

Martin Valcke

List of Publications by Year in descending order

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Version: 2024-02-01

258
papers

10,147
citations

41344

49
h-index

45317

90
g-index

266
all docs

266
docs citations

266
times ranked

6655
citing authors

#	ARTICLE	IF	CITATIONS
1	Content analysis schemes to analyze transcripts of online asynchronous discussion groups: A review. <i>Computers and Education</i> , 2006, 46, 6-28.	8.3	583
2	Student teachers' thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. <i>Computers and Education</i> , 2010, 54, 103-112.	8.3	519
3	The impact of primary school teachers' educational beliefs on the classroom use of computers. <i>Computers and Education</i> , 2008, 51, 1499-1509.	8.3	402
4	Students' perceptions about the use of video games in the classroom. <i>Computers and Education</i> , 2010, 54, 1145-1156.	8.3	357
5	Internet parenting styles and the impact on Internet use of primary school children. <i>Computers and Education</i> , 2010, 55, 454-464.	8.3	296
6	The impact of a flipped classroom design on learning performance in higher education: Looking for the best "blend" of lectures and guiding questions with feedback. <i>Computers and Education</i> , 2017, 107, 113-126.	8.3	289
7	Academic self-efficacy and academic self-concept: Reconsidering structural relationships. <i>Learning and Individual Differences</i> , 2009, 19, 499-505.	2.7	272
8	ICT integration in the classroom: Challenging the potential of a school policy. <i>Computers and Education</i> , 2008, 51, 212-223.	8.3	235
9	Collaborative learning in asynchronous discussion groups: What about the impact on cognitive processing?. <i>Computers in Human Behavior</i> , 2005, 21, 957-975.	8.5	229
10	Acceptance of game-based learning by secondary school teachers. <i>Computers and Education</i> , 2013, 67, 21-35.	8.3	218
11	Explaining different types of computer use among primary school teachers. <i>European Journal of Psychology of Education</i> , 2004, 19, 407-422.	2.6	210
12	Fostering knowledge construction in university students through asynchronous discussion groups. <i>Computers and Education</i> , 2006, 46, 349-370.	8.3	194
13	A multidimensional approach to determinants of computer use in primary education: teacher and school characteristics. <i>Journal of Computer Assisted Learning</i> , 2008, 24, 494-506.	5.1	185
14	Exploring the link between teachers' educational belief profiles and different types of computer use in the classroom. <i>Computers in Human Behavior</i> , 2008, 24, 2541-2553.	8.5	157
15	Curricula and the use of ICT in education: Two worlds apart?. <i>British Journal of Educational Technology</i> , 2007, 38, 962-976.	6.3	148
16	Teachers and their implementation of differentiated instruction in the classroom. <i>Teaching and Teacher Education</i> , 2017, 67, 291-301.	3.2	136
17	How effective are self- and peer assessment of oral presentation skills compared with teachers' assessments?. <i>Active Learning in Higher Education</i> , 2012, 13, 129-142.	5.4	134
18	Predicting ICT integration into classroom teaching in Chinese primary schools: exploring the complex interplay of teacher-related variables. <i>Journal of Computer Assisted Learning</i> , 2011, 27, 160-172.	5.1	123

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19	Roles as a structuring tool in online discussion groups: The differential impact of different roles on social knowledge construction. <i>Computers in Human Behavior</i> , 2010, 26, 516-523.	8.5	119
20	Long-term study of safe Internet use of young children. <i>Computers and Education</i> , 2011, 57, 1292-1305.	8.3	110
21	Factors confounding the assessment of reflection: a critical review. <i>BMC Medical Education</i> , 2011, 11, 104.	2.4	109
22	The impact of an innovative instructional intervention on the acquisition of oral presentation skills in higher education. <i>Computers and Education</i> , 2009, 53, 112-120.	8.3	95
23	Towards a typology of computer use in primary education. <i>Journal of Computer Assisted Learning</i> , 2007, 23, 197-206.	5.1	94
24	Scripting by assigning roles: Does it improve knowledge construction in asynchronous discussion groups?. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2007, 2, 225-246.	3.0	94
25	Researching instructional use and the technology acceptance of learning management systems by secondary school teachers. <i>Computers and Education</i> , 2012, 58, 688-696.	8.3	94
26	Applying multilevel modelling to content analysis data: Methodological issues in the study of role assignment in asynchronous discussion groups. <i>Learning and Instruction</i> , 2007, 17, 436-447.	3.2	92
27	The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. <i>Educational Management Administration and Leadership</i> , 2017, 45, 959-977.	3.8	90
28	Structuring asynchronous discussion groups: the impact of role assignment and self-assessment on students' levels of knowledge construction through social negotiation. <i>Journal of Computer Assisted Learning</i> , 2009, 25, 177-188.	5.1	86
29	The Impact of Role Assignment on Knowledge Construction in Asynchronous Discussion Groups. <i>Small Group Research</i> , 2005, 36, 704-745.	2.7	83
30	Parental acceptance of digital game-based learning. <i>Computers and Education</i> , 2011, 57, 1434-1444.	8.3	83
31	Knowledge and willingness to teach cardiopulmonary resuscitation: A survey amongst 4273 teachers. <i>Resuscitation</i> , 2013, 84, 496-500.	3.0	81
32	Exploring the potential impact of reciprocal peer tutoring on higher education students' metacognitive knowledge and regulation. <i>Instructional Science</i> , 2012, 40, 559-588.	2.0	80
33	Analysis of radiology education in undergraduate medical doctors training in Europe. <i>European Journal of Radiology</i> , 2011, 78, 309-318.	2.6	77
34	Blending asynchronous discussion groups and peer tutoring in higher education: An exploratory study of online peer tutoring behaviour. <i>Computers and Education</i> , 2008, 50, 207-223.	8.3	73
35	Judgments of self-perceived academic competence and their differential impact on students' achievement motivation, learning approach, and academic performance. <i>European Journal of Psychology of Education</i> , 2010, 25, 519-536.	2.6	73
36	Primary school children's safe and unsafe use of the Internet at home and at school: An exploratory study. <i>Computers in Human Behavior</i> , 2007, 23, 2838-2850.	8.5	71

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37	A cross-cultural study of teacher perspectives on teacher roles and adoption of online collaborative learning in higher education. <i>European Journal of Teacher Education</i> , 2010, 33, 147-165.	3.7	71
38	Information and communication technologies in higher education: evidence-based practices in medical education. <i>Medical Teacher</i> , 2006, 28, 40-48.	1.8	67
39	Multimedia learning in social sciences: limitations of external graphical representations. <i>Computers in Human Behavior</i> , 2005, 21, 555-573.	8.5	66
40	Gamification through leaderboards: An empirical study in engineering education. <i>Computer Applications in Engineering Education</i> , 2019, 27, 777-788.	3.4	64
41	Mapping the Learning Styles "Jungle": An overview of the literature based on citation analysis. <i>Educational Psychology</i> , 2004, 24, 445-464.	2.7	60
42	Learning in asynchronous discussion groups: a multilevel approach to study the influence of student, group and task characteristics. <i>Behaviour and Information Technology</i> , 2007, 26, 55-71.	4.0	60
43	A cross-cultural study of Chinese and Flemish university students: Do they differ in learning conceptions and approaches to learning?. <i>Learning and Individual Differences</i> , 2008, 18, 120-127.	2.7	60
44	Understanding structural and cultural school characteristics in relation to educational change: the case of ICT integration. <i>Educational Studies</i> , 2009, 35, 223-235.	2.4	60
45	Assessing collaboration in a wiki: The reliability of university students' peer assessment. <i>Internet and Higher Education</i> , 2011, 14, 201-206.	6.5	60
46	Evaluation of virtual microscopy in medical histology teaching. <i>Anatomical Sciences Education</i> , 2013, 6, 307-315.	3.7	60
47	The impact of goal orientation, self-reflection and personal characteristics on the acquisition of oral presentation skills. <i>European Journal of Psychology of Education</i> , 2009, 24, 293-306.	2.6	58
48	Scoring methods for multiple choice assessment in higher education "Is it still a matter of number right scoring or negative marking?". <i>Studies in Educational Evaluation</i> , 2013, 39, 188-193.	2.3	58
49	Cognitive load: updating the theory?. <i>Learning and Instruction</i> , 2002, 12, 147-154.	3.2	53
50	Student models of learning and their impact on study strategies. <i>Studies in Higher Education</i> , 2009, 34, 185-202.	4.5	53
51	Relationships between student cognitions and their effects on study strategies. <i>Learning and Individual Differences</i> , 2008, 18, 271-278.	2.7	52
52	Combining video instruction followed by voice feedback in a self-learning station for acquisition of Basic Life Support skills: A randomised non-inferiority trial. <i>Resuscitation</i> , 2011, 82, 896-901.	3.0	52
53	Exploring evolutions in reciprocal peer tutoring groups' socially shared metacognitive regulation and identifying its metacognitive correlates. <i>Learning and Instruction</i> , 2015, 38, 63-78.	3.2	52
54	Using school performance feedback: perceptions of primary school principals. <i>School Effectiveness and School Improvement</i> , 2010, 21, 167-188.	2.9	50

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55	Face-to-face, blended, flipped, or online learning environment? Impact on learning performance and student cognitions. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 397-411.	5.1	49
56	Investigating teachers' educational beliefs in Chinese primary schools: socioeconomic and geographical perspectives. <i>Asia-Pacific Journal of Teacher Education</i> , 2009, 37, 363-377.	1.9	48
57	Does Self-directedness in Learning and Careers Predict the Employability of Low-Qualified Employees?. <i>Vocations and Learning</i> , 2012, 5, 137-151.	1.9	48
58	Structuring Asynchronous Discussion Groups by Introducing Roles. <i>Small Group Research</i> , 2008, 39, 770-794.	2.7	47
59	The quadratic relationship between socioeconomic status and learning performance in China by multilevel analysis: Implications for policies to foster education equity. <i>International Journal of Educational Development</i> , 2012, 32, 412-422.	2.7	46
60	Are they ready to teach? Student teachers' readiness for the job with reference to teacher competence frameworks. <i>Journal of Education for Teaching</i> , 2017, 43, 151-170.	2.0	46
61	Assessment and feedback to facilitate self-directed learning in clinical practice of Midwifery students. <i>Medical Teacher</i> , 2010, 32, e263-e269.	1.8	45
62	ICT teacher training: Evaluation of the curriculum and training approach in Flanders. <i>Teaching and Teacher Education</i> , 2007, 23, 795-808.	3.2	43
63	The role of teacher behavior in adolescents' intrinsic reading motivation. <i>Reading and Writing</i> , 2014, 27, 1547-1565.	1.7	43
64	Players' perspectives on the positive impact of video games: A qualitative content analysis of online forum discussions. <i>New Media and Society</i> , 2016, 18, 1732-1749.	5.0	43
65	Impact on knowledge acquisition of the transition from a conventional to an integrated contextual medical curriculum. <i>Medical Education</i> , 2009, 43, 704-713.	2.1	42
66	A cross-cultural study of online collaborative learning. <i>Multicultural Education and Technology Journal</i> , 2009, 3, 33-46.	2.0	42
67	Using video-cases to assess student reflection: Development and validation of an instrument. <i>BMC Medical Education</i> , 2012, 12, 22.	2.4	41
68	Promoting university students' metacognitive regulation through peer learning: the potential of reciprocal peer tutoring. <i>Higher Education</i> , 2015, 70, 469-486.	4.4	40
69	Cross-age peer tutors in asynchronous discussion groups: Exploring the impact of three types of tutor training on patterns in tutor support and on tutor characteristics. <i>Computers and Education</i> , 2010, 54, 1167-1181.	8.3	39
70	Discussing Patient Management Online: The Impact of Roles on Knowledge Construction for Students Interning at the Paediatric Ward. <i>Advances in Health Sciences Education</i> , 2008, 13, 25-42.	3.3	37
71	Teachers' Beliefs and Self-Reported Use of Inquiry in Science Education in Public Primary Schools. <i>International Journal of Science Education</i> , 2013, 35, 1407-1423.	1.9	37
72	Tagging thinking types in asynchronous discussion groups: effects on critical thinking. <i>Interactive Learning Environments</i> , 2009, 17, 77-94.	6.4	36

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73	Supporting active cognitive processing in collaborative groups: The potential of Bloom's taxonomy as a labeling tool. <i>Internet and Higher Education</i> , 2009, 12, 165-172.	6.5	35
74	Integrating learning assessment and supervision in a competency framework for clinical workplace education. <i>Nurse Education Today</i> , 2015, 35, 341-346.	3.3	35
75	Uncovering a hidden professional agenda for teacher educators: A mixed method study on Flemish teacher educators and their professional development. <i>European Journal of Teacher Education</i> , 2018, 41, 86-104.	3.7	35
76	Interactive learning environments to support independent learning: The impact of discernability of embedded support devices. <i>Computers and Education</i> , 1997, 28, 185-197.	8.3	34
77	Clock Reading. <i>Journal of Learning Disabilities</i> , 2012, 45, 351-360.	2.2	34
78	Scaffolding reflective learning in clinical practice: A comparison of two types of reflective activities. <i>Medical Teacher</i> , 2014, 36, 602-607.	1.8	34
79	Impact of the transition from a conventional to an integrated contextual medical curriculum on students' learning patterns: A longitudinal study. <i>Medical Teacher</i> , 2009, 31, 433-441.	1.8	33
80	Re-engineering conventional university education: Implications for students' learning styles. <i>Distance Education</i> , 2000, 21, 361-384.	3.9	30
81	Towards an agenda for studying learning and instruction focusing on time-related competences in children. <i>Educational Studies</i> , 2009, 35, 481-492.	2.4	30
82	Mathematics learning difficulties in primary education: teachers' professional knowledge and the use of commercially available learning packages. <i>Educational Studies</i> , 2010, 36, 59-71.	2.4	30
83	The influence of competences and support on school performance feedback use. <i>Educational Studies</i> , 2011, 37, 141-154.	2.4	30
84	Structuring asynchronous discussion groups: Comparing scripting by assigning roles with regulation by cross-age peer tutors. <i>Learning and Instruction</i> , 2010, 20, 349-360.	3.2	29
85	Impact of three alternative consultation training formats on self-efficacy and consultation skills of medical students. <i>Medical Teacher</i> , 2012, 34, e500-e507.	1.8	29
86	Developing educational materials about risks on social network sites: a design based research approach. <i>Educational Technology Research and Development</i> , 2016, 64, 459-480.	2.8	29
87	The Influence of Social Background on Participation in Adult Education. <i>Adult Education Quarterly</i> , 2016, 66, 143-168.	1.5	29
88	The relationship between epistemological beliefs, learning conceptions, and approaches to study: a cross-cultural structural model?. <i>Asia Pacific Journal of Education</i> , 2008, 28, 411-423.	2.1	27
89	Taking Prospective Teachers' Beliefs into Account in Teacher Education. , 2010, , 622-628.		27
90	The differential impact of observational learning and practice-based learning on the development of oral presentation skills in higher education. <i>Higher Education Research and Development</i> , 2014, 33, 256-271.	2.9	27

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91	Preservice elementary school teachers'™ knowledge of fractions: a mirror of students'™ knowledge?. <i>Journal of Curriculum Studies</i> , 2014, 46, 138-161.	2.1	26
92	Repetitive sessions of formative self-testing to refresh CPR skills: A randomised non-inferiority trial. <i>Resuscitation</i> , 2014, 85, 1282-1286.	3.0	26
93	Examining evolutions in the adoption of metacognitive regulation in reciprocal peer tutoring groups. <i>Metacognition and Learning</i> , 2016, 11, 187-213.	2.7	26
94	The Use of Performance Indicators in a School Improvement Policy: The Theoretical and Empirical Context. <i>Evaluation and Research in Education</i> , 2004, 18, 102-119.	0.5	24
95	Does reflection have an effect upon case-solving abilities of undergraduate medical students?. <i>BMC Medical Education</i> , 2012, 12, 75.	2.4	24
96	Efficiency of short individualised CPR self-learning sessions with automated assessment and feedback. <i>Resuscitation</i> , 2013, 84, 1267-1273.	3.0	24
97	Teachers'™ views of mathematics textbook series in Flanders: Does it (not) matter which mathematics textbook series schools choose?. <i>Journal of Curriculum Studies</i> , 2013, 45, 322-353.	2.1	24
98	Socially shared metacognitive regulation during reciprocal peer tutoring: identifying its relationship with students'™ content processing and transactive discussions. <i>Instructional Science</i> , 2015, 43, 323-344.	2.0	24
99	Cultural differences in the perception of a social'€constructivist e'€learning environment. <i>British Journal of Educational Technology</i> , 2009, 40, 164-168.	6.3	23
100	Cross-age peer tutors in asynchronous discussion groups: A study of the evolution in tutor support. <i>Instructional Science</i> , 2009, 37, 87-105.	2.0	22
101	Relationship between reflection ability and clinical performance: A cross-sectional and retrospective-longitudinal correlational cohort study in midwifery. <i>Midwifery</i> , 2015, 31, 90-94.	2.3	22
102	Remote histology learning from static versus dynamic microscopic images. <i>Anatomical Sciences Education</i> , 2016, 9, 222-230.	3.7	22
103	The problem arena of researching computer supported collaborative learning: Introduction to the special section. <i>Computers and Education</i> , 2006, 46, 1-5.	8.3	21
104	Predictors of self'€directed learning for low'€qualified employees: a multi'€level analysis. <i>European Journal of Training and Development</i> , 2012, 36, 572-591.	2.2	21
105	The impact of graphic organisers on learning from presentations. <i>Technology, Pedagogy and Education</i> , 2013, 22, 283-301.	5.4	21
106	Variations in socially shared metacognitive regulation and their relation with university students'™ performance. <i>Metacognition and Learning</i> , 2020, 15, 233-259.	2.7	21
107	Impact of design thinking in higher education: a multi-actor perspective on problem solving and creativity. <i>International Journal of Technology and Design Education</i> , 2023, 33, 217-240.	2.6	21
108	The potential of the inventory of learning styles to study students' learning patterns in three types of medical curricula. <i>Medical Teacher</i> , 2008, 30, 863-869.	1.8	20

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109	Results of a survey by the European Society of Radiology (ESR): undergraduate radiology education in Europe— influences of a modern teaching approach. <i>Insights Into Imaging</i> , 2012, 3, 121-130.	3.4	20
110	Chinese students' perceptions of a collaborative e-learning environment and factors affecting their performance: implementing a Flemish e-learning course in a Chinese educational context. <i>Asia Pacific Education Review</i> , 2009, 10, 225-235.	2.5	19
111	Retraining basic life support skills using video, voice feedback or both: A randomised controlled trial. <i>Resuscitation</i> , 2013, 84, 72-77.	3.0	19
112	Double trouble: The developmental process of school bully-victims. <i>Children and Youth Services Review</i> , 2018, 91, 279-288.	1.9	19
113	Challenging science teachers' beliefs and practices through a video-case-based intervention in China's primary schools. <i>Asia-Pacific Journal of Teacher Education</i> , 2012, 40, 363-378.	1.9	18
114	How Safe Do Teenagers Behave on Facebook? An Observational Study. <i>PLoS ONE</i> , 2014, 9, e104036.	2.5	18
115	Eliciting Reciprocal Peer-Tutoring Groups' Metacognitive Regulation Through Structuring and Problematizing Scaffolds. <i>Journal of Experimental Education</i> , 2016, 84, 804-828.	2.6	18
116	The design and implementation of learning paths in a learning management system. <i>Interactive Learning Environments</i> , 2016, 24, 1076-1096.	6.4	18
117	Do teachers leave the profession or move to another school when they don't fit?. <i>Educational Review</i> , 2017, 69, 411-434.	3.7	18
118	Studying thought processes of online peer tutors through stimulated-recall interviews. <i>Higher Education</i> , 2010, 59, 645-661.	4.4	17
119	Acquiring basic life support skills in a self-learning station. <i>European Journal of Emergency Medicine</i> , 2013, 20, 315-321.	1.1	17
120	Developing and validating a competence framework for secondary mathematics student teachers through a Delphi method. <i>Journal of Education for Teaching</i> , 0, , 1-17.	2.0	17
121	Identifying regulation profiles during computer-supported collaborative learning and examining their relation with students' performance, motivation, and self-efficacy for learning. <i>Computers and Education</i> , 2022, 179, 104421.	8.3	17
122	Training to deeper compression depth reduces shallow compressions after six months in a manikin model. <i>Resuscitation</i> , 2011, 82, 1323-1327.	3.0	16
123	Differential impact of unguided versus guided use of a multimedia introduction to equine obstetrics in veterinary education. <i>Computers and Education</i> , 2012, 58, 1076-1084.	8.3	16
124	Exploring the educational beliefs of primary education student teachers in the Chinese context. <i>Asia Pacific Education Review</i> , 2012, 13, 417-425.	2.5	16
125	Can I Trust You?. <i>International Journal of Information Technology Project Management</i> , 2012, 3, 15-35.	0.5	16
126	Awareness and willingness to perform CPR: a survey amongst Flemish schoolchildren, teachers and principals. <i>Acta Clinica Belgica</i> , 2019, 74, 297-316.	1.2	16

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127	Flemish primary teachers'™ use of school performance feedback and the relationship with school characteristics. <i>Educational Research</i> , 2012, 54, 431-449.	1.8	15
128	Studying Self-efficacy Beliefs in Medical Education. <i>Procedia, Social and Behavioral Sciences</i> , 2013, 93, 1311-1314.	0.5	15
129	CURRICULUM SEQUENCING AND THE ACQUISITION OF CLOCK-READING SKILLS AMONG CHINESE AND FLEMISH CHILDREN. <i>International Journal of Science and Mathematics Education</i> , 2013, 11, 761-785.	2.5	15
130	Development of Surgical Competence in Veterinary Students Using a Flipped Classroom Approach. <i>Journal of Veterinary Medical Education</i> , 2021, 48, 281-288.	0.6	15
131	Functions, use and effects of embedded support devices in printed distance learning materials. <i>Learning and Instruction</i> , 1996, 6, 77-93.	3.2	14
132	The quality and impact of computer supported collaborative learning (CSCL) in radiology case-based learning. <i>European Journal of Radiology</i> , 2011, 78, 353-362.	2.6	14
133	Efficacy of a self-learning station for basic life support refresher training in a hospital. <i>European Journal of Emergency Medicine</i> , 2012, 19, 214-219.	1.1	14
134	A measurement of student teachers'™ parent'™ teacher communication competences: the design of a video-based instrument. <i>Journal of Education for Teaching</i> , 2018, 44, 333-352.	2.0	14
135	From Supply Driven to Demand Driven Education. <i>Computers in Human Services</i> , 1994, 10, 31-53.	0.6	13
136	Development and Evaluation of a New Occupational Medicine Teaching Module to Advance Self-Efficacy and Knowledge Among Medical Students. <i>Journal of Occupational and Environmental Medicine</i> , 2013, 55, 1276-1280.	1.7	13
137	The impact of computer supported collaborative learning on internship outcomes of pharmacy students. <i>Interactive Learning Environments</i> , 2008, 16, 131-141.	6.4	12
138	Educational Packages about the Risks on Social Network Sites: State of the Art. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 112, 603-612.	0.5	12
139	Feedback: an important key in the online environment of a flipped classroom setting. <i>Interactive Learning Environments</i> , 2023, 31, 924-937.	6.4	12
140	Bridging the theory-practice gap in teacher education: The design and construction of simulation-based learning environments. , 2019, , 263-280.		12
141	LEARNING ECONOMICS IN HIGHER EDUCATION: AN INVESTIGATION CONCERNING THE QUALITY AND IMPACT OF EXPERTISE. <i>Higher Education in Europe</i> , 1991, 16, 123-136.	0.6	11
142	Cross-age peer tutors in asynchronous discussion groups: studying the impact of tutors labelling their interventions. <i>Journal of Computer Assisted Learning</i> , 2008, 24, 462-473.	5.1	11
143	Radiological clerkships as a critical curriculum component in radiology education. <i>European Journal of Radiology</i> , 2011, 78, 342-348.	2.6	11
144	A novel Medical Achievement Self-efficacy Scale (MASS): A valid and reliable tool. <i>Medical Teacher</i> , 2013, 35, 575-580.	1.8	11

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145	A framework to facilitate self-directed learning, assessment and supervision in midwifery practice: A qualitative study of supervisors's perceptions. <i>Nurse Education in Practice</i> , 2014, 14, 441-446.	2.6	11
146	Automated testing combined with automated retraining to improve CPR skill level in emergency nurses. <i>Nurse Education in Practice</i> , 2015, 15, 212-217.	2.6	11
147	Decreasing Risky Behavior on Social Network Sites: The Impact of Parental Involvement in Secondary Education Interventions. <i>Journal of Primary Prevention</i> , 2016, 37, 247-261.	1.6	11
148	Leadership and decision-making practices in public versus private universities in Pakistan. <i>Asia Pacific Education Review</i> , 2016, 17, 147-159.	2.5	11
149	The functions of shared metacognitive regulation and their differential relation with collaborative learners' understanding of the learning content. <i>Learning and Instruction</i> , 2022, 77, 101527.	3.2	11
150	The Perceived long-term impact of the radiological curriculum innovation in the medical doctors training at Ghent University. <i>European Journal of Radiology</i> , 2011, 78, 326-333.	2.6	10
151	Assessing basic life support skills without an instructor: is it possible?. <i>BMC Medical Education</i> , 2012, 12, 58.	2.4	10
152	An interactive learning and course development environment: Context, theoretical and empirical considerations. <i>Distance Education</i> , 1997, 18, 7-23.	3.9	9
153	Workplace learning in midwifery education in Flanders (Belgium). <i>Midwifery</i> , 2016, 33, 24-27.	2.3	9
154	Human Resource Architectures for New Teachers in Flemish Primary Education. <i>Educational Management Administration and Leadership</i> , 2016, 44, 970-995.	3.8	9
155	Variables Affecting Secondary School Students' Willingness to Eat Genetically Modified Food Crops. <i>Research in Science Education</i> , 2018, 48, 597-618.	2.3	9
156	Principals' configuration of a bundle of human resource practices. Does it make a difference for the relationship between teachers' fit, job satisfaction and intention to move to another school?. <i>Educational Management Administration and Leadership</i> , 2018, 46, 820-840.	3.8	9
157	Exploring the Effectiveness of Video-Vignettes to Develop Mathematics Student Teachers' Feedback Competence. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2018, 14, .	1.3	9
158	Differentiated Instruction in Primary Schools: Implementation and Challenges in Indonesia. , 2016, 72, .		9
159	A Systematic Review of Financial Literacy Research in Latin America and The Caribbean. <i>Sustainability</i> , 2022, 14, 3814.	3.2	9
160	From <i>Counter-Strike</i> to <i>Counter-Statement</i>: using Burke's pentad as a tool for analysing video games. <i>Digital Creativity</i> , 2011, 22, 91-102.	1.6	8
161	A Study to Analyze the Teacher's Perceptions About the Adoption of Collaborative Learning in Post-graduate Classes of IUB. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 46, 3056-3059.	0.5	8
162	The effects of autonomy gap in personnel policy, principal leadership and teachers' self-efficacy on their organizational commitment. <i>Asia Pacific Education Review</i> , 2016, 17, 339-353.	2.5	8

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163	Gaps in Medical Students' Competencies to Deal With Intimate Partner Violence in Key Mozambican Medical Schools. <i>Frontiers in Public Health</i> , 2019, 7, 204.	2.7	8
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