

Frans J Prins

List of Publications by Year in descending order

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Version: 2024-02-01

48
papers

2,756
citations

304743

22
h-index

233421

45
g-index

48
all docs

48
docs citations

48
times ranked

2222
citing authors

#	ARTICLE	IF	CITATIONS
1	Intellectual ability, learning style, personality, achievement motivation and academic success of psychology students in higher education. <i>Personality and Individual Differences</i> , 2000, 29, 1057-1068.	2.9	493
2	Content analysis: What are they talking about?. <i>Computers and Education</i> , 2006, 46, 29-48.	8.3	366
3	The relation between learning styles, the Big Five personality traits and achievement motivation in higher education. <i>Personality and Individual Differences</i> , 1998, 26, 129-140.	2.9	206
4	Group awareness of social and cognitive performance in a CSCL environment: Effects of a peer feedback and reflection tool. <i>Computers in Human Behavior</i> , 2011, 27, 1087-1102.	8.5	122
5	Personal and social development in physical education and sports: A review study. <i>European Physical Education Review</i> , 2020, 26, 797-813.	2.0	121
6	Formative peer assessment in a CSCL environment: a case study. <i>Assessment and Evaluation in Higher Education</i> , 2005, 30, 417-444.	5.6	119
7	Awareness of group performance in a CSCL-environment: Effects of peer feedback and reflection. <i>Computers in Human Behavior</i> , 2010, 26, 151-161.	8.5	116
8	Learning styles: Self-reports versus thinking-aloud measures. <i>British Journal of Educational Psychology</i> , 2003, 73, 357-372.	2.9	103
9	Learning styles: a cross-sectional and longitudinal study in higher education. <i>British Journal of Educational Psychology</i> , 1998, 68, 427-441.	2.9	99
10	Feedback providing improvement strategies and reflection on feedback use: Effects on students' writing motivation, process, and performance. <i>Learning and Instruction</i> , 2012, 22, 171-184.	3.2	84
11	Feedback for General Practitioners in Training: Quality, Styles, and Preferences. <i>Advances in Health Sciences Education</i> , 2006, 11, 289-303.	3.3	82
12	Strengthening dialogic peer feedback aiming for deep learning in SPOCs. <i>Computers and Education</i> , 2018, 125, 86-100.	8.3	75
13	The impact of intellectual ability and metacognition on learning: New support for the threshold of problematicity theory. <i>Learning and Instruction</i> , 2006, 16, 374-387.	3.2	69
14	A conceptual framework for integrating peer assessment in teacher education. <i>Studies in Educational Evaluation</i> , 2006, 32, 6-22.	2.3	61
15	Initial inductive learning in a complex computer simulated environment: the role of metacognitive skills and intellectual ability. <i>Computers in Human Behavior</i> , 2002, 18, 327-341.	8.5	49
16	Feedback Dialogues That Stimulate Students' Reflective Thinking. <i>Scandinavian Journal of Educational Research</i> , 2013, 57, 227-245.	1.7	49
17	University students' achievement goals and help-seeking strategies in an intelligent tutoring system. <i>Computers and Education</i> , 2014, 72, 196-208.	8.3	49
18	Mentor teachers: Their perceived possibilities and challenges as mentor and teacher. <i>Teaching and Teacher Education</i> , 2014, 44, 106-116.	3.2	48

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19	DETERMINING THE QUALITY OF COMPETENCE ASSESSMENT PROGRAMS: A SELF-EVALUATION PROCEDURE. <i>Studies in Educational Evaluation</i> , 2007, 33, 258-281.	2.3	45
20	Audio peer feedback to promote deep learning in online education. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 607-619.	5.1	42
21	Progress feedback effects on students' writing mastery goal, self-efficacy beliefs, and performance. <i>Educational Research and Evaluation</i> , 2010, 16, 53-74.	1.6	38
22	The Design of Competency-Based Performance Assessment in E-Learning. <i>Learning Environments Research</i> , 2006, 9, 45-66.	2.8	28
23	Students' use of a rubric for research theses. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 128-150.	5.6	25
24	Impact of feedback request forms and verbal feedback on higher education students' feedback perception, self-efficacy, and motivation. <i>Assessment in Education</i> , 2020, 27, 6-25.	1.2	24
25	Expertise-related differences in conceptual and ontological knowledge in the legal domain. <i>European Journal of Cognitive Psychology</i> , 2008, 20, 1043-1064.	1.3	23
26	The prevalence, development and domain specificity of elementary school students' achievement goal profiles. <i>Educational Psychology</i> , 2016, 36, 1303-1322.	2.7	20
27	Exploring the role of assessment criteria during teachers' collaborative judgement processes of students' portfolios. <i>Assessment and Evaluation in Higher Education</i> , 2012, 37, 847-860.	5.6	19
28	Self-evaluation of assessment programs: A cross-case analysis. <i>Evaluation and Program Planning</i> , 2011, 34, 206-216.	1.6	17
29	The impact of feedback training for inspectors. <i>European Journal of Training and Development</i> , 2013, 37, 86-104.	2.2	17
30	Promoting deep learning through online feedback in SPOCs. <i>Frontline Learning Research</i> , 2018, 6, 92-113.	0.8	15
31	Formative assessment in an online learning environment to support flexible on-the-job learning in complex professional domains. <i>Educational Technology Research and Development</i> , 2010, 58, 311-324.	2.8	14
32	Effects of conceptual knowledge and availability of information sources on law students' legal reasoning. <i>Instructional Science</i> , 2010, 38, 23-35.	2.0	14
33	Formative peer assessment in primary school: the effects of involving pupils in setting assessment criteria on their appraisal and feedback style. <i>European Journal of Psychology of Education</i> , 2018, 33, 101-116.	2.6	14
34	Teachers' diagnosis of students' research skills during the mentoring of the undergraduate thesis. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2018, 26, 542-562.	1.4	12
35	Challenges concerning deep learning in SPOCs. <i>International Journal of Technology Enhanced Learning</i> , 2018, 10, 111.	0.7	10
36	Connecting feedback to self-efficacy: Receiving and providing peer feedback in teacher education. <i>Studies in Educational Evaluation</i> , 2021, 70, 101062.	2.3	10

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37	Editorial: Transparency in Assessmentâ€™ Exploring the Influence of Explicit Assessment Criteria. <i>Frontiers in Education</i> , 2019, 3, .	2.1	9
38	Mentor teachers' practical reasoning about intervening during student teachers' lessons. <i>Teaching and Teacher Education</i> , 2018, 75, 327-342.	3.2	7
39	Supervisor and Student Perspectives on Undergraduate Thesis Supervision in Higher Education. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 877-897.	1.7	7
40	Shifting Patterns in Co-regulation, Feedback Perception, and Motivation During Research Supervision Meetings. <i>Scandinavian Journal of Educational Research</i> , 2020, 64, 1030-1051.	1.7	6
41	The development of research supervisorsâ€™ pedagogical content knowledge in a lesson study project. <i>Educational Action Research</i> , 2020, , 1-20.	1.5	6
42	Faculty Development for Educational Leadership. , 2017, , 73-101.		6
43	A novel undergraduate biomedical laboratory course concept in synergy with ongoing faculty research. <i>Biochemistry and Molecular Biology Education</i> , 2021, 49, 758-767.	1.2	5
44	Examinersâ€™ use of rubric criteria for grading bachelor theses. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 1269-1284.	5.6	5
45	Mentor teachersâ€™ intended intervening during student teachersâ€™ lessons: A vignette study in Dutch primary education. <i>Teaching and Teacher Education</i> , 2022, 117, 103342.	3.2	3
46	Development of educational leadersâ€™ adaptive expertise in a professional development programme. <i>International Journal for Academic Development</i> , 2022, 27, 58-70.	1.1	2
47	Transparency or Stimulating Meaningfulness and Self-Regulation? A Case Study About a Programmatic Approach to Transparency of Assessment Criteria. <i>Frontiers in Education</i> , 2018, 3, .	2.1	1
48	Physical education teachersâ€™ perceptions and operationalisations of personal and social development goals in primary education. <i>European Physical Education Review</i> , 0, , 1356336X2211023.	2.0	1