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List of Publications by Year
in descending order

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121 papers	8,912 citations	46918 47 h-index	45213 90 g-index
126 all docs	126 docs citations	126 times ranked	5015 citing authors

#	Article	IF	Citations
1	Effectiveness of problem-based learning curricula: theory, practice and paper darts. Medical Education, 2000, 34, 721-728.	1.1	510
2	The process of problem-based learning: what works and why. Medical Education, 2011, 45, 792-806.	1.1	470
3	On the Role of Biomedical Knowledge in Clinical Reasoning by Experts, Intermediates and Novices. Cognitive Science, 1992, 16, 153-184.	0.8	382
4	How expertise develops in medicine: knowledge encapsulation and illness script formation. Medical Education, 2007, 41, 071116225013002-???.	1.1	374
5	The Causes of Errors in Clinical Reasoning: Cognitive Biases, Knowledge Deficits, and Dual Process Thinking. Academic Medicine, 2017, 92, 23-30.	0.8	367
6	On acquiring expertise in medicine. Educational Psychology Review, 1993, 5, 205-221.	5.1	292
7	Effects of reflective practice on the accuracy of medical diagnoses. Medical Education, 2008, 42, 468-475.	1.1	288
8	Problem-Based LearningisCompatible with Human Cognitive Architecture: Commentary on Kirschner, Sweller, and Clark (2006). Educational Psychologist, 2007, 42, 91-97.	4.7	276
9	Effect of Availability Bias and Reflective Reasoning on Diagnostic Accuracy Among Internal Medicine Residents. JAMA - Journal of the American Medical Association, 2010, 304, 1198.	3.8	269
10	The structure of reflective practice in medicine. Medical Education, 2004, 38, 1302-1308.	1.1	261
11	Situational interest and academic achievement in the active-learning classroom. Learning and Instruction, 2011, 21, 58-67.	1.9	250
12	Constructivist, Problem-Based Learning Does Work: A Meta-Analysis of Curricular Comparisons Involving a Single Medical School. Educational Psychologist, 2009, 44, 227-249.	4.7	242
13	Longterm effects of problem-based learning: a comparison of competencies acquired by graduates of a problem-based and a conventional medical school. Medical Education, 2006, 40, 562-567.	1.1	190
14	On the origin of intermediate effects in clinical case recall. Memory and Cognition, 1993, 21, 338-351.	0.9	179
15	What Do We Know About Cognitive and Motivational Effects of Small Group Tutorials in Problem-Based Learning?. Advances in Health Sciences Education, 2006, 11, 321-336.	1.7	178
16	Situational interest and learning: Thirst for knowledge. Learning and Instruction, 2014, 32, 37-50.	1.9	178
17	How to improve the teaching of clinical reasoning: a narrative review and a proposal. Medical Education, 2015, 49, 961-973.	1.1	161
18	Explanatory models in the processing of science text: The role of prior knowledge activation through small-group discussion.. Journal of Educational Psychology, 1989, 81, 610-619.	2.1	144

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19	Conscious thought beats deliberation without attention in diagnostic decision-making: at least when you are an expert. Psychological Research, 2010, 74, 586-592.	1.0	136
20	Influence of clerkship experiences on clinical competence. Medical Education, 2006, 40, 450-458.	1.1	116
21	The Role of Basic Science Knowledge and Clinical Knowledge in Diagnostic Reasoning: A Structural Equation Modeling Approach. Academic Medicine, 2005, 80, 765-773.	0.8	113
22	The role of teachers in facilitating situational interest in an active-learning classroom. Teaching and Teacher Education, 2011, 27, 37-42.	1.6	111
23	Reflection as a strategy to foster medical studentsâ€™ acquisition of diagnostic competence. Medical Education, 2012, 46, 464-472.	1.1	111
24	Interest development: Arousing situational interest affects the growth trajectory of individual interest. Contemporary Educational Psychology, 2017, 49, 175-184.	1.6	94
25	Knowledge restructuring in expertise development: Evidence from pathophysiological representations of clinical cases by students and physicians. European Journal of Cognitive Psychology, 2000, 12, 323-356.	1.3	89
26	Knowledge Encapsulation and the Intermediate Effect. Contemporary Educational Psychology, 2000, 25, 150-166.	1.6	87
27	Impact of problem-based, active learning on graduation rates for 10 generations of Dutch medical students. Medical Education, 2009, 43, 211-218.	1.1	87
28	Motivation to commit oneself as a determinant of achievement in problem-based learning. Higher Education, 2000, 40, 231-242.	2.8	84
29	Breaking down automaticity: case ambiguity and the shift to reflective approaches in clinical reasoning. Medical Education, 2007, 41, 1185-1192.	1.1	83
30	On the Use and Misuse of Lectures in Higher Education. Health Professions Education, 2015, 1, 12-18.	1.4	81
31	Which cognitive processes support learning during small-group discussion? The role of providing explanations and listening to others. Instructional Science, 2011, 39, 189-204.	1.1	80
32	The influence of medical expertise, case typicality, and illness script component on case processing and disease probability estimates. Memory and Cognition, 1996, 24, 384-399.	0.9	77
33	How Can Studentsâ€™ Diagnostic Competence Benefit Most From Practice With Clinical Cases? The Effects of Structured Reflection on Future Diagnosis of the Same and Novel Diseases. Academic Medicine, 2014, 89, 121-127.	0.8	77
34	Academic and social integration and study progress in problem based learning. Higher Education, 2009, 58, 59-69.	2.8	75
35	Effects of tutor-related behaviours on the process of problem-based learning. Advances in Health Sciences Education, 2011, 16, 491-503.	1.7	69
36	Exposure to Media Information About a Disease Can Cause Doctors to Misdiagnose Similar-Looking Clinical Cases. Academic Medicine, 2014, 89, 285-291.	0.8	69

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37	The role of encapsulated knowledge in clinical case representations of medical students and family doctors. Medical Education, 2004, 38, 1035-1043.	1.1	66
38	The influence of medical studentsâ€™ self-explanations on diagnostic performance. Medical Education, 2011, 45, 688-695.	1.1	64
39	Title is missing!. Instructional Science, 2001, 29, 33-44.	1.1	63
40	The impact of students' conceptions of constructivist assumptions on academic achievement and dropâ€•out. Studies in Higher Education, 2007, 32, 581-602.	2.9	62
41	Correlates of Reflective Practice in Medicine. Advances in Health Sciences Education, 2005, 10, 327-337.	1.7	58
42	The Role of Illness Scripts in the Development of Medical Diagnostic Expertise: Results From an Interview Study. Cognition and Instruction, 1998, 16, 367-398.	1.9	57
43	Learning more by being taught less: a â€œtime-for-self-studyâ€•theory explaining curricular effects on graduation rate and study duration. Higher Education, 2010, 60, 287-300.	2.8	57
44	Relationships between studentsâ€™ conceptions of constructivist learning and their regulation and processing strategies. Instructional Science, 2008, 36, 445-462.	1.1	56
45	Effect of worksheet scaffolds on student learning in problem-based learning. Advances in Health Sciences Education, 2011, 16, 517-528.	1.7	55
46	Modality and variability as factors in training the elderly. Applied Cognitive Psychology, 2006, 20, 311-320.	0.9	53
47	Is learning in problem-based learning cumulative?. Advances in Health Sciences Education, 2011, 16, 449-464.	1.7	53
48	The relation between individual interest and knowledge acquisition. British Educational Research Journal, 2017, 43, 350-371.	1.4	52
49	Students' Conceptions of Constructivist Learning: A Comparison between a Traditional and a Problem-based Learning Curriculum. Advances in Health Sciences Education, 2006, 11, 365-379.	1.7	50
50	Why Do Doctors Make Mistakes? A Study of the Role of Salient Distracting Clinical Features. Academic Medicine, 2014, 89, 114-120.	0.8	49
51	Self-explanation in learning clinical reasoning: the added value of examples and prompts. Medical Education, 2015, 49, 193-202.	1.1	49
52	The relationship between student-generated learning issues and self-study in problem-based learning. Instructional Science, 1995, 22, 251-267.	1.1	48
53	Encapsulation of Biomedical Knowledge. , 1992, , 265-282.		48
54	Maternal preâ€•and postnatal anxiety and infant temperament. The generation R study. Infant and Child Development, 2009, 18, 556-572.	0.9	45

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55	On the Constraints of Encapsulated Knowledge: Clinical Case Representations by Medical Experts and Subexperts. Cognition and Instruction, 2002, 20, 27-45.	1.9	43
56	Biomedical knowledge: encapsulated or two worlds apart?. Applied Cognitive Psychology, 2005, 19, 223-231.	0.9	43
57	The Role of Biomedical Knowledge in Clinical Reasoning: A Lexical Decision Study. Academic Medicine, 2005, 80, 945-949.	0.8	43
58	Student and tutor perceptions on attributes of effective problems in problem-based learning. Higher Education, 2011, 62, 1-16.	2.8	42
59	Influence of Perceived Difficulty of Cases on PhysiciansÊ¼ Diagnostic Reasoning. Academic Medicine, 2008, 83, 1210-1216.	0.8	41
60	Case representation by medical experts, intermediates and novices for laboratory data presented with or without a clinical context. Medical Education, 2004, 38, 617-627.	1.1	40
61	Students' self-explanations while solving unfamiliar cases: the role of biomedical knowledge. Medical Education, 2013, 47, 1109-1116.	1.1	39
62	How individual interest influences situational interest and how both are related to knowledge acquisition: A microanalytical investigation. Journal of Educational Research, 2018, 111, 530-540.	0.8	38
63	Does Time Pressure Have a Negative Effect on Diagnostic Accuracy?. Academic Medicine, 2016, 91, 710-716.	0.8	37
64	â€˜Immunisingâ€™ physicians against availability bias in diagnostic reasoning: a randomised controlled experiment. BMJ Quality and Safety, 2020, 29, 550-559.	1.8	37
65	Students' conceptions of constructivist learning in different programme years and different learning environments. British Journal of Educational Psychology, 2009, 79, 501-514.	1.6	36
66	Writing to learn: can reflection journals be used to promote self-reflection and learning?. Higher Education Research and Development, 2011, 30, 519-532.	1.9	36
67	The Explanation of Clinical Concepts by Expert Physicians, Clerks, and Advanced Students. Teaching and Learning in Medicine, 1999, 11, 153-163.	1.3	35
68	Studentsâ€™ conceptions of distinct constructivist assumptions. European Journal of Psychology of Education, 2007, 22, 179-199.	1.3	34
69	Problemâ€based learning: does it prepare medical students to become better doctors?. Medical Journal of Australia, 1998, 168, 429-430.	0.8	32
70	The twin traps of overtreatment and therapeutic nihilism in clinical practice. Medical Education, 2014, 48, 34-43.	1.1	31
71	Does medical studentsâ€™ diagnostic performance improve by observing examples of self-explanation provided by peers or experts?. Advances in Health Sciences Education, 2015, 20, 981-993.	1.7	30
72	The structure of negative emotions in adolescents. Journal of Abnormal Child Psychology, 2001, 29, 331-337.	3.5	27

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73	Factors underlying suboptimal diagnostic performance in physicians under time pressure. Medical Education, 2018, 52, 1288-1298.	1.1	27
74	Cognitive Load Theory as a Tool for Expertise Development. Instructional Science, 2004, 32, 173-182.	1.1	26
75	On the Additional Value of Lectures in a Problem-Based Curriculum. Education for Health: Change in Learning and Practice, 2005, 18, 45-61.	0.1	26
76	How important are student-selected versus instructor-selected literature resources for studentsâ€™ learning and motivation in problem-based learning?. Instructional Science, 2015, 43, 39-58.	1.1	24
77	A Psychological Foundation for Team-Based Learning: Knowledge Reconsolidation. Academic Medicine, 2019, 94, 1878-1883.	0.8	24
78	Epistemic Curiosity and Situational Interest: Distant Cousins or Identical Twins?. Educational Psychology Review, 2021, 33, 325-352.	5.1	22
79	Influence of problem familiarity on learning in a problem-based course. Instructional Science, 2005, 33, 271-281.	1.1	21
80	How cognitive psychology changed the face of medical education research. Advances in Health Sciences Education, 2020, 25, 1025-1043.	1.7	21
81	Differential Student Attrition and Differential Exposure Mask Effects of Problem-Based Learning in Curriculum Comparison Studies. Academic Medicine, 2012, 87, 463-475.	0.8	20
82	Exploring lecturersâ€™ views of first-year health science studentsâ€™ misconceptions in biomedical domains. Advances in Health Sciences Education, 2015, 20, 403-420.	1.7	20
83	Effects of deliberate reflection on studentsâ€™ engagement in learning and learning outcomes. Medical Education, 2019, 53, 390-397.	1.1	20
84	The Role of Interest in Learning: Knowledge Acquisition at the Intersection of Situational and Individual Interest. , 2017, , 69-93.		19
85	Revisiting â€˜Foundations of problem-based learning: some explanatory notesâ€™. Medical Education, 2016, 50, 698-701.	1.1	18
86	Fostering novice students' diagnostic ability: the value of guiding deliberate reflection. Medical Education, 2019, 53, 628-637.	1.1	18
87	Improving metacomprehension accuracy and self-regulation in cognitive skill acquisition: The effect of learner expertise. European Journal of Cognitive Psychology, 2007, 19, 671-688.	1.3	17
88	Remembering the Street Names of One's Childhood Neighbourhood: A Study of Very Long-term Retention. Memory, 2000, 8, 37-49.	0.9	16
89	Inducing expertise effects in clinical case recall. Medical Education, 2005, 39, 949-957.	1.1	16
90	Effect of reflection on medical studentsâ€™ situational interest: an experimental study. Medical Education, 2018, 52, 488-496.	1.1	16

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91	Revisiting â€˜Effectiveness of problem-based learning curricula: theory, practice and paper dartsâ€™. Medical Education, 2016, 50, 793-797.	1.1	15
92	Think Twice: Effects on Diagnostic Accuracy of Returning to the Case to Reflect Upon the Initial Diagnosis. Academic Medicine, 2020, 95, 1223-1229.	0.8	15
93	Effects of deliberate reflection on diagnostic accuracy, confidence and diagnostic calibration in dermatology. Perspectives on Medical Education, 2022, 8, 230-236.	1.8	14
94	Evidence supporting dualâ€process theory of medical diagnosis: a functional nearâ€infrared spectroscopy study. Medical Education, 2019, 53, 143-152.	1.1	14
95	The relationship between studentsâ€™ small group activities, time spent on self-study, and achievement. Higher Education, 2012, 64, 385-397.	2.8	12
96	The effect of self-explanation of pathophysiological mechanisms of diseases on medical studentsâ€™ diagnostic performance. Advances in Health Sciences Education, 2017, 22, 1183-1197.	1.7	11
97	Measuring medical studentsâ€™ professional competencies in a problem-based curriculum: a reliability study. BMC Medical Education, 2019, 19, 155.	1.0	11
98	Deliberate reflection and clinical reasoning: Founding ideas and empirical findings. Medical Education, 2023, 57, 76-85.	1.1	11
99	First-year medical students' naÃ¯ve beliefs about respiratory physiology. American Journal of Physiology - Advances in Physiology Education, 2016, 40, 342-348.	0.8	10
100	Influence of negative emotions on residentsâ€™ learning of scientific information: an experimental study. Perspectives on Medical Education, 2019, 8, 209-215.	1.8	9
101	Itâ€™s the destination: diagnostic accuracy and reasoning. Advances in Health Sciences Education, 2020, 25, 19-29.	1.7	9
102	Specific Disease Knowledge as Predictor of Susceptibility to Availability Bias in Diagnostic Reasoning: a Randomized Controlled Experiment. Journal of General Internal Medicine, 2021, 36, 640-646.	1.3	9
103	Long-term retention of a theatrical script by repertory actors: The role of context. Memory, 2002, 10, 21-28.	0.9	8
104	Teaching clinical reasoning through hypothetico-deduction is (slightly) better than self-explanation in tutorial groups: An experimental study. Perspectives on Medical Education, 2018, 7, 93-99.	1.8	8
105	Inducing System-1-type diagnostic reasoning in second-year medical students within 15â€‰minutes. Medical Teacher, 2018, 40, 1030-1035.	1.0	8
106	Examining the stability of expertsâ€™ clinical case processing: An experimental manipulation. Instructional Science, 2005, 33, 251-270.	1.1	7
107	Assessing knowledge growth in a psychology curriculum: which students improve most?. Assessment and Evaluation in Higher Education, 2012, 37, 875-887.	3.9	7
108	Acquisition of visual perceptual skills from worked examples: learning to interpret electrocardiograms (ECGs). Interactive Learning Environments, 2013, 21, 263-272.	4.4	6

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109	Promotion of knowledge transfer and retention in year 2 medical students using an online training exercise. Advances in Health Sciences Education, 2021, 26, 1059-1074.	1.7	6
110	Predicting educational success and attrition in problem-based learning: do first impressions count?. Studies in Higher Education, 2014, 39, 967-982.	2.9	5
111	Age-related decline and diagnostic performance of more and less prevalent clinical cases. Advances in Health Sciences Education, 2016, 21, 561-570.	1.7	5
112	Thinking fast or slow? Functional magnetic resonance imaging reveals stronger connectivity when experienced neurologists diagnose ambiguous cases. Brain Communications, 2020, 2, fcaa023.	1.5	5
113	Exploring mechanisms underlying learning from deliberate reflection: An experimental study. Medical Education, 2021, 55, 404-412.	1.1	5
114	Like it or not: Individual interest is not a cause but a consequence of learning. Rejoinder to Hidi and Renninger (2017). British Educational Research Journal, 2017, 43, 1266-1268.	1.4	4
115	Interest in Subject Matter: The Mathematics Predicament. Higher Education Studies, 2014, 4, .	0.3	3
116	The Effect of Using Native versus Nonnative Language on the Participation Level of Medical Students during PBL Tutorials. Health Professions Education, 2020, 6, 447-453.	1.4	2
117	Do poor patients suffer from inaccurate diagnoses more than well-to-do patients? A randomized control trial. BMC Medical Education, 2019, 19, 386.	1.0	1
118	What happens to misunderstandings of biomedical concepts across a medical curriculum?. American Journal of Physiology - Advances in Physiology Education, 2021, 45, 526-537.	0.8	1
119	Effects of different types of trueâ€“false questions on memory awareness and long-term retention. Assessment and Evaluation in Higher Education, 2014, 39, 625-640.	3.9	0
120	There is no shortcut to deâ€biasing biases. Medical Education, 2019, 53, 1064-1066.	1.1	0
121	Failure to demonstrate effects of interruptions on diagnostic reasoning: three experiments. BMC Medical Education, 2022, 22, 182.	1.0	0