

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	Feedback: an important key in the online environment of a flipped classroom setting. Interactive Learning Environments, 2023, 31, 924-937.	6.4	12
2	Impact of design thinking in higher education: a multi-actor perspective on problem solving and creativity. International Journal of Technology and Design Education, 2023, 33, 217-240.	2.6	21
3	The Impact of School Strategies and the Home Environment on Home Learning Experiences During the COVID-19 Pandemic in Children With and Without Developmental Disorders. Journal of Autism and Developmental Disorders, 2023, 53, 1642-1672.	2.7	6
4	Care competencies in adolescents: Development of a new measure and relationships with well-being. Current Psychology, 2022, 41, 713-726.	2.8	3
5	The functions of shared metacognitive regulation and their differential relation with collaborative learners' understanding of the learning content. Learning and Instruction, 2022, 77, 101527.	3.2	11
6	Development of an integrated competency framework for postgraduate paediatric training: a Delphi study. European Journal of Pediatrics, 2022, 181, 637-646.	2.7	2
7	Identifying regulation profiles during computer-supported collaborative learning and examining their relation with students' performance, motivation, and self-efficacy for learning. Computers and Education, 2022, 179, 104421.	8.3	17
8	A Systematic Review of Financial Literacy Research in Latin America and The Caribbean. Sustainability, 2022, 14, 3814.	3.2	9
9	MEASURING INSTRUCTIONAL QUALITY AND EXPLORING FACTORS RELATED TO MATHEMATICS PERFORMANCE: TWO-LEVEL ANALYSIS ACROSS COUNTRIES. INTED Proceedings, 2022, , .	0.0	0
10	Fostering Teamwork through Design Thinking: Evidence from a Multi-Actor Perspective. Education Sciences, 2022, 12, 279.	2.6	6
11	An online Delphi study to investigate the completeness of the CanMEDS Roles and the relevance, formulation, and measurability of their key competencies within eight healthcare disciplines in Flanders. BMC Medical Education, 2022, 22, 260.	2.4	7
12	Impact of alternative designs of multimedia elaboration on learning outcomes: Towards personalized learning of Software Engineering.. , 2022, , .		0
13	Does School-Level Instructional Quality Matter for School Mathematics Performance? Comparing Teacher Data across Seven Countries. Sustainability, 2022, 14, 5267.	3.2	2
14	Design and Evaluation among Young Adults of a Financial Literacy Scale Focused on Key Financial Decisions. Education Sciences, 2022, 12, 460.	2.6	2
15	A SCOPING REVIEW OF INTERCULTURAL COMPETENCE IN PRESERVICE TEACHER EDUCATION. EDULEARN Proceedings, 2022, , .	0.0	0
16	Development of Surgical Competence in Veterinary Students Using a Flipped Classroom Approach. Journal of Veterinary Medical Education, 2021, 48, 281-288.	0.6	15
17	Can failure be prevented? Using longitudinal data to identify at-risk students upon entering secondary school. British Educational Research Journal, 2021, 47, 205-225.	2.5	6
18	Are Secondary Mathematics Student Teachers Ready for the Profession? A Multi-actor Perspective on Mathematics Student Teachers' Mastery of Related Competences. Advances in Intelligent Systems and Computing, 2021, , 3-10.	0.6	2

#	ARTICLE	IF	CITATIONS
19	Exploring the consideration of university teachers'™ basic psychological needs in the design of professional development initiatives. <i>Journal of Higher Education Policy and Management</i> , 2021, 43, 315-329.	2.3	0
20	Research-based learning in a transversal Entrepreneurship and Innovation undergraduate course. <i>Studies in Higher Education</i> , 2021, 46, 690-703.	4.5	2
21	Developing Academic Leaders: Evaluation of a Leadership Development Intervention in Higher Education. <i>SAGE Open</i> , 2021, 11, 215824402199181.	1.7	6
22	EVALUATING THE FACTOR STRUCTURE AND MEASUREMENT INVARIANCE OF INSTRUCTIONAL QUALITY IN MATHEMATICS EDUCATION ACROSS COUNTRIES. , 2021, , .		0
23	ACCEPTANCE OF IMMERSIVE VIRTUAL REALITY IN SECONDARY EDUCATION TEACHERS. AN EXPLORATIVE STUDY OF PERCEPTIONS FROM TEACHERS, IT-STAFF, PRINCIPALS AND TEACHERS' TRAINERS. <i>INTED Proceedings</i> , 2021, , .	0.0	2
24	Pedagogical content knowledge: A systematic review of Chinese language pronunciation teaching in the CFL context. <i>Foreign Language Annals</i> , 2021, 54, 525-557.	1.0	7
25	Examining the relation between students'™ active engagement in shared metacognitive regulation and individual learner characteristics. <i>International Journal of Educational Research</i> , 2021, 110, 101892.	2.2	5
26	Exploring teachers'™ competence in immediately intervening in school bullying: developing a valid intervening process. <i>Journal of Psychologists and Counsellors in Schools</i> , 2021, 31, 15-35.	0.8	0
27	How much do young professionals know about the Ecuadorian capital market?. , 2021, , .		0
28	Teachers'™ cognitions and handling strategies regarding bully-victims. <i>Research Papers in Education</i> , 2020, 35, 249-265.	3.0	3
29	Perspectives of Ecuadorean teachers and students on the importance of addressing comprehensive sexuality education. <i>Sex Education</i> , 2020, 20, 202-216.	2.0	2
30	Collaborative learning groups'™ adoption of shared metacognitive regulation: examining the impact of structuring versus reflection-provoking support and its relation with group performance. <i>European Journal of Psychology of Education</i> , 2020, , 1.	2.6	3
31	Perceptions of midwifery students, mentors, and supervisors on the use of clinical teaching portfolio in Rwanda. <i>Journal of Nursing Education and Practice</i> , 2020, 10, 52.	0.2	3
32	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
33	MAPPING IMPACT OF DESIGN THINKING IN TEAMWORK, PROBLEM-SOLVING AND CREATIVITY. <i>Proceedings of the Design Society DESIGN Conference</i> , 2020, 1, 1715-1724.	0.8	1
34	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
35	Pre-service teachers as designers in the context of advertising literacy education. <i>Educational Design Research</i> , 2020, 3, .	0.2	1
36	Medical Curricula on Intimate Partner Violence in Mozambique. <i>Acta Medica Portuguesa</i> , 2020, 33, 22.	0.4	4

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37	KEY INFLUENCING VARIABLES IN DEVELOPING ENGLISH LANGUAGE LISTENING SKILLS IN CHINA. , 2020, , .		0
38	Awareness and willingness to perform CPR: a survey amongst Flemish schoolchildren, teachers and principals. Acta Clinica Belgica, 2019, 74, 297-316.	1.2	16
39	Improving student midwivesâ€™ workplace learning by moving from self- to co-regulated learning!. Women and Birth, 2019, 32, e384-e390.	2.0	4
40	Gaps in Medical Students' Competencies to Deal With Intimate Partner Violence in Key Mozambican Medical Schools. Frontiers in Public Health, 2019, 7, 204.	2.7	8
41	Beyond academics: Dropout prevention summer school programs in the transition to secondary education. International Journal of Educational Development, 2019, 70, 102087.	2.7	7
42	Gamification through leaderboards: An empirical study in engineering education. Computer Applications in Engineering Education, 2019, 27, 777-788.	3.4	64
43	Professional development initiatives for university teachers: Variables that influence the transfer of learning to the workplace. Innovations in Education and Teaching International, 2019, 56, 352-362.	2.5	8
44	Student teachers' cognitions to integrate comprehensive sexuality education into their future teaching practices in Ecuador. Teaching and Teacher Education, 2019, 79, 38-47.	3.2	5
45	The relationship between principalsâ€™ configuration of a bundle of HR practices for new teachers and teachersâ€™ personâ€“organisation fit. International Journal of Human Resource Management, 2019, 30, 835-855.	5.3	5
46	Bridging the theory-practice gap in teacher education: The design and construction of simulation-based learning environments. , 2019, , 263-280.		12
47	Factors Associated with Reading Comprehension of Secondary School Students. Educational Sciences: Theory and Practice, 2019, 19, 34-47.	2.6	5
48	Well Informed Farmers and Consumers are Positive About Gm Crops in Europe and Africa. Afrika Focus, 2019, 32, 49-56.	0.2	1
49	The (mis)match between sexuality education programs in school and the expectations of Ecuadorian adolescents. Maskana, 2019, 10, 21-31.	0.2	0
50	Variables Affecting Secondary School Studentsâ€™ Willingness to Eat Genetically Modified Food Crops. Research in Science Education, 2018, 48, 597-618.	2.3	9
51	Principalsâ€™ configuration of a bundle of human resource practices. Does it make a difference for the relationship between teachersâ€™ fit, job satisfaction and intention to move to another school?. Educational Management Administration and Leadership, 2018, 46, 820-840.	3.8	9
52	Young peopleâ€™s expressed needs for Comprehensive Sexuality Education in Ecuadorian schools. Sex Education, 2018, 18, 14-31.	2.0	4
53	Uncovering a hidden professional agenda for teacher educators: A mixed method study on Flemish teacher educators and their professional development. European Journal of Teacher Education, 2018, 41, 86-104.	3.7	35
54	A measurement of student teachersâ€™ parentâ€“teacher communication competences: the design of a video-based instrument. Journal of Education for Teaching, 2018, 44, 333-352.	2.0	14

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55	Double trouble: The developmental process of school bully-victims. <i>Children and Youth Services Review</i> , 2018, 91, 279-288.	1.9	19
56	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
57	DESIGN THINKING IN HIGHER EDUCATION: A SCOPING REVIEW. , 2018, , .		4
58	Continuing midwifery education beyond graduation: Student midwives' awareness of continuous professional development. <i>Nurse Education in Practice</i> , 2017, 24, 118-122.	2.6	5
59	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
60	Teachers and their implementation of differentiated instruction in the classroom. <i>Teaching and Teacher Education</i> , 2017, 67, 291-301.	3.2	136
61	A Delphi study to validate competency-based criteria to assess undergraduate midwifery students' competencies in the maternity ward. <i>Midwifery</i> , 2017, 53, 1-8.	2.3	7
62	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
63	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
64	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
65	Is collaborative learners'™ adoption of metacognitive regulation related to students'™ content processing strategies and the level of transactivity in their peer discussions?. <i>European Journal of Psychology of Education</i> , 2017, 32, 617-642.	2.6	6
66	Typologies of Didactical Strategies and Teachers'™ Pedagogical Beliefs: A Theoretical Review. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2017, 13, .	1.3	2
67	THE DEVELOPMENT OF KNOWLEDGE TESTS WHEN STUDYING ACADEMIC TEXTS IN HIGHER EDUCATION. <i>EDULEARN Proceedings</i> , 2017, , .	0.0	1
68	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
69	Workplace learning in midwifery education in Flanders (Belgium). <i>Midwifery</i> , 2016, 33, 24-27.	2.3	9
70	Linking educational leadership styles to the HR architecture for new teachers in primary education. <i>SpringerPlus</i> , 2016, 5, 1754.	1.2	1
71	Eliciting Reciprocal Peer-Tutoring Groups'™ Metacognitive Regulation Through Structuring and Problematising Scaffolds. <i>Journal of Experimental Education</i> , 2016, 84, 804-828.	2.6	18
72	Human Resource Architectures for New Teachers in Flemish Primary Education. <i>Educational Management Administration and Leadership</i> , 2016, 44, 970-995.	3.8	9

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73	Changing Unsafe Behaviour on Social Network Sites. Collaborative Learning vs. Individual Reflection. , 2016, , 211-226.		3
74	Differential impact of learning path based versus conventional instruction in science education. Computers and Education, 2016, 99, 53-67.	8.3	6
75	Remote histology learning from static versus dynamic microscopic images. Anatomical Sciences Education, 2016, 9, 222-230.	3.7	22
76	Playersâ€™ perspectives on the positive impact of video games: A qualitative content analysis of online forum discussions. New Media and Society, 2016, 18, 1732-1749.	5.0	43
77	The design and implementation of learning paths in a learning management system. Interactive Learning Environments, 2016, 24, 1076-1096.	6.4	18
78	Developing educational materials about risks on social network sites: a design based research approach. Educational Technology Research and Development, 2016, 64, 459-480.	2.8	29
79	The Influence of Social Background on Participation in Adult Education. Adult Education Quarterly, 2016, 66, 143-168.	1.5	29
80	Decreasing Risky Behavior on Social Network Sites: The Impact of Parental Involvement in Secondary Education Interventions. Journal of Primary Prevention, 2016, 37, 247-261.	1.6	11
81	Leadership and decision-making practices in public versus private universities in Pakistan. Asia Pacific Education Review, 2016, 17, 147-159.	2.5	11
82	Examining evolutions in the adoption of metacognitive regulation in reciprocal peer tutoring groups. Metacognition and Learning, 2016, 11, 187-213.	2.7	26
83	SECONDARY SCHOOL TEACHING IN PAKISTAN: THE INTERRELATIONSHIP OF DIDACTICAL STRATEGIES WITH PEDAGOGICAL AND SELF-EFFICACY BELIEFS. , 2016, 72, .		1
84	Differentiated Instruction in Primary Schools: Implementation and Challenges in Indonesia. , 2016, 72, .		9
85	Leadership development, a rough road to travel: Evaluation of an academic leadership training intervention program. , 2016, 72, .		1
86	The critical state of initial teacher education (ITE) in Pakistan: need for urgent reforms. , 2016, 72, .		0
87	Can parentsâ€™ homework assigned compensate for disadvantaged studentsâ€™ learning achievement in Mainland China?. International Journal of Research Studies in Education, 2016, 5, .	0.1	0
88	How to Organize Continuous Workplace Learning in Clinical Practice?. Journal of Community & Public Health Nursing, 2015, 1, .	0.0	0
89	Integrating learning assessment and supervision in a competency framework for clinical workplace education. Nurse Education Today, 2015, 35, 341-346.	3.3	35
90	Socially shared metacognitive regulation during reciprocal peer tutoring: identifying its relationship with studentsâ€™ content processing and transactive discussions. Instructional Science, 2015, 43, 323-344.	2.0	24

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91	Promoting university students's metacognitive regulation through peer learning: the potential of reciprocal peer tutoring. <i>Higher Education</i> , 2015, 70, 469-486.	4.4	40
92	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
93	Diversity in school performance feedback systems. <i>School Effectiveness and School Improvement</i> , 2015, 26, 612-638.	2.9	5
94	Teaching Fractions in Elementary School. <i>Elementary School Journal</i> , 2015, 116, 49-75.	1.4	2
95	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
96	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
97	How Safe Do Teenagers Behave on Facebook? An Observational Study. <i>PLoS ONE</i> , 2014, 9, e104036.	2.5	18
98	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
99	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
100	Differences between Flemish and Chinese primary students's mastery of basic arithmetic operations. <i>Educational Psychology</i> , 2014, 34, 818-837.	2.7	7
101	Preservice elementary school teachers's knowledge of fractions: a mirror of students's knowledge?. <i>Journal of Curriculum Studies</i> , 2014, 46, 138-161.	2.1	26
102	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
103	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
104	Involving Parents in School Programs about Safety on Social Network Sites. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 112, 428-436.	0.5	7
105	A Holistic Model to Infer Mathematics Performance: The Interrelated Impact of Student, Family and School Context Variables. <i>Scandinavian Journal of Educational Research</i> , 2014, 58, 1-20.	1.7	7
106	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
107	The role of teacher behavior in adolescents's intrinsic reading motivation. <i>Reading and Writing</i> , 2014, 27, 1547-1565.	1.7	43
108	Representing time intervals in a two-dimensional space: An empirical study. <i>Journal of Visual Languages and Computing</i> , 2014, 25, 466-480.	1.8	7

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109	Does teacher-centered teaching contribute to students' performance in primary school? A video analysis in Mainland China. <i>International Journal of Research Studies in Education</i> , 2014, 3, .	0.1	7
110	Efficiency of short individualised CPR self-learning sessions with automated assessment and feedback. <i>Resuscitation</i> , 2013, 84, 1267-1273.	3.0	24
111	Acceptance of game-based learning by secondary school teachers. <i>Computers and Education</i> , 2013, 67, 21-35.	8.3	218
112	A novel Medical Achievement Self-efficacy Scale (MASS): A valid and reliable tool. <i>Medical Teacher</i> , 2013, 35, 575-580.	1.8	11
113	Automated assessments with feedback for improving CPR skills: A randomised non-inferiority trial. <i>Resuscitation</i> , 2013, 84, S45.	3.0	0
114	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
115	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
116	Studying Self-efficacy Beliefs in Medical Education. <i>Procedia, Social and Behavioral Sciences</i> , 2013, 93, 1311-1314.	0.5	15
117	Knowledge and willingness to teach cardiopulmonary resuscitation: A survey amongst 4273 teachers. <i>Resuscitation</i> , 2013, 84, 496-500.	3.0	81
118	The impact of graphic organisers on learning from presentations. <i>Technology, Pedagogy and Education</i> , 2013, 22, 283-301.	5.4	21
119	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
120	The Mind's Eye on Personal Profiles: A Cognitive Perspective on Profile Elements that Inform Initial Trustworthiness Assessments and Social Awareness in Virtual Project Teams. <i>Computer Supported Cooperative Work</i> , 2013, 22, 159-179.	2.9	4
121	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
122	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
123	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
124	Acquiring basic life support skills in a self-learning station. <i>European Journal of Emergency Medicine</i> , 2013, 20, 315-321.	1.1	17
125	Evaluation of virtual microscopy in medical histology teaching. <i>Anatomical Sciences Education</i> , 2013, 6, 307-315.	3.7	60
126	Evidence-Based Teaching, Evidence-Based Teacher Education (Quality of Teachers and Quality of) Tj ETQq0 0,0 rgBT /Qverlock 10	0,4	3

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127	Improving Data Literacy in Schools: Lessons from the School Feedback Project. , 2013, , 113-134.		4
128	Impact of three alternative consultation training formats on self-efficacy and consultation skills of medical students. Medical Teacher, 2012, 34, e500-e507.	1.8	29
129	Efficacy of a self-learning station for basic life support refresher training in a hospital. European Journal of Emergency Medicine, 2012, 19, 214-219.	1.1	14
130	Clock Reading. Journal of Learning Disabilities, 2012, 45, 351-360.	2.2	34
131	Challenging science teachers' beliefs and practices through a video-case-based intervention in China's primary schools. Asia-Pacific Journal of Teacher Education, 2012, 40, 363-378.	1.9	18
132	Predictors of self-directed learning for low-qualified employees: a multi-level analysis. European Journal of Training and Development, 2012, 36, 572-591.	2.2	21
133	Knowledge and willingness to teach cardiopulmonary resuscitation: a survey amongst 4273 teachers. Resuscitation, 2012, 83, e22.	3.0	0
134	A Study to Analyze the Teacher's Perceptions About the Adoption of Collaborative Learning in Post-graduate Classes of IUB. Procedia, Social and Behavioral Sciences, 2012, 46, 3056-3059.	0.5	8
135	Rapid improvement of Basic Life Support skills in emergency department nurses using a test-train-test approach in a mobile self-learning station. Resuscitation, 2012, 83, e21.	3.0	0
136	Retention of Basic Life Support skills after multiple short training sessions followed by assessment and feedback in a self-learning station. Resuscitation, 2012, 83, e22.	3.0	1
137	Studies claiming efficacy of CPR training interventions: Which skills should be assessed and how should data be reported to allow comparison?. Resuscitation, 2012, 83, e217.	3.0	6
138	Fostering University Students'™ Metacognitive Regulation Through Peer Tutoring. Procedia, Social and Behavioral Sciences, 2012, 69, 1594-1600.	0.5	4
139	A Qualitative Study of In-service Teachers'™ Evaluation Beliefs. Procedia, Social and Behavioral Sciences, 2012, 69, 1076-1085.	0.5	0
140	Flemish primary teachers'™ use of school performance feedback and the relationship with school characteristics. Educational Research, 2012, 54, 431-449.	1.8	15
141	Researching instructional use and the technology acceptance of learning management systems by secondary school teachers. Computers and Education, 2012, 58, 688-696.	8.3	94
142	Differential impact of unguided versus guided use of a multimedia introduction to equine obstetrics in veterinary education. Computers and Education, 2012, 58, 1076-1084.	8.3	16
143	Using video-cases to assess student reflection: Development and validation of an instrument. BMC Medical Education, 2012, 12, 22.	2.4	41
144	Assessing basic life support skills without an instructor: is it possible?. BMC Medical Education, 2012, 12, 58.	2.4	10

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145	Does reflection have an effect upon case-solving abilities of undergraduate medical students?. BMC Medical Education, 2012, 12, 75.	2.4	24
146	Training Nurses in a Self-Learning Station for Resuscitation: Factors Contributing to Success or Failure. Journal of Emergency Nursing, 2012, 38, 386-391.	1.0	3
147	How effective are self- and peer assessment of oral presentation skills compared with teachers'™ assessments?. Active Learning in Higher Education, 2012, 13, 129-142.	5.4	134
148	Exploring the educational beliefs of primary education student teachers in the Chinese context. Asia Pacific Education Review, 2012, 13, 417-425.	2.5	16
149	Can I Trust You?. International Journal of Information Technology Project Management, 2012, 3, 15-35.	0.5	16
150	Results of a survey by the European Society of Radiology (ESR): undergraduate radiology education in Europe's™ influences of a modern teaching approach. Insights Into Imaging, 2012, 3, 121-130.	3.4	20
151	Exploring the potential impact of reciprocal peer tutoring on higher education students'™ metacognitive knowledge and regulation. Instructional Science, 2012, 40, 559-588.	2.0	80
152	Does Self-directedness in Learning and Careers Predict the Employability of Low-Qualified Employees?. Vocations and Learning, 2012, 5, 137-151.	1.9	48
153	The quadratic relationship between socioeconomic status and learning performance in China by multilevel analysis: Implications for policies to foster education equity. International Journal of Educational Development, 2012, 32, 412-422.	2.7	46
154	Parental acceptance of digital game-based learning. Computers and Education, 2011, 57, 1434-1444.	8.3	83
155	Long-term study of safe Internet use of young children. Computers and Education, 2011, 57, 1292-1305.	8.3	110
156	The Perceived long-term impact of the radiological curriculum innovation in the medical doctors training at Ghent University. European Journal of Radiology, 2011, 78, 326-333.	2.6	10
157	Radiological clerkships as a critical curriculum component in radiology education. European Journal of Radiology, 2011, 78, 342-348.	2.6	11
158	Analysis of radiology education in undergraduate medical doctors training in Europe. European Journal of Radiology, 2011, 78, 309-318.	2.6	77
159	The quality and impact of computer supported collaborative learning (CSCL) in radiology case-based learning. European Journal of Radiology, 2011, 78, 353-362.	2.6	14
160	Training to deeper compression depth reduces shallow compressions after six months in a manikin model. Resuscitation, 2011, 82, 1323-1327.	3.0	16
161	The influence of competences and support on school performance feedback use. Educational Studies, 2011, 37, 141-154.	2.4	30
162	AS31 A randomised study to determine the optimal strategy to refresh basic life support skills in a self-learning station: A video, voice feedback or both?. Resuscitation, 2011, 82, S8.	3.0	0

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163	AP048 Video instruction without additional voice feedback exercises is insufficient for initial acquisition of basic life support skills in a self-learning station. <i>Resuscitation</i> , 2011, 82, S20.	3.0	0
164	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
165	Promoting a special learning environment for second language learning in a Chinese rural primary school. <i>Procedia, Social and Behavioral Sciences</i> , 2011, 12, 137-144.	0.5	3
166	Pre-Service Teachers Beliefs About Evaluation. <i>Procedia, Social and Behavioral Sciences</i> , 2011, 29, 1296-1304.	0.5	2
167	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
168	Factors confounding the assessment of reflection: a critical review. <i>BMC Medical Education</i> , 2011, 11, 104.	2.4	109
169	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
170	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
171	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
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