Dirk T Tempelaar

List of Publications by Year
in descending order

71 papers	2,078 citations	304368 22 h-index	264894 42 g-index
73 all docs	73 docs citations	73 times ranked	1582 citing authors

#	Article	IF	Citations
1	In search for the most informative data for feedback generation: Learning analytics in a data-rich context. Computers in Human Behavior, 2015, 47, 157-167.	5.1	288
2	Investigating the relations between motivation, tool use, participation, and performance in an e-learning course using web-videoconferencing. Computers in Human Behavior, 2013, 29, 285-292.	5.1	168
3	The role of academic motivation in Computer-Supported Collaborative Learning. Computers in Human Behavior, 2009, 25, 1195-1206.	5.1	134
4	A dynamic analysis of the interplay between asynchronous and synchronous communication in online learning: The impact of motivation. Journal of Computer Assisted Learning, 2014, 30, 30-50.	3.3	119
5	The role of scaffolding and motivation in CSCL. Computers and Education, 2012, 59, 893-906.	5.1	113
6	How achievement emotions impact students' decisions for online learning, and what precedes those emotions. Internet and Higher Education, 2012, 15, 161-169.	4.2	91
7	A structural equation model analyzing the relationship of student achievement motivations and personality factors in a range of academic subject-matter areas. Contemporary Educational Psychology, 2007, 32, 105-131.	1.6	84
8	The role of cultural dimensions of international and Dutch students on academic and social integration and academic performance in the Netherlands. International Journal of Intercultural Relations, 2013, 37, 188-201.	1.0	80
9	The Pivotal Role of Effort Beliefs in Mediating Implicit Theories of Intelligence and Achievement Goals and Academic Motivations. Social Psychology of Education, 2015, 18, 101-120.	1.2	72
10	Student profiling in a dispositional learning analytics application using formative assessment. Computers in Human Behavior, 2018, 78, 408-420.	5.1	72
11	The structural relationship between studentsâ€™ epistemological beliefs and conceptions of teaching and learning. Studies in Higher Education, 2010, 35, 741-760.	2.9	46
12	Towards Actionable Learning Analytics Using Dispositions. IEEE Transactions on Learning Technologies, 2017, 10, 6-16.	2.2	46
13	Formative assessment and learning analytics. , 2013, , .		43
14	Subjective data, objective data and the role of bias in predictive modelling: Lessons from a dispositional learning analytics application. PLoS ONE, 2020, 15, e0233977.	1.1	43
15	Unpacking the intertemporal impact of self-regulation in a blended mathematics environment. Computers in Human Behavior, 2019, 100, 345-357.	5.1	39
16	Overcoming cross-cultural group work tensions: mixed student perspectives on the role of social relationships. Higher Education, 2018, 75, 149-166.	2.8	35
17	Supporting the less-adaptive student: the role of learning analytics, formative assessment and blended learning. Assessment and Evaluation in Higher Education, 2020, 45, 579-593.	3.9	35
18	Academic and social integration of Master students: a cross-institutional comparison between Dutch and international students. Innovations in Education and Teaching International, 2014, 51, 130-141.	1.5	33

#	Article	IF	Citations
19	Social Presence, Web Videoconferencing and Learning in Virtual Teams. Industry and Higher Education, 2009, 23, 301-309.	1.4	32
20	A review of the role of information communication technology and course design in transitional education practices. Interactive Learning Environments, 2012, 20, 563-581.	4.4	32
21	The influence of internationalised versus local content on online intercultural collaboration in groups: A randomised control trial study in a statistics course. Computers and Education, 2018, 118, 82-95.	5.1	30
22	The Role of Metacognition in Business Education. Industry and Higher Education, 2006, 20, 291-297.	1.4	28
23	Remedial Online Teaching on a Summer Course. Industry and Higher Education, 2006, 20, 327-336.	1.4	26
24	The development of a questionnaire on metacognition for students in higher education. Educational Research, 2013, 55, 31-52.	0.9	25
25	Time preferences, study effort, and academic performance. Economics of Education Review, 2016, 54, 36-61.	0.7	25
26	The relationship of (perceived) epistemic cognition to interaction with resources on the internet. Computers in Human Behavior, 2017, 73, 507-518.	5.1	24
27	Turning Groups Inside Out: A Social Network Perspective. Journal of the Learning Sciences, 2018, 27, 550-579.	2.0	19
28	Puzzles in Statistical Reasoning. Journal of Statistics Education, 2006, 14, .	1.4	18
29	Who Profits Most from Blended Learning?. Industry and Higher Education, 2009, 23, 285-292.	1.4	18
30	Why Increased Social Presence through Web Videoconferencing Does Not Automatically Lead to Improved Learning. E-Learning and Digital Media, 2014, 11, 31-45.	1.5	16
31	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
32	Individual differences in the preference for worked examples: Lessons from an application of dispositional learning analytics. Applied Cognitive Psychology, 2020, 34, 890-905.	0.9	15
33	On Subject Variations in Achievement Motivations: A Study in Business Subjects. Research in Higher Education, 2011, 52, 395-419.	1.0	14
34	Extending the changeâ€“change model of achievement emotions: The inclusion of negative learning emotions. Learning and Individual Differences, 2016, 47, 289-297.	1.5	13
35	Redesigning Teaching Presence in Order to Enhance Cognitive Presence. , 2013, , 109-132.		12
36	The role of self- and social directed goals in a problem-based, collaborative learning context. Higher Education, 2013, 66, 253-267.	2.8	11

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37	Investigating learning strategies in a dispositional learning analytics context. , 2018, , .		10
38	Longitudinal Study of Online Remedial Education Effects. , 2008, , 43-59.		10
39	How Cultural and Learning Style Differences Impact Studentsâ€™ Learning Preferences in Blended Learning. , 0, , 30-51.		10
40	The Making of Hospitality Managers: The Role of Knowledge in the Development of Expertise. Journal of Human Resources in Hospitality and Tourism, 2015, 14, 153-176.	1.0	9
41	Computer Assisted, Formative Assessment and Dispositional Learning Analytics in Learning Mathematics and Statistics. Communications in Computer and Information Science, 2014, , 67-78.	0.4	9
42	The Diverging Effects of Social Network Sites on Receiving Job Information for Students and Professionals. International Journal of Sociotechnology and Knowledge Development, 2010, 2, 39-53.	0.4	9
43	The orchestration of a collaborative information seeking learning task. Information Retrieval, 2017, 20, 480-505.	1.6	8
44	Personality traits and academic performance: Correcting self-assessed traits with vignettes. PLoS ONE, 2021, 16, e0248629.	1.1	8
45	COMMONALITIES IN ATTITUDES AND BELIEFS TOWARD DIFFERENT ACADEMIC SUBJECTS. , 2007, , 225-249.		8
46	The Role of Digital, Formative Testing in e-Learning for Mathematics: A Case Study in the Netherlands. RUSC Universities and Knowledge Society Journal, 2012, 9, 92.	1.4	7
47	Expertise Development of Hospitality Students: Do Personality, Emotional Intelligence, and Learning Style Matter?. Journal of Hospitality and Tourism Education, 2016, 28, 155-167.	2.5	7
48	Stability and Sensitivity of Learning Analytics based Prediction Models. , 2015, , .		7
49	Dispositional Learning Analytics for Supporting Individualized Learning Feedback. Frontiers in Education, 2021, 6, .	1.2	6
50	Learning Analytics and the Measurement of Learning Engagement. Advances in Analytics for Learning and Teaching, 2020, , 159-176.	0.5	6
51	Flipping STEM. , 2017, , 149-186.		5
52	Cultural Differences in Learning Dispositions. , 2013, , 3-30.		5
53	A multi-modal study into studentsâ€™ timing and learning regulation: time is ticking. Interactive Technology and Smart Education, 2018, 15, 298-313.	3.8	4
54	Learning Feedback Based on Dispositional Learning Analytics. Intelligent Systems Reference Library, 2020, , 69-89.	1.0	4

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55	Types of boredom and other learning activity emotions: A person-centred investigation of inter-individual data. Motivation and Emotion, 2022, 46, 84-99.	0.8	4
56	The Diverging Effects of Social Network Sites on Receiving Job Information for Students and Professionals. , 0, , 202-217.		4
57	Verifying the Stability and Sensitivity of Learning Analytics Based Prediction Models: An Extended Case Study. Communications in Computer and Information Science, 2016, , 256-273.	0.4	3
58	Understanding the Role of Time on Task in Formative Assessment: The Case of Mathematics Learning. Communications in Computer and Information Science, 2015, , 120-133.	0.4	3
59	Effectiveness of a Voluntary Postsecondary Remediation Program in Mathematics. , 2012, , 199-222.		3
60	Enabling Precision Education by Learning Analytics Applying Trace, Survey and Assessment Data. , 2021, , .		2
61	Business Studentsâ€™ Self-Theories, Goal Orientations, and Achievement Motivations. , 2009, , 53-70.		1
62	Mathematics Bridging Education Using an Online, Adaptive E-Tutorial. , 2012, , 167-186.		1
63	Analysing the Use of Worked Examples and Tutored and Untutored Problem-Solving in a Dispositional Learning Analytics Context. , 2019, , .		1
64	LEARNING ENGAGEMENT, LEARNING OUTCOMES AND LEARNING GAINS: LESSONS FROM LA. , 2019, , .		1
65	The Role of Critical Thinking Skills in Studentsâ€™ Attitudes Toward Business Subjects. , 2008, , 175-189.		0
66	Analysing the Use of Worked Examples and Tutored and Untutored Problem-Solving in a Dispositional Learning Analytics Context. , 2018, , .		0
67	Feedback Preferences of Students Learning in a Blended Environment: Worked Examples, Tutored and Untutored Problem-Solving. Communications in Computer and Information Science, 2020, , 51-70.	0.4	0
68	Title is missing!. , 2020, 15, e0233977.		0
69	Title is missing!. , 2020, 15, e0233977.		0
70	Title is missing!. , 2020, 15, e0233977.		0
71	Title is missing!. , 2020, 15, e0233977.		0