

# Remy M J P Rikers

## List of Publications by Year in descending order

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Version: 2024-02-01

108  
papers

5,190  
citations

87888

38  
h-index

95266

68  
g-index

113  
all docs

113  
docs citations

113  
times ranked

3512  
citing authors

#	ARTICLE	IF	CITATIONS
1	Building relationships in higher education to support students'™ motivation. <i>Teaching in Higher Education</i> , 2023, 28, 632-653.	2.6	5
2	What is in a student-faculty relationship? A template analysis of students'™ positive and negative critical incidents with faculty and staff in higher education. <i>European Journal of Psychology of Education</i> , 2022, 37, 1115-1139.	2.6	5
3	Relationship quality in higher education and the interplay with student engagement and loyalty. <i>British Journal of Educational Psychology</i> , 2022, 92, 425-446.	2.9	12
4	Samantha Green vs. Peter Stevens: Reversed Gender Stereotype Threat in Online Chess. <i>Education Sciences</i> , 2022, 12, 433.	2.6	0
5	Formative assessment as practice: the role of students'™ motivation. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 236-255.	5.6	53
6	Metacognitive awareness as measured by second-order judgements among university and secondary school students. <i>Metacognition and Learning</i> , 2021, 16, 1-14.	2.7	4
7	Does walking improve diagnosis of skin conditions at varying levels of medical expertise?. <i>Advances in Health Sciences Education</i> , 2021, 26, 405-416.	3.3	1
8	Does Walking Help to Generate a Differential Diagnosis?. <i>Teaching and Learning in Medicine</i> , 2021, , 1-9.	2.1	0
9	Is an online mindset intervention effective in vocational education?. <i>Interactive Learning Environments</i> , 2020, 28, 821-830.	6.4	5
10	Mind your mindset. An empirical study of mindset in secondary vocational education and training. <i>Educational Studies</i> , 2020, 46, 273-281.	2.4	16
11	The effects of praise for effort versus praise for intelligence on vocational education students. <i>Educational Psychology</i> , 2020, 40, 1270-1286.	2.7	8
12	Does Level of Education Influence the Development of Adolescents'™ Mindsets?. <i>Education Sciences</i> , 2020, 10, 367.	2.6	2
13	Building bridges in higher education: Student-faculty relationship quality, student engagement, and student loyalty. <i>International Journal of Educational Research</i> , 2020, 100, 101538.	2.2	69
14	Reflection on exam grades to improve calibration of secondary school students: a longitudinal study. <i>Metacognition and Learning</i> , 2020, 15, 291-317.	2.7	8
15	Alumni loyalty drivers in higher education. <i>Social Psychology of Education</i> , 2019, 22, 607-627.	2.5	27
16	Learning to calibrate: Providing standards to improve calibration accuracy for different performance levels. <i>Applied Cognitive Psychology</i> , 2019, 33, 1068-1079.	1.6	8
17	The Effect of Performance Standards and Medical Experience on Diagnostic Calibration Accuracy. <i>Health Professions Education</i> , 2018, 4, 300-307.	1.4	12
18	Relationship quality time: the validation of a relationship quality scale in higher education. <i>Higher Education Research and Development</i> , 2018, 37, 404-417.	2.9	16

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19	Improving calibration over texts by providing standards both with and without idea-units. <i>Journal of Cognitive Psychology</i> , 2018, 30, 689-700.	0.9	2
20	Does retrieval practice depend on semantic cues? Assessing the fuzzy trace account of the testing effect. <i>Journal of Cognitive Psychology</i> , 2017, 29, 583-598.	0.9	2
21	Need-supportive teaching in higher education: Configurations of autonomy support, structure, and involvement. <i>Teaching and Teacher Education</i> , 2017, 68, 134-142.	3.2	38
22	The Testing Effect and Far Transfer: The Role of Exposure to Key Information. <i>Frontiers in Psychology</i> , 2016, 7, 1977.	2.1	10
23	The testing effect for mediator final test cues and related final test cues in online and laboratory experiments. <i>BMC Psychology</i> , 2016, 4, 25.	2.1	6
24	Age-related decline and diagnostic performance of more and less prevalent clinical cases. <i>Advances in Health Sciences Education</i> , 2016, 21, 561-570.	3.3	5
25	Non-cognitive selected students do not outperform lottery-admitted students in the pre-clinical stage of medical school. <i>Advances in Health Sciences Education</i> , 2016, 21, 51-61.	3.3	15
26	Self-regulated learning and academic performance in medical education. <i>Medical Teacher</i> , 2016, 38, 585-593.	1.8	60
27	The development of self-regulated learning during the pre-clinical stage of medical school: a comparison between a lecture-based and a problem-based curriculum. <i>Advances in Health Sciences Education</i> , 2016, 21, 93-104.	3.3	20
28	The Effect of Testing on the Retention of Coherent and Incoherent Text Material. <i>Educational Psychology Review</i> , 2015, 27, 305-315.	8.4	17
29	Retention beyond the threshold: Test-enhanced relearning of forgotten information. <i>Journal of Cognitive Psychology</i> , 2014, 26, 58-64.	0.9	2
30	Impact of binding study advice on study behavior and pre-university education qualification factors in a problem-based psychology bachelor program. <i>Studies in Higher Education</i> , 2014, 39, 835-847.	4.5	17
31	Conscious versus unconscious thinking in the medical domain: the deliberation-without-attention effect examined. <i>Perspectives on Medical Education</i> , 2014, 3, 179-189.	3.5	7
32	Exposure to Media Information About a Disease Can Cause Doctors to Misdiagnose Similar-Looking Clinical Cases. <i>Academic Medicine</i> , 2014, 89, 285-291.	1.6	69
33	From See One Do One, to See a Good One Do a Better One: Learning Physical Examination Skills Through Peer Observation. <i>Teaching and Learning in Medicine</i> , 2013, 25, 195-200.	2.1	17
34	To observe or not to observe peers when learning physical examination skills; that is the question. <i>BMC Medical Education</i> , 2013, 13, 55.	2.4	25
35	Acquisition of visual perceptual skills from worked examples: learning to interpret electrocardiograms (ECGs). <i>Interactive Learning Environments</i> , 2013, 21, 263-272.	6.4	6
36	Students' self-explanations while solving unfamiliar cases: the role of biomedical knowledge. <i>Medical Education</i> , 2013, 47, 1109-1116.	2.1	39

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37	Experienced physicians benefit from analyzing initial diagnostic hypotheses. Canadian Medical Education Journal, 2013, 4, e7-e15.	0.4	6
38	Experienced physicians benefit from analyzing initial diagnostic hypotheses. Canadian Medical Education Journal, 2013, 4, e7-e15.	0.4	2
39	Exploring the role of salient distracting clinical features in the emergence of diagnostic errors and the mechanisms through which reflection counteracts mistakes. BMJ Quality and Safety, 2012, 21, 295-300.	3.7	49
40	Accepting Diagnostic Suggestions by Residents: A Potential Cause of Diagnostic Error in Medicine. Teaching and Learning in Medicine, 2012, 24, 149-154.	2.1	10
41	Generation Psy: Student characteristics and academic achievement in a three-year problem-based learning bachelor program. Learning and Individual Differences, 2012, 22, 313-323.	2.7	54
42	Assessing Patient Management Plans of Doctors and Medical Students: An Illness Script Perspective. Journal of Continuing Education in the Health Professions, 2012, 32, 4-9.	1.3	11
43	Educational Implications of Expertise Reversal Effects in Learning and Performance of Complex Cognitive and Sensorimotor Skills. Educational Psychology Review, 2012, 24, 313-337.	8.4	84
44	Reflection as a strategy to foster medical students's acquisition of diagnostic competence. Medical Education, 2012, 46, 464-472.	2.1	111
45	The Role of Reflection in Medical Practice: Continuing Professional Development in Medicine. , 2012, , 163-174.		3
46	Consistency in diagnostic suggestions does not influence the tendency to accept them. Canadian Medical Education Journal, 2012, 3, e98-e106.	0.4	3
47	How does Patient Management Knowledge Integrate into an Illness Script?. Education for Health: Change in Learning and Practice, 2012, 25, 153.	0.3	8
48	Consistency in diagnostic suggestions does not influence the tendency to accept them. Canadian Medical Education Journal, 2012, 3, e98-e106.	0.4	1
49	The influence of medical students's self-explanations on diagnostic performance. Medical Education, 2011, 45, 688-695.	2.1	64
50	Attention cueing in an instructional animation: The role of presentation speed. Computers in Human Behavior, 2011, 27, 41-45.	8.5	67
51	Improved effectiveness of cueing by self-explanations when learning from a complex animation. Applied Cognitive Psychology, 2011, 25, 183-194.	1.6	67
52	Learning Adinkra symbols: The effect of testing. Journal of Cognitive Psychology, 2011, 23, 351-357.	0.9	42
53	The role of patient management in medical expertise development: Extending the contemporary theory. International Journal of Person Centered Medicine, 2011, 1, 161-166.	0.2	5
54	Conscious thought beats deliberation without attention in diagnostic decision-making: at least when you are an expert. Psychological Research, 2010, 74, 586-592.	1.7	136

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55	Early Use of Magnetic Endoscopic Imaging by Novice Colonoscopists: Improved Performance without Increase in Workload. <i>Canadian Journal of Gastroenterology &amp; Hepatology</i> , 2010, 24, 727-732.	1.7	16
56	Effect of Availability Bias and Reflective Reasoning on Diagnostic Accuracy Among Internal Medicine Residents. <i>JAMA - Journal of the American Medical Association</i> , 2010, 304, 1198.	7.4	269
57	Attention guidance in learning from a complex animation: Seeing is understanding?. <i>Learning and Instruction</i> , 2010, 20, 111-122.	3.2	251
58	Learning by generating vs. receiving instructional explanations: Two approaches to enhance attention cueing in animations. <i>Computers and Education</i> , 2010, 55, 681-691.	8.3	89
59	Does Applying Biomedical Knowledge Improve Diagnostic Performance When Solving Electrolyte Problems?. <i>Canadian Medical Education Journal</i> , 2010, 1, e4-e9.	0.4	3
60	Towards a Framework for Attention Cueing in Instructional Animations: Guidelines for Research and Design. <i>Educational Psychology Review</i> , 2009, 21, 113-140.	8.4	295
61	Students' conceptions of constructivist learning in different programme years and different learning environments. <i>British Journal of Educational Psychology</i> , 2009, 79, 501-514.	2.9	36
62	Relationships between students'™ conceptions of constructivist learning and their regulation and processing strategies. <i>Instructional Science</i> , 2008, 36, 445-462.	2.0	56
63	The effects of constructivist learning environments: a commentary. <i>Instructional Science</i> , 2008, 36, 463-467.	2.0	12
64	Self-Directed Learning in Problem-Based Learning and its Relationships with Self-Regulated Learning. <i>Educational Psychology Review</i> , 2008, 20, 411-427.	8.4	452
65	Is analytic information processing a feature of expertise in medicine?. <i>Advances in Health Sciences Education</i> , 2008, 13, 123-128.	3.3	12
66	Distributed rereading can hurt the spacing effect in text memory. <i>Applied Cognitive Psychology</i> , 2008, 22, 685-695.	1.6	30
67	Deliberate practice predicts performance over time in adolescent chess players and dropouts: A linear mixed models analysis. <i>British Journal of Psychology</i> , 2008, 99, 473-497.	2.3	60
68	Initial diagnostic hypotheses bias analytic information processing in non-visual domains. <i>Medical Education</i> , 2008, 42, 496-502.	2.1	18
69	Influence of Perceived Difficulty of Cases on Physicians'¼ Diagnostic Reasoning. <i>Academic Medicine</i> , 2008, 83, 1210-1216.	1.6	41
70	The impact of students' conceptions of constructivist assumptions on academic achievement and dropout. <i>Studies in Higher Education</i> , 2007, 32, 581-602.	4.5	62
71	The Influence of Achievement Motivation and Chess-Specific Motivation on Deliberate Practice. <i>Journal of Sport and Exercise Psychology</i> , 2007, 29, 561-583.	1.2	29
72	The effect of self-explanation and prediction on the development of principled understanding of chess in novices. <i>Contemporary Educational Psychology</i> , 2007, 32, 188-205.	2.9	42

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73	Improving metacomprehension accuracy and self-regulation in cognitive skill acquisition: The effect of learner expertise. <i>European Journal of Cognitive Psychology</i> , 2007, 19, 671-688.	1.3	17
74	Attention cueing as a means to enhance learning from an animation. <i>Applied Cognitive Psychology</i> , 2007, 21, 731-746.	1.6	202
75	Diagnostic errors and reflective practice in medicine. <i>Journal of Evaluation in Clinical Practice</i> , 2007, 13, 138-145.	1.8	136
76	How expertise develops in medicine: knowledge encapsulation and illness script formation. <i>Medical Education</i> , 2007, 41, 071116225013002-???	2.1	374
77	Clinical expertise research: a history lesson from those who wrote it. <i>Medical Education</i> , 2007, 41, 1115-1116.	2.1	8
78	Breaking down automaticity: case ambiguity and the shift to reflective approaches in clinical reasoning. <i>Medical Education</i> , 2007, 41, 1185-1192.	2.1	83
79	Clinical case processing: a diagnostic versus a management focus. <i>Medical Education</i> , 2007, 41, 1166-1172.	2.1	20
80	Students'™ conceptions of distinct constructivist assumptions. <i>European Journal of Psychology of Education</i> , 2007, 22, 179-199.	2.6	34
81	Introduction to the Special Issue on Innovations in Problem-based Learning. <i>Advances in Health Sciences Education</i> , 2006, 11, 315-319.	3.3	6
82	Do student-defined learning issues increase quality and quantity of individual study?. <i>Advances in Health Sciences Education</i> , 2006, 11, 337-347.	3.3	14
83	Students' Conceptions of Constructivist Learning: A Comparison between a Traditional and a Problem-based Learning Curriculum. <i>Advances in Health Sciences Education</i> , 2006, 11, 365-379.	3.3	50
84	Influence of Learning Resources on Study Time and Achievement Scores in a Problem-based Curriculum. <i>Advances in Health Sciences Education</i> , 2006, 11, 381-389.	3.3	13
85	The influence of computer anxiety on experienced computer users while performing complex computer tasks. <i>Computers in Human Behavior</i> , 2006, 22, 456-466.	8.5	31
86	A critical reflection on emerging topics in cognitive load research. <i>Applied Cognitive Psychology</i> , 2006, 20, 359-364.	1.6	5
87	Biomedical knowledge: encapsulated or two worlds apart?. <i>Applied Cognitive Psychology</i> , 2005, 19, 223-231.	1.6	43
88	Recent advances in expertise research. <i>Applied Cognitive Psychology</i> , 2005, 19, 145-149.	1.6	22
89	Monitoring accuracy and self-regulation when learning to play a chess endgame. <i>Applied Cognitive Psychology</i> , 2005, 19, 167-181.	1.6	19
90	Instructional design for advanced learners: Establishing connections between the theoretical frameworks of cognitive load and deliberate practice. <i>Educational Technology Research and Development</i> , 2005, 53, 73-81.	2.8	134

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91	Examining the stability of experts' clinical case processing: An experimental manipulation. <i>Instructional Science</i> , 2005, 33, 251-270.	2.0	7
92	The Effects of Prior Knowledge on Study-Time Allocation and Free Recall: Investigating the Discrepancy Reduction Model. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2005, 139, 67-79.	1.6	7
93	The Role of Biomedical Knowledge in Clinical Reasoning: A Lexical Decision Study. <i>Academic Medicine</i> , 2005, 80, 945-949.	1.6	43
94	The Role of Basic Science Knowledge and Clinical Knowledge in Diagnostic Reasoning: A Structural Equation Modeling Approach. <i>Academic Medicine</i> , 2005, 80, 765-773.	1.6	113
95	A critical look at the discrepancy reduction mechanism of study time allocation. <i>European Journal of Cognitive Psychology</i> , 2005, 17, 371-387.	1.3	4
96	Limitations to the Spacing Effect. <i>Experimental Psychology</i> , 2005, 52, 257-263.	0.7	36
97	The effects of deliberate practice in undergraduate medical education. <i>Medical Education</i> , 2004, 38, 1044-1052.	2.1	82
98	The role of encapsulated knowledge in clinical case representations of medical students and family doctors. <i>Medical Education</i> , 2004, 38, 1035-1043.	2.1	66
99	Cognitive Load Theory as a Tool for Expertise Development. <i>Instructional Science</i> , 2004, 32, 173-182.	2.0	26
100	Case representation by medical experts, intermediates and novices for laboratory data presented with or without a clinical context. <i>Medical Education</i> , 2004, 38, 617-627.	2.1	40
101	Detrimental Influence of Contextual Change on Spacing Effects in Free Recall.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2004, 30, 796-800.	0.9	70
102	Clinical Case Processing by Medical Experts and Subexperts. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2003, 137, 213-223.	1.6	18
103	The Robustness of Medical Expertise: Clinical Case Processing by Medical Experts and Subexperts. <i>American Journal of Psychology</i> , 2002, 115, 609.	0.3	33
104	On the Constraints of Encapsulated Knowledge: Clinical Case Representations by Medical Experts and Subexperts. <i>Cognition and Instruction</i> , 2002, 20, 27-45.	2.9	43
105	The robustness of medical expertise: clinical case processing by medical experts and subexperts. <i>American Journal of Psychology</i> , 2002, 115, 609-29.	0.3	11
106	Instructional compensation for age-related cognitive declines: Effects of goal specificity in maze learning.. <i>Journal of Educational Psychology</i> , 2001, 93, 181-186.	2.9	62
107	Dynamic problem selection in air traffic control training: a comparison between performance, mental effort and mental efficiency. <i>Computers in Human Behavior</i> , 2001, 17, 575-595.	8.5	102
108	Knowledge Encapsulation and the Intermediate Effect. <i>Contemporary Educational Psychology</i> , 2000, 25, 150-166.	2.9	87