

Paul A Kirschner

List of Publications by Year in descending order

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Version: 2024-02-01

221
papers

20,155
citations

20797

60
h-index

12585

132
g-index

226
all docs

226
docs citations

226
times ranked

11335
citing authors

#	ARTICLE	IF	CITATIONS
1	Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. <i>Educational Psychologist</i> , 2006, 41, 75-86.	4.7	4,281
2	Identifying the pitfalls for social interaction in computer-supported collaborative learning environments: a review of the research. <i>Computers in Human Behavior</i> , 2003, 19, 335-353.	5.1	1,058
3	Facebook® and academic performance. <i>Computers in Human Behavior</i> , 2010, 26, 1237-1245.	5.1	1,025
4	Taking the Load Off a Learner's Mind: Instructional Design for Complex Learning. <i>Educational Psychologist</i> , 2003, 38, 5-13.	4.7	577
5	Social and Cognitive Factors Driving Teamwork in Collaborative Learning Environments. <i>Small Group Research</i> , 2006, 37, 490-521.	1.8	564
6	Do Learners Really Know Best? Urban Legends in Education. <i>Educational Psychologist</i> , 2013, 48, 169-183.	4.7	405
7	A five-dimensional framework for authentic assessment. <i>Educational Technology Research and Development</i> , 2004, 52, 67-86.	2.0	386
8	The myths of the digital native and the multitasker. <i>Teaching and Teacher Education</i> , 2017, 67, 135-142.	1.6	366
9	A Cognitive Load Approach to Collaborative Learning: United Brains for Complex Tasks. <i>Educational Psychology Review</i> , 2009, 21, 31-42.	5.1	341
10	Designing electronic collaborative learning environments. <i>Educational Technology Research and Development</i> , 2004, 52, 47-66.	2.0	313
11	Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries. <i>Educational Psychologist</i> , 2007, 42, 115-121.	4.7	288
12	An exploration of social networking site use, multitasking, and academic performance among United States and European university students. <i>Computers in Human Behavior</i> , 2013, 29, 1182-1192.	5.1	232
13	The Role of Collaboration, Computer Use, Learning Environments, and Supporting Strategies in CSCL: A Meta-Analysis. <i>Review of Educational Research</i> , 2018, 88, 799-843.	4.3	230
14	Stop propagating the learning styles myth. <i>Computers and Education</i> , 2017, 106, 166-171.	5.1	224
15	From Cognitive Load Theory to Collaborative Cognitive Load Theory. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2018, 13, 213-233.	1.9	221
16	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. <i>Educational Technology Research and Development</i> , 2015, 63, 125-142.	2.0	214
17	Measuring perceived sociability of computer-supported collaborative learning environments. <i>Computers and Education</i> , 2007, 49, 176-192.	5.1	207
18	Evaluating assessment quality in competence-based education: A qualitative comparison of two frameworks. <i>Educational Research Review</i> , 2007, 2, 114-129.	4.1	206

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19	Individual and group-based learning from complex cognitive tasks: Effects on retention and transfer efficiency. <i>Computers in Human Behavior</i> , 2009, 25, 306-314.	5.1	187
20	Mediating team effectiveness in the context of collaborative learning: The importance of team and task awareness. <i>Computers in Human Behavior</i> , 2011, 27, 1103-1113.	5.1	180
21	Social Aspects of CSCL Environments: A Research Framework. <i>Educational Psychologist</i> , 2013, 48, 229-242.	4.7	156
22	Shared Epistemic Agency: An Empirical Study of an Emergent Construct. <i>Journal of the Learning Sciences</i> , 2010, 19, 143-186.	2.0	152
23	Determining Sociability, Social Space, and Social Presence in (A)synchronous Collaborative Groups. <i>Cyberpsychology, Behavior and Social Networking</i> , 2004, 7, 155-172.	2.2	151
24	Linking learning behavior analytics and learning science concepts: Designing a learning analytics dashboard for feedback to support learning regulation. <i>Computers in Human Behavior</i> , 2020, 107, 105512.	5.1	146
25	Socially shared regulation of learning in CSCL: understanding and prompting individual- and group-level shared regulatory activities. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2016, 11, 263-280.	1.9	136
26	Toward a Framework for CSCL Research. <i>Educational Psychologist</i> , 2013, 48, 1-8.	4.7	131
27	Task complexity as a driver for collaborative learning efficiency: The collective working-memory effect. <i>Applied Cognitive Psychology</i> , 2011, 25, 615-624.	0.9	128
28	Socio-emotional conflict in collaborative learning – A process-oriented case study in a higher education context. <i>International Journal of Educational Research</i> , 2014, 68, 1-14.	1.2	124
29	Ten Steps to Complex Learning. , 0, , .		124
30	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.	5.1	122
31	Using integrated electronic environments for collaborative teaching/learning. <i>Learning and Instruction</i> , 2001, 10, 1-9.	1.9	120
32	Formative peer assessment in a CSCL environment: a case study. <i>Assessment and Evaluation in Higher Education</i> , 2005, 30, 417-444.	3.9	119
33	The wheel of competency assessment: Presenting quality criteria for competency assessment programs. <i>Studies in Educational Evaluation</i> , 2006, 32, 153-170.	1.2	119
34	Task-related and social regulation during online collaborative learning. <i>Metacognition and Learning</i> , 2012, 7, 25-43.	1.3	118
35	External representation of argumentation in CSCL and the management of cognitive load. <i>Learning and Instruction</i> , 2002, 12, 121-138.	1.9	116
36	Awareness of group performance in a CSCL-environment: Effects of peer feedback and reflection. <i>Computers in Human Behavior</i> , 2010, 26, 151-161.	5.1	116

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37	Group awareness tools: It's what you do with it that matters. <i>Computers in Human Behavior</i> , 2011, 27, 1046-1058.	5.1	115
38	Differential effects of problem-solving demands on individual and collaborative learning outcomes. <i>Learning and Instruction</i> , 2011, 21, 587-599.	1.9	113
39	Computer support for knowledge construction in collaborative learning environments. <i>Computers in Human Behavior</i> , 2005, 21, 623-643.	5.1	105
40	Coercing shared knowledge in collaborative learning environments. <i>Computers in Human Behavior</i> , 2008, 24, 403-420.	5.1	105
41	Influence of group member familiarity on online collaborative learning. <i>Computers in Human Behavior</i> , 2009, 25, 161-170.	5.1	104
42	Contemporary cognitive load theory research: The good, the bad and the ugly. <i>Computers in Human Behavior</i> , 2011, 27, 99-105.	5.1	104
43	Making the Black Box of Collaborative Learning Transparent: Combining Process-Oriented and Cognitive Load Approaches. <i>Educational Psychology Review</i> , 2010, 22, 139-154.	5.1	103
44	New Learning Design in Distance Education: The impact on student perception and motivation. <i>Distance Education</i> , 2007, 28, 81-93.	2.5	99
45	Epistemology, practical work and Academic skills in science education. <i>Science and Education</i> , 1992, 1, 273-299.	1.7	96
46	Common Ground, Complex Problems and Decision Making. <i>Group Decision and Negotiation</i> , 2006, 15, 529-556.	2.0	96
47	Do we need teachers as designers of technology enhanced learning?. <i>Instructional Science</i> , 2015, 43, 309-322.	1.1	93
48	Ten Steps to Complex Learning. , 0, , .		92
49	A meta-analysis of the relationship of academic performance and Social Network Site use among adolescents and young adults. <i>Computers in Human Behavior</i> , 2017, 77, 148-157.	5.1	89
50	The management of cognitive load during complex cognitive skill acquisition by means of computer-simulated problem solving. <i>British Journal of Educational Psychology</i> , 2005, 75, 71-85.	1.6	88
51	Team Effectiveness and Team Development in CSCL. <i>Educational Psychologist</i> , 2013, 48, 9-24.	4.7	88
52	The Social and Interactive Dimensions of Collaborative Learning. , 2014, , 418-438.		84
53	Feedback for General Practitioners in Training: Quality, Styles, and Preferences. <i>Advances in Health Sciences Education</i> , 2006, 11, 289-303.	1.7	82
54	Perceptions of community care and placement preferences in first-year nursing students: A multicentre, cross-sectional study. <i>Nurse Education Today</i> , 2018, 60, 92-97.	1.4	82

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55	Data mining in educational technology classroom research: Can it make a contribution?. Computers and Education, 2017, 113, 226-242.	5.1	77
56	Promoting Argumentation Competence: Extending from First- to Second-Order Scaffolding Through Adaptive Fading. Educational Psychology Review, 2018, 30, 153-176.	5.1	77
57	Just-in-time information presentation and the acquisition of complex cognitive skills. Computers in Human Behavior, 2001, 17, 373-391.	5.1	76
58	Adopting the Integrative Model of Behaviour Prediction to explain teachers'™ willingness to use ICT: a perspective for research on teachers'™ ICT usage in pedagogical practices. Technology, Pedagogy and Education, 2013, 22, 55-71.	3.3	74
59	The effect of practical experience on perceptions of assessment authenticity, study approach, and learning outcomes. Learning and Instruction, 2008, 18, 172-186.	1.9	72
60	Multimodal data to design visual learning analytics for understanding regulation of learning. Computers in Human Behavior, 2019, 100, 298-304.	5.1	72
61	Bridging learning sciences, machine learning and affective computing for understanding cognition and affect in collaborative learning. British Journal of Educational Technology, 2020, 51, 2391-2406.	3.9	70
62	The state of affairs of teacher education with respect to information and communications technology. Technology, Pedagogy and Education, 2003, 12, 5-17.	3.3	68
63	Online communities of practice in education. Technology, Pedagogy and Education, 2007, 16, 127-131.	3.3	68
64	Changing learning behaviour: Self-efficacy and goal orientation in PBL groups in higher education. International Journal of Educational Research, 2016, 75, 146-158.	1.2	67
65	Learning strategies and academic performance in distance education. Learning and Individual Differences, 2019, 73, 1-7.	1.5	65
66	The use of web-based collaborative concept mapping to support group learning and interaction in an online environment. Internet and Higher Education, 2017, 34, 28-40.	4.2	63
67	How Individual Self-Regulation Affects Group Regulation and Performance. Small Group Research, 2015, 46, 431-454.	1.8	61
68	Nursing students'™ perceptions of community care and other areas of nursing practice " A review of the literature. International Journal of Nursing Studies, 2016, 61, 1-19.	2.5	61
69	Just-in-time information presentation: Improving learning a troubleshooting skill. Contemporary Educational Psychology, 2006, 31, 167-185.	1.6	60
70	Authenticity is in the eye of the beholder: student and teacher perceptions of assessment authenticity. Journal of Vocational Education and Training, 2008, 60, 401-412.	0.9	60
71	Measuring perceived social presence in distributed learning groups. Education and Information Technologies, 2011, 16, 365-381.	3.5	60
72	Applying collaborative cognitive load theory to computer-supported collaborative learning: towards a research agenda. Educational Technology Research and Development, 2020, 68, 783-805.	2.0	60

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73	Can computer models be used for social learning? A serious game in water management. <i>Environmental Modelling and Software</i> , 2016, 75, 119-132.	1.9	58
74	Profiling sympathetic arousal in a physics course: How active are students?. <i>Journal of Computer Assisted Learning</i> , 2018, 34, 397-408.	3.3	58
75	The analysis of negotiation of common ground in CSCL. <i>Learning and Instruction</i> , 2007, 17, 427-435.	1.9	57
76	RELATIONS BETWEEN STUDENT PERCEPTIONS OF ASSESSMENT AUTHENTICITY, STUDY APPROACHES AND LEARNING OUTCOME. <i>Studies in Educational Evaluation</i> , 2006, 32, 381-400.	1.2	55
77	Pedagogic benchmarks for information and communications technology in teacher education. <i>Technology, Pedagogy and Education</i> , 2003, 12, 125-147.	3.3	54
78	Effects of attitudes and behaviours on learning mathematics with computer tools. <i>Computers and Education</i> , 2010, 55, 1-15.	5.1	54
79	Identification of effective visual problem solving strategies in a complex visual domain. <i>Learning and Instruction</i> , 2014, 32, 10-21.	1.9	54
80	Awareness of cognitive and social behaviour in a <scp>CSCL</scp> environment. <i>Journal of Computer Assisted Learning</i> , 2015, 31, 59-77.	3.3	53
81	Students' personal professional theories in competence-based vocational education: the construction of personal knowledge through internalisation and socialisation. <i>Journal of Vocational Education and Training</i> , 2009, 61, 481-494.	0.9	52
82	Factors underlying perceptions of community care and other healthcare areas in first-year baccalaureate nursing students: A focus group study. <i>Nurse Education Today</i> , 2018, 66, 57-62.	1.4	51
83	Just-in-time, schematic supportive information presentation during cognitive skill acquisition. <i>Computers in Human Behavior</i> , 2006, 22, 93-112.	5.1	50
84	Effects of prior knowledge on collaborative and individual learning. <i>Learning and Instruction</i> , 2019, 63, 101214.	1.9	50
85	Field dependence and independence and instructional-design effects on learners' performance with a computer-modeling tool. <i>Computers in Human Behavior</i> , 2009, 25, 1355-1366.	5.1	48
86	Effects of representational guidance during computer-supported collaborative learning. <i>Instructional Science</i> , 2010, 38, 59-88.	1.1	48
87	Facebook as learning platform: Argumentation superhighway or dead-end street?. <i>Computers in Human Behavior</i> , 2015, 53, 621-625.	5.1	48
88	Effects of feedback on collaborative writing in an online learning environment. <i>Distance Education</i> , 2013, 34, 324-338.	2.5	47
89	Measuring Social Learning in Participatory Approaches to Natural Resource Management. <i>Environmental Policy and Governance</i> , 2014, 24, 1-15.	2.1	47
90	Timing of Information Presentation in Learning Statistics. <i>Instructional Science</i> , 2004, 32, 233-252.	1.1	46

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91	Designing instruction for complex learning: 4C/ID in higher education. <i>European Journal of Education</i> , 2019, 54, 513-524.	1.7	46
92	DETERMINING THE QUALITY OF COMPETENCE ASSESSMENT PROGRAMS: A SELF-EVALUATION PROCEDURE. <i>Studies in Educational Evaluation</i> , 2007, 33, 258-281.	1.2	45
93	Elementary school studentsâ€™ strategic learning: does task-type matter?. <i>Metacognition and Learning</i> , 2014, 9, 113-136.	1.3	45
94	Optimizing the number of steps in learning tasks for complex skills. <i>British Journal of Educational Psychology</i> , 2005, 75, 223-237.	1.6	44
95	Investigating collaborative learning success with physiological coupling indices based on electrodermal activity. , 2016, , .		44
96	Measuring perceived quality of social space in distributed learning groups. <i>Computers in Human Behavior</i> , 2004, 20, 607-632.	5.1	42
97	Three worlds of instructional design: State of the art and future directions. <i>Instructional Science</i> , 2001, 29, 429-441.	1.1	41
98	Guiding studentsâ€™ online complex learning-task behavior through representational scripting. <i>Computers in Human Behavior</i> , 2010, 26, 927-939.	5.1	40
99	The Association Between Objectively Measured Physical Activity and Academic Achievement in Dutch Adolescents: Findings From the GOALS Study. <i>Journal of Sport and Exercise Psychology</i> , 2014, 36, 460-473.	0.7	40
100	Using cognitive mapping to foster deeper learning with complex problems in a computer-based environment. <i>Computers in Human Behavior</i> , 2018, 87, 450-458.	5.1	35
101	A Cognitive Framework for Cooperative Problem Solving with Argument Visualization. <i>Computer Supported Cooperative Work / Series Ed By: Dan Diaper and Colston Sanger</i> , 2003, , 25-47.	1.1	35
102	Active commuting to school, cognitive performance, and academic achievement: an observational study in Dutch adolescents using accelerometers. <i>BMC Public Health</i> , 2014, 14, 799.	1.2	34
103	Multimodal data indicators for capturing cognitive, motivational, and emotional learning processes: A systematic literature review. <i>Education and Information Technologies</i> , 2020, 25, 5499-5547.	3.5	34
104	Mindtools for teacher communities: a European perspective. <i>Technology, Pedagogy and Education</i> , 2003, 12, 105-124.	3.3	32
105	Information presentation and troubleshooting in electrical circuits. <i>International Journal of Science Education</i> , 2004, 26, 239-256.	1.0	32
106	Sympathetic arousal commonalities and arousal contagion during collaborative learning: How attuned are triad members?. <i>Computers in Human Behavior</i> , 2019, 92, 188-197.	5.1	32
107	Cognitive Tools and Mindtools for Collaborative Learning. <i>Journal of Educational Computing Research</i> , 2006, 35, 199-209.	3.6	31
108	Avoiding split attention in computer-based testing: Is neglecting additional information facilitative?. <i>British Journal of Educational Technology</i> , 2015, 46, 803-817.	3.9	31

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109	The Testing Effect for Learning Principles and Procedures from Texts. <i>Journal of Educational Research</i> , 2014, 107, 357-364.	0.8	30
110	Educating Youth for Nonexistent/Not Yet Existing Professions. <i>Educational Policy</i> , 2020, 34, 477-517.	1.4	29
111	Learning Design: European Approaches. <i>TechTrends</i> , 2020, 64, 815-827.	1.4	29
112	The social affordances of computer-supported collaborative learning environments. , 0, , .		28
113	Design, development, and implementation of electronic learning environments for collaborative learning. <i>Educational Technology Research and Development</i> , 2004, 52, 39-46.	2.0	28
114	Connecting agents and artifacts in CSCL: Towards a rationale of mutual shaping. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2012, 7, 193-210.	1.9	28
115	Effects of group experience and information distribution on collaborative learning. <i>Instructional Science</i> , 2019, 47, 531-550.	1.1	28
116	Web-enhanced higher education: a tower of Babel. <i>Computers in Human Behavior</i> , 2001, 17, 347-353.	5.1	27
117	Reflective learning with complex problems in a visualization-based learning environment with expert support. <i>Computers in Human Behavior</i> , 2018, 87, 406-415.	5.1	27
118	Matching self-reports with electrodermal activity data: Investigating temporal changes in self-regulated learning. <i>Education and Information Technologies</i> , 2020, 25, 1785-1802.	3.5	27
119	Audiotape feedback for essays in distance education. <i>Innovative Higher Education</i> , 1991, 15, 185-195.	1.5	26
120	Superiority of collaborative learning with complex tasks: A research note on an alternative affective explanation. <i>Computers in Human Behavior</i> , 2011, 27, 53-57.	5.1	26
121	Association between Blood Omega-3 Index and Cognition in Typically Developing Dutch Adolescents. <i>Nutrients</i> , 2016, 8, 13.	1.7	26
122	Learning and Understanding in Virtual Teams. <i>Cyberpsychology, Behavior and Social Networking</i> , 2004, 7, 135-139.	2.2	25
123	Instructional design for effective and enjoyable computer-supported learning. <i>Computers in Human Behavior</i> , 2006, 22, 1-8.	5.1	25
124	Cognitive load measurements and stimulated recall interviews for studying the effects of information and communications technology. <i>Educational Technology Research and Development</i> , 2008, 56, 309-328.	2.0	25
125	Embedded instruction to learn information problem solving: Effects of a whole task approach. <i>Computers in Human Behavior</i> , 2019, 90, 117-130.	5.1	25
126	Process support in learning tasks for acquiring complex cognitive skills in the domain of law. <i>Learning and Instruction</i> , 2006, 16, 266-278.	1.9	24

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127	Completion strategy or emphasis manipulation? Task support for teaching information problem solving. <i>Computers in Human Behavior</i> , 2016, 62, 90-104.	5.1	24
128	The role of libraries in teaching doctoral students to become information-literate researchers. <i>Information and Learning Science</i> , 2019, 120, 158-172.	0.8	23
129	A model for optimizing step size of learning tasks in competency-based multimedia practicals. <i>Educational Technology Research and Development</i> , 2001, 49, 87-101.	2.0	22
130	Teachers'™ opinions on quality criteria for Competency Assessment Programs. <i>Teaching and Teacher Education</i> , 2007, 23, 857-867.	1.6	22
131	Goal Orientation, Deep Learning, and Sustainable Feedback in Higher Business Education. <i>Journal of Teaching in International Business</i> , 2015, 26, 273-292.	0.2	22
132	Mine, ours, and yours: Whose engagement and prior knowledge affects individual achievement from online collaborative learning?. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 39-50.	3.3	22
133	How to bring a technical artifact into use: A micro-developmental perspective. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2014, 9, 283-303.	1.9	21
134	Learning and navigating in hypertext: Navigational support by hierarchical menu or tag cloud?. <i>Computers in Human Behavior</i> , 2015, 46, 218-227.	5.1	21
135	There is an Evidence Crisis in Science Educational Policy. <i>Educational Psychology Review</i> , 2022, 34, 1157-1176.	5.1	21
136	Failure and success factors of educational ICT projects: a group concept mapping approach. <i>British Journal of Educational Technology</i> , 2005, 36, 681-684.	3.9	20
137	Effects of fading support on hypertext navigation and performance in student-centered e-learning environments. <i>Interactive Learning Environments</i> , 2009, 17, 165-179.	4.4	20
138	Effects of primer podcasts on stimulating learning from lectures: How do students engage?. <i>British Journal of Educational Technology</i> , 2014, 45, 330-339.	3.9	20
139	Learning in innovative learning environments. <i>Computers in Human Behavior</i> , 2005, 21, 547-554.	5.1	19
140	A Cross-cultural Qualitative Examination of Social-networking Sites and Academic Performance. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 112, 873-881.	0.5	19
141	Decline in physical activity during adolescence is not associated with changes in mental health. <i>BMC Public Health</i> , 2016, 16, 300.	1.2	19
142	Motivated strategies for learning questionnaire part B revisited: New subscales for an adult distance education setting. <i>Internet and Higher Education</i> , 2019, 40, 1-11.	4.2	19
143	The influence of node sequence and extraneous load induced by graphical overviews on hypertext learning. <i>Computers in Human Behavior</i> , 2013, 29, 870-880.	5.1	18
144	The effects of inspecting and constructing part-task-specific visualizations on team and individual learning. <i>Computers and Education</i> , 2013, 60, 221-233.	5.1	18

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145	What makes a good musical improviser? An expert view on improvisational expertise.. Psychomusicology: Music, Mind and Brain, 2013, 23, 222-235.	1.1	18
146	Electronic outlining as a writing strategy: Effects on students' writing products, mental effort and writing process. Computers and Education, 2014, 78, 352-366.	5.1	18
147	ICT-support for grounding in the classroom. Instructional Science, 2007, 35, 535-556.	1.1	17
148	Self-evaluation of assessment programs: A cross-case analysis. Evaluation and Program Planning, 2011, 34, 206-216.	0.9	17
149	The <scp>A</scp>dult <scp>L</scp>earning <scp>O</scp>pen <scp>U</scp>niversity <scp>D</scp>eterminants (<scp>ALoud</scp>) study: Biological and psychological factors associated with learning performance in adult distance education. British Journal of Educational Technology, 2015, 46, 953-960.	3.9	17
150	Metacognition in Collaborative Learning. , 2021, , 281-294.		17
151	Why advice on task selection may hamper learning in on-demand education. Computers in Human Behavior, 2013, 29, 145-154.	5.1	16
152	Academic self-efficacy, self-esteem, and grit in higher online education: Consistency of interests predicts academic success. Social Psychology of Education, 2022, 25, 951-975.	1.2	16
153	Enhancing Sociability of Computer-Supported Collaborative Learning Environments. , 2005, , 169-191.		15
154	Myths about Learning. , 2015, , 17-92.		15
155	Effects of a modelling example for teaching information problem solving skills. Journal of Computer Assisted Learning, 2018, 34, 688-700.	3.3	15
156	The coverage of distributed practice and retrieval practice in Flemish and Dutch teacher education textbooks. Teaching and Teacher Education, 2018, 74, 229-237.	1.6	15
157	Influencing nursing students'™ perceptions of community care with curriculum-redesign; a quasi-experimental cohort study. BMC Medical Education, 2019, 19, 299.	1.0	15
158	Concrete and abstract visualizations in history learning tasks. British Journal of Educational Psychology, 2009, 79, 371-387.	1.6	14
159	Effects of electronic outlining on students' argumentative writing performance. Journal of Computer Assisted Learning, 2011, 27, 557-574.	3.3	14
160	Write between the lines: Electronic outlining and the organization of text ideas. Computers in Human Behavior, 2012, 28, 2107-2116.	5.1	14
161	Cognitive Load Theory in E-Learning. , 2012, , 1178-1211.		14
162	Designing on-demand education for simultaneous development of domain-specific and self-directed learning skills. Journal of Computer Assisted Learning, 2015, 31, 405-421.	3.3	13

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163	Improving kindergarten teachers'™ differentiation practices to better anticipate student differences. Educational Studies, 2016, 42, 357-377.	1.4	13
164	Effect of 1 Year Krill Oil Supplementation on Cognitive Achievement of Dutch Adolescents: A Double-Blind Randomized Controlled Trial. Nutrients, 2019, 11, 1230.	1.7	13
165	Development of an Instrument for Measuring the Complexity of Learning Tasks. Educational Research and Evaluation, 2005, 11, 1-27.	0.9	12
166	Fostering complex learning-task performance through scripting student use of computer supported representational tools. Computers and Education, 2010, 55, 1707-1720.	5.1	12
167	Extending the SIPS-Model: A Research Framework for Online Collaborative Learning. Lecture Notes in Computer Science, 2018, , 277-290.	1.0	12
168	Mental Effort. , 2012, , 2182-2184.		12
169	Multilevel Analysis in CSCL Research. , 2011, , 187-205.		11
170	The Collaboration Principle in Multimedia Learning. , 2014, , 547-575.		10
171	Concept mapping"An effective method for identifying diversity and congruity in cognitive style. Evaluation and Program Planning, 2017, 60, 238-244.	0.9	10
172	Fostering self-regulation in training complex cognitive tasks. Educational Technology Research and Development, 2018, 66, 53-73.	2.0	10
173	Effect of one year krill oil supplementation on depressive symptoms and self-esteem of Dutch adolescents: A randomized controlled trial. Prostaglandins Leukotrienes and Essential Fatty Acids, 2020, 163, 102208.	1.0	10
174	Individual Versus Group Learning as a Function of Task Complexity: An Exploration into the Measurement of Group Cognitive Load. , 2008, , 21-28.		10
175	Learner Characteristics. , 2012, , 1743-1745.		10
176	United States and European Students' Social-Networking Site Activities and Academic Performance. International Journal of Cyber Behavior, Psychology and Learning, 2016, 6, 1-26.	0.6	9
177	There is more variation within than across domains: an interview with Paul A. Kirschner about applying cognitive psychology-based instructional design principles in mathematics teaching and learning. ZDM - International Journal on Mathematics Education, 2017, 49, 637-643.	1.3	9
178	Updating and Not Shifting Predicts Learning Performance in Young and Middle"€Aged Adults. Mind, Brain, and Education, 2017, 11, 190-200.	0.9	9
179	Towards Optimal Education Including Self-Regulated Learning in Technology-Enhanced Preschools and Primary Schools. European Educational Research Journal, 2014, 13, 529-552.	1.4	8
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