

Ellen P W A Jansen

List of Publications by Year in descending order

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Version: 2024-02-01

55
papers

1,520
citations

331670

21
h-index

361022

35
g-index

59
all docs

59
docs citations

59
times ranked

1157
citing authors

#	ARTICLE	IF	CITATIONS
1	Is the motivation to become a teacher related to pre-service teachers' intentions to remain in the profession?. <i>European Journal of Teacher Education</i> , 2010, 33, 185-200.	3.7	142
2	First-year university students' academic success: the importance of academic adjustment. <i>European Journal of Psychology of Education</i> , 2018, 33, 749-767.	2.6	108
3	Profiling teachers' continuing professional development and the relation with their beliefs about learning and teaching. <i>Teaching and Teacher Education</i> , 2013, 33, 78-89.	3.2	92
4	It's almost a mindset that teachers need to change: first-year students need to be inducted into time management. <i>Studies in Higher Education</i> , 2010, 35, 777-791.	4.5	84
5	Impact of degree program satisfaction on the persistence of college students. <i>Higher Education</i> , 2007, 54, 207-226.	4.4	83
6	The impact of social capital on self-efficacy and study success among first-year university students. <i>Learning and Individual Differences</i> , 2016, 52, 109-118.	2.7	64
7	Secondary school students' engagement profiles and their relationship with academic adjustment and achievement in university. <i>Learning and Individual Differences</i> , 2017, 54, 9-19.	2.7	59
8	How teachers' beliefs about learning and teaching relate to their continuing professional development. <i>Teachers and Teaching: Theory and Practice</i> , 2014, 20, 338-357.	1.9	58
9	Academic self-efficacy, growth mindsets, and university students' integration in academic and social support networks. <i>Learning and Individual Differences</i> , 2018, 62, 98-107.	2.7	54
10	The effect of the fit between secondary and university education on first-year student achievement. <i>Studies in Higher Education</i> , 2010, 35, 659-675.	4.5	53
11	Graduateness: an empirical examination of the formative function of university education. <i>Higher Education</i> , 2012, 64, 861-874.	4.4	50
12	Explaining Achievement in Higher Education. <i>Educational Research and Evaluation</i> , 2005, 11, 235-252.	1.6	46
13	The effect of secondary school study skills preparation on first-year university achievement. <i>Educational Studies</i> , 2010, 36, 569-580.	2.4	39
14	Effects of curriculum organisation on study progress in engineering studies. <i>Higher Education</i> , 2002, 43, 489-506.	4.4	38
15	Ready for university? A cross-national study of students' perceived preparedness for university. <i>Australian Educational Researcher</i> , 2012, 39, 1-16.	2.3	34
16	Predicting undergraduates' academic achievement: the role of the curriculum, time investment and self-regulated learning. <i>Studies in Higher Education</i> , 2013, 38, 1393-1406.	4.5	33
17	Emergent achievement segregation in freshmen learning community networks. <i>Higher Education</i> , 2018, 76, 483-500.	4.4	32
18	Students' perspective on the benefits of EFL literature education. <i>Language Learning Journal</i> , 2019, 47, 371-384.	2.5	32

#	ARTICLE	IF	CITATIONS
19	Educational productivity in higher education: An examination of part of the Walberg educational productivity model. <i>School Effectiveness and School Improvement</i> , 2007, 18, 45-65.	2.9	30
20	Teachers'™ beliefs and continuing professional development. <i>Journal of Educational Administration</i> , 2013, 51, 213-231.	1.5	24
21	The development of peer networks and academic performance in learning communities in higher education. <i>Learning and Instruction</i> , 2022, 80, 101603.	3.2	23
22	When will I succeed in my first-year diploma? Survival analysis in Dutch higher education. <i>Higher Education Research and Development</i> , 2009, 28, 99-114.	2.9	22
23	Exploring EFL literature approaches in Dutch secondary education. <i>Language, Culture and Curriculum</i> , 2016, 29, 169-188.	3.2	22
24	Beyond grades: developing knowledge sharing in learning communities as a graduate attribute. <i>Higher Education Research and Development</i> , 2019, 38, 219-234.	2.9	22
25	Explaining Academic Success in Engineering Degree Programs: Do Female and Male Students Differ?. <i>Journal of Engineering Education</i> , 2015, 104, 189-211.	3.0	21
26	Does the group matter? Effects of trust, cultural diversity, and group formation on engagement in group work in higher education. <i>Higher Education Research and Development</i> , 2022, 41, 511-526.	2.9	21
27	Intercultural group work in higher education: Costs and benefits from an expectancy-value theory perspective. <i>International Journal of Educational Research</i> , 2019, 93, 218-231.	2.2	20
28	Pre-service teacher research: a way to future-proof teachers?. <i>European Journal of Teacher Education</i> , 2023, 46, 435-455.	3.7	19
29	Student teachers'™ participation in learning activities and effective teaching behaviours. <i>European Journal of Teacher Education</i> , 2015, 38, 460-483.	3.7	15
30	A classroom observation tool for scaffolding reading comprehension. <i>System</i> , 2017, 65, 117-129.	3.4	15
31	Factors that contribute to secondary school students'™ self-efficacy in being a successful university student. <i>Research in Post-Compulsory Education</i> , 2017, 22, 535-555.	0.7	15
32	Global teaching competencies in primary education. <i>Compare</i> , 2023, 53, 37-54.	2.1	15
33	â€˜When They Struggle, I Cannot Sleep Well Either'™: Perceptions and Interactions Surrounding University Student and Teacher Well-Being. <i>Frontiers in Psychology</i> , 2020, 11, 578378.	2.1	14
34	The relationship between first-year achievement and the pedagogicalâ€didactical fit between secondary school and university. <i>Educational Studies</i> , 2011, 37, 557-568.	2.4	12
35	Readiness and expectations questionnaire: a cross-cultural measurement instrument for first-year university students. <i>Educational Assessment, Evaluation and Accountability</i> , 2013, 25, 115-130.	2.3	11
36	Early tracking or finally leaving? Determinants of early study success in first-year university students. <i>Research in Post-Compulsory Education</i> , 2016, 21, 376-393.	0.7	11

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37	Student teachers' beliefs about learning and teaching and their participation in career-long learning activities. <i>Journal of Education for Teaching</i> , 2014, 40, 344-358.	2.0	10
38	Determinants of timely completion: the impact of Bachelor's degree programme characteristics and student motivation on study progress. <i>Higher Education Research and Development</i> , 2013, 32, 479-492.	2.9	9
39	How first year students perceive the fit between secondary and university education: the effect of teaching approaches. <i>Effective Education</i> , 2009, 1, 135-150.	0.3	8
40	Connecting students and researchers: the secondary school student's voice in foreign language education research. <i>Cambridge Journal of Education</i> , 2020, 50, 429-449.	2.4	7
41	Cultural Intelligence and Openness to Experiences Pave the Way for Cognitive Engagement in Intercultural Group Work. <i>Journal of Studies in International Education</i> , 2023, 27, 277-297.	3.2	7
42	How is the approach to teaching at secondary school related to first-year university achievement?. <i>School Effectiveness and School Improvement</i> , 2011, 22, 351-370.	2.9	6
43	Towards gradueness: exploring academic intellectual development in university master's students. <i>Educational Research and Evaluation</i> , 2016, 22, 6-22.	1.6	6
44	Measuring interdisciplinary understanding in higher education. <i>European Journal of Higher Education</i> , 2023, 13, 429-447.	2.7	6
45	Dutch beginning teachers' intrinsic orientation for the profession: Measurement and consistency during the first year. <i>Studies in Educational Evaluation</i> , 2021, 70, 101059.	2.3	5
46	Through the Looking Glass: How the COVID-19 Pandemic Changed International Branch Campuses' Academic Experience and Home Campus Relationship. <i>Journal of Studies in International Education</i> , 2023, 27, 3-20.	3.2	5
47	"Our job is to deliver a good secondary school student, not a good university student." Secondary school teachers' beliefs and practices regarding university preparation. <i>International Journal of Educational Research</i> , 2018, 88, 9-19.	2.2	3
48	Workforce diversity in Kenyan public universities: an analysis of workforce representativeness and heterogeneity by employee gender and ethnic group. <i>Journal of Higher Education Policy and Management</i> , 2019, 41, 35-51.	2.3	3
49	Promoting University Students' Engagement in Intercultural Group Work: The Importance of Expectancy, Value, and Cost. <i>Research in Higher Education</i> , 0, , .	1.7	3
50	Curriculum Mapping: Integrating Multiple Perspectives on the Curriculum. <i>Curriculum and Teaching</i> , 2007, 22, 25-45.	0.2	2
51	Student motivation in Dutch secondary school EFL literature lessons. <i>Applied Linguistics Review</i> , 2022, 13, 573-596.	0.9	1
52	The influence of curriculum on master's students' perceived abilities in four domains of gradueness. <i>Research in Post-Compulsory Education</i> , 2016, 21, 214-228.	0.7	0
53	Longitudinal Peer Network Data in Higher Education. <i>Theory and Method in Higher Education Research</i> , 2018, , 145-162.	0.4	0
54	A Conceptual Framework for Understanding Variability in Student Perceptions. <i>Frontiers in Psychology</i> , 2021, 12, 725407.	2.1	0

#	ARTICLE	IF	CITATIONS
55	The relationship between intercultural teaching competence and school and classroom level characteristics. <i>Intercultural Education</i> , 0, , 1-18.	1.0	0