Paul A Kirschner

List of Publications by Citations

214 papers	14,429 citations	56 h-index	116 g-index
226 ext. papers	16,858 ext. citations	4.3 avg, IF	7.11 L-index

#	Paper	IF	Citations
214	Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. *Educational Psychologist*, **2006**, 41, 75-86	6.8	3155
213	Identifying the pitfalls for social interaction in computer-supported collaborative learning environments: a review of the research. *Computers in Human Behavior*, **2003**, 19, 335-353	7.7	809
212	Facebook and academic performance. *Computers in Human Behavior*, **2010**, 26, 1237-1245	7.7	755
211	Taking the Load Off a Learner's Mind: Instructional Design for Complex Learning. *Educational Psychologist*, **2003**, 38, 5-13	6.8	449
210	Social and Cognitive Factors Driving Teamwork in Collaborative Learning Environments: Team Learning Beliefs and Behaviors. *Small Group Research*, **2006**, 37, 490-521	2.5	442
209	Do Learners Really Know Best? Urban Legends in Education. *Educational Psychologist*, **2013**, 48, 169-183	6.8	292
208	A Cognitive Load Approach to Collaborative Learning: United Brains for Complex Tasks. *Educational Psychology Review*, **2009**, 21, 31-42	7.1	262
207	A five-dimensional framework for authentic assessment. *Educational Technology Research and Development*, **2004**, 52, 67-86	3.6	255
206	Designing electronic collaborative learning environments. *Educational Technology Research and Development*, **2004**, 52, 47-66	3.6	239
205	The myths of the digital native and the multitasker. *Teaching and Teacher Education*, **2017**, 67, 135-142	2.9	222
204	Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries. *Educational Psychologist*, **2007**, 42, 115-121	6.8	221
203	An exploration of social networking site use, multitasking, and academic performance among United States and European university students. *Computers in Human Behavior*, **2013**, 29, 1182-1192	7.7	172
202	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. *Educational Technology Research and Development*, **2015**, 63, 125-142	3.6	158
201	Measuring perceived sociability of computer-supported collaborative learning environments. *Computers and Education*, **2007**, 49, 176-192	9.5	149
200	Stop propagating the learning styles myth. *Computers and Education*, **2017**, 106, 166-171	9.5	148
199	Evaluating assessment quality in competence-based education: A qualitative comparison of two frameworks. *Educational Research Review*, **2007**, 2, 114-129	7.5	148
198	Individual and group-based learning from complex cognitive tasks: Effects on retention and transfer efficiency. *Computers in Human Behavior*, **2009**, 25, 306-314	7.7	145

197	Mediating team effectiveness in the context of collaborative learning: The importance of team and task awareness. *Computers in Human Behavior*, **2011**, 27, 1103-1113	7.7	144
196	From Cognitive Load Theory to Collaborative Cognitive Load Theory. *International Journal of Computer-Supported Collaborative Learning*, **2018**, 13, 213-233	4.6	134
195	The Role of Collaboration, Computer Use, Learning Environments, and Supporting Strategies in CSCL: A Meta-Analysis. *Review of Educational Research*, **2018**, 88, 799-843	10.3	130
194	Determining sociability, social space, and social presence in (a)synchronous collaborative groups. *Cyberpsychology, Behavior and Social Networking*, **2004**, 7, 155-72		113
193	Social Aspects of CSCL Environments: A Research Framework. *Educational Psychologist*, **2013**, 48, 229-242	6.8	103
192	Socially shared regulation of learning in CSCL: understanding and prompting individual- and group-level shared regulatory activities. *International Journal of Computer-Supported Collaborative Learning*, **2016**, 11, 263-280	4.6	102
191	Shared Epistemic Agency: An Empirical Study of an Emergent Construct. *Journal of the Learning Sciences*, **2010**, 19, 143-186	3.8	101
190	Group awareness tools: It's what you do with it that matters. *Computers in Human Behavior*, **2011**, 27, 1046-1058	7.7	96
189	Toward a Framework for CSCL Research. *Educational Psychologist*, **2013**, 48, 1-8	6.8	95
188	Group awareness of social and cognitive performance in a CSCL environment: Effects of a peer feedback and reflection tool. *Computers in Human Behavior*, **2011**, 27, 1087-1102	7.7	95
187	Awareness of group performance in a CSCL-environment: Effects of peer feedback and reflection. *Computers in Human Behavior*, **2010**, 26, 151-161	7.7	94
186	Task complexity as a driver for collaborative learning efficiency: The collective working-memory effect. *Applied Cognitive Psychology*, **2011**, 25, 615-624	2.1	91
185	External representation of argumentation in CSCL and the management of cognitive load. *Learning and Instruction*, **2002**, 12, 121-138	5.8	91
184	Formative peer assessment in a CSCL environment: a case study. *Assessment and Evaluation in Higher Education*, **2005**, 30, 417-444	3.1	90
183	The wheel of competency assessment: Presenting quality criteria for competency assessment programs. *Studies in Educational Evaluation*, **2006**, 32, 153-170	2	89
182	Socio-emotional conflict in collaborative learning—A process-oriented case study in a higher education context. *International Journal of Educational Research*, **2014**, 68, 1-14	2.1	87
181	Task-related and social regulation during online collaborative learning. *Metacognition and Learning*, **2012**, 7, 25-43	2.7	85
180	Coercing shared knowledge in collaborative learning environments. *Computers in Human Behavior*, **2008**, 24, 403-420	7.7	85

179	Using integrated electronic environments for collaborative teaching/learning. *Learning and Instruction*, **2001**, 10, 1-9	5.8	85
178	Differential effects of problem-solving demands on individual and collaborative learning outcomes. *Learning and Instruction*, **2011**, 21, 587-599	5.8	84
177	Computer support for knowledge construction in collaborative learning environments. *Computers in Human Behavior*, **2005**, 21, 623-643	7.7	82
176	Making the Black Box of Collaborative Learning Transparent: Combining Process-Oriented and Cognitive Load Approaches. *Educational Psychology Review*, **2010**, 22, 139-154	7.1	81
175	New Learning Design in Distance Education: The impact on student perception and motivation. *Distance Education*, **2007**, 28, 81-93	3.9	77
174	Linking learning behavior analytics and learning science concepts: Designing a learning analytics dashboard for feedback to support learning regulation. *Computers in Human Behavior*, **2020**, 107, 105512	7.7	74
173	Epistemology, practical work and Academic skills in science education. *Science and Education*, **1992**, 1, 273-299	2.1	73
172	Contemporary cognitive load theory research: The good, the bad and the ugly. *Computers in Human Behavior*, **2011**, 27, 99-105	7.7	72
171	Team Effectiveness and Team Development in CSCL. *Educational Psychologist*, **2013**, 48, 9-24	6.8	69
170	The management of cognitive load during complex cognitive skill acquisition by means of computer-simulated problem solving. *British Journal of Educational Psychology*, **2005**, 75, 71-85	3.2	68
169	Ten Steps to Complex Learning		68
168	Influence of group member familiarity on online collaborative learning. *Computers in Human Behavior*, **2009**, 25, 161-170	7.7	66
167	Common Ground, Complex Problems and Decision Making. *Group Decision and Negotiation*, **2006**, 15, 529-556	2.5	66
166	Just-in-time information presentation and the acquisition of complex cognitive skills. *Computers in Human Behavior*, **2001**, 17, 373-391	7.7	66
165	Feedback for general practitioners in training: quality, styles, and preferences. *Advances in Health Sciences Education*, **2006**, 11, 289-303	3.7	64
164	Ten Steps to Complex Learning		63
163	A meta-analysis of the relationship of academic performance and Social Network Site use among adolescents and young adults. *Computers in Human Behavior*, **2017**, 77, 148-157	7.7	58
162	The effect of practical experience on perceptions of assessment authenticity, study approach, and learning outcomes. *Learning and Instruction*, **2008**, 18, 172-186	5.8	58

161	Do we need teachers as designers of technology enhanced learning?. *Instructional Science*, **2015**, 43, 309-322		57
160	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	2.3	57
159	The Social and Interactive Dimensions of Collaborative Learning418-438		54
158	Online communities of practice in education. *Technology, Pedagogy and Education*, **2007**, 16, 127-131	2.3	51
157	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	0.8	50
156	Just-in-time information presentation: Improving learning a troubleshooting skill. *Contemporary Educational Psychology*, **2006**, 31, 167-185	5.6	49
155	Data mining in educational technology classroom research: Can it make a contribution?. *Computers and Education*, **2017**, 113, 226-242	9.5	48
154	Promoting Argumentation Competence: Extending from First- to Second-Order Scaffolding Through Adaptive Fading. *Educational Psychology Review*, **2018**, 30, 153-176	7.1	48
153	Can computer models be used for social learning? A serious game in water management. *Environmental Modelling and Software*, **2016**, 75, 119-132	5.2	48
152	Students' personal professional theories in competence-based vocational education: the construction of personal knowledge through internalisation and socialisation. *Journal of Vocational Education and Training*, **2009**, 61, 481-494	0.8	45
151	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	7.4	44
150	Measuring perceived social presence in distributed learning groups. *Education and Information Technologies*, **2011**, 16, 365-381	3.6	44
149	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	5.8	43
148	Effects of representational guidance during computer-supported collaborative learning. *Instructional Science*, **2010**, 38, 59-88	2	43
147	Just-in-time, schematic supportive information presentation during cognitive skill acquisition. *Computers in Human Behavior*, **2006**, 22, 93-112	7.7	43
146	The analysis of negotiation of common ground in CSCL. *Learning and Instruction*, **2007**, 17, 427-435	5.8	43
145	DETERMINING THE QUALITY OF COMPETENCE ASSESSMENT PROGRAMS: A SELF-EVALUATION PROCEDURE. *Studies in Educational Evaluation*, **2007**, 33, 258-281	2	40
144	RELATIONS BETWEEN STUDENT PERCEPTIONS OF ASSESSMENT AUTHENTICITY, STUDY APPROACHES AND LEARNING OUTCOME. *Studies in Educational Evaluation*, **2006**, 32, 381-400	2	39

143	Awareness of cognitive and social behaviour in a CSCL environment. *Journal of Computer Assisted Learning*, **2015**, 31, 59-77	3.8	38
142	Changing learning behaviour: Self-efficacy and goal orientation in PBL groups in higher education. *International Journal of Educational Research*, **2016**, 75, 146-158	2.1	38
141	Field dependence□independence and instructional-design effects on learners□performance with a computer-modeling tool. *Computers in Human Behavior*, **2009**, 25, 1355-1366	7.7	38
140	Optimizing the number of steps in learning tasks for complex skills. *British Journal of Educational Psychology*, **2005**, 75, 223-37	3.2	38
139	Multimodal data to design visual learning analytics for understanding regulation of learning. *Computers in Human Behavior*, **2019**, 100, 298-304	7.7	38
138	How Individual Self-Regulation Affects Group Regulation and Performance: A Shared Regulation Intervention. *Small Group Research*, **2015**, 46, 431-454	2.5	37
137	The association between objectively measured physical activity and academic achievement in Dutch adolescents: findings from the GOALS study. *Journal of Sport and Exercise Psychology*, **2014**, 36, 460-73	1.5	37
136	Measuring Social Learning in Participatory Approaches to Natural Resource Management. *Environmental Policy and Governance*, **2014**, 24, 1-15	2.6	37
135	Identification of effective visual problem solving strategies in a complex visual domain. *Learning and Instruction*, **2014**, 32, 10-21	5.8	37
134	Effects of feedback on collaborative writing in an online learning environment. *Distance Education*, **2013**, 34, 324-338	3.9	37
133	The state of affairs of teacher education with respect to information and communications technology. *Technology, Pedagogy and Education*, **2003**, 12, 5-17	2.3	37
132	Timing of Information Presentation in Learning Statistics. *Instructional Science*, **2004**, 32, 233-252	2	37
131	Profiling sympathetic arousal in a physics course: How active are students?. *Journal of Computer Assisted Learning*, **2018**, 34, 397-408	3.8	36
130	Perceptions of community care and placement preferences in first-year nursing students: A multicentre, cross-sectional study. *Nurse Education Today*, **2018**, 60, 92-97	3.7	35
129	Elementary school students□strategic learning: does task-type matter?. *Metacognition and Learning*, **2014**, 9, 113-136	2.7	35
128	Effects of attitudes and behaviours on learning mathematics with computer tools. *Computers and Education*, **2010**, 55, 1-15	9.5	35
127	Facebook as learning platform: Argumentation superhighway or dead-end street?. *Computers in Human Behavior*, **2015**, 53, 621-625	7.7	34
126	Pedagogic benchmarks for information and communications technology in teacher education. *Technology, Pedagogy and Education*, **2003**, 12, 125-147	2.3	34

125	Three worlds of instructional design: State of the art and future directions. *Instructional Science*, **2001**, 29, 429-441	2	34
124	Measuring perceived quality of social space in distributed learning groups. *Computers in Human Behavior*, **2004**, 20, 607-632	7.7	33
123	Guiding students□nline complex learning-task behavior through representational scripting. *Computers in Human Behavior*, **2010**, 26, 927-939	7.7	32
122	Information presentation and troubleshooting in electrical circuits. *International Journal of Science Education*, **2004**, 26, 239-256	2.2	30
121	Effects of prior knowledge on collaborative and individual learning. *Learning and Instruction*, **2019**, 63, 101214	5.8	29
120	Active commuting to school, cognitive performance, and academic achievement: an observational study in Dutch adolescents using accelerometers. *BMC Public Health*, **2014**, 14, 799	4.1	26
119	Investigating collaborative learning success with physiological coupling indices based on electrodermal activity **2016**,		26
118	Connecting agents and artifacts in CSCL: Towards a rationale of mutual shaping. *International Journal of Computer-Supported Collaborative Learning*, **2012**, 7, 193-210	4.6	25
117	Mindtools for teacher communities: a European perspective. *Technology, Pedagogy and Education*, **2003**, 12, 105-124	2.3	25
116	Audiotape feedback for essays in distance education. *Innovative Higher Education*, **1991**, 15, 185-195	1	24
115	Applying collaborative cognitive load theory to computer-supported collaborative learning: towards a research agenda. *Educational Technology Research and Development*, **2020**, 68, 783-805	3.6	23
114	Learning strategies and academic performance in distance education. *Learning and Individual Differences*, **2019**, 73, 1-7	3.1	22
113	The Testing Effect for Learning Principles and Procedures from Texts. *Journal of Educational Research*, **2014**, 107, 357-364	1.1	22
112	Cognitive Tools and Mindtools for Collaborative Learning. *Journal of Educational Computing Research*, **2006**, 35, 199-209	3.8	22
111	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	4.3	21
110	Using cognitive mapping to foster deeper learning with complex problems in a computer-based environment. *Computers in Human Behavior*, **2018**, 87, 450-458	7.7	21
109	Process support in learning tasks for acquiring complex cognitive skills in the domain of law. *Learning and Instruction*, **2006**, 16, 266-278	5.8	21
108	Sympathetic arousal commonalities and arousal contagion during collaborative learning: How attuned are triad members?. *Computers in Human Behavior*, **2019**, 92, 188-197	7.7	21

107	Avoiding split attention in computer-based testing: Is neglecting additional information facilitative?. *British Journal of Educational Technology*, **2015**, 46, 803-817	4.3	20
106	Cognitive load measurements and stimulated recall interviews for studying the effects of information and communications technology. *Educational Technology Research and Development*, **2008**, 56, 309-328	3.6	20
105	A Cognitive Framework for Cooperative Problem Solving with Argument Visualization. *Computer Supported Cooperative Work / Series Ed By: Dan Diaper and Colston Sanger*, **2003**, 25-47		20
104	Superiority of collaborative learning with complex tasks: A research note on an alternative affective explanation. *Computers in Human Behavior*, **2011**, 27, 53-57	7.7	19
103	A model for optimizing step size of learning tasks in competency-based multimedia practicals. *Educational Technology Research and Development*, **2001**, 49, 87-101	3.6	19
102	Web-enhanced higher education: a tower of Babel. *Computers in Human Behavior*, **2001**, 17, 347-353	7.7	19
101	The social affordances of computer-supported collaborative learning environments		19
100	Completion strategy or emphasis manipulation? Task support for teaching information problem solving. *Computers in Human Behavior*, **2016**, 62, 90-104	7.7	19
99	Designing instruction for complex learning: 4C/ID in higher education. *European Journal of Education*, **2019**, 54, 513-524	1.4	19
98	Decline in physical activity during adolescence is not associated with changes in mental health. *BMC Public Health*, **2016**, 16, 300	4.1	18
97	Effects of fading support on hypertext navigation and performance in student-centered e-learning environments. *Interactive Learning Environments*, **2009**, 17, 165-179	3.1	18
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95	Factors underlying perceptions of community care and other healthcare areas in first-year baccalaureate nursing students: A focus group study. *Nurse Education Today*, **2018**, 66, 57-62	3.7	17
94	Goal Orientation, Deep Learning, and Sustainable Feedback in Higher Business Education. *Journal of Teaching in International Business*, **2015**, 26, 273-292	0.9	17
93	Failure and success factors of educational ICT projects: a group concept mapping approach. *British Journal of Educational Technology*, **2005**, 36, 681-684	4.3	17
92	Association between Blood Omega-3 Index and Cognition in Typically Developing Dutch Adolescents. *Nutrients*, **2016**, 8,	6.7	17
91	Embedded instruction to learn information problem solving: Effects of a whole task approach. *Computers in Human Behavior*, **2019**, 90, 117-130	7.7	16
90	Learning and navigating in hypertext: Navigational support by hierarchical menu or tag cloud?. *Computers in Human Behavior*, **2015**, 46, 218-227	7.7	16

89	The effects of inspecting and constructing part-task-specific visualizations on team and individual learning. *Computers and Education*, **2013**, 60, 221-233	9.5	16
88	Self-evaluation of assessment programs: a cross-case analysis. *Evaluation and Program Planning*, **2011**, 34, 206-16	1.7	16
87	Teachers□pinions on quality criteria for Competency Assessment Programs. *Teaching and Teacher Education*, **2007**, 23, 857-867	2.9	16
86	Learning and understanding in virtual teams. *Cyberpsychology, Behavior and Social Networking*, **2004**, 7, 135-9		16
85	Effects of group experience and information distribution on collaborative learning. *Instructional Science*, **2019**, 47, 531-550	2	15
84	Reflective learning with complex problems in a visualization-based learning environment with expert support. *Computers in Human Behavior*, **2018**, 87, 406-415	7.7	15
83	Why advice on task selection may hamper learning in on-demand education. *Computers in Human Behavior*, **2013**, 29, 145-154	7.7	15
82	The Adult Learning Open University Determinants (ALOUD) study: Biological and psychological factors associated with learning performance in adult distance education. *British Journal of Educational Technology*, **2015**, 46, 953-960	4.3	15
81	ICT-support for grounding in the classroom. *Instructional Science*, **2007**, 35, 535-556	2	15
80	Matching self-reports with electrodermal activity data: Investigating temporal changes in self-regulated learning. *Education and Information Technologies*, **2020**, 25, 1785-1802	3.6	14
79	Educating Youth for Nonexistent/Not Yet Existing Professions. *Educational Policy*, **2020**, 34, 477-517	1.1	14
78	How to bring a technical artifact into use: A micro-developmental perspective. *International Journal of Computer-Supported Collaborative Learning*, **2014**, 9, 283-303	4.6	13
77	Effects of primer podcasts on stimulating learning from lectures: How do students engage?. *British Journal of Educational Technology*, **2014**, 45, 330-339	4.3	13
76	What makes a good musical improviser? An expert view on improvisational expertise.. *Psychomusicology: Music, Mind and Brain*, **2013**, 23, 222-235	1.8	13
75	Designing on-demand education for simultaneous development of domain-specific and self-directed learning skills. *Journal of Computer Assisted Learning*, **2015**, 31, 405-421	3.8	12
74	Multimodal data indicators for capturing cognitive, motivational, and emotional learning processes: A systematic literature review. *Education and Information Technologies*, **2020**, 25, 5499-5547	3.6	12
73	The influence of node sequence and extraneous load induced by graphical overviews on hypertext learning. *Computers in Human Behavior*, **2013**, 29, 870-880	7.7	12
72	The role of libraries in teaching doctoral students to become information-literate researchers. *Information and Learning Science*, **2019**, 120, 158-172	3.3	12

71	Effects of a modelling example for teaching information problem solving skills. *Journal of Computer Assisted Learning*, **2018**, 34, 688-700	3.8	12
70	A Cross-cultural Qualitative Examination of Social-networking Sites and Academic Performance. *Procedia, Social and Behavioral Sciences*, **2014**, 112, 873-881		11
69	Effects of electronic outlining on students' argumentative writing performance. *Journal of Computer Assisted Learning*, **2011**, 27, 557-574	3.8	11
68	Concrete and abstract visualizations in history learning tasks. *British Journal of Educational Psychology*, **2009**, 79, 371-87	3.2	11
67	Instructional design for effective and enjoyable computer-supported learning. *Computers in Human Behavior*, **2006**, 22, 1-8	7.7	11
66	Learning Design: European Approaches. *TechTrends*, **2020**, 64, 815-827	2	10
65	Learning in innovative learning environments. *Computers in Human Behavior*, **2005**, 21, 547-554	7.7	10
64	Enhancing Sociability of Computer-Supported Collaborative Learning Environments **2005**, 169-191		10
63	Motivated strategies for learning questionnaire part B revisited: New subscales for an adult distance education setting. *Internet and Higher Education*, **2019**, 40, 1-11	7.4	10
62	Extending the SIPS-Model: A Research Framework for Online Collaborative Learning. *Lecture Notes in Computer Science*, **2018**, 277-290	0.9	10
61	Influencing nursing students' perceptions of community care with curriculum-redesign; a quasi-experimental cohort study. *BMC Medical Education*, **2019**, 19, 299	3.3	9
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57	Fostering complex learning-task performance through scripting student use of computer supported representational tools. *Computers and Education*, **2010**, 55, 1707-1720	9.5	9
56	Individual Versus Group Learning as a Function of Task Complexity: An Exploration into the Measurement of Group Cognitive Load **2008**, 21-28		9
55	Effect of 1 Year Krill Oil Supplementation on Cognitive Achievement of Dutch Adolescents: A Double-Blind Randomized Controlled Trial. *Nutrients*, **2019**, 11,	6.7	8
54	The Collaboration Principle in Multimedia Learning547-575		8

53	Write between the lines: Electronic outlining and the organization of text ideas. *Computers in Human Behavior*, **2012**, 28, 2107-2116	7.7	8
52	Development of an Instrument for Measuring the Complexity of Learning Tasks. *Educational Research and Evaluation*, **2005**, 11, 1-27	0.6	8
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50	Multilevel Analysis in CSCL Research **2011**, 187-205		8
49	Fostering self-regulation in training complex cognitive tasks. *Educational Technology Research and Development*, **2018**, 66, 53-73	3.6	7
48	Improving kindergarten teachers differentiation practices to better anticipate student differences. *Educational Studies*, **2016**, 42, 357-377	1	7
47	A computer-supported method to reveal and assess Personal Professional Theories in vocational education. *Technology, Pedagogy and Education*, **2016**, 25, 613-629	2.3	7
46	Concept mapping-An effective method for identifying diversity and congruity in cognitive style. *Evaluation and Program Planning*, **2017**, 60, 238-244	1.7	7
45	Towards Optimal Education Including Self-Regulated Learning in Technology-Enhanced Preschools and Primary Schools. *European Educational Research Journal*, **2014**, 13, 529-552	1.4	7
44	Cognitive Load Theory in E-Learning **2012**, 1178-1211		7
43	Mine, ours, and yours: Whose engagement and prior knowledge affects individual achievement from online collaborative learning?. *Journal of Computer Assisted Learning*, **2021**, 37, 39-50	3.8	7
42	The coverage of distributed practice and retrieval practice in Flemish and Dutch teacher education textbooks. *Teaching and Teacher Education*, **2018**, 74, 229-237	2.9	7
41	Third graders verbal reports of multiplication strategy use: How valid are they?. *Learning and Individual Differences*, **2015**, 37, 107-117	3.1	6
40	Computer-Based Learning Environments for Deeper Learning in Problem-Solving Contexts. *Computers in Human Behavior*, **2018**, 87, 403-405	7.7	6
39	Learning Ability Development in Flexible Learning Environments **2014**, 363-372		6
38	Combining concept maps and interviews to produce representations of personal professional theories in higher vocational education: effects of order and vocational domain. *Instructional Science*, **2017**, 45, 359-376	2	5
37	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	2.8	5
36	Association between prenatal and current exposure to selected LCPUFAs and school performance at age 7. *Prostaglandins Leukotrienes and Essential Fatty Acids*, **2016**, 108, 22-9	2.8	5

35	Updating and Not Shifting Predicts Learning Performance in Young and Middle-Aged Adults. *Mind, Brain, and Education*, **2017**, 11, 190-200	1.8	5
34	Policy makers, information and learning. *Journal of Workplace Learning*, **2003**, 15, 70-79	1.4	5
33	Physical Activity, Sleep, and Nutrition Do Not Predict Cognitive Performance in Young and Middle-Aged Adults. *Frontiers in Psychology*, **2016**, 7, 642	3.4	5
32	Sedentary behavior and not physical activity predicts study progress in distance education. *Learning and Individual Differences*, **2016**, 49, 224-229	3.1	5
31	Factors affecting intervention fidelity of differentiated instruction in kindergarten. *Research Papers in Education*, **2017**, 32, 151-169	1.6	4
30	Chronotype, sleep quality and sleep duration in adult distance education: Not related to study progress. *Learning and Individual Differences*, **2015**, 44, 46-52	3.1	4
29	The effects of constructing domain-specific representations on coordination processes and learning in a CSCL-environment. *Computers in Human Behavior*, **2012**, 28, 1478-1489	7.7	4
28	Cognitive Skills in Medicine **2013**, 69-86		4
27	Explicating development of personal professional theories from higher vocational education to beginning a professional career through computer-supported drawing of concept maps. *Professional Development in Education*, **2018**, 44, 287-301	1.4	3
26	Towards a Research Agenda for Educational Technology Research **2016**, 523-541		3
25	There is an Evidence Crisis in Science Educational Policy. *Educational Psychology Review*,1	7.1	3
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23	Cohort profile of the GOALS study: A large-scale research of physical activity in Dutch students. *British Journal of Educational Technology*, **2015**, 46, 947-952	4.3	2
22	Introduction to part II of the special issue: Design, development and implementation of electronic learning environments for collaborative learning. *Educational Technology Research and Development*, **2004**, 52, 37-37	3.6	2
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17	Metacognition in Collaborative Learning **2021**, 281-294		2
16	Improving multiplication fact fluency by choosing between competing answers. *Research in Mathematics Education*, **2015**, 17, 1-19	1.2	1
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