Peter Van Petegem

List of Publications by Year
in descending order

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163 papers	4,293 citations	94269 37 h-index	168136 53 g-index
171 all docs	171 docs citations	171 times ranked	2983 citing authors

#	Article	IF	Citations
1	The impact of instructional development in higher education: The state-of-the-art of the research. Educational Research Review, 2010, 5, 25-49.	4.1	225
2	Integrated STEM Education: A Systematic Review of Instructional Practices in Secondary Education. European Journal of STEM Education, 2018, 3, .	0.7	211
3	The Effect of Flemish Ecoâ€Schools on Student Environmental Knowledge, Attitudes, and Affect. International Journal of Science Education, 2011, 33, 1513-1538.	1.0	122
4	Academics in the field of Education for Sustainable Development: Their conceptions of sustainable development. Journal of Cleaner Production, 2018, 184, 321-332.	4.6	96
5	The environmental worldview of children: a crossâ€cultural perspective. Environmental Education Research, 2006, 12, 625-635.	1.6	94
6	Instructional development for teachers in higher education: impact on teaching approach. Higher Education, 2010, 60, 187-204.	2.8	70
7	DO SCHOOLS MAKE A DIFFERENCE IN THEIR STUDENTSâ€™ ENVIRONMENTAL ATTITUDES AND AWARENESS? EVIDENCE FROM PISA 2006. International Journal of Science and Mathematics Education, 2010, 8, 497-522.	1.5	68
8	MATCHING INTERNAL AND EXTERNAL EVALUATION IN AN ERA OF ACCOUNTABILITY AND SCHOOL DEVELOPMENT: LESSONS FROM A FLEMISH PERSPECTIVE. Studies in Educational Evaluation, 2007, 33, 101-119.	1.2	66
9	ICT in teacher education in an emerging developing country: Vietnamâ€™s baseline situation at the start of â€˜The Year of ICTâ€™. Computers and Education, 2011, 56, 974-982.	5.1	66
10	The Effectiveness of a Faculty Training Programme: Longâ€term and institutional impact. International Journal for Academic Development, 2007, 12, 99-109.	0.8	65
11	The networked instructor: The quality of networks in different stages of professional development. Teaching and Teacher Education, 2016, 59, 295-308.	1.6	65
12	Teachersâ€™ decision-making: Data based or intuition driven?. International Journal of Educational Research, 2017, 83, 75-83.	1.2	65
13	Designing Powerful Learning Environments in Education for Sustainable Development: A Conceptual Framework. Sustainability, 2019, 11, 5994.	1.6	65
14	Redefining action competence: The case of sustainable development. Journal of Environmental Education, 2020, 51, 292-305.	1.0	65
15	A cross-national perspective on youth environmental attitudes. The Environmentalist, 2010, 30, 133-144.	0.7	63
16	The interrelations between competences for sustainable development and research competences. International Journal of Sustainability in Higher Education, 2016, 17, 776-795.	1.6	62
17	Student-focused approaches to teaching in relation to context and teacher characteristics. Higher Education, 2008, 55, 255-267.	2.8	61
18	Studentsâ€™ engagement in different STEM learning environments: integrated STEM education as promising practice?. International Journal of Science Education, 2019, 41, 1387-1407.	1.0	61

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19	A Cross-Cultural Study of Environmental Values and Their Effect on the Environmental Behavior of Children. Environment and Behavior, 2013, 45, 551-583.	2.1	60
20	The effect of eco-schools on childrenâ€™s environmental values and behaviour. Journal of Biological Education, 2013, 47, 96-103.	0.8	56
21	NEW ASSESSMENT MODES WITHIN PROJECT-BASED EDUCATION - THE STAKEHOLDERS. Studies in Educational Evaluation, 2006, 32, 345-368.	1.2	55
22	Adolescentsâ€™ environmental worldview and personality: An explorative study. Journal of Environmental Psychology, 2011, 31, 109-117.	2.3	55
23	Strengthening networks: A social network intervention among higher education teachers. Learning and Instruction, 2018, 53, 34-49.	1.9	53
24	Differential use of learning strategies in firstâ€year higher education: The impact of personality, academic motivation, and teaching strategies. British Journal of Educational Psychology, 2013, 83, 238-251.	1.6	51
25	Using school performance feedback: perceptions of primary school principals. School Effectiveness and School Improvement, 2010, 21, 167-188.	1.4	50
26	How may teacher evaluation have an impact on professional development? A multilevel analysis. Teaching and Teacher Education, 2013, 36, 1-11.	1.6	50
27	Exploring the concept of sustainable development within education for sustainable development: implications for ESD research and practice. Environment, Development and Sustainability, 2019, 21, 1-10.	2.7	50
28	Know-who? Linking facultyâ€™s networks to stages of instructional development. Higher Education, 2015, 70, 807-826.	2.8	49
29	Educational leadership and pupil achievement: The choice of a valid conceptual model to test effectsin school effectiveness research. School Effectiveness and School Improvement, 2007, 18, 125-145.	1.4	48
30	The development of learning patterns of student teachers: a cross-sectional and longitudinal study. Higher Education, 2009, 57, 463-475.	2.8	48
31	Assessing studentsâ€™ development in learning approaches according to initial learning profiles: A person-oriented perspective. Studies in Educational Evaluation, 2013, 39, 33-40.	1.2	48
32	Profiling approaches to teaching in higher education: a cluster-analytic study. Studies in Higher Education, 2014, 39, 644-658.	2.9	48
33	Sustainability segmentation of business students: Toward self-regulated development of critical and interpretational competences in a post-truth era. Journal of Cleaner Production, 2018, 202, 561-570.	4.6	46
34	Students' Persistence and Academic Success in a First-Year Professional Bachelor Program: The Influence of Students' Learning Strategies and Academic Motivation. Education Research International, 2012, 2012, 1-10.	0.6	44
35	The development of students' motivation in the transition from secondary to higher education: A longitudinal study. Learning and Individual Differences, 2015, 39, 114-123.	1.5	44
36	Higher education for sustainable development in Flanders: balancing between normative and transformative approaches. Environmental Education Research, 2018, 24, 1284-1300.	1.6	44

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37	The directional links between studentsâ€™ academic motivation and social integration during the first year of higher education. European Journal of Psychology of Education, 2019, 34, 67-86.	1.3	43
38	The Role of Teachers' Expectations in the Association between Children's SES and Performance in Kindergarten: A Moderated Mediation Analysis. PLoS ONE, 2012, 7, e34502.	1.1	38
39	Longitudinal Measurement Invariance of Likert-Type Learning Strategy Scales. Journal of Psychoeducational Assessment, 2012, 30, 577-587.	0.9	36
40	Eco-school evaluation beyond labels: the impact of environmental policy, didactics and nature at school on student outcomes. Environmental Education Research, 2018, 24, 1250-1267.	1.6	36
41	Validity and reliability of portfolio assessment in preâ€service teacher education. Assessment and Evaluation in Higher Education, 2009, 34, 401-413.	3.9	35
42	Instructional development for teachers in higher education: effects on students' learning outcomes. Teaching in Higher Education, 2012, 17, 295-308.	1.7	35
43	Development and validation of a questionnaire measuring teachersâ€™ motivations for teaching in higher education. Higher Education, 2012, 64, 421-436.	2.8	35
44	Changing students' approaches to learning: a twoâ€year study within a university teacher training course. Educational Studies, 2009, 35, 503-513.	1.4	34
45	Attitudes towards school self-evaluation. Studies in Educational Evaluation, 2009, 35, 21-28.	1.2	34
46	Learning pattern development throughout higher education: A longitudinal study. Learning and Individual Differences, 2010, 20, 256-259.	1.5	34
47	Gender Differences in Environmental Values. Environment and Behavior, 2014, 46, 373-397.	2.1	34
48	Teacher educators' conceptions of learning to teach and related teaching strategies. Research Papers in Education, 2011, 26, 207-222.	1.7	33
49	Effective field trips in nature: the interplay between novelty and learning. Journal of Biological Education, 2019, 53, 21-33.	0.8	33
50	Implementing environmental education in preâ€service teacher training. Environmental Education Research, 2005, 11, 161-171.	1.6	32
51	Psychometric Evaluation of the Overexcitability Questionnaire-Two Applying Bayesian Structural Equation Modeling (BSEM) and Multiple-Group BSEM-Based Alignment with Approximate Measurement Invariance. Frontiers in Psychology, 2015, 6, 1963.	1.1	32
52	The influence of competences and support on school performance feedback use. Educational Studies, 2011, 37, 141-154.	1.4	30
53	Examining the Cross-Cultural Sensitivity of the Revised Two-Factor Study Process Questionnaire (R-SPQ-2F) and Validation of a Dutch Version. PLoS ONE, 2013, 8, e54099.	1.1	30
54	Teachersâ€™ Motivating Style and Studentsâ€™ Motivation and Engagement in STEM: the Relationship Between Three Key Educational Concepts. Research in Science Education, 2021, 51, 109-127.	1.4	29

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55	Using the dynamic model of educational effectiveness to design strategies and actions to face bullying. School Effectiveness and School Improvement, 2014, 25, 83-104.	1.4	27
56	Integration or transformation? Looking in the future of Information and Communication Technology in education in Vietnam. Evaluation and Program Planning, 2015, 48, 47-56.	0.9	27
57	The growth trend in learning strategies during the transition from secondary to higher education in Flanders. Higher Education, 2017, 73, 499-518.	2.8	27
58	The limits of programmed professional development on integration of information and communication technology in education. Australasian Journal of Educational Technology, 2012, 28, .	2.0	27
59	Data use by teachers: the impact of motivation, decision-making style, supportive relationships and reflective capacity. Educational Studies, 2016, 42, 36-53.	1.4	26
60	Modeling Change in Learning Strategies throughout Higher Education: A Multi-Indicator Latent Growth Perspective. PLoS ONE, 2013, 8, e67854.	1.1	26
61	Approaches to teaching in higher education: Validation of a Dutch version of the Approaches to Teaching Inventory. Learning Environments Research, 2010, 13, 59-73.	1.8	25
62	Teacher collaboration on the use of pupil learning outcome data: A rich environment for professional learning?. Teaching and Teacher Education, 2016, 60, 387-397.	1.6	25
63	Measuring integration of information and communication technology in education: An item response modeling approach. Computers and Education, 2012, 58, 1247-1259.	5.1	23
64	Uncovering changes in university teachersâ€™ professional networks during an instructional development program. Studies in Educational Evaluation, 2015, 46, 11-28.	1.2	23
65	Effectiveness criteria in school effectiveness studies: Further research on the choice for a multivariate model. Educational Research Review, 2010, 5, 81-96.	4.1	22
66	Instructional development for teachers in higher education: Effects on studentsâ€™ perceptions of the teachingâ€“learning environment. British Journal of Educational Psychology, 2012, 82, 398-419.	1.6	22
67	The use of school selfâ€evaluation results in the Netherlands and Flanders. British Educational Research Journal, 2012, 38, 125-152.	1.4	22
68	Animal Welfare Attitudes: Effects of Gender and Diet in University Samples from 22 Countries. Animals, 2021, 11, 1893.	1.0	22
69	Evaluating the quality of self-evaluations: The (mis)match between internal and external meta-evaluation. Studies in Educational Evaluation, 2010, 36, 20-26.	1.2	21
70	STEM Education in Flanders: How STEM@school Aims to Foster STEM Literacy and a Positive Attitude towards STEM. IEEE Instrumentation and Measurement Magazine, 2018, 21, 36-40.	1.2	21
71	Relating Pre-Service Teachers' Approaches to Learning and Preferences for Constructivist Learning Environments. Learning Environments Research, 2005, 8, 309-332.	1.8	20
72	Evaluating the Implementation Process of Environmental Education in Preservice Teacher Education: Two Case Studies. Journal of Environmental Education, 2007, 38, 47-54.	1.0	20

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73	Team learning and innovation in nursing, a review of the literature. Nurse Education Today, 2012, 32, 65-70.	1.4	20
74	Vocational Education Studentsâ€™ Generic Working Life Competencies: Developing a Self-Assessment Instrument. Vocations and Learning, 2014, 7, 365-392.	0.9	20
75	Does self-efficacy contribute to the development of studentsâ€™ motivation across the transition from secondary to higher education?. European Journal of Psychology of Education, 2019, 34, 457-478.	1.3	20
76	Effects of teachers' instructional development on students' study approaches in higher education. Studies in Higher Education, 2013, 38, 2-19.	2.9	19
77	The impact of collaboration on teachersâ€™ individual data use. School Effectiveness and School Improvement, 2017, 28, 489-504.	1.4	19
78	Team learning and team composition in nursing. Journal of Workplace Learning, 2011, 23, 258-275.	0.9	17
79	Learning Patterns in Higher Education. , 0, , .		17
80	Because My Friends Insist or Because It Makes Sense? Adolescentsâ€™ Motivation towards the Environment. Sustainability, 2017, 9, 750.	1.6	17
81	Teachersâ€™ high-stakes decision making. How teaching approaches affect rational and intuitive data collection. Teaching and Teacher Education, 2018, 71, 108-119.	1.6	17
82	Exploring and explaining the effects of being inspected. Educational Studies, 2014, 40, 456-472.	1.4	16
83	Publishing Information on Individual Schools?. Educational Research and Evaluation, 2005, 11, 45-60.	0.9	15
84	Conceptions and awareness concerning environmental education: a Zimbabwean caseâ€study in three secondary teacher education colleges. Environmental Education Research, 2007, 13, 287-306.	1.6	15
85	Flemish primary teachersâ€™ use of school performance feedback and the relationship with school characteristics. Educational Research, 2012, 54, 431-449.	0.9	15
86	Information and communication technology in teacher education in Vietnam: from policy to practice. Educational Research for Policy and Practice, 2012, 11, 89-103.	1.2	15
87	A contingency perspective on team learning and innovation in nursing. Journal of Advanced Nursing, 2013, 69, 363-373.	1.5	15
88	Workplace learning within teacher education: the role of job characteristics and goal orientation. Educational Studies, 2014, 40, 515-532.	1.4	15
89	To what degree does the missing-data technique influence the estimated growth in learning strategies over time? A tutorial example of sensitivity analysis for longitudinal data. PLoS ONE, 2017, 12, e0182615.	1.1	15
90	Instructional development in higher education: impact on teachersâ€™ teaching behaviour as perceived by students. Instructional Science, 2013, 41, 1103-1126.	1.1	14

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91	Building a conceptual framework for an ESD-effective school organization. Journal of Environmental Education, 2020, 51, 400-415.	1.0	14
92	Promoting Environmental Citizenship in Education: The Potential of the Sustainability Consciousness Questionnaire to Measure Impact of Interventions. Sustainability, 2021, 13, 11420.	1.6	14
93	Causal judgments of positive mood in relation to self-regulation: A case study with Flemish students. Contemporary Educational Psychology, 2008, 33, 451-485.	1.6	13
94	Explaining effects and side effects of school inspections: a path analysis. School Effectiveness and School Improvement, 2016, 27, 333-347.	1.4	12
95	Effects and side effects of Flemish school inspection. Educational Management Administration and Leadership, 2016, 44, 728-744.	2.2	12
96	Actions for sustainable development through young studentsâ€™ eyes. Environmental Education Research, 2021, 27, 234-253.	1.6	12
97	Teaching conceptions and approaches to teaching of medical school faculty: The difference between how medical school teachersthinkabout teaching and how they say that theydoteach. Medical Teacher, 2011, 33, e382-e387.	1.0	11
98	Clustering teachers' motivations for teaching. Teaching in Higher Education, 2014, 19, 644-656.	1.7	11
99	Unravelling data use in teacher teams: How network patterns and interactive learning activities change across different data use phases. Teaching and Teacher Education, 2017, 67, 550-560.	1.6	11
100	â€˜Hard scienceâ€™: a career option for socially and societally interested students? Grade 12 studentsâ€™ vocational interest gap explored. International Journal of Science Education, 2017, 39, 2304-2320.	1.0	11
101	Teacher interactions in taking action upon pupil learning outcome data: A matter of attitude and self-efficacy?. Teaching and Teacher Education, 2020, 89, 102989.	1.6	11
102	Towards a model of effective school feedback: School heads' points of view. Educational Research and Evaluation, 2007, 13, 311-325.	0.9	10
103	Variation in the conduct and the quality of selfâ€evaluations: a multiâ€level path analysis. Educational Studies, 2011, 37, 277-287.	1.4	10
104	â€œWhy (Should) I Do Something for the Environment?â€•Profiles of Flemish Adolescentsâ€™ Motivation Toward the Environment. Sustainability, 2018, 10, 2579.	1.6	10
105	School effectiveness for education for sustainable development (ESD): What characterizes an ESD-effective school organization?. Educational Management Administration and Leadership, 2023, 51, 502-525.	2.2	10
106	Action Research and Open Learning: in search of an effective research. Educational Action Research, 2004, 12, 413-432.	0.8	9
107	Instructional development for early career academics: an overview of impact. Educational Research, 2011, 53, 459-474.	0.9	9
108	Dealing with complexity through actor-focused planning, monitoring and evaluation (PME). Evaluation, 2014, 20, 447-466.	0.7	9

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109	Bridging the Gap between Secondary and Higher STEM Education â€“ the Case of STEM@school. European Review, 2020, 28, S135-S157.	0.4	9
110	Sorting pupils into their next educational track: How strongly do teachers rely on data-based or intuitive processes when they make the transition decision?. Studies in Educational Evaluation, 2021, 69, 100865.	1.2	9
111	Development and validation of an instrument for measuring action competence in sustainable development within early adolescents: the action competence in sustainable development questionnaire (ACiSD-Q). Environmental Education Research, 0, , 1-20.	1.6	9
112	Measuring professional action competence in education for sustainable development (PACesd). Environmental Education Research, 2022, 28, 260-275.	1.6	9
113	Portfolio as a means of promoting autonomous learning in teacher education: a quasi-experimental study. Educational Research, 2008, 50, 361-386.	0.9	8
114	Designing and evaluating the process of school self-evaluations. Improving Schools, 2011, 14, 200-212.	0.6	8
115	A rationale for including overexcitability in talent research beyond the FFM-personality dimensions. High Ability Studies, 2021, 32, 1-26.	1.0	8
116	Differences in Teachersâ€™ Professional Action Competence in Education for Sustainable Development: The Importance of Teacher Co-Learning. Sustainability, 2022, 14, 767.	1.6	8
117	Honing action competence in sustainable development: what happens in classrooms matters. Environment, Development and Sustainability, 2023, 25, 3649-3670.	2.7	8
118	Evaluation and participation in secondary education: Designing and validating a self-evaluation instrument for teachers to solicit feedback from pupils. Studies in Educational Evaluation, 2008, 34, 136-144.	1.2	7
119	Analysing change in learning strategies over time: A comparison of three statistical techniques. Studies in Educational Evaluation, 2013, 39, 49-55.	1.2	7
120	Emphasis on emotions in student learning: Analyzing relationships between overexcitabilities and the learning approach using Bayesian MIMIC modeling. High Ability Studies, 2017, 28, 225-248.	1.0	7
121	Predicting freshmenâ€™s academic adjustment and subsequent achievement: differences between academic and professional higher education contexts. Frontline Learning Research, 2021, 9, 28-49.	0.4	7
122	Engaging Students with Integrated STEM Education: a Happy Marriage or a Failed Engagement?. International Journal of Science and Mathematics Education, 2022, 20, 1291-1313.	1.5	7
123	Stimulating independent learning: a quasiâ€experimental study on portfolio. Educational Studies, 2008, 34, 469-481.	1.4	6
124	Team learning and innovation in nursing teams: Results of a comprehensive research project. Journal of Nursing Education and Practice, 2012, 2, .	0.1	6
125	The integration of visual expression in music education for children. British Journal of Music Education, 2014, 31, 297-317.	0.1	6
126	The impact of school culture on schoolsâ€™ pupil well-being policy-making capacities. Educational Studies, 2016, 42, 340-356.	1.4	5

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127	Individual, coâ€operative and collaborative data use: A conceptual and empirical exploration. British Educational Research Journal, 2017, 43, 608-626.	1.4	5
128	A longitudinal study of learning conceptions on the transition between primary and secondary education. Research Papers in Education, 2018, 33, 375-392.	1.7	5
129	LEARNING ENVIRONMENT RESEARCH IN HIGHER EDUCATION: ASSESSING PATTERNS OF LEARNING AND TEACHING. , 2006, , 93-124.		5
130	Die pÃdagogische Ausbildung der Professoren. Recherche Et Formation, 2011, , 15-30.	0.1	5
131	Development and validation of the education for sustainable development school organisation questionnaire. Environmental Education Research, 2022, 28, 241-259.	1.6	5
132	Children composing and their visual-spatial approach to the keyboard. Music Education Research, 2015, 17, 381-396.	0.8	4
133	Assessing studentsâ€™ perceptions of fit between secondary and higher education: a validation study of the SPFQ. Higher Education Research and Development, 2020, 39, 273-287.	1.9	4
134	Improving Data Literacy in Schools: Lessons from the School Feedback Project. , 2013, , 113-134.		4
135	Teachersâ€™ self-efficacy and role when teaching STEM in high-tech informal learning environments. Research in Science and Technological Education, 0, , 1-21.	1.4	4
136	Learning Approaches in a Traditional Curriculum at Senior Student Level May be Responsive to Practice-Based Learning in the Primary Care Setting. Education for Primary Care, 2008, 19, 624-631.	0.2	3
137	Predictive validity of the learning conception questionnaire in primary education. International Journal of Educational Research, 2015, 74, 61-69.	1.2	3
138	Enquiry into the side effects of school inspection in a â€˜low-stakesâ€™ inspection context. Research Papers in Education, 2016, 31, 462-482.	1.7	3
139	For squad-members only! Why some teachers are more popular to interact with than others in data use. Studies in Educational Evaluation, 2021, 69, 100881.	1.2	3
140	Linked to Professional Development. , 2018, , 44-64.		3
141	Transdisciplinary dimensions in the composing activities of children: transfer of strategies and transformation of knowledge. British Journal of Music Education, 2016, 33, 81-99.	0.1	2
142	Instrumental, conceptual and symbolic effects of data use: the impact of collaboration and expectations. Educational Studies, 2018, 44, 521-534.	1.4	2
143	Brokerage for data use in schools. , 2019, , 108-122.		2
144	Enabling effective education for sustainable development: Investigating the connection between the school organization and studentsâ€™ action competence. Journal of Environmental Education, 2022, 53, 171-185.	1.0	2

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145	Feedback of Indicators to Schools. European Educational Research Journal, 2004, 3, 246-277.	1.4	1
146	Les voix du Cantique des cantiques Qui dit quoi dans le poÃ¨me?. Zeitschrift Fur Die Alttestamentliche Wissenschaft, 2009, 121, .	0.1	1
147	Participatory planning for project sustainability of environmental education projects: a case study of the Secondary Teacher Training Environmental Education Project (St2eep) in Zimbabwe. Environmental Education Research, 2011, 17, 433-449.	1.6	1
148	Team learning and context; assessing the relationship between team-learning activities and contextual factors of team-learning environment and team-configurations. Nursing (Auckland, N Z), 2011, , 1.	2.0	1
149	Changing studentsâ€™ assessment preferences: The case of an assessment development center in a veterinary gross anatomy course. Studies in Educational Evaluation, 2013, 39, 97-102.	1.2	1
150	Children composing and the tonal idiom. International Journal of Music Education, 2016, 34, 324-339.	1.0	1
151	Vlaamse jongeren en STEM: een kwestie van keuzes maken. Tijdschrift Voor Hoger Onderwijs, 2014, 32, .	0.0	1
152	Learning Style Flexibility for Effective Virtual Teams. , 2006, , 32-52.		1
153	The impact of university teachersâ€™ training: Methodological issues and proposals for future research. Educar, 2014, 51, 13.	0.2	1
154	Delphi study on standardized systems to monitor student learning outcomes in Flanders: mechanisms for building trust and/or control?. Studia Paedagogica, 2017, 22, 9-31.	0.3	1
155	Sur le psaume 95. Scandinavian Journal of the Old Testament, 2008, 22, 237-251.	0.0	0
156	Judging and explaining the quality of school self-evaluations: Indicators and findings on meta-evaluation from a Flemish perspective. Advances in Program Evaluation, 2013, , 275-291.	0.2	0
157	Encouraging professional learning communities to increase the shared consensus in writing assessments. Journal of Professional Capital and Community, 2019, 4, 269-285.	0.9	0
158	Are contextual rather than personal factors at the basis of an anti-school culture? A Bayesian analysis of differences in intelligence, overexcitability, and learning patterns between (former) lower and higher-track students. Social Psychology of Education, 2020, 23, 1627-1657.	1.2	0
159	Narrowing the Gap. , 2002, , 323-341.		0
160	Learning about the effects of development education programmes: Strengthening planning, monitoring, and evaluation (PME) through reflective practice. International Journal of Development Education and Global Learning, 0, 5, .	0.2	0
161	Evaluating the Effectiveness of a Professional Development Programme on Pupil Well-being in Primary Schools. Studia Paedagogica, 2014, 19, 81-100.	0.3	0
162	Individuele verschillen in werkplekleren bij leraren in opleiding: een kwestie van motivatie?. Tijdschrift Voor Hoger Onderwijs, 2014, 32, .	0.0	0

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163	Key Pedagogical Features and a Common Approach to Evaluate Education for Environmental Citizenship: An International Perspective. , 2022, 14, .		0