

# Jan D Vermunt

## List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

46  
papers

2,891  
citations

23  
h-index

48  
g-index

48  
ext. papers

3,209  
ext. citations

3  
avg, IF

5.7  
L-index

#	Paper	IF	Citations
46	Congruence and friction between learning and teaching. <i>Learning and Instruction</i> , <b>1999</b> , 9, 257-280	5.8	437
45	Patterns in Student Learning: Relationships Between Learning Strategies, Conceptions of Learning, and Learning Orientations. <i>Educational Psychology Review</i> , <b>2004</b> , 16, 359-384	7.1	317
44	The regulation of constructive learning processes. <i>British Journal of Educational Psychology</i> , <b>1998</b> , 68, 149-171	3.2	294
43	Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers. <i>Learning and Instruction</i> , <b>2010</b> , 20, 533-548	5.8	255
42	Relations between student learning patterns and personal and contextual factors and academic performance. <i>Higher Education</i> , <b>2005</b> , 49, 205-234	3	192
41	Patterns in teacher learning in different phases of the professional career. <i>Learning and Individual Differences</i> , <b>2011</b> , 21, 294-302	3.1	140
40	Orienting teaching toward the learning process. <i>Academic Medicine</i> , <b>2004</b> , 79, 219-28	3.9	128
39	A Learning Patterns Perspective on Student Learning in Higher Education: State of the Art and Moving Forward. <i>Educational Psychology Review</i> , <b>2017</b> , 29, 269-299	7.1	107
38	Consistency and variability of learning strategies in different university courses. <i>Higher Education</i> , <b>1999</b> , 37, 1-21	3	95
37	Individual differences in learning to teach: relating cognition, regulation and affect. <i>Learning and Instruction</i> , <b>2001</b> , 11, 133-156	5.8	85
36	A longitudinal perspective on learning strategies in higher education - different view-points towards development. <i>British Journal of Educational Psychology</i> , <b>1999</b> , 69, 221-242	3.2	82
35	Process-oriented instruction in learning and thinking strategies. <i>European Journal of Psychology of Education</i> , <b>1995</b> , 10, 325-349	2.3	69
34	A cross-cultural comparison of student learning patterns in higher education. <i>Higher Education</i> , <b>2012</b> , 64, 299-316	3	59
33	Fostering meaning-oriented learning and deliberate practice in teacher education. <i>Teaching and Teacher Education</i> , <b>2011</b> , 27, 1120-1130	2.9	54
32	Teacher learning in the context of Lesson Study: A video-based analysis of teacher discussions. <i>Teaching and Teacher Education</i> , <b>2017</b> , 61, 211-224	2.9	49
31	The impact of Lesson Study professional development on the quality of teacher learning. <i>Teaching and Teacher Education</i> , <b>2019</b> , 81, 61-73	2.9	45
30	Connecting observations of student and teacher learning: an examination of dialogic processes in Lesson Study discussions in mathematics. <i>ZDM - International Journal on Mathematics Education</i> , <b>2016</b> , 48, 555-569	2	43

29	Dissonance in Student Learning Patterns: When to revise theory?. <i>Studies in Higher Education</i> , <b>2003</b> , 28, 49-61	2.6	37
28	Assessing orientations to learning to teach. <i>British Journal of Educational Psychology</i> , <b>2002</b> , 72, 41-64	3.2	31
27	Dissonance in students' regulation of learning processes. <i>European Journal of Psychology of Education</i> , <b>2000</b> , 15, 75-89	2.3	30
26	Regulating approaches to learning: Testing learning strategy convergences across a year at university. <i>British Journal of Educational Psychology</i> , <b>2018</b> , 88, 21-41	3.2	30
25	The nature of student teachers' regulation of learning in teacher education. <i>British Journal of Educational Psychology</i> , <b>2012</b> , 82, 469-91	3.2	25
24	Knowledge Construction in Learning to Teach: The role of dynamic sources. <i>Teachers and Teaching: Theory and Practice</i> , <b>2003</b> , 9, 157-173	2	24
23	Empirical evidence of the impact of lesson study on students' achievement, teachers' professional learning and on institutional and system evolution. <i>European Journal of Education</i> , <b>2019</b> , 54, 202-217	1.4	22
22	Deliberate practice in teacher education. <i>European Journal of Teacher Education</i> , <b>2014</b> , 37, 18-34	4.2	20
21	Learning Styles and Self-Regulation of Learning at University: An Indonesian Study. <i>Asia Pacific Journal of Education</i> , <b>1999</b> , 19, 45-59	1	20
20	Students' development in self-regulated learning in postgraduate professional education: a longitudinal study. <i>Studies in Higher Education</i> , <b>2014</b> , 39, 1116-1138	2.6	19
19	Relations between student teachers' learning patterns and their concrete learning activities. <i>Studies in Educational Evaluation</i> , <b>2013</b> , 39, 56-65	2	19
18	The role of pupil voice as a trigger for teacher learning in Lesson Study professional groups. <i>Cambridge Journal of Education</i> , <b>2019</b> , 49, 435-455	1.7	19
17	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> , <b>2014</b> , 30, 155-162	3.1	18
16	University students' epistemic profiles, conceptions of learning, and academic performance. <i>Higher Education</i> , <b>2021</b> , 81, 775-793	3	13
15	Measuring students' self-regulated learning in professional education: bridging the gap between event and aptitude measurements. <i>Quality and Quantity</i> , <b>2016</b> , 50, 2141-2164	2.4	12
14	Building the foundations for measuring learning gain in higher education: a conceptual framework and measurement instrument. <i>Higher Education Pedagogies</i> , <b>2018</b> , 3, 266-301	1.2	12
13	A cross-cultural analysis of the patterns of learning and academic performance of Spanish and Latin-American undergraduates. <i>Studies in Higher Education</i> , <b>2015</b> , 40, 278-295	2.6	11
12	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> , <b>2014</b> , 36, 1871-1901	2.2	11

11	The developmental trajectory of perceived self-regulation, personal interest, and general achievement throughout high school: a longitudinal study. <i>British Journal of Educational Psychology</i> , <b>2013</b> , 83, 252-66	3.2	10
10	Domain-Specific Expertise of Chemistry Teachers on Context-Based Education About Macro-Micro Thinking in Structure-Property Relations. <i>Research in Science Education</i> , <b>2012</b> , 42, 567-588	1.5	9
9	A Knowledge Base for Teaching Biology Situated in the Context of Genetic Testing. <i>International Journal of Science Education</i> , <b>2011</b> , 33, 2037-2067	2.2	7
8	Regulating collaboration in teacher education. <i>Research Papers in Education</i> , <b>2014</b> , 29, 69-92	1.6	5
7	Surveys and Retrospective Self-reports to Measure Strategies and Strategic Processing <b>2020</b> , 259-274		5
6	Teacher-student negotiations during context-based chemistry reform: A case study. <i>Journal of Research in Science Teaching</i> , <b>2019</b> , 56, 797-820	3.4	5
5	Students' learning patterns and learning spaces in higher education: an empirical investigation in China. <i>Higher Education Research and Development</i> , <b>2021</b> , 40, 868-883	1.9	5
4	Strategies to support teachers' professional development regarding sense-making in context-based science curricula. <i>Science Education</i> , <b>2021</b> , 105, 127-165	4.3	5
3	Professional learning, organisational change and clinical leadership development outcomes. <i>Medical Education</i> , <b>2021</b> , 55, 252-265	3.7	4
2	Longitudinal Changes of Deep and Surface Learning in a Constructivist Pharmacy Curriculum. <i>Pharmacy (Basel, Switzerland)</i> , <b>2020</b> , 8,	2	3
1	A comparative study of learning patterns of secondary school, high school and college students. <i>Studies in Educational Evaluation</i> , <b>2021</b> , 68, 100958	2	2