

# Paul A Kirschner

## List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

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	The Collaboration Principle in Multimedia Learning <b>2021</b> , 304-312		1
213	The Relation Between Cognitively Measured Executive Functions and Reported Self-Regulated Learning Strategy Use in Adult Online Distance Education. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 641972	3.4	0
212	Mine, ours, and yours: Whose engagement and prior knowledge affects individual achievement from online collaborative learning?. <i>Journal of Computer Assisted Learning</i> , <b>2021</b> , 37, 39-50	3.8	7
211	Investigation 6. How to Bring a Technical Artifact into Use: A Micro-developmental Perspective <b>2021</b> , 127-147		0
210	Metacognition in Collaborative Learning <b>2021</b> , 281-294		2
209	Effect of one year krill oil supplementation on depressive symptoms and self-esteem of Dutch adolescents: A randomized controlled trial. <i>Prostaglandins Leukotrienes and Essential Fatty Acids</i> , <b>2020</b> , 163, 102208	2.8	5
208	Bridging learning sciences, machine learning and affective computing for understanding cognition and affect in collaborative learning. <i>British Journal of Educational Technology</i> , <b>2020</b> , 51, 2391-2406	4.3	21
207	Multimodal data indicators for capturing cognitive, motivational, and emotional learning processes: A systematic literature review. <i>Education and Information Technologies</i> , <b>2020</b> , 25, 5499-5547	3.6	12
206	Learning Design: European Approaches. <i>TechTrends</i> , <b>2020</b> , 64, 815-827	2	10
205	Applying collaborative cognitive load theory to computer-supported collaborative learning: towards a research agenda. <i>Educational Technology Research and Development</i> , <b>2020</b> , 68, 783-805	3.6	23
204	Matching self-reports with electrodermal activity data: Investigating temporal changes in self-regulated learning. <i>Education and Information Technologies</i> , <b>2020</b> , 25, 1785-1802	3.6	14
203	How nursing students' placement preferences and perceptions of community care develop in a more 'community-oriented' curriculum: a longitudinal cohort study. <i>BMC Nursing</i> , <b>2020</b> , 19, 80	3.2	1
202	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> , <b>2020</b> , 107, 105512	7.7	74
201	Educating Youth for Nonexistent/Not Yet Existing Professions. <i>Educational Policy</i> , <b>2020</b> , 34, 477-517	1.1	14
200	Effects of group experience and information distribution on collaborative learning. <i>Instructional Science</i> , <b>2019</b> , 47, 531-550	2	15
199	Effect of 1 Year Krill Oil Supplementation on Cognitive Achievement of Dutch Adolescents: A Double-Blind Randomized Controlled Trial. <i>Nutrients</i> , <b>2019</b> , 11,	6.7	8
198	Effects of prior knowledge on collaborative and individual learning. <i>Learning and Instruction</i> , <b>2019</b> , 63, 101214	5.8	29

197	Learning strategies and academic performance in distance education. <i>Learning and Individual Differences</i> , <b>2019</b> , 73, 1-7	3.1	22
196	Embedded instruction to learn information problem solving: Effects of a whole task approach. <i>Computers in Human Behavior</i> , <b>2019</b> , 90, 117-130	7.7	16
195	Influencing nursing students' perceptions of community care with curriculum-redesign; a quasi-experimental cohort study. <i>BMC Medical Education</i> , <b>2019</b> , 19, 299	3.3	9
194	Designing instruction for complex learning: 4C/ID in higher education. <i>European Journal of Education</i> , <b>2019</b> , 54, 513-524	1.4	19
193	Multimodal data to design visual learning analytics for understanding regulation of learning. <i>Computers in Human Behavior</i> , <b>2019</b> , 100, 298-304	7.7	38
192	Sympathetic arousal commonalities and arousal contagion during collaborative learning: How attuned are triad members?. <i>Computers in Human Behavior</i> , <b>2019</b> , 92, 188-197	7.7	21
191	The role of libraries in teaching doctoral students to become information-literate researchers. <i>Information and Learning Science</i> , <b>2019</b> , 120, 158-172	3.3	12
190	Motivated strategies for learning questionnaire part B revisited: New subscales for an adult distance education setting. <i>Internet and Higher Education</i> , <b>2019</b> , 40, 1-11	7.4	10
189	Comparing Collective and Personal Professional Theories of Experienced Practitioners. <i>Scandinavian Journal of Educational Research</i> , <b>2019</b> , 63, 363-377	1.2	2
188	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> , <b>2018</b> , 66, 57-62	3.7	17
187	Using cognitive mapping to foster deeper learning with complex problems in a computer-based environment. <i>Computers in Human Behavior</i> , <b>2018</b> , 87, 450-458	7.7	21
186	Reflective learning with complex problems in a visualization-based learning environment with expert support. <i>Computers in Human Behavior</i> , <b>2018</b> , 87, 406-415	7.7	15
185	Fostering self-regulation in training complex cognitive tasks. <i>Educational Technology Research and Development</i> , <b>2018</b> , 66, 53-73	3.6	7
184	From Cognitive Load Theory to Collaborative Cognitive Load Theory. <i>International Journal of Computer-Supported Collaborative Learning</i> , <b>2018</b> , 13, 213-233	4.6	134
183	Promoting Argumentation Competence: Extending from First- to Second-Order Scaffolding Through Adaptive Fading. <i>Educational Psychology Review</i> , <b>2018</b> , 30, 153-176	7.1	48
182	Explicating development of personal professional theories from higher vocational education to beginning a professional career through computer-supported drawing of concept maps. <i>Professional Development in Education</i> , <b>2018</b> , 44, 287-301	1.4	3
181	Perceptions of community care and placement preferences in first-year nursing students: A multicentre, cross-sectional study. <i>Nurse Education Today</i> , <b>2018</b> , 60, 92-97	3.7	35
180	The Role of Collaboration, Computer Use, Learning Environments, and Supporting Strategies in CSCL: A Meta-Analysis. <i>Review of Educational Research</i> , <b>2018</b> , 88, 799-843	10.3	130

179	Computer-Based Learning Environments for Deeper Learning in Problem-Solving Contexts. <i>Computers in Human Behavior</i> , <b>2018</b> , 87, 403-405	7.7	6
178	United States and European Students' Social-Networking Site Activities and Academic Performance <b>2018</b> , 1492-1519		
177	The Consumption of Breakfast, Fish and/or Caffeine does not Predict Study Progress in Adult Distance Education. <i>International Journal for Vitamin and Nutrition Research</i> , <b>2018</b> , 88, 1-9	1.7	2
176	Extending the SIPS-Model: A Research Framework for Online Collaborative Learning. <i>Lecture Notes in Computer Science</i> , <b>2018</b> , 277-290	0.9	10
175	Implementatie van opleidingsprofiel Bachelor of Nursing 2020. <i>TSG: Tijdschrift Voor Gezondheidswetenschappen</i> , <b>2018</b> , 96, 68-71	0.2	
174	Effects of a modelling example for teaching information problem solving skills. <i>Journal of Computer Assisted Learning</i> , <b>2018</b> , 34, 688-700	3.8	12
173	The Scale on COmmunity care PErceptions (SCOPE) for nursing students: A development and psychometric validation study. <i>Nurse Education in Practice</i> , <b>2018</b> , 31, 61-67	3.2	2
172	Profiling sympathetic arousal in a physics course: How active are students?. <i>Journal of Computer Assisted Learning</i> , <b>2018</b> , 34, 397-408	3.8	36
171	The coverage of distributed practice and retrieval practice in Flemish and Dutch teacher education textbooks. <i>Teaching and Teacher Education</i> , <b>2018</b> , 74, 229-237	2.9	7
170	Factors affecting intervention fidelity of differentiated instruction in kindergarden. <i>Research Papers in Education</i> , <b>2017</b> , 32, 151-169	1.6	4
169	Combining concept maps and interviews to produce representations of personal professional theories in higher vocational education: effects of order and vocational domain. <i>Instructional Science</i> , <b>2017</b> , 45, 359-376	2	5
168	The use of web-based collaborative concept mapping to support group learning and interaction in an online environment. <i>Internet and Higher Education</i> , <b>2017</b> , 34, 28-40	7.4	44
167	The myths of the digital native and the multitasker. <i>Teaching and Teacher Education</i> , <b>2017</b> , 67, 135-142	2.9	222
166	Data mining in educational technology classroom research: Can it make a contribution?. <i>Computers and Education</i> , <b>2017</b> , 113, 226-242	9.5	48
165	Stop propagating the learning styles myth. <i>Computers and Education</i> , <b>2017</b> , 106, 166-171	9.5	148
164	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> , <b>2017</b> , 77, 148-157	7.7	58
163	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. <i>ZDM - International Journal on Mathematics Education</i> , <b>2017</b> , 49, 637-643	2	9
162	Concept mapping-An effective method for identifying diversity and congruity in cognitive style. <i>Evaluation and Program Planning</i> , <b>2017</b> , 60, 238-244	1.7	7

161	Updating and Not Shifting Predicts Learning Performance in Young and Middle-Aged Adults. <i>Mind, Brain, and Education</i> , <b>2017</b> , 11, 190-200	1.8	5
160	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> , <b>2016</b> , 11, 263-280	4.6	102
159	Towards a Research Agenda for Educational Technology Research <b>2016</b> , 523-541		3
158	Association between prenatal and current exposure to selected LCPUFAs and school performance at age 7. <i>Prostaglandins Leukotrienes and Essential Fatty Acids</i> , <b>2016</b> , 108, 22-9	2.8	5
157	Nursing students' perceptions of community care and other areas of nursing practice - A review of the literature. <i>International Journal of Nursing Studies</i> , <b>2016</b> , 61, 1-19	5.8	43
156	Decline in physical activity during adolescence is not associated with changes in mental health. <i>BMC Public Health</i> , <b>2016</b> , 16, 300	4.1	18
155	Improving kindergarten teachers' differentiation practices to better anticipate student differences. <i>Educational Studies</i> , <b>2016</b> , 42, 357-377	1	7
154	A computer-supported method to reveal and assess Personal Professional Theories in vocational education. <i>Technology, Pedagogy and Education</i> , <b>2016</b> , 25, 613-629	2.3	7
153	Changing learning behaviour: Self-efficacy and goal orientation in PBL groups in higher education. <i>International Journal of Educational Research</i> , <b>2016</b> , 75, 146-158	2.1	38
152	Can computer models be used for social learning? A serious game in water management. <i>Environmental Modelling and Software</i> , <b>2016</b> , 75, 119-132	5.2	48
151	United States and European Students' Social-Networking Site Activities and Academic Performance. <i>International Journal of Cyber Behavior, Psychology and Learning</i> , <b>2016</b> , 6, 1-26	0.5	8
150	Association between Blood Omega-3 Index and Cognition in Typically Developing Dutch Adolescents. <i>Nutrients</i> , <b>2016</b> , 8,	6.7	17
149	Physical Activity, Sleep, and Nutrition Do Not Predict Cognitive Performance in Young and Middle-Aged Adults. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 642	3.4	5
148	Completion strategy or emphasis manipulation? Task support for teaching information problem solving. <i>Computers in Human Behavior</i> , <b>2016</b> , 62, 90-104	7.7	19
147	Investigating collaborative learning success with physiological coupling indices based on electrodermal activity <b>2016</b> ,		26
146	Sedentary behavior and not physical activity predicts study progress in distance education. <i>Learning and Individual Differences</i> , <b>2016</b> , 49, 224-229	3.1	5
145	Do we need teachers as designers of technology enhanced learning?. <i>Instructional Science</i> , <b>2015</b> , 43, 309-322		57
144	Improving multiplication fact fluency by choosing between competing answers. <i>Research in Mathematics Education</i> , <b>2015</b> , 17, 1-19	1.2	1

143	Awareness of cognitive and social behaviour in a CSCL environment. <i>Journal of Computer Assisted Learning</i> , <b>2015</b> , 31, 59-77	3.8	38
142	Neuromyths <b>2015</b> , 93-125		
141	Facebook as learning platform: Argumentation superhighway or dead-end street?. <i>Computers in Human Behavior</i> , <b>2015</b> , 53, 621-625	7.7	34
140	How Individual Self-Regulation Affects Group Regulation and Performance: A Shared Regulation Intervention. <i>Small Group Research</i> , <b>2015</b> , 46, 431-454	2.5	37
139	Myth Persistence and Myth Busting <b>2015</b> , 195-204		
138	Myths about Technology in Education <b>2015</b> , 127-164		
137	Preschoolers' Causal Reasoning During Shared Picture Book Storytelling: A Cross-Case Comparison Descriptive Study. <i>Journal of Research in Childhood Education</i> , <b>2015</b> , 29, 367-389	1.1	2
136	Chronotype, sleep quality and sleep duration in adult distance education: Not related to study progress. <i>Learning and Individual Differences</i> , <b>2015</b> , 44, 46-52	3.1	4
135	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. <i>Educational Technology Research and Development</i> , <b>2015</b> , 63, 125-142	3.6	158
134	Third graders' Verbal reports of multiplication strategy use: How valid are they?. <i>Learning and Individual Differences</i> , <b>2015</b> , 37, 107-117	3.1	6
133	Designing on-demand education for simultaneous development of domain-specific and self-directed learning skills. <i>Journal of Computer Assisted Learning</i> , <b>2015</b> , 31, 405-421	3.8	12
132	Goal Orientation, Deep Learning, and Sustainable Feedback in Higher Business Education. <i>Journal of Teaching in International Business</i> , <b>2015</b> , 26, 273-292	0.9	17
131	The Adult Learning Open University Determinants (ALoud) study: Biological and psychological factors associated with learning performance in adult distance education. <i>British Journal of Educational Technology</i> , <b>2015</b> , 46, 953-960	4.3	15
130	Avoiding split attention in computer-based testing: Is neglecting additional information facilitative?. <i>British Journal of Educational Technology</i> , <b>2015</b> , 46, 803-817	4.3	20
129	Cohort profile of the GOALS study: A large-scale research of physical activity in Dutch students. <i>British Journal of Educational Technology</i> , <b>2015</b> , 46, 947-952	4.3	2
128	Answering questions after initial study guides attention during restudy. <i>Instructional Science</i> , <b>2015</b> , 43, 59-71	2	1
127	Myths about Learning <b>2015</b> , 17-92		9
126	Learning and navigating in hypertext: Navigational support by hierarchical menu or tag cloud?. <i>Computers in Human Behavior</i> , <b>2015</b> , 46, 218-227	7.7	16

125	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools <b>2015</b> , 63, 125		1
124	Electronic outlining as a writing strategy: Effects on students' writing products, mental effort and writing process. <i>Computers and Education</i> , <b>2014</b> , 78, 352-366	9.5	9
123	Socio-emotional conflict in collaborative learning: A process-oriented case study in a higher education context. <i>International Journal of Educational Research</i> , <b>2014</b> , 68, 1-14	2.1	87
122	Active commuting to school, cognitive performance, and academic achievement: an observational study in Dutch adolescents using accelerometers. <i>BMC Public Health</i> , <b>2014</b> , 14, 799	4.1	26
121	How to bring a technical artifact into use: A micro-developmental perspective. <i>International Journal of Computer-Supported Collaborative Learning</i> , <b>2014</b> , 9, 283-303	4.6	13
120	A Cross-cultural Qualitative Examination of Social-networking Sites and Academic Performance. <i>Procedia, Social and Behavioral Sciences</i> , <b>2014</b> , 112, 873-881		11
119	Enhancing learning from lectures with epistemic primer podcasts activity - a pilot study. <i>International Journal of Learning Technology</i> , <b>2014</b> , 9, 323	0.5	
118	The Testing Effect for Learning Principles and Procedures from Texts. <i>Journal of Educational Research</i> , <b>2014</b> , 107, 357-364	1.1	22
117	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> , <b>2014</b> , 36, 460-73	1.5	37
116	Towards Optimal Education Including Self-Regulated Learning in Technology-Enhanced Preschools and Primary Schools. <i>European Educational Research Journal</i> , <b>2014</b> , 13, 529-552	1.4	7
115	Measuring Social Learning in Participatory Approaches to Natural Resource Management. <i>Environmental Policy and Governance</i> , <b>2014</b> , 24, 1-15	2.6	37
114	Effects of primer podcasts on stimulating learning from lectures: How do students engage?. <i>British Journal of Educational Technology</i> , <b>2014</b> , 45, 330-339	4.3	13
113	Identification of effective visual problem solving strategies in a complex visual domain. <i>Learning and Instruction</i> , <b>2014</b> , 32, 10-21	5.8	37
112	Elementary school students' strategic learning: does task-type matter?. <i>Metacognition and Learning</i> , <b>2014</b> , 9, 113-136	2.7	35
111	Design Guidelines for Self-Assessment Support for Adult Academic Distance Learning <b>2014</b> , 625-654		
110	Learning Ability Development in Flexible Learning Environments <b>2014</b> , 363-372		6
109	Do Learners Really Know Best? Urban Legends in Education. <i>Educational Psychologist</i> , <b>2013</b> , 48, 169-183	6.8	292
108	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. <i>Technology, Pedagogy and Education</i> , <b>2013</b> , 22, 55-71	2.3	57

107	An exploration of social networking site use, multitasking, and academic performance among United States and European university students. <i>Computers in Human Behavior</i> , <b>2013</b> , 29, 1182-1192	7.7	172
106	Why advice on task selection may hamper learning in on-demand education. <i>Computers in Human Behavior</i> , <b>2013</b> , 29, 145-154	7.7	15
105	The influence of node sequence and extraneous load induced by graphical overviews on hypertext learning. <i>Computers in Human Behavior</i> , <b>2013</b> , 29, 870-880	7.7	12
104	Team Effectiveness and Team Development in CSCL. <i>Educational Psychologist</i> , <b>2013</b> , 48, 9-24	6.8	69
103	Toward a Framework for CSCL Research. <i>Educational Psychologist</i> , <b>2013</b> , 48, 1-8	6.8	95
102	The effects of inspecting and constructing part-task-specific visualizations on team and individual learning. <i>Computers and Education</i> , <b>2013</b> , 60, 221-233	9.5	16
101	What makes a good musical improviser? An expert view on improvisational expertise.. <i>Psychomusicology: Music, Mind and Brain</i> , <b>2013</b> , 23, 222-235	1.8	13
100	Social Aspects of CSCL Environments: A Research Framework. <i>Educational Psychologist</i> , <b>2013</b> , 48, 229-248	8.8	103
99	Effects of feedback on collaborative writing in an online learning environment. <i>Distance Education</i> , <b>2013</b> , 34, 324-338	3.9	37
98	Cognitive Skills in Medicine <b>2013</b> , 69-86		4
97	Task-related and social regulation during online collaborative learning. <i>Metacognition and Learning</i> , <b>2012</b> , 7, 25-43	2.7	85
96	Write between the lines: Electronic outlining and the organization of text ideas. <i>Computers in Human Behavior</i> , <b>2012</b> , 28, 2107-2116	7.7	8
95	Connecting agents and artifacts in CSCL: Towards a rationale of mutual shaping. <i>International Journal of Computer-Supported Collaborative Learning</i> , <b>2012</b> , 7, 193-210	4.6	25
94	The effects of constructing domain-specific representations on coordination processes and learning in a CSCL-environment. <i>Computers in Human Behavior</i> , <b>2012</b> , 28, 1478-1489	7.7	4
93	Cognitive Load Theory in E-Learning <b>2012</b> , 1178-1211		7
92	Design Guidelines for Self-Assessment Support for Adult Academic Distance Learning <b>2012</b> , 169-198		2
91	Differential effects of problem-solving demands on individual and collaborative learning outcomes. <i>Learning and Instruction</i> , <b>2011</b> , 21, 587-599	5.8	84
90	Group awareness tools: It's what you do with it that matters. <i>Computers in Human Behavior</i> , <b>2011</b> , 27, 1046-1058	7.7	96



89	Effects of electronic outlining on students' argumentative writing performance. <i>Journal of Computer Assisted Learning</i> , <b>2011</b> , 27, 557-574	3.8	11
88	Self-evaluation of assessment programs: a cross-case analysis. <i>Evaluation and Program Planning</i> , <b>2011</b> , 34, 206-16	1.7	16
87	Superiority of collaborative learning with complex tasks: A research note on an alternative affective explanation. <i>Computers in Human Behavior</i> , <b>2011</b> , 27, 53-57	7.7	19
86	Mediating team effectiveness in the context of collaborative learning: The importance of team and task awareness. <i>Computers in Human Behavior</i> , <b>2011</b> , 27, 1103-1113	7.7	144
85	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> , <b>2011</b> , 27, 1087-1102	7.7	95
84	Contemporary cognitive load theory research: The good, the bad and the ugly. <i>Computers in Human Behavior</i> , <b>2011</b> , 27, 99-105	7.7	72
83	Measuring perceived social presence in distributed learning groups. <i>Education and Information Technologies</i> , <b>2011</b> , 16, 365-381	3.6	44
82	Task complexity as a driver for collaborative learning efficiency: The collective working-memory effect. <i>Applied Cognitive Psychology</i> , <b>2011</b> , 25, 615-624	2.1	91
81	Multilevel Analysis in CSCL Research <b>2011</b> , 187-205		8
80	Shared Epistemic Agency: An Empirical Study of an Emergent Construct. <i>Journal of the Learning Sciences</i> , <b>2010</b> , 19, 143-186	3.8	101
79	Effects of attitudes and behaviours on learning mathematics with computer tools. <i>Computers and Education</i> , <b>2010</b> , 55, 1-15	9.5	35
78	Fostering complex learning-task performance through scripting student use of computer supported representational tools. <i>Computers and Education</i> , <b>2010</b> , 55, 1707-1720	9.5	9
77	Effects of representational guidance during computer-supported collaborative learning. <i>Instructional Science</i> , <b>2010</b> , 38, 59-88	2	43
76	Making the Black Box of Collaborative Learning Transparent: Combining Process-Oriented and Cognitive Load Approaches. <i>Educational Psychology Review</i> , <b>2010</b> , 22, 139-154	7.1	81
75	Awareness of group performance in a CSCL-environment: Effects of peer feedback and reflection. <i>Computers in Human Behavior</i> , <b>2010</b> , 26, 151-161	7.7	94
74	Guiding students' online complex learning-task behavior through representational scripting. <i>Computers in Human Behavior</i> , <b>2010</b> , 26, 927-939	7.7	32
73	Facebook and academic performance. <i>Computers in Human Behavior</i> , <b>2010</b> , 26, 1237-1245	7.7	755
72	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> , <b>2009</b> , 61, 481-494	0.8	45

71	Influence of group member familiarity on online collaborative learning. <i>Computers in Human Behavior</i> , <b>2009</b> , 25, 161-170	7.7	66
70	Individual and group-based learning from complex cognitive tasks: Effects on retention and transfer efficiency. <i>Computers in Human Behavior</i> , <b>2009</b> , 25, 306-314	7.7	145
69	Field dependence/independence and instructional-design effects on learners' performance with a computer-modeling tool. <i>Computers in Human Behavior</i> , <b>2009</b> , 25, 1355-1366	7.7	38
68	A Cognitive Load Approach to Collaborative Learning: United Brains for Complex Tasks. <i>Educational Psychology Review</i> , <b>2009</b> , 21, 31-42	7.1	262
67	Concrete and abstract visualizations in history learning tasks. <i>British Journal of Educational Psychology</i> , <b>2009</b> , 79, 371-87	3.2	11
66	Effects of fading support on hypertext navigation and performance in student-centered e-learning environments. <i>Interactive Learning Environments</i> , <b>2009</b> , 17, 165-179	3.1	18
65	Coercing shared knowledge in collaborative learning environments. <i>Computers in Human Behavior</i> , <b>2008</b> , 24, 403-420	7.7	85
64	The effect of practical experience on perceptions of assessment authenticity, study approach, and learning outcomes. <i>Learning and Instruction</i> , <b>2008</b> , 18, 172-186	5.8	58
63	Authenticity is in the eye of the beholder: student and teacher perceptions of assessment authenticity. <i>Journal of Vocational Education and Training</i> , <b>2008</b> , 60, 401-412	0.8	50
62	Cognitive load measurements and stimulated recall interviews for studying the effects of information and communications technology. <i>Educational Technology Research and Development</i> , <b>2008</b> , 56, 309-328	3.6	20
61	Individual Versus Group Learning as a Function of Task Complexity: An Exploration into the Measurement of Group Cognitive Load <b>2008</b> , 21-28		9
60	Evaluating assessment quality in competence-based education: A qualitative comparison of two frameworks. <i>Educational Research Review</i> , <b>2007</b> , 2, 114-129	7.5	148
59	New Learning Design in Distance Education: The impact on student perception and motivation. <i>Distance Education</i> , <b>2007</b> , 28, 81-93	3.9	77
58	ICT-support for grounding in the classroom. <i>Instructional Science</i> , <b>2007</b> , 35, 535-556	2	15
57	Online communities of practice in education. <i>Technology, Pedagogy and Education</i> , <b>2007</b> , 16, 127-131	2.3	51
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