

Å,,li Leijen

List of Publications by Year in descending order

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Version: 2024-02-01

79
papers

1,291
citations

430874

18
h-index

434195

31
g-index

80
all docs

80
docs citations

80
times ranked

753
citing authors

#	ARTICLE	IF	CITATIONS
1	Streaming video to enhance students' reflection in dance education. <i>Computers and Education</i> , 2009, 52, 169-176.	8.3	132
2	Distinguishing Self-directed and Self-regulated Learning and Measuring them in the E-learning Context. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 112, 190-198.	0.5	112
3	How to determine the quality of students' reflections?. <i>Studies in Higher Education</i> , 2012, 37, 203-217.	4.5	87
4	TEACHER AGENCY FOLLOWING THE ECOLOGICAL MODEL: HOW IT IS ACHIEVED AND HOW IT COULD BE STRENGTHENED BY DIFFERENT TYPES OF REFLECTION. <i>British Journal of Educational Studies</i> , 2020, 68, 295-310.	1.3	70
5	Open learner models in supporting self-regulated learning in higher education: A systematic literature review. <i>Computers and Education</i> , 2020, 154, 103878.	8.3	64
6	Supporting reflection in technology-enhanced learning. <i>Educational Research Review</i> , 2014, 11, 45-55.	7.8	57
7	Teaching during COVID-19: The Decisions Made in Teaching. <i>Education Sciences</i> , 2021, 11, 47.	2.6	53
8	The Role of Programming Experience in ICT Students' Learning Motivation and Academic Achievement. <i>International Journal of Information and Education Technology</i> , 2016, 6, 331-337.	1.2	43
9	Designing Support for Reflection Activities in Tertiary Dance Education. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 45, 448-456.	0.5	34
10	Why did I drop out? Former students' recollections about their study process and factors related to leaving the doctoral studies. <i>Studies in Continuing Education</i> , 2016, 38, 129-144.	1.9	34
11	Tensions and the Teacher's Role in Student Teacher Identity Development in Primary and Subject Teacher Curricula. <i>Scandinavian Journal of Educational Research</i> , 2019, 63, 679-695.	1.7	33
12	Difficulties teachers report about students' reflection: lessons learned from dance education. <i>Teaching in Higher Education</i> , 2009, 14, 315-326.	2.6	32
13	Guided Reflection for Supporting the Development of Student Teachers' Practical Knowledge. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 112, 314-322.	0.5	29
14	Students' perspectives on e-learning and the use of a virtual learning environment in dance education. <i>Research in Dance Education</i> , 2008, 9, 147-162.	1.0	28
15	Does it have to be easy, useful, or do we need something else? STEM teachers' attitudes towards mobile device use in teaching. <i>Technology, Pedagogy and Education</i> , 2020, 29, 511-526.	5.4	28
16	All Roads Lead to Rome: Developmental Trajectories of Student Teachers' Professional and Personal Identity Development. <i>Journal of Constructivist Psychology</i> , 2013, 26, 104-114.	1.1	27
17	Supporting the Construction of Teacher's Practical Knowledge Through Different Interactive Formats of Oral Reflection and Written Reflection. <i>Scandinavian Journal of Educational Research</i> , 2017, 61, 600-615.	1.7	27
18	Pedagogy before technology: what should an ICT intervention facilitate in practical dance classes?. <i>Teaching in Higher Education</i> , 2008, 13, 219-231.	2.6	21

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19	The Dilemma of Inclusive Education: Inclusion for Some or Inclusion for All. <i>Frontiers in Psychology</i> , 2021, 12, 633066.	2.1	21
20	Supporting Self-Regulated Learning in Distance Learning Contexts at Higher Education Level: Systematic Literature Review. <i>Frontiers in Psychology</i> , 2021, 12, 792422.	2.1	21
21	Pedagogical practices of reflection in tertiary dance education. <i>European Physical Education Review</i> , 2008, 14, 223-241.	2.0	19
22	MODEL FOR GUIDING REFLECTION IN THE CONTEXT OF INQUIRY-BASED SCIENCE EDUCATION. <i>Journal of Baltic Science Education</i> , 2013, 12, 107-118.	1.0	19
23	Guided reflection procedure as a method to facilitate student teachers' perception of their teaching to support the construction of practical knowledge. <i>Teachers and Teaching: Theory and Practice</i> , 2020, 26, 166-192.	1.9	18
24	An Instrument for Measuring Students' Perceived Digital Competence According to the DIGCOMP Framework. <i>Lecture Notes in Computer Science</i> , 2016, , 233-244.	1.3	15
25	Teacher professional standards to support teacher quality and learning in Estonia. <i>European Journal of Education</i> , 2019, 54, 389-399.	2.8	14
26	Assessing student teachers' agency and using it for predicting commitment to teaching. <i>European Journal of Teacher Education</i> , 2022, 45, 600-616.	3.7	13
27	Pedagogies of Developing Teacher Identity. <i>Advances in Research on Teaching</i> , 2014, , 311-328.	0.2	11
28	Professional role expectations and related feelings when solving pedagogical dilemmas: a comparison of pre- and in-service teachers. <i>Teacher Development</i> , 2017, 21, 307-323.	0.7	11
29	The efficiency of prompts when supporting learner use of cognitive and metacognitive strategies. <i>Computer Assisted Language Learning</i> , 2019, 32, 1-16.	7.1	11
30	SUPERVISORS' CONCEPTIONS OF DOCTORAL STUDIES. <i>Trames</i> , 2013, 17, 401.	0.5	10
31	Why do Students Choose to Study Information and Communications Technology?. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 191, 2867-2872.	0.5	10
32	Doctoral Students' Research Stall. <i>SAGE Open</i> , 2016, 6, 215824401665911.	1.7	10
33	Cross-cultural Adaptation and Psychometric Properties of the Estonian Version of MSLQ. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 191, 597-604.	0.5	9
34	Dialogue for Bridging Student Teachers' Personal and Professional Identity. <i>Cultural Psychology of Education</i> , 2018, , 97-110.	0.2	9
35	How to Support the Development of Teachers' Practical Knowledge: Comparing Different Conditions. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 191, 1205-1212.	0.5	8
36	Supporting pre-service dance teachers' reflection with different reflection procedures. <i>Research in Dance Education</i> , 2016, 17, 176-188.	1.0	8

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37	How Can Advanced Technologies Support the Contemporary Learning Approach?. , 2018, , .		8
38	Student teachersâ€™ self-dialogues, peer dialogues, and supervisory dialogues in placement learning. European Journal of Teacher Education, 2019, 42, 539-556.	3.7	8
39	Teacher candidate learning of action-oriented knowledge from triggering incidents in teaching practice. Teachers and Teaching: Theory and Practice, 2019, 25, 536-552.	1.9	8
40	School leadersâ€™ vision is the strongest predictor of their attitudes towards inclusive education practice. International Journal of Inclusive Education, 0, , 1-17.	2.6	8
41	Designing and Implementing an In-Service Training Course for School Teams on Inclusive Education: Reflections from Participants. Education Sciences, 2021, 11, 166.	2.6	7
42	Adapting the SILL to measure Estonian learnersâ€™ language learning strategies: the development of an alternative model. Language Learning Journal, 2018, 46, 634-646.	2.5	6
43	Towards measuring teachersâ€™ general pedagogical knowledge â€“ A mixed method investigation of a pilot test. Studies in Educational Evaluation, 2020, 64, 100815.	2.3	6
44	School Effectiveness in Multilingual Education: A Review of Success Factors. Education Sciences, 2021, 11, 193.	2.6	6
45	Automated Feedback Is Nice and Human Presence Makes It Better: Teachersâ€™ Perceptions of Feedback by Means of an E-Portfolio Enhanced with Learning Analytics. Education Sciences, 2021, 11, 278.	2.6	6
46	Nutiseadmete kasutamise profiilid loodusainete ja matemaatika õppimise kontekstis. Estonian Journal of Education, 2017, 5, 99-129.	0.1	6
47	What constitutes teachersâ€™ general pedagogical knowledge and how it can be assessed: A literature review. Teachers and Teaching: Theory and Practice, 2022, 28, 206-225.	1.9	6
48	Õpetaja professionaalse rolli internaliseerimise hindamine õpetajakoolituse esmaõppe õpilaste hulgas. Estonian Journal of Education, 0, 1, 72-96.	0.1	5
49	Kaasava hariduse t�hendus ja t�husa rakendamise tegurid Eesti kontekstis: õpetajaid koolitavate v�i n�ustavate spetsialistide vaade. Estonian Journal of Education, 2020, 8, 48-71.	0.1	5
50	Cognitive and metacognitive strategies as predictors of language learning outcomes. Psihologija, 2018, 51, 489-505.	0.6	5
51	Developing Music Listening Skills Using Active Learning Methods in Secondary Education. Procedia, Social and Behavioral Sciences, 2012, 45, 206-215.	0.5	4
52	A Model for Supporting Studentsâ€™ Reflection in Tertiary Music Education. Procedia, Social and Behavioral Sciences, 2014, 112, 199-208.	0.5	4
53	Design and Evaluation of a Smart Device Science Lesson to Improve Studentsâ€™ Inquiry Skills. Lecture Notes in Computer Science, 2017, , 23-32.	1.3	4
54	Digital Learning Diary as a Tool for Enhancing EFL Learners' Metacognitive Reflection. , 2019, , .		4

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55	Identifying teachersâ€™ general pedagogical knowledge: A video stimulated recall study. Educational Studies, 2023, 49, 588-613.	2.4	4
56	TO STAY OR NOT TO STAY: AN EMPIRICAL MODEL FOR PREDICTING TEACHER PERSISTENCE. British Journal of Educational Studies, 2022, 70, 693-717.	1.3	4
57	Acknowledging Practice: The Applications of Streaming Audio and Video for Tertiary Music and Dance Education. , 2009, , .		3
58	The Simulated Acculturation Model in the FOUNTAINS-Game. Simulation and Gaming, 2015, 46, 98-112.	1.9	3
59	Complex Problem Solving as a Construct of Inquiry, Computational Thinking and Mathematical Problem Solving. , 2019, , .		3
60	Decision Making through the Angle of the Ecological Model of Agency. , 2020, , .		3
61	Measuring pre-service teachersâ€™ general pedagogical knowledgeâ€”What are the results telling?. New Trends and Issues Proceedings on Humanities and Social Sciences, 2019, 6, 135-144.	0.1	3
62	Perspectives for Defining Student Teacher Performance-Based Teaching Skills Indicators to Provide Formative Feedback through Learning Analytics. Creative Education, 2015, 06, 914-926.	0.4	3
63	Does Group Size Affect Studentsâ€™ Inquiry and Collaboration in Using Computer-Based Asymmetric Collaborative Simulations?. Lecture Notes in Computer Science, 2019, , 143-154.	1.3	3
64	Perception of Professional Identity Among the Violin Teachers of Estonian Music Schools. Procedia, Social and Behavioral Sciences, 2015, 191, 1728-1734.	0.5	1
65	Written or video diary-which one to prefer in teacher education and why?. , 2020, , .		1
66	LÄbilÄvikeline Ä¼leevaade Ä¼liÄppilaste hinnangutest Tartu Äelikooli Äpetajakoolituse Äppekavade sidususele 2014.â€”2018. aastal. Estonian Journal of Education, 2020, 8, 100-127.	0.1	1
67	Factorial structure of SILL revisited: adaptation of SILL for Estonian EFL learners. Eesti Rakenduslingvistika Uhingu Aastaraamat, 0, 11, 241.	0.0	1
68	Inglise keele kui vÄurkeele Äppijate Äpistrateegiad ja nende mÄju Äpitulemustele. Estonian Journal of Education, 2016, 4, 279-308.	0.1	1
69	Haridusliku mÄngu mÄju osalejate akultuuratsioonihoiakutele. Estonian Journal of Education, 2016, 4, 223-248.	0.1	1
70	Enhancing Schoolsâ€™ Development Activities on Inclusive Education Through In-service Training Course for School Teams: A Case Study. Frontiers in Psychology, 2022, 13, .	2.1	1
71	Video-based collaborative learning: a pedagogical model and instructional design tool emerging from an international multiple case study. European Journal of Teacher Education, 0, , 1-25.	3.7	1
72	EessÄuna. Estonian Journal of Education, 2013, 1, 1-7.	0.1	0

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73	Developing Tools For Supporting Music Instrument Studies: Model For Reflection. European Journal of Social & Behavioural Sciences, 2013, 6, 429-443.	0.5	0
74	Developing Language Learning Strategies in a Personal Learning Environment: Pilot Study. Lecture Notes in Computer Science, 2014, , 66-76.	1.3	0
75	MuusikaÄ¼liÄ¼pilaste refleksiooni toetamine pilliÄ¼ppes. Estonian Journal of Education, 2014, 2, 148-175.	0.1	0
76	LÄbi raskuste tÄhtede poole: doktoritÄrÄde juhendajate kraadiÄ¼pingute kogemused ja nende seosed juhendamispäktikaga. Estonian Journal of Education, 2014, 2, 79-115.	0.1	0
77	Kognitiivsete ja metakognitiivsete Ä¼pistrateegiate toetamine tehnoloogiaga tÄ¼hustatud keeleÄ¼ppes. Estonian Journal of Education, 2015, 3, 130-155.	0.1	0
78	SupervisorsÄ¼™ experiences with e-portfolio in pre-service teacher education. , 0, , .		0
79	Student TeachersÄ¼™ Perceptions About an E-portfolio Enriched with Learning Analytics. Communications in Computer and Information Science, 2017, , 39-46.	0.5	0