

Jimmie Leppink

List of Publications by Year in descending order

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Version: 2024-02-01

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	The evolution of cognitive load theory and its application to medical education. <i>Perspectives on Medical Education</i> , 2022, 4, 119-127.	3.5	182
2	Data analysis in medical education research: a multilevel perspective. <i>Perspectives on Medical Education</i> , 2022, 4, 14-24.	3.5	42
3	On causality and mechanisms in medical education research: an example of path analysis. <i>Perspectives on Medical Education</i> , 2022, 4, 66-72.	3.5	11
4	Statistical points and pitfalls. <i>Perspectives on Medical Education</i> , 2022, 5, 1-2.	3.5	4
5	We need more replication research – A case for test-retest reliability. <i>Perspectives on Medical Education</i> , 2022, 6, 158-164.	3.5	45
6	Evidence against vs. in favour of a null hypothesis. <i>Perspectives on Medical Education</i> , 2022, 6, 115-118.	3.5	30
7	Communication skills training and the conceptual structure of empathy among medical students. <i>Perspectives on Medical Education</i> , 2022, 7, 264-271.	3.5	22
8	Data analysis: more expensive does not imply better. <i>Revista Española De Educación Médica</i> , 2022, 3, .	0.1	0
9	Adaptive single case design (ASCD). <i>Scientia Medica</i> , 2022, 32, e42370.	0.3	0
10	Small numbers are an opportunity, not a problem. <i>Scientia Medica</i> , 2021, 31, e40128.	0.3	6
11	Professional identity formation-oriented mentoring technique as a method to improve self-regulated learning: A mixed-method study. <i>Asia Pacific Scholar</i> , 2021, 6, 49-64.	0.4	1
12	Limited effects from professional identity formation-oriented intervention on self-regulated learning in a preclinical setting: a randomized-controlled study in Japan. <i>BMC Medical Education</i> , 2021, 21, 30.	2.4	12
13	Article numbers as a leading indicator of publication time. <i>Scientia Medica</i> , 2021, 31, e41065.	0.3	1
14	Simulation and practice: a repeated measurements perspective. <i>Revista Española De Educación Médica</i> , 2021, 2, .	0.1	2
15	Assessment of individual competence. <i>Scientia Medica</i> , 2021, 31, e41736.	0.3	1
16	Revisiting cognitive load theory: second thoughts and unaddressed questions. <i>Scientia Medica</i> , 2020, 30, e36918.	0.3	4
17	In God We Trust, All Others Bring Data: A Bayesian Approach to Standard Setting. <i>Health Professions Education</i> , 2020, 6, 291-299.	1.4	2
18	Social Accountability Frameworks and Their Implications for Medical Education and Program Evaluation: A Narrative Review. <i>Academic Medicine</i> , 2020, 95, 1945-1954.	1.6	33

#	ARTICLE	IF	CITATIONS
19	Statistics for N = 1. <i>Scientia Medica</i> , 2020, 30, e38066.	0.3	3
20	Pass/Fail and Other Dichotomies. <i>Springer Texts in Education</i> , 2020, , 83-102.	0.1	0
21	Statistical Learning. <i>Springer Texts in Education</i> , 2020, , 35-65.	0.1	0
22	Quantifiable Learning Outcomes. <i>Springer Texts in Education</i> , 2020, , 121-132.	0.1	0
23	General Recommendations. <i>Springer Texts in Education</i> , 2020, , 259-264.	0.1	0
24	Temporal Structures. <i>Springer Texts in Education</i> , 2020, , 173-179.	0.1	0
25	Cross-Instrument Communication. <i>Springer Texts in Education</i> , 2020, , 159-172.	0.1	0
26	Study Designs. <i>Springer Texts in Education</i> , 2020, , 21-34.	0.1	0
27	Longitudinal Assessment Networks. <i>Springer Texts in Education</i> , 2020, , 181-191.	0.1	0
28	Learning Processes. <i>Springer Texts in Education</i> , 2020, , 3-19.	0.1	0
29	Instrument Structures. <i>Springer Texts in Education</i> , 2020, , 135-157.	0.1	0
30	Static and Dynamic Group Structures. <i>Springer Texts in Education</i> , 2020, , 209-226.	0.1	0
31	Multicategory Nominal Choices. <i>Springer Texts in Education</i> , 2020, , 103-110.	0.1	0
32	Assessment programs and their components: a network approach. <i>Scientia Medica</i> , 2020, 30, e37124.	0.3	0
33	Special Issue on Cognitive Load Theory: Editorial. <i>Educational Psychology Review</i> , 2019, 31, 255-259.	8.4	15
34	Does changing from a teacher-centered to a learner-centered context promote self-regulated learning: a qualitative study in a Japanese undergraduate setting. <i>BMC Medical Education</i> , 2019, 19, 152.	2.4	40
35	Simulation-based education for novices: complex learning tasks promote reflective practice. <i>Medical Education</i> , 2019, 53, 380-389.	2.1	17
36	Mental Effort, Workload, Time on Task, and Certainty: Beyond Linear Models. <i>Educational Psychology Review</i> , 2019, 31, 421-438.	8.4	13

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37	Evaluating the Effectiveness of Instructional Methods. , 2019, , 155-166.		0
38	When Negative Turns Positive and Vice Versa: The Case of Repeated Measurements. Health Professions Education, 2019, 5, 76-81.	1.4	4
39	Statistical Methods for Experimental Research in Education and Psychology. Springer Texts in Education, 2019, , .	0.1	29
40	Expertise and Problem Solving in High-Stakes Environments. , 2019, , 25-39.		2
41	Mental Processes in Emergency Medicine. , 2019, , 55-62.		2
42	Supporting Students With Electronic Health Recordâ€“Embedded Learning Aids: A Mixed-Methods Study. JMIR Medical Education, 2019, 5, e11351.	2.6	0
43	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
44	Re: â€œSocial Media and the 21st-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
45	The Art of Acknowledging that We Know Nearly Nothing. Health Professions Education, 2018, 4, 67-69.	1.4	2
46	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
47	Ward round simulation in final year medical students: Does it promote students learning?. Medical Teacher, 2018, 40, 199-204.	1.8	13
48	Cognitive Load and Learning in the Study of Multiple Documents. Frontiers in Education, 2018, 3, .	2.1	11
49	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
50	Revisiting the quantitativeâ€“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
51	Helping medical students in their study of statistics: A flexible approach. Journal of Taibah University Medical Sciences, 2017, 12, 1-7.	0.9	11
52	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
53	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
54	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

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55	Cognitive load theory: Practical implications and an important challenge. <i>Journal of Taibah University Medical Sciences</i> , 2017, 12, 385-391.	0.9	54
56	The bridge between design and analysis. <i>Perspectives on Medical Education</i> , 2017, 6, 265-269.	3.5	5
57	Saying "Thank You"™ to those whose thoughts really helped us forward. <i>Perspectives on Medical Education</i> , 2017, 6, 281-282.	3.5	0
58	Task Demands in OSCEs Influence Learning Strategies. <i>Teaching and Learning in Medicine</i> , 2017, 29, 286-295.	2.1	10
59	The simulated clinical environment: Cognitive and emotional impact among undergraduates. <i>Medical Teacher</i> , 2017, 39, 181-187.	1.8	44
60	Science Fiction in Medical Education: The Case of Learning Styles. <i>Journal of Graduate Medical Education</i> , 2017, 9, 394-394.	1.3	1
61	Are they ready? Organizational readiness for change among clinical teaching teams. <i>Advances in Medical Education and Practice</i> , 2017, Volume 8, 807-815.	1.5	17
62	Avoiding Common Data Analysis Pitfalls in Health Professions Education Research. <i>Academic Medicine</i> , 2016, 91, e11.	1.6	5
63	Cognitive load measures mainly have meaning when they are combined with learning outcome measures. <i>Medical Education</i> , 2016, 50, 979-979.	2.1	6
64	What is science without replication?. <i>Perspectives on Medical Education</i> , 2016, 5, 320-322.	3.5	13
65	Twelve tips for medical curriculum design from a cognitive load theory perspective. <i>Medical Teacher</i> , 2016, 38, 669-674.	1.8	60
66	High level of patient satisfaction and comfort during diagnostic urological procedures performed by urologists and residents. <i>Scandinavian Journal of Urology</i> , 2016, 50, 206-211.	1.0	3
67	Four Common Pitfalls of Quantitative Analysis in Experimental Research. <i>Academic Medicine</i> , 2016, 91, 891-891.	1.6	5
68	Factors Influencing Seminar Learning and Academic Achievement. <i>Journal of Veterinary Medical Education</i> , 2015, 42, 259-270.	0.6	6
69	The promised land of blended learning: Quizzes as a moderator. <i>Educational Research Review</i> , 2015, 15, 59-74.	7.8	132
70	Influences of OSCE design on students'™ diagnostic reasoning. <i>Medical Education</i> , 2015, 49, 203-214.	2.1	45
71	Unraveling the effects of critical thinking instructions, practice, and self-explanation on students'™ reasoning performance. <i>Instructional Science</i> , 2015, 43, 487-506.	2.0	45
72	Case Comparisons. <i>Academic Radiology</i> , 2015, 22, 1226-1235.	2.5	21

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73	Effects of learning content in context on knowledge acquisition and recall: a pretest-posttest control group design. <i>BMC Medical Education</i> , 2015, 15, 133.	2.4	31
74	Investigating teaching performance in seminars; a questionnaire study with a multi-level approach. <i>BMC Medical Education</i> , 2014, 14, 203.	2.4	4
75	Improving critical thinking: Effects of dispositions and instructions on economics students' reasoning skills. <i>Learning and Instruction</i> , 2014, 29, 31-42.	3.2	67
76	Effects of pairs of problems and examples on task performance and different types of cognitive load. <i>Learning and Instruction</i> , 2014, 30, 32-42.	3.2	348
77	Midterm peer feedback in problem-based learning groups: the effect on individual contributions and achievement. <i>Advances in Health Sciences Education</i> , 2014, 19, 53-69.	3.3	19
78	The Effect of Guidance in Problem-Based Learning of Statistics. <i>Journal of Experimental Education</i> , 2014, 82, 391-407.	2.6	13
79	Outcome and impact of Master of Public Health programs across six countries: education for change. <i>Human Resources for Health</i> , 2014, 12, 40.	3.1	17
80	Practice, intelligence, and enjoyment in novice chess players: A prospective study at the earliest stage of a chess career. <i>Intelligence</i> , 2014, 45, 18-25.	3.0	23
81	It might happen in the very beginning. Reply to Ericsson. <i>Intelligence</i> , 2014, 45, 107-108.	3.0	2
82	Development of an instrument for measuring different types of cognitive load. <i>Behavior Research Methods</i> , 2013, 45, 1058-1072.	4.0	564
83	The effectiveness of propositional manipulation as a lecturing method in the statistics knowledge domain. <i>Instructional Science</i> , 2013, 41, 1127-1140.	2.0	3
84	Prior knowledge moderates instructional effects on conceptual understanding of statistics. <i>Educational Research and Evaluation</i> , 2012, 18, 37-51.	1.6	17
85	Self-explanation in the domain of statistics: an expertise reversal effect. <i>Higher Education</i> , 2012, 63, 771-785.	4.4	32
86	Exploring Task- and Student-Related Factors in the Method of Propositional Manipulation (MPM). <i>Journal of Statistics Education</i> , 2011, 19, .	1.4	10
87	Shortened versions of the Gudjonsson Suggestibility Scale meet the standards. <i>Legal and Criminological Psychology</i> , 2009, 14, 149-155.	2.0	16
88	Acute dissociation after 1 night of sleep loss.. <i>Journal of Abnormal Psychology</i> , 2007, 116, 599-606.	1.9	83