

Katrien Struyven

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

73
papers

2,654
citations

27
h-index

50
g-index

78
ext. papers

3,145
ext. citations

2.6
avg, IF

5.29
L-index

#	Paper	IF	Citations
73	Evaluating professional development for blended learning in higher education: a synthesis of qualitative evidence.. <i>Education and Information Technologies</i> , 2022 , 1-30	3.6	0
72	Creating inclusive classrooms in primary and secondary schools: From noticing to differentiated practices. <i>Teaching and Teacher Education</i> , 2021 , 100, 103210	2.9	2
71	Toward More Inclusive Education: An Empirical Test of the Universal Design for Learning Conceptual Model Among Preservice Teachers. <i>Journal of Teacher Education</i> , 2021 , 72, 381-395	2.8	9
70	Exploring pre-service teachers' beliefs and practices about two inclusive frameworks: Universal Design for Learning and differentiated instruction. <i>Teaching and Teacher Education</i> , 2021 , 107, 103503	2.9	2
69	Good Things Come to Those Who Wait: The Importance of Professional Development for the Implementation of Differentiated Instruction. <i>Frontiers in Education</i> , 2020 , 5,	2.1	3
68	Powerful learning environments in secondary vocational education: towards a shared understanding. <i>European Journal of Teacher Education</i> , 2020 , 43, 224-242	4.2	3
67	Exploring the interrelationship between Universal Design for Learning (UDL) and Differentiated Instruction (DI): A systematic review. <i>Educational Research Review</i> , 2020 , 29, 100306	7.5	17
66	Multilingual nursing education: Nursing students' and teachers' interests, perceptions and expectations. <i>Nurse Education Today</i> , 2020 , 86, 104311	3.7	1
65	Supporting formative assessment in the second language classroom: an action research study in secondary education. <i>Educational Action Research</i> , 2020 , 1-22	0.8	
64	A teachers' professional development programme to implement differentiated instruction in secondary education: How far do teachers reach?. <i>Cogent Education</i> , 2020 , 7, 1742273	0.9	6
63	Responding to students' learning needs: how secondary education teachers learn to implement differentiated instruction. <i>Educational Action Research</i> , 2020 , 1-18	0.8	2
62	Professional vision of inclusive classrooms: A validation of teachers' reasoning on differentiated instruction and teacher-student interactions. <i>Studies in Educational Evaluation</i> , 2020 , 67, 100912	2	4
61	Differentiated instruction: the diversity of teachers' philosophy and praxis to adapt teaching to students' interests, readiness and learning profiles. <i>International Journal of Inclusive Education</i> , 2020 , 1-18	1.5	5
60	Investigating the relationship between success factors and student participation in online and blended learning in adult education. <i>Journal of Computer Assisted Learning</i> , 2019 , 35, 476-490	3.8	11
59	Clustering university teaching staff through UTAUT: Implications for the acceptance of a new learning management system. <i>British Journal of Educational Technology</i> , 2019 , 50, 2466-2483	4.3	34
58	Developing a Module to Teach Thermodynamics in an Integrated Way to 16 Year Old Pupils. <i>European Journal of STEM Education</i> , 2019 , 4,	1.8	2
57	A Concrete Proposal to Introduce Control Theory to 16 Year Old Pupils. <i>European Journal of STEM Education</i> , 2019 , 4,	1.8	3

56	Consensus among stakeholders about success factors and indicators for quality of online and blended learning in adult education: a Delphi study. <i>Studies in Continuing Education</i> , 2019 , 41, 36-60	1.7	4
55	Power relations in educational scientific communication – critical analysis of discourse on learning styles. <i>Cogent Education</i> , 2018 , 5, 1429722	0.9	1
54	Integrated STEM Education: A Systematic Review of Instructional Practices in Secondary Education. <i>European Journal of STEM Education</i> , 2018 , 3,	1.8	112
53	Uncovering a hidden professional agenda for teacher educators: A mixed method study on Flemish teacher educators and their professional development. <i>European Journal of Teacher Education</i> , 2018 , 41, 86-104	4.2	25
52	A Critical Examination of the Reliability and Validity of a Gender Role Attitude Scale in Flanders (Belgium): What Lessons Can be Learned?. <i>Sex Roles</i> , 2018 , 78, 423-438	3.1	8
51	Aligning with complexity: system-theoretical principles for research on differentiated instruction. <i>Frontline Learning Research</i> , 2018 , 6, 66-80	2.4	2
50	Realist Review of Literature on Catering for Different Instructional Needs with Preteaching and Extended Instruction. <i>Education Sciences</i> , 2018 , 8, 113	2.2	7
49	Pre-service teachers as members of a collaborative teacher research team: A steady track to extended professionalism?. <i>Teaching and Teacher Education</i> , 2018 , 76, 126-139	2.9	12
48	STEM Education in Flanders: How STEM@school Aims to Foster STEM Literacy and a Positive Attitude towards STEM. <i>IEEE Instrumentation and Measurement Magazine</i> , 2018 , 21, 36-40	1.4	16
47	Who or what contributes to student satisfaction in different blended learning modalities?. <i>British Journal of Educational Technology</i> , 2017 , 48, 473-489	4.3	43
46	Measuring teachers' perceptions about differentiated instruction: The DI-Quest instrument and model. <i>Studies in Educational Evaluation</i> , 2017 , 53, 41-54	2	37
45	Teachers and pre-service teachers as partners in collaborative teacher research: A systematic literature review. <i>Teaching and Teacher Education</i> , 2017 , 64, 230-245	2.9	34
44	Higher education students with disabilities speaking out: perceived barriers and opportunities of the Universal Design for Learning framework. <i>Disability and Society</i> , 2017 , 32, 1627-1649	1.8	55
43	Student-centred learning environments: an investigation into student teachers' instructional preferences and approaches to learning. <i>Learning Environments Research</i> , 2016 , 19, 43-62	2.1	46
42	The Value of Peer Learning for First-year Postgraduate University Students – Social and Academic Integration. <i>Procedia, Social and Behavioral Sciences</i> , 2016 , 228, 299-304		14
41	How to become a broker: the role of teacher educators in developing collaborative teacher research teams. <i>Educational Research and Evaluation</i> , 2016 , 22, 173-193	0.6	6
40	The Relationship Between Youngsters' Gender Role Attitudes and Individual, Home, and School Characteristics: A Review. <i>SAGE Open</i> , 2016 , 6, 215824401665623	1.5	7
39	A Holistic Understanding of Integrational Support From University Students' Perspective Through Appreciative Inquiry. <i>Procedia, Social and Behavioral Sciences</i> , 2016 , 228, 293-298		2

38	Criteria and standards of generic competences at bachelor degree level: A review study. <i>Educational Research Review</i> , 2015 , 14, 18-32	7.5	32
37	Teachers' exit decisions: An investigation into the reasons why newly qualified teachers fail to enter the teaching profession or why those who do enter do not continue teaching. <i>Teaching and Teacher Education</i> , 2014 , 43, 37-45	2.9	68
36	Adult Learners' Informal Learning Experiences in Formal Education Setting. <i>Journal of Adult Development</i> , 2014 , 21, 181-192	1.5	23
35	Beginning teachers' experience of the workplace learning environment in alternative teacher certification programs: A mixed methods approach. <i>Teaching and Teacher Education</i> , 2014 , 42, 79-88	2.9	23
34	Directive versus facilitative peer tutoring? A view on students' appraisal, reported learning gains and experiences within two differently-tutored learning environments. <i>Learning Environments Research</i> , 2014 , 17, 437-459	2.1	8
33	The electronic portfolio as a tool to develop and assess pre-service student teaching competences: Challenges for quality. <i>Studies in Educational Evaluation</i> , 2014 , 43, 40-54	2	12
32	Quality assurance in assessment: An introduction to this special issue. <i>Studies in Educational Evaluation</i> , 2014 , 43, 1-4	2	2
31	Students' Preferred Characteristics of Learning Environments in Vocational Secondary Education. <i>International Journal for Research in Vocational Education and Training</i> , 2014 , 1, 107-124	1.8	15
30	The effects of different learning environments on students' motivation for learning and their achievement. <i>British Journal of Educational Psychology</i> , 2013 , 83, 484-501	3.2	71
29	Student-centred teaching methods: Can they optimise students' approaches to learning in professional higher education?. <i>Studies in Educational Evaluation</i> , 2013 , 39, 14-22	2	53
28	Why do they want to teach? The multiple reasons of different groups of students for undertaking teacher education. <i>European Journal of Psychology of Education</i> , 2013 , 28, 1007-1022	2.3	42
27	A typology of approaches to peer tutoring. Unraveling peer tutors' behavioural strategies. <i>European Journal of Psychology of Education</i> , 2013 , 28, 703-723	2.3	17
26	Enhancing students' approaches to learning: the added value of gradually implementing case-based learning. <i>European Journal of Psychology of Education</i> , 2013 , 28, 315-336	2.3	30
25	A facilitative versus directive approach in training clinical skills? Investigating students' clinical performance and perceptions. <i>Perspectives on Medical Education</i> , 2012 , 1, 104-18	4.3	5
24	A review of the role of information communication technology and course design in transitional education practices. <i>Interactive Learning Environments</i> , 2012 , 20, 563-581	3.1	26
23	Looking at learning approaches from the angle of student profiles. <i>Educational Psychology</i> , 2012 , 32, 493-513	2.2	11
22	Using students' motivational and learning profiles in investigating their perceptions and achievement in case-based and lecture-based learning environments. <i>Educational Studies</i> , 2012 , 38, 491-506	1	13
21	Explaining students' appraisal of lectures and student-activating teaching: perceived context and student characteristics. <i>Interactive Learning Environments</i> , 2012 , 20, 391-422	3.1	7

20	The direct and indirect effect of motivation for learning on students' approaches to learning through the perceptions of workload and task complexity. <i>Higher Education Research and Development</i> , 2011 , 30, 135-150	1.9	58
19	The perception of workload and task complexity and its influence on students' approaches to learning: a study in higher education. <i>European Journal of Psychology of Education</i> , 2011 , 26, 393-415	2.3	45
18	Goals of peer assessment and their associated quality concepts. <i>Studies in Higher Education</i> , 2011 , 36, 719-735	2.6	39
17	Using student-centred learning environments to stimulate deep approaches to learning: Factors encouraging or discouraging their effectiveness. <i>Educational Research Review</i> , 2010 , 5, 243-260	7.5	407
16	Improving the effectiveness of peer feedback for learning. <i>Learning and Instruction</i> , 2010 , 20, 304-315	5.8	282
15	Competence-based teacher education: Illusion or reality? An assessment of the implementation status in Flanders from teachers' and students' points of view. <i>Teaching and Teacher Education</i> , 2010 , 26, 1495-1510	2.9	46
14	'Teach as you preach' the effects of student-centred versus lecture-based teaching on student teachers' approaches to teaching. <i>European Journal of Teacher Education</i> , 2010 , 33, 43-64	4.2	58
13	Literature Review of Online Remedial Education: A European Perspective. <i>Industry and Higher Education</i> , 2009 , 23, 269-275	1.3	12
12	The Effects of Hands-On Experience On Students' Preferences for Assessment Methods. <i>Journal of Teacher Education</i> , 2008 , 59, 69-88	2.8	20
11	Students' experiences with contrasting learning environments: The added value of students' perceptions. <i>Learning Environments Research</i> , 2008 , 11, 83-109	2.1	27
10	Students' approaches to learning and assessment preferences in a portfolio-based learning environment. <i>Instructional Science</i> , 2008 , 36, 359-374	2	51
9	Students' likes and dislikes regarding student-activating and lecture-based educational settings: Consequences for students' perceptions of the learning environment, student learning and performance. <i>European Journal of Psychology of Education</i> , 2008 , 23, 295-317	2.3	34
8	Towards an equilibrium model for creating powerful learning environments. Validation of a questionnaire on creating powerful learning environments during teacher training internships. <i>European Journal of Teacher Education</i> , 2006 , 29, 471-503	4.2	9
7	On the dynamics of students' approaches to learning: The effects of the teaching/learning environment. <i>Learning and Instruction</i> , 2006 , 16, 279-294	5.8	140
6	The overall effects of end-of-course assessment on student performance: A comparison between multiple choice testing, peer assessment, case-based assessment and portfolio assessment. <i>Studies in Educational Evaluation</i> , 2006 , 32, 202-222	2	20
5	Educating for learning-focused teaching in teacher training: The need to link learning content with practice experiences within an inductive approach. <i>Teaching and Teacher Education</i> , 2006 , 22, 874-897	2.9	23
4	Students' perceptions about evaluation and assessment in higher education: a review ¹ This paper is derived from a presentation at the joint Northumbria/Earli SIG Assessment and Evaluation Conference: learning communities and assessment cultures, held at the University of Northumbria at Newcastle in August 2002. View all notes. <i>Assessment and Evaluation in Higher Education</i> , 2005 , Students' Perceptions of a Problem-Based Learning Environment. <i>Learning Environments Research</i> , 2005 , 8, 41-66	3.1	291
3		2.1	63

2	Students' Perceptions about New Modes of Assessment in Higher Education: A Review 2003 , 171-223	32
1	Connecting beliefs, noticing and differentiated teaching practices: a study among pre-service teachers and teachers. <i>International Journal of Inclusive Education</i> , 1-18	1,5 2