Henny P A Boshuizen

List of Publications by Year
in descending order

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113 papers	8,131 citations	57758 44 h-index	51608 86 g-index
113 all docs	113 docs citations	113 times ranked	4638 citing authors

#	Article	IF	Citations
1	A cognitive perspective on medical expertise. Academic Medicine, 1990, 65, 611-21.	1.6	1,010
2	Experience-based learning: a model linking the processes and outcomes of medical students' workplace learning. Medical Education, 2007, 41, 84-91.	2.1	455
3	On the Role of Biomedical Knowledge in Clinical Reasoning by Experts, Intermediates and Novices. Cognitive Science, 1992, 16, 153-184.	1.7	382
4	Scripts and Medical Diagnostic Knowledge. Academic Medicine, 2000, 75, 182-190.	1.6	352
5	Scripts and clinical reasoning. Medical Education, 2007, 41, 1178-1184.	2.1	343
6	On acquiring expertise in medicine. Educational Psychology Review, 1993, 5, 205-221.	8.4	292
7	Students' opinions about their preparation for clinical practice. Medical Education, 2005, 39, 704-712.	2.1	214
8	How students evaluate information and sources when searching the World Wide Web for information. Computers and Education, 2009, 52, 234-246.	8.3	205
9	The development of diagnostic competence. Academic Medicine, 1996, 71, 658-64.	1.6	193
10	On the origin of intermediate effects in clinical case recall. Memory and Cognition, 1993, 21, 338-351.	1.6	179
11	Information-problem solving: A review of problems students encounter and instructional solutions. Computers in Human Behavior, 2008, 24, 623-648.	8.5	156
12	Teachersâ€™ positioning towards an educational innovation in the light of ownership, sense-making and agency. Teaching and Teacher Education, 2012, 28, 273-282.	3.2	151
13	A Qualitative Analysis of the Transition from Theory to Practice in Undergraduate Training in a PBL-Medical School. Advances in Health Sciences Education, 2000, 5, 105-116.	3.3	143
14	Problem based learning: Cognitive and metacognitive processes during problem analysis. Instructional Science, 1996, 24, 321-341.	2.0	141
15	Teacher vision: expert and novice teachersâ€™ perception of problematic classroom management scenes. Instructional Science, 2016, 44, 243-265.	2.0	139
16	Keeping an Eye on Learning. Journal of Teacher Education, 2015, 66, 68-85.	3.5	133
17	Exploring teachersâ€™ will to learn. Teaching and Teacher Education, 2006, 22, 408-423.	3.2	131
18	How and what do medical students learn in clerkships? Experience based learning (ExBL). Advances in Health Sciences Education, 2014, 19, 721-749.	3.3	127

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19	General competencies of problem-based learning (PBL) and non-PBL graduates. Medical Education, 2005, 39, 394-401.	2.1	111
20	The challenge of selfâ€directed and selfâ€regulated learning in vocational education: a theoretical analysis and synthesis of requirements. Journal of Vocational Education and Training, 2010, 62, 415-440.	1.5	109
21	Computer support for knowledge construction in collaborative learning environments. Computers in Human Behavior, 2005, 21, 623-643.	8.5	105
22	Coercing shared knowledge in collaborative learning environments. Computers in Human Behavior, 2008, 24, 403-420.	8.5	105
23	Contextual factors in the activation of first diagnostic hypotheses: expert-novice differences. Medical Education, 1987, 21, 471-476.	2.1	100
24	How can medical students learn in a self-directed way in the clinical environment? Design-based research. Medical Education, 2005, 39, 356-364.	2.1	100
25	When only the real thing will do: junior medical students' learning from real patients. Medical Education, 2009, 43, 1036-1043.	2.1	100
26	Common Ground, Complex Problems and Decision Making. Group Decision and Negotiation, 2006, 15, 529-556.	3.3	96
27	See and tell: Differences between expert and novice teachersâ€™ interpretations of problematic classroom management events. Teaching and Teacher Education, 2017, 66, 295-308.	3.2	94
28	Knowledge restructuring in expertise development: Evidence from pathophysiological representations of clinical cases by students and physicians. European Journal of Cognitive Psychology, 2000, 12, 323-356.	1.3	89
29	Knowledge Encapsulation and the Intermediate Effect. Contemporary Educational Psychology, 2000, 25, 150-166.	2.9	87
30	A cross-cultural comparison of student learning patterns in higher education. Higher Education, 2012, 64, 299-316.	4.4	87
31	Junior Doctors' Opinions about the Transition from Medical School to Clinical Practice: A Change of Environment. Education for Health: Change in Learning and Practice, 2004, 17, 323-331.	0.3	84
32	Do short cases elicit different thinking processes than factual knowledge questions do?. Medical Education, 2001, 35, 348-356.	2.1	83
33	The influence of medical expertise, case typicality, and illness script component on case processing and disease probability estimates. Memory and Cognition, 1996, 24, 384-399.	1.6	77
34	How Clerkship Students Learn From Real Patients in Practice Settings. Academic Medicine, 2014, 89, 469-476.	1.6	67
35	Knowledge development and restructuring in the domain of medicine: The role of theory and practice. Learning and Instruction, 1995, 5, 269-289.	3.2	66
36	How attitude strength biases information processing and evaluation on the web. Computers in Human Behavior, 2016, 60, 245-252.	8.5	65

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37	Title is missing!. Instructional Science, 2001, 29, 33-44.	2.0	63
38	Classroom Management Scripts: a Theoretical Model Contrasting Expert and Novice Teachersâ€™ Knowledge and Awareness of Classroom Events. Educational Psychology Review, 2021, 33, 131-148.	8.4	63
39	Fostering studentsâ€™ evaluation behaviour while searching the internet. Instructional Science, 2013, 41, 125-146.	2.0	61
40	Recall of medical information by students and doctors. Medical Education, 1985, 19, 61-67.	2.1	60
41	The worked example and expertise reversal effect in less structured tasks: Learning to reason about legal cases. Contemporary Educational Psychology, 2013, 38, 118-125.	2.9	58
42	The Role of Illness Scripts in the Development of Medical Diagnostic Expertise: Results From an Interview Study. Cognition and Instruction, 1998, 16, 367-398.	2.9	57
43	The analysis of negotiation of common ground in CSCL. Learning and Instruction, 2007, 17, 427-435.	3.2	57
44	Clinical teachers and problem-based learning: a phenomenological study. Medical Education, 2005, 39, 163-170.	2.1	49
45	Understanding managerial problem-solving, knowledge use and information processing: Investigating stages from school to the workplace. Contemporary Educational Psychology, 2006, 31, 387-410.	2.9	49
46	Supporting medical studentsâ€™ workplace learning: experience-based learning (ExBL). Clinical Teacher, 2009, 6, 167-171.	0.8	48
47	Encapsulation of Biomedical Knowledge. , 1992, , 265-282.		48
48	Knowledge restructuring through case processing: The key to generalise expertise development theory across domains?. Educational Research Review, 2020, 29, 100310.	7.8	44
49	On the Constraints of Encapsulated Knowledge: Clinical Case Representations by Medical Experts and Subexperts. Cognition and Instruction, 2002, 20, 27-45.	2.9	43
50	Dealing with conflicting information from multiple nonlinear texts: Effects of prior attitudes. Computers in Human Behavior, 2014, 32, 101-111.	8.5	40
51	Expertise in clinical pathology: combining the visual and cognitive perspective. Advances in Health Sciences Education, 2015, 20, 1089-1106.	3.3	40
52	Expertise under the microscope: processing histopathological slides. Medical Education, 2014, 48, 292-300.	2.1	38
53	Measuring knowledge and clinical reasoning skills in a problem-based curriculum. Medical Education, 1997, 31, 115-121.	2.1	37
54	Manchester Clinical Placement Index (MCPI). Conditions for medical studentsâ€™ learning in hospital and community placements. Advances in Health Sciences Education, 2012, 17, 703-716.	3.3	36

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55	The Explanation of Clinical Concepts by Expert Physicians, Clerks, and Advanced Students. Teaching and Learning in Medicine, 1999, 11, 153-163.	2.1	35
56	Effects of formative assessments to develop self-regulation among sixth grade students: Results from a randomized controlled intervention. Studies in Educational Evaluation, 2016, 51, 126-136.	2.3	35
57	The Robustness of Medical Expertise: Clinical Case Processing by Medical Experts and Subexperts. American Journal of Psychology, 2002, 115, 609.	0.3	33
58	Mapping and assessing clinical handover training interventions. BMJ Quality and Safety, 2012, 21, i50-i57.	3.7	31
59	Fostering transfer of websearchersâ€™ evaluation skills: A field test of two transfer theories. Computers in Human Behavior, 2010, 26, 716-728.	8.5	29
60	The Handover Toolbox: a knowledge exchange and training platform for improving patient care. BMJ Quality and Safety, 2012, 21, i114-i120.	3.7	29
61	A failure to reproduce the intermediate effect in clinical case recall. Academic Medicine, 1998, 73, 894-900.	1.6	27
62	The Cognitive Validity of the Script Concordance Test: A Processing Time Study. Teaching and Learning in Medicine, 2006, 18, 22-27.	2.1	27
63	Teachersâ€™ learning experiences in relation to their ownership, sense-making and agency. Teachers and Teaching: Theory and Practice, 2014, 20, 314-337.	1.9	27
64	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.	2.8	25
65	What and how advanced medical students learn from reasoning through multiple cases. Instructional Science, 2012, 40, 755-768.	2.0	25
66	Exploring formative feedback on textual assignments with the help of automatically created visual representations. Journal of Computer Assisted Learning, 2012, 28, 146-160.	5.1	24
67	The importance of active involvement in learning: a qualitative study on learning results and learning processes in different traineeships. Advances in Health Sciences Education, 2003, 8, 201-212.	3.3	23
68	Expertise-related differences in conceptual and ontological knowledge in the legal domain. European Journal of Cognitive Psychology, 2008, 20, 1043-1064.	1.3	23
69	Comparative study of medical education as perceived by students at three Dutch universities. Advances in Health Sciences Education, 1997, 1, 141-151.	3.3	22
70	Competence indicators in academic education and early labour market success of graduates in health sciences. Journal of Education and Work, 2006, 19, 383-413.	1.6	21
71	The effect of prior knowledge activation on text recall: an investigation of two conflicting hypotheses. British Journal of Educational Psychology, 1995, 65, 409-423.	2.9	20
72	Students' Experiences With Real-Patient Tutorials in a Problem-Based Curriculum. Teaching and Learning in Medicine, 1999, 11, 12-20.	2.1	19

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73	Towards valid measures of self-directed clinical learning. Medical Education, 2003, 37, 983-991.	2.1	19
74	Student evaluation of the clinical â€˜curriculum in actionâ€™. Medical Education, 2006, 40, 667-674.	2.1	19
75	Learning in Workplace Simulations in Vocational Education: a Student Perspective. Vocations and Learning, 2018, 11, 179-204.	1.9	19
76	How Expertise Is Created in Emerging Professional Fields. , 2014, , 131-149.		18
77	ICT-support for grounding in the classroom. Instructional Science, 2007, 35, 535-556.	2.0	17
78	Developing young adolescentsâ€™ self-regulation by means of formative assessment: A theoretical perspective. Cogent Education, 2015, 2, 1071233.	1.5	17
79	Does Practice Make Perfect?. , 2004, , 73-95.		17
80	Experiences of social work students with learning theoretical knowledge in constructivist higher vocational education: a qualitative exploration. Journal of Vocational Education and Training, 2012, 64, 529-542.	1.5	16
81	The Co-Creation-Wheel. European Journal of Training and Development, 2017, 41, 628-646.	2.2	16
82	Effects of conceptual knowledge and availability of information sources on law studentsâ€™ legal reasoning. Instructional Science, 2010, 38, 23-35.	2.0	14
83	The Psychology of Learning. Springer International Handbooks of Education, 2002, , 163-203.	0.1	13
84	Teachersâ€™ perceptions of the coaching role in secondary vocational education. Journal of Vocational Education and Training, 2012, 64, 295-315.	1.5	11
85	Exploring Studentsâ€™ Self-Regulated Learning in Vocational Education and Training. Vocations and Learning, 2020, 13, 131-158.	1.9	11
86	Effects of mobilizing prior knowledge on information processing: Studies of free recall and allocation of study time. British Journal of Psychology, 1993, 84, 481-498.	2.3	10
87	Cognitive effects of practical experience in high- and low-achieving medical students. Learning and Instruction, 1994, 4, 313-329.	3.2	10
88	Teachersâ€™ Perceptions of Teaching in Workplace Simulations in Vocational Education. Vocations and Learning, 2015, 8, 287-318.	1.9	10
89	Students' and Tutors' Perceptions of Problems in PBL Tutorial Groups at a Brazilian Medical School. Education for Health: Change in Learning and Practice, 2002, 15, 189-201.	0.3	9
90	Pedagogic Benchmarks for Information and Communications Technology in Teacher Education. Technology, Pedagogy and Education, 2003, 12, 149-159.	5.4	9

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91	Instructional support for novice law students: Reducing search processes and explaining concepts in cases. Applied Cognitive Psychology, 2011, 25, 408-413.	1.6	9
92	From Theory to Practice in Medical Education. , 2004, , 121-139.		9
93	Long-term retention of a theatrical script by repertory actors: The role of context. Memory, 2002, 10, 21-28.	1.7	8
94	Appraising the Qualities of Social Work Studentsâ€™ Theoretical Knowledge: A Qualitative Exploration. Vocations and Learning, 2012, 5, 277-295.	1.9	8
95	Knowledge productivity for sustainable innovation: social capital as HRD target. European Journal of Training and Development, 2013, 38, 54-74.	2.2	8
96	Appreciation of a constructivist curriculum for learning theoretical knowledge by social work students with different kinds and levels of learning motivation. International Journal of Educational Research, 2015, 71, 65-74.	2.2	8
97	Tracks to a Medical Diagnosis: Expertise Differences in Visual Problem Solving. Applied Cognitive Psychology, 2016, 30, 314-322.	1.6	8
98	Unravelling the social dynamics of an industryâ€“school partnership: social capital as perspective for co-creation. Studies in Continuing Education, 2016, 38, 61-85.	1.9	8
99	Teachersâ€™ implementation of the coaching role: do teachersâ€™ ownership, sensemaking, and agency make a difference?. European Journal of Psychology of Education, 2013, 28, 991-1006.	2.6	7
100	Teaching as regulation and dealing with complexity. Instructional Science, 2016, 44, 311-314.	2.0	7
101	Cognitive Skills in Medicine. , 2013, , 69-86.		7
102	Employers' Views on Desirable Theoretical Knowledge Qualities of Newly Qualified Social Workers: A Qualitative Exploration. British Journal of Social Work, 2015, 45, 1330-1348.	1.4	6
103	Conceptual changes for and during working life. International Journal of Educational Research, 2020, 104, 101682.	2.2	6
104	Responsive curriculum development for professional education: Different teams, different tales. Curriculum Journal, 2022, 33, 636-659.	1.5	6
105	Teaching for Expertise: Problem-Based Methods in Medicine and Other Professional Domains. , 0, , 379-404.		5
106	In my mind: how situation awareness can facilitate expert performance and foster learning. Medical Education, 2015, 49, 854-856.	2.1	5
107	Misconceptions in medicine, their origin and development in education and working life. International Journal of Educational Research, 2020, 100, 101536.	2.2	5
108	An Analysis of the Conceptual Difficulties of the Endocrinology Domain and an Empirical Analysis of Student and Expert Understanding of That Domain. Teaching and Learning in Medicine, 1998, 10, 207-216.	2.1	4

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109	The Role of Education in Selection and Allocation in the Labour Market: An Empirical Study in the Medical Field. Education Economics, 2005, 13, 449-477.	1.1	4
110	Learning Professional Knowledge: Bachelor Nursing Studentsâ€™ Experiences in Learning and Knowledge Quality Outcomes in a Competence-Based Curriculum. Vocations and Learning, 0, , 1.	1.9	4
111	Coercing knowledge construction in collaborative learning environments. , 2005, , .		3
112	To guide or to follow? Teaching visual problem solving at the workplace. Advances in Health Sciences Education, 2018, 23, 961-976.	3.3	2
113	The role of positional knowledge and tonal approaches in cellistsâ€™ sight-reading. Musicae Scientiae, 2020, 24, 3-20.	2.9	2