

Anders JÃ¶nsson

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3952389/publications.pdf>

Version: 2024-02-01

31
papers

2,211
citations

840585

11
h-index

552653

26
g-index

31
all docs

31
docs citations

31
times ranked

1527
citing authors

#	ARTICLE	IF	CITATIONS
1	The use of scoring rubrics: Reliability, validity and educational consequences. Educational Research Review, 2007, 2, 130-144.	4.1	743
2	The use of scoring rubrics for formative assessment purposes revisited: A review. Educational Research Review, 2013, 9, 129-144.	4.1	424
3	Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. Educational Research Review, 2017, 22, 74-98.	4.1	308
4	Facilitating productive use of feedback in higher education. Active Learning in Higher Education, 2013, 14, 63-76.	3.5	240
5	Rubrics as a way of providing transparency in assessment. Assessment and Evaluation in Higher Education, 2014, 39, 840-852.	3.9	92
6	Scaffolding Self-Regulated Learning Through Self-Assessment and Peer Assessment: Guidelines for Classroom Implementation. The Enabling Power of Assessment, 2016, , 311-326.	0.5	88
7	A critical review of the arguments against the use of rubrics. Educational Research Review, 2020, 30, 100329.	4.1	52
8	Evaluating a large-scale implementation of Assessment for Learning in Sweden. Assessment in Education, 2015, 22, 104-121.	0.7	34
9	Relational competence in teacher education. Concept analysis and report from a pilot study. Teacher Development, 2019, 23, 264-283.	0.4	32
10	The Use and Design of Rubrics to Support Assessment for Learning. The Enabling Power of Assessment, 2017, , 99-111.	0.5	29
11	â€œI'll Never Forget Thisâ€ Evaluating a Pilot Workshop in Effective Communication for Dental Students. Journal of Dental Education, 2012, 76, 1311-1316.	0.7	25
12	Providing Formative Peer Feedback. , 0, , 409-431.		23
13	Facilitating Studentsâ€™ Active Engagement with Feedback. , 0, , 531-553.		20
14	The use of transparency in the â€œInteractive examinationâ€ for student teachers. Assessment in Education, 2010, 17, 183-197.	0.7	11
15	Meeting the Needs of Low-Achieving Students in Sweden: An Interview Study. Frontiers in Education, 2018, 3, .	1.2	9
16	Editorial: Transparency in Assessmentâ€”Exploring the Influence of Explicit Assessment Criteria. Frontiers in Education, 2019, 3, .	1.2	9
17	Pre-Service Special Educatorsâ€™ Understandings of Relational Competence. Frontiers in Education, 2021, 6, .	1.2	8
18	Estimating the quality of performance assessments: The case of an â€œinteractive examinationâ€ for teacher competencies. Learning Environments Research, 2009, 12, 225-241.	1.8	7

#	ARTICLE	IF	CITATIONS
19	Increased Explicitness of Assessment Criteria: Effects on Student Motivation and Performance. <i>Frontiers in Education</i> , 2018, 3, .	1.2	7
20	“It means everything”: special educators’ perceptions of relationships and relational competence. <i>European Journal of Special Needs Education</i> , 2021, 36, 671-685.	1.5	7
21	Analytic or holistic? A study about how to increase the agreement in teachers’ grading. <i>Assessment in Education</i> , 2021, 28, 212-227.	0.7	7
22	Student performance on argumentation task in the Swedish National Assessment in science. <i>International Journal of Science Education</i> , 2016, 38, 1825-1840.	1.0	6
23	Scaffolding or simplifying: students’ perception of support in Swedish compulsory school. <i>European Journal of Psychology of Education</i> , 2021, 36, 1055-1074.	1.3	6
24	The ambiguous influence of high-stakes testing on science teaching in Sweden. <i>International Journal of Science Education</i> , 2019, 41, 1926-1943.	1.0	5
25	An upgrade of the MalmÅŕ model by implementing case-based teaching and learning, in an undergraduate dental education. <i>European Journal of Dental Education</i> , 2020, 25, 649-656.	1.0	5
26	Assessing Teacher Competency During Practicum. , 2011, , 169-186.		5
27	Definitions of Formative Assessment Need to Make a Distinction Between a Psychometric Understanding of Assessment and “Evaluative Judgment”. <i>Frontiers in Education</i> , 2020, 5, .	1.2	4
28	Learning to See New Things: Using Criteria to Support Pre-service Teachers' Discernment in the Context of Teachers' Relational Work. <i>Frontiers in Education</i> , 2018, 3, .	1.2	3
29	Complement or Contamination: A Study of the Validity of Multiple-Choice Items when Assessing Reasoning Skills in Physics. <i>Frontiers in Education</i> , 2017, 2, .	1.2	2
30	Relationen mellan L�rars intentioner och deras respons till elever. <i>Educare - Vetenskapliga Skrifter</i> , 2021, , 81-113.	0.1	0
31	Perceptions of Assessment: An Interview Study of Participants’ Perceptions of Being Assessed in Swedish Adult Education Colleges. <i>Frontiers in Education</i> , 2022, 7, .	1.2	0