Jimmie Leppink

List of Publications by Year
in descending order

88 papers	2,470 citations	361413 20 h-index	233421 45 g-index
107 all docs	107 docs citations	107 times ranked	1977 citing authors

#	Article	IF	Citations
1	Development of an instrument for measuring different types of cognitive load. Behavior Research Methods, 2013, 45, 1058-1072.	4.0	564
2	Effects of pairs of problems and examples on task performance and different types of cognitive load. Learning and Instruction, 2014, 30, 32-42.	3.2	348
3	The evolution of cognitive load theory and its application to medical education. Perspectives on Medical Education, 2022, 4, 119-127.	3.5	182
4	The promised land of blended learning: Quizzes as a moderator. Educational Research Review, 2015, 15, 59-74.	7.8	132
5	Acute dissociation after 1 night of sleep loss.. Journal of Abnormal Psychology, 2007, 116, 599-606.	1.9	83
6	Improving critical thinking: Effects of dispositions and instructions onÂeconomics students' reasoning skills. Learning and Instruction, 2014, 29, 31-42.	3.2	67
7	Twelve tips for medical curriculum design from a cognitive load theory perspective. Medical Teacher, 2016, 38, 669-674.	1.8	60
8	Cognitive load theory: Practical implications and an important challenge. Journal of Taibah University Medical Sciences, 2017, 12, 385-391.	0.9	54
9	Social Media and the 21st-Century Scholar: How You Can Harness Social Media to Amplify Your Career. Journal of the American College of Radiology, 2018, 15, 142-148.	1.8	52
10	Influences of OSCE design on studentsâ€™ diagnostic reasoning. Medical Education, 2015, 49, 203-214.	2.1	45
11	Unraveling the effects of critical thinking instructions, practice, and self-explanation on studentsâ€™ reasoning performance. Instructional Science, 2015, 43, 487-506.	2.0	45
12	We need more replication research â€" A&nbsp;case for test-retest reliability. Perspectives on Medical Education, 2022, 6, 158-164.	3.5	45
13	The simulated clinical environment: Cognitive and emotional impact among undergraduates. Medical Teacher, 2017, 39, 181-187.	1.8	44
14	Data analysis in medical education research: a multilevel perspective. Perspectives on Medical Education, 2022, 4, 14-24.	3.5	42
15	Does changing from a teacher-centered to a learner-centered context promote self-regulated learning: a qualitative study in a Japanese undergraduate setting. BMC Medical Education, 2019, 19, 152.	2.4	40
16	Social Accountability Frameworks and Their Implications for Medical Education and Program Evaluation: A Narrative Review. Academic Medicine, 2020, 95, 1945-1954.	1.6	33
17	Self-explanation in the domain of statistics: an expertise reversal effect. Higher Education, 2012, 63, 771-785.	4.4	32
18	Effects of learning content in context on knowledge acquisition and recall: a pretest-posttest control group design. BMC Medical Education, 2015, 15, 133.	2.4	31

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19	Evidence against vs. in favour of a null hypothesis. Perspectives on Medical Education, 2022, 6, 115-118.	3.5	30
20	Statistical Methods for Experimental Research in Education and Psychology. Springer Texts in Education, 2019, , .	0.1	29
21	Why are children overconfident? Developmental differences in the implementation of accessibility cues when judging concept learning. Journal of Experimental Child Psychology, 2017, 158, 77-94.	1.4	28
22	Practice, intelligence, and enjoyment in novice chess players: A prospective study at the earliest stage of a chess career. Intelligence, 2014, 45, 18-25.	3.0	23
23	Communication skills training and the conceptual structure of empathy among medical students. Perspectives on Medical Education, 2022, 7, 264-271.	3.5	22
24	Case Comparisons. Academic Radiology, 2015, 22, 1226-1235.	2.5	21
25	Midterm peer feedback in problem-based learning groups: the effect on individual contributions and achievement. Advances in Health Sciences Education, 2014, 19, 53-69.	3.3	19
26	Prior knowledge moderates instructional effects on conceptual understanding of statistics. Educational Research and Evaluation, 2012, 18, 37-51.	1.6	17
27	Outcome and impact of Master of Public Health programs across six countries: education for change. Human Resources for Health, 2014, 12, 40.	3.1	17
28	Are they ready? Organizational readiness for change among clinical teaching teams. Advances in Medical Education and Practice, 2017, Volume 8, 807-815.	1.5	17
29	Simulation€based education for novices: complex learning tasks promote reflective practice. Medical Education, 2019, 53, 380-389.	2.1	17
30	Shortened versions of the Gudjonsson Suggestibility Scale meet the standards. Legal and Criminological Psychology, 2009, 14, 149-155.	2.0	16
31	Special Issue on Cognitive Load Theory: Editorial. Educational Psychology Review, 2019, 31, 255-259.	8.4	15
32	The Effect of Guidance in Problem-Based Learning of Statistics. Journal of Experimental Education, 2014, 82, 391-407.	2.6	13
33	What is science without replication?. Perspectives on Medical Education, 2016, 5, 320-322.	3.5	13
34	Ward round simulation in final year medical students: Does it promote students learning?. Medical Teacher, 2018, 40, 199-204.	1.8	13
35	Mental Effort, Workload, Time on Task, and Certainty: Beyond Linear Models. Educational Psychology Review, 2019, 31, 421-438.	8.4	13
36	Revisiting the quantitative€"qualitative-mixed methods labels: Research questions, developments, and the need for replication. Journal of Taibah University Medical Sciences, 2017, 12, 97-101.	0.9	12

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37	Limited effects from professional identity formation-oriented intervention on self-regulated learning in a preclinical setting: a randomized-controlled study in Japan. BMC Medical Education, 2021, 21, 30.	2.4	12
38	On causality and mechanisms in medical education research: an example of path analysis. Perspectives on Medical Education, 2022, 4, 66-72.	3.5	11
39	Helping medical students in their study of statistics: A flexible approach. Journal of Taibah University Medical Sciences, 2017, 12, 1-7.	0.9	11
40	Contextual attributes promote or hinder self-regulated learning: A qualitative study contrasting rural physicians with undergraduate learners in Japan. Medical Teacher, 2018, 40, 285-295.	1.8	11
41	Cognitive Load and Learning in the Study of Multiple Documents. Frontiers in Education, 2018, 3, .	2.1	11
42	Exploring Task- and Student-Related Factors in the Method of Propositional Manipulation (MPM). Journal of Statistics Education, 2011, 19, .	1.4	10
43	Task Demands in OSCEs Influence Learning Strategies. Teaching and Learning in Medicine, 2017, 29, 286-295.	2.1	10
44	Specialty Training’s Organizational Readiness for curriculum Change (STORC): validation of a questionnaire. Advances in Medical Education and Practice, 2018, Volume 9, 75-83.	1.5	7
45	Factors Influencing Seminar Learning and Academic Achievement. Journal of Veterinary Medical Education, 2015, 42, 259-270.	0.6	6
46	Cognitive load measures mainly have meaning when they are combined with learning outcome measures. Medical Education, 2016, 50, 979-979.	2.1	6
47	Small numbers are an opportunity, not a problem. Scientia Medica, 2021, 31, e40128.	0.3	6
48	Avoiding Common Data Analysis Pitfalls in Health Professions Education Research. Academic Medicine, 2016, 91, e11.	1.6	5
49	Four Common Pitfalls of Quantitative Analysis in Experimental Research. Academic Medicine, 2016, 91, 891-891.	1.6	5
50	The bridge between design and analysis. Perspectives on Medical Education, 2017, 6, 265-269.	3.5	5
51	Investigating teaching performance in seminars; a questionnaire study with a multi-level approach. BMC Medical Education, 2014, 14, 203.	2.4	4
52	Statistical points and pitfalls. Perspectives on Medical Education, 2022, 5, 1-2.	3.5	4
53	When Negative Turns Positive and Vice Versa: The Case of Repeated Measurements. Health Professions Education, 2019, 5, 76-81.	1.4	4
54	Revisiting cognitive load theory: second thoughts and unaddressed questions. Scientia Medica, 2020, 30, e36918.	0.3	4

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55	The effectiveness of propositional manipulation as a lecturing method in the statistics knowledge domain. Instructional Science, 2013, 41, 1127-1140.	2.0	3
56	High level of patient satisfaction and comfort during diagnostic urological procedures performed by urologists and residents. Scandinavian Journal of Urology, 2016, 50, 206-211.	1.0	3
57	Evaluating the strength of evidence in research and education: The theory of anchored narratives. Journal of Taibah University Medical Sciences, 2017, 12, 284-290.	0.9	3
58	Statistics for N = 1. Scientia Medica, 2020, 30, e38066.	0.3	3
59	It might happen in the very beginning. Reply to Ericsson. Intelligence, 2014, 45, 107-108.	3.0	2
60	Clinical examination in the OSCE era: are we maintaining the balance between OS and CE?. Postgraduate Medical Journal, 2017, 93, 241-241.	1.8	2
61	The Art of Acknowledging that We Know Nearly Nothing. Health Professions Education, 2018, 4, 67-69.	1.4	2
62	In God We Trust, All Others Bring Data: A Bayesian Approach to Standard Setting. Health Professions Education, 2020, 6, 291-299.	1.4	2
63	Expertise and Problem Solving in High-Stakes Environments. , 2019, , 25-39.		2
64	Mental Processes in Emergency Medicine. , 2019, , 55-62.		2
65	Simulation and practice: a repeated measurements perspective. Revista Española De Educación Médica, 2021, 2, .	0.1	2
66	Science Fiction in Medical Education: The Case of Learning Styles. Journal of Graduate Medical Education, 2017, 9, 394-394.	1.3	1
67	Re: â€œSocial Media and theÂ21st-Century Scholar: How You Can Harness Social Media to Amplify Your Careerâ€. Journal of the American College of Radiology, 2018, 15, 705-706.	1.8	1
68	Professional identity formation-oriented mentoring technique as a method to improve self-regulated learning: A mixed-method study. Asia Pacific Scholar, 2021, 6, 49-64.	0.4	1
69	Article numbers as a leading indicator of publication time. Scientia Medica, 2021, 31, e41065.	0.3	1
70	Assessment of individual competence. Scientia Medica, 2021, 31, e41736.	0.3	1
71	Saying â€˜Thank Youâ€™ to those whose thoughts really helped us forward. Perspectives on Medical Education, 2017, 6, 281-282.	3.5	0
72	Evaluating the Effectiveness of Instructional Methods. , 2019, , 155-166.		0

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73	Supporting Students With Electronic Health Record–Embedded Learning Aids: A Mixed-Methods Study. JMIR Medical Education, 2019, 5, e11351.	2.6	0
74	Pass/Fail and Other Dichotomies. Springer Texts in Education, 2020, , 83-102.	0.1	0
75	Statistical Learning. Springer Texts in Education, 2020, , 35-65.	0.1	0
76	Quantifiable Learning Outcomes. Springer Texts in Education, 2020, , 121-132.	0.1	0
77	General Recommendations. Springer Texts in Education, 2020, , 259-264.	0.1	0
78	Temporal Structures. Springer Texts in Education, 2020, , 173-179.	0.1	0
79	Cross-Instrument Communication. Springer Texts in Education, 2020, , 159-172.	0.1	0
80	Study Designs. Springer Texts in Education, 2020, , 21-34.	0.1	0
81	Longitudinal Assessment Networks. Springer Texts in Education, 2020, , 181-191.	0.1	0
82	Learning Processes. Springer Texts in Education, 2020, , 3-19.	0.1	0
83	Instrument Structures. Springer Texts in Education, 2020, , 135-157.	0.1	0
84	Static and Dynamic Group Structures. Springer Texts in Education, 2020, , 209-226.	0.1	0
85	Multicategory Nominal Choices. Springer Texts in Education, 2020, , 103-110.	0.1	0
86	Assessment programs and their components: a network approach. Scientia Medica, 2020, 30, e37124.	0.3	0
87	Data analysis: more expensive does not imply better. Revista Española De Educación Médica, 2022, 3, .	0.1	0
88	Adaptive single case design (ASCD). Scientia Medica, 2022, 32, e42370.	0.3	0