

Jan D Vermunt

List of Publications by Year in Descending Order

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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 | Students' learning patterns and learning spaces in higher education: an empirical investigation in China. <i>Higher Education Research and Development</i> , 2021 , 40, 868-883 | 1.9 | 5 |
| 45 | University students' epistemic profiles, conceptions of learning, and academic performance. <i>Higher Education</i> , 2021 , 81, 775-793 | 3 | 13 |
| 44 | Professional learning, organisational change and clinical leadership development outcomes. <i>Medical Education</i> , 2021 , 55, 252-265 | 3.7 | 4 |
| 43 | Strategies to support teachers' professional development regarding sense-making in context-based science curricula. <i>Science Education</i> , 2021 , 105, 127-165 | 4.3 | 5 |
| 42 | A comparative study of learning patterns of secondary school, high school and college students. <i>Studies in Educational Evaluation</i> , 2021 , 68, 100958 | 2 | 2 |
| 41 | Longitudinal Changes of Deep and Surface Learning in a Constructivist Pharmacy Curriculum. <i>Pharmacy (Basel, Switzerland)</i> , 2020 , 8, | 2 | 3 |
| 40 | Surveys and Retrospective Self-reports to Measure Strategies and Strategic Processing 2020 , 259-274 | | 5 |
| 39 | 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> , 2019 , 54, 202-217 | 1.4 | 22 |
| 38 | The impact of Lesson Study professional development on the quality of teacher learning. <i>Teaching and Teacher Education</i> , 2019 , 81, 61-73 | 2.9 | 45 |
| 37 | Teacher-student negotiations during context-based chemistry reform: A case study. <i>Journal of Research in Science Teaching</i> , 2019 , 56, 797-820 | 3.4 | 5 |
| 36 | The role of pupil voice as a trigger for teacher learning in Lesson Study professional groups. <i>Cambridge Journal of Education</i> , 2019 , 49, 435-455 | 1.7 | 19 |
| 35 | Regulating approaches to learning: Testing learning strategy convergences across a year at university. <i>British Journal of Educational Psychology</i> , 2018 , 88, 21-41 | 3.2 | 30 |
| 34 | Building the foundations for measuring learning gain in higher education: a conceptual framework and measurement instrument. <i>Higher Education Pedagogies</i> , 2018 , 3, 266-301 | 1.2 | 12 |
| 33 | A Learning Patterns Perspective on Student Learning in Higher Education: State of the Art and Moving Forward. <i>Educational Psychology Review</i> , 2017 , 29, 269-299 | 7.1 | 107 |
| 32 | Teacher learning in the context of Lesson Study: A video-based analysis of teacher discussions. <i>Teaching and Teacher Education</i> , 2017 , 61, 211-224 | 2.9 | 49 |
| 31 | Measuring students' self-regulated learning in professional education: bridging the gap between event and aptitude measurements. <i>Quality and Quantity</i> , 2016 , 50, 2141-2164 | 2.4 | 12 |
| 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> , 2016 , 48, 555-569 | 2 | 43 |

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| 29 | A cross-cultural analysis of the patterns of learning and academic performance of Spanish and Latin-American undergraduates. <i>Studies in Higher Education</i> , 2015 , 40, 278-295 | 2.6 | 11 |
| 28 | 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 | 3.1 | 18 |
| 27 | Regulating collaboration in teacher education. <i>Research Papers in Education</i> , 2014 , 29, 69-92 | 1.6 | 5 |
| 26 | Students' development in self-regulated learning in postgraduate professional education: a longitudinal study. <i>Studies in Higher Education</i> , 2014 , 39, 1116-1138 | 2.6 | 19 |
| 25 | Deliberate practice in teacher education. <i>European Journal of Teacher Education</i> , 2014 , 37, 18-34 | 4.2 | 20 |
| 24 | 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 | 2.2 | 11 |
| 23 | Relations between student teachers' learning patterns and their concrete learning activities. <i>Studies in Educational Evaluation</i> , 2013 , 39, 56-65 | 2 | 19 |
| 22 | 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> , 2013 , 83, 252-66 | 3.2 | 10 |
| 21 | The nature of student teachers' regulation of learning in teacher education. <i>British Journal of Educational Psychology</i> , 2012 , 82, 469-91 | 3.2 | 25 |
| 20 | A cross-cultural comparison of student learning patterns in higher education. <i>Higher Education</i> , 2012 , 64, 299-316 | 3 | 59 |
| 19 | Domain-Specific Expertise of Chemistry Teachers on Context-Based Education About Macro/Micro Thinking in Structure/Property Relations. <i>Research in Science Education</i> , 2012 , 42, 567-588 | 1.5 | 9 |
| 18 | Patterns in teacher learning in different phases of the professional career. <i>Learning and Individual Differences</i> , 2011 , 21, 294-302 | 3.1 | 140 |
| 17 | Fostering meaning-oriented learning and deliberate practice in teacher education. <i>Teaching and Teacher Education</i> , 2011 , 27, 1120-1130 | 2.9 | 54 |
| 16 | A Knowledge Base for Teaching Biology Situated in the Context of Genetic Testing. <i>International Journal of Science Education</i> , 2011 , 33, 2037-2067 | 2.2 | 7 |
| 15 | Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers. <i>Learning and Instruction</i> , 2010 , 20, 533-548 | 5.8 | 255 |
| 14 | Relations between student learning patterns and personal and contextual factors and academic performance. <i>Higher Education</i> , 2005 , 49, 205-234 | 3 | 192 |
| 13 | Patterns in Student Learning: Relationships Between Learning Strategies, Conceptions of Learning, and Learning Orientations. <i>Educational Psychology Review</i> , 2004 , 16, 359-384 | 7.1 | 317 |
| 12 | Orienting teaching toward the learning process. <i>Academic Medicine</i> , 2004 , 79, 219-28 | 3.9 | 128 |

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| 11 | Dissonance in Student Learning Patterns: When to revise theory?. <i>Studies in Higher Education</i> , 2003 , 28, 49-61 | 2.6 | 37 |
| 10 | Knowledge Construction in Learning to Teach: The role of dynamic sources. <i>Teachers and Teaching: Theory and Practice</i> , 2003 , 9, 157-173 | 2 | 24 |
| 9 | Assessing orientations to learning to teach. <i>British Journal of Educational Psychology</i> , 2002 , 72, 41-64 | 3.2 | 31 |
| 8 | Individual differences in learning to teach: relating cognition, regulation and affect. <i>Learning and Instruction</i> , 2001 , 11, 133-156 | 5.8 | 85 |
| 7 | Dissonance in students' regulation of learning processes. <i>European Journal of Psychology of Education</i> , 2000 , 15, 75-89 | 2.3 | 30 |
| 6 | Learning Styles and Self-Regulation of Learning at University: An Indonesian Study. <i>Asia Pacific Journal of Education</i> , 1999 , 19, 45-59 | 1 | 20 |
| 5 | Consistency and variability of learning strategies in different university courses. <i>Higher Education</i> , 1999 , 37, 1-21 | 3 | 95 |
| 4 | A longitudinal perspective on learning strategies in higher education - different view-points towards development. <i>British Journal of Educational Psychology</i> , 1999 , 69, 221-242 | 3.2 | 82 |
| 3 | Congruence and friction between learning and teaching. <i>Learning and Instruction</i> , 1999 , 9, 257-280 | 5.8 | 437 |
| 2 | The regulation of constructive learning processes. <i>British Journal of Educational Psychology</i> , 1998 , 68, 149-171 | 3.2 | 294 |
| 1 | Process-oriented instruction in learning and thinking strategies. <i>European Journal of Psychology of Education</i> , 1995 , 10, 325-349 | 2.3 | 69 |