, 546-558.	2.9	47
7	Teacher liking as an affective filter for the association between student behavior and peer status. <i>Contemporary Educational Psychology</i> , 2017, 49, 250-262.	2.9	19
8	Our teacher likes you, so I like you: A social network approach to social referencing. <i>Journal of School Psychology</i> , 2017, 63, 35-48.	2.9	28
9	Social dynamics in the classroom: Teacher support and conflict and the peer ecology. <i>Teaching and Teacher Education</i> , 2016, 53, 30-40.	3.2	91
10	Measuring studentsâ€™ self-regulated learning in professional education: bridging the gap between event and aptitude measurements. <i>Quality and Quantity</i> , 2016, 50, 2141-2164.	3.7	19
11	Understanding the up, back, and forward-component in master's thesis supervision with adaptivity. <i>Studies in Higher Education</i> , 2016, 41, 1463-1479.	4.5	25
12	Adaptive research supervision: exploring expert thesis supervisors' practical knowledge. <i>Higher Education Research and Development</i> , 2015, 34, 117-130.	2.9	37
13	Teacher regulation of cognitive activities during student collaboration: Effects of learning analytics. <i>Computers and Education</i> , 2015, 90, 80-94.	8.3	74
14	Teacher regulation of multiple computer-supported collaborating groups. <i>Computers in Human Behavior</i> , 2015, 52, 233-242.	8.5	25
15	Teachers' Interpersonal Role Identity. <i>Scandinavian Journal of Educational Research</i> , 2015, 59, 424-442.	1.7	25
16	The relation between feedback perceptions and the supervisorâ€“student relationship in master's thesis projects. <i>Teaching in Higher Education</i> , 2014, 19, 336-349.	2.6	30
17	Students' Perceptions of Teaching in Context-based and Traditional Chemistry Classrooms: Comparing content, learning activities, and interpersonal perspectives. <i>International Journal of Science Education</i> , 2014, 36, 1871-1901.	1.9	20
18	The role of the degree of acquaintance with teachers on studentsâ€™ interpersonal perceptions of their teacher. <i>Social Psychology of Education</i> , 2014, 17, 127-140.	2.5	6

#	ARTICLE	IF	CITATIONS
19	Individual differences in student teachers' self-regulated learning: An examination of regulation configurations in relation to conceptions of learning to teach. <i>Learning and Individual Differences</i> , 2014, 30, 155-162.	2.7	20
20	Real-time teacher-student interactions: A Dynamic Systems approach. <i>Teaching and Teacher Education</i> , 2014, 37, 183-193.	3.2	68
21	Supporting teachers in guiding collaborating students: Effects of learning analytics in CSCL. <i>Computers and Education</i> , 2014, 79, 28-39.	8.3	96
22	Students' development in self-regulated learning in postgraduate professional education: a longitudinal study. <i>Studies in Higher Education</i> , 2014, 39, 1116-1138.	4.5	22
23	The multi-feature hypothesis: Connectionist guidelines for L2 task design. <i>Language Teaching Research</i> , 2014, 18, 474-496.	4.0	3
24	Stimulating Autonomous Motivation in the Classroom. , 2014, , 231-249.		3
25	Teacher interventions in a synchronous, co-located CSCL setting: Analyzing focus, means, and temporality. <i>Computers in Human Behavior</i> , 2013, 29, 1377-1386.	8.5	45
26	Job satisfaction and teacher-student relationships across the teaching career: Four case studies. <i>Teaching and Teacher Education</i> , 2013, 32, 55-65.	3.2	118
27	Master's thesis projects: student perceptions of supervisor feedback. <i>Assessment and Evaluation in Higher Education</i> , 2013, 38, 1012-1026.	5.6	39
28	Child Perceptions of Teacher Interpersonal Behavior and Associations with Mathematics Achievement in Dutch Early Grade Classrooms. <i>Elementary School Journal</i> , 2013, 113, 517-540.	1.4	18
29	The nature of student teachers' regulation of learning in teacher education. <i>British Journal of Educational Psychology</i> , 2012, 82, 469-491.	2.9	33
30	Fostering teacher community development: A review of design principles and a case study of an innovative interdisciplinary team. <i>Learning Environments Research</i> , 2012, 15, 319-344.	2.8	32
31	Master's thesis supervision: relations between perceptions of the supervisor-student relationship, final grade, perceived supervisor contribution to learning and student satisfaction. <i>Studies in Higher Education</i> , 2012, 37, 925-939.	4.5	69
32	Guided work-based learning: Sharing practical teaching knowledge with student teachers. <i>Teaching and Teacher Education</i> , 2012, 28, 229-239.	3.2	53
33	Mapping control and affiliation in teacher-student interaction with State Space Grids. <i>Teaching and Teacher Education</i> , 2012, 28, 1027-1037.	3.2	24
34	Expertise for Teaching Biology Situated in the Context of Genetic Testing. <i>International Journal of Science Education</i> , 2012, 34, 1741-1767.	1.9	15
35	Curricular Goals and Personal Goals in Master's Thesis Projects: Dutch Student-Supervisor Dyads. <i>International Journal of Higher Education</i> , 2012, 2, .	0.5	7
36	Teacher-Students Relationships in the Classroom. , 2012, , 1241-1255.		17

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37	A Knowledge Base for Teaching Biology Situated in the Context of Genetic Testing. <i>International Journal of Science Education</i> , 2011, 33, 2037-2067.	1.9	12
38	The development of the classroom social climate during the first months of the school year. <i>Contemporary Educational Psychology</i> , 2011, 36, 190-200.	2.9	46
39	Coercive and supportive teacher behaviour: Within- and across-lesson associations with the classroom social climate. <i>Learning and Instruction</i> , 2011, 21, 345-354.	3.2	80
40	Assessors'™ perceptions of their judgement processes: Successful strategies and threats underlying valid assessment of student teachers. <i>Studies in Educational Evaluation</i> , 2009, 35, 29-36.	2.3	6
41	Experienced teachers' informal learning: Learning activities and changes in behavior and cognition. <i>Teaching and Teacher Education</i> , 2009, 25, 663-673.	3.2	116
42	Moral reasoning in genetics education. <i>Journal of Biological Education</i> , 2009, 44, 31-36.	1.5	11
43	Experienced teachers' informal workplace learning and perceptions of workplace conditions. <i>Journal of Workplace Learning</i> , 2009, 21, 276-298.	1.7	93
44	Auditing Quality of Research in Social Sciences. <i>Quality and Quantity</i> , 2008, 42, 257-274.	3.7	169
45	A qualitative analysis of language learning tasks: the design of a tool. <i>Journal of Curriculum Studies</i> , 2008, 40, 803-820.	2.1	5
46	Experienced teachers'™ informal learning from classroom teaching. <i>Teachers and Teaching: Theory and Practice</i> , 2007, 13, 191-208.	1.9	84
47	Secondary Teachers' Interpersonal Behaviour in Singapore, Brunei and Australia: A cross-national comparison. <i>Asia Pacific Journal of Education</i> , 2006, 26, 79-95.	2.1	35
48	Multilevel issues in research using students'™ perceptions of learning environments: The case of the Questionnaire on Teacher Interaction. <i>Learning Environments Research</i> , 2006, 9, 199-213.	2.8	108
49	Two decades of research on teacher'™student relationships in class. <i>International Journal of Educational Research</i> , 2005, 43, 6-24.	2.2	321
50	Teacher'™student relationships across the teaching career. <i>International Journal of Educational Research</i> , 2005, 43, 55-71.	2.2	59
51	Assessing the interpersonal competence of beginning teachers: The quality of the judgement process. <i>International Journal of Educational Research</i> , 2005, 43, 89-102.	2.2	16
52	Interpersonal Teacher Behaviour and Student Outcomes. <i>School Effectiveness and School Improvement</i> , 2004, 15, 407-442.	2.9	245
53	Students'™ perceptions of teacher control behaviours. <i>Learning and Instruction</i> , 2004, 14, 425-443.	3.2	44
54	Students' Perceptions of Interpersonal Aspects of the Learning Environment. <i>Learning Environments Research</i> , 2003, 6, 5-36.	2.8	84

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55	Diagnosing and improving the quality of teachers' interpersonal behaviour. <i>International Journal of Educational Management</i> , 2002, 16, 176-184.	1.5	27
56	Teaching for Active Learning. , 2000, , 227-242.		50
57	Students' perceptions of teacher interpersonal style. <i>Teaching and Teacher Education</i> , 1998, 14, 607-617.	3.2	40
58	The Teacher Factor in the Social Climate of the Classroom. , 1998, , 565-580.		53
59	Student characteristics and learning environment interactions in mathematics and physics education: A resource perspective. <i>International Journal of Educational Research</i> , 1997, 27, 283-292.	2.2	9
60	Language and cultural factors in students' perceptions of teacher communication style. <i>International Journal of Intercultural Relations</i> , 1997, 21, 29-56.	2.0	44
61	A comparison of student perceptions of Dutch physics teachers' interpersonal behavior and their educational opinions in 1984 and 1993. <i>Journal of Research in Science Teaching</i> , 1997, 34, 447-466.	3.3	17
62	Do teacher ideals distort the self-reports of their interpersonal behavior?. <i>Teaching and Teacher Education</i> , 1992, 8, 47-58.	3.2	76
63	A study of student perceptions of physics teacher behavior. <i>Journal of Research in Science Teaching</i> , 1990, 27, 335-350.	3.3	70