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	Responsive curriculum development for professional education: Different teams, different tales. Curriculum Journal, 2022, 33, 636-659.	1.5	6
2	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
3	Exploring Studentsâ€™ Self-Regulated Learning in Vocational Education and Training. Vocations and Learning, 2020, 13, 131-158.	1.9	11
4	Knowledge restructuring through case processing: The key to generalise expertise development theory across domains?. Educational Research Review, 2020, 29, 100310.	7.8	44
5	The role of positional knowledge and tonal approaches in cellistsâ€™ sight-reading. Musicae Scientiae, 2020, 24, 3-20.	2.9	2
6	Conceptual changes for and during working life. International Journal of Educational Research, 2020, 104, 101682.	2.2	6
7	Misconceptions in medicine, their origin and development in education and working life. International Journal of Educational Research, 2020, 100, 101536.	2.2	5
8	Learning in Workplace Simulations in Vocational Education: a Student Perspective. Vocations and Learning, 2018, 11, 179-204.	1.9	19
9	To guide or to follow? Teaching visual problem solving at the workplace. Advances in Health Sciences Education, 2018, 23, 961-976.	3.3	2
10	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
11	The Co-Creation-Wheel. European Journal of Training and Development, 2017, 41, 628-646.	2.2	16
12	Teaching as regulation and dealing with complexity. Instructional Science, 2016, 44, 311-314.	2.0	7
13	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
14	Tracks to a Medical Diagnosis: Expertise Differences in Visual Problem Solving. Applied Cognitive Psychology, 2016, 30, 314-322.	1.6	8
15	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
16	Teacher vision: expert and novice teachersâ€™ perception of problematic classroom management scenes. Instructional Science, 2016, 44, 243-265.	2.0	139
17	How attitude strength biases information processing and evaluation on the web. Computers in Human Behavior, 2016, 60, 245-252.	8.5	65
18	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

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19	In my mind: how situation awareness can facilitate expert performance and foster learning. Medical Education, 2015, 49, 854-856.	2.1	5
20	Expertise in clinical pathology: combining the visual and cognitive perspective. Advances in Health Sciences Education, 2015, 20, 1089-1106.	3.3	40
21	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
22	Developing young adolescentsâ€™ self-regulation by means of formative assessment: A theoretical perspective. Cogent Education, 2015, 2, 1071233.	1.5	17
23	Teachersâ€™ Perceptions of Teaching in Workplace Simulations in Vocational Education. Vocations and Learning, 2015, 8, 287-318.	1.9	10
24	Keeping an Eye on Learning. Journal of Teacher Education, 2015, 66, 68-85.	3.5	133
25	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
26	Expertise under the microscope: processing histopathological slides. Medical Education, 2014, 48, 292-300.	2.1	38
27	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
28	Dealing with conflicting information from multiple nonlinear texts: Effects of prior attitudes. Computers in Human Behavior, 2014, 32, 101-111.	8.5	40
29	How Clerkship Students Learn From Real Patients in Practice Settings. Academic Medicine, 2014, 89, 469-476.	1.6	67
30	How Expertise Is Created in Emerging Professional Fields. , 2014, , 131-149.		18
31	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
32	Fostering studentsâ€™ evaluation behaviour while searching the internet. Instructional Science, 2013, 41, 125-146.	2.0	61
33	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
34	Knowledge productivity for sustainable innovation: social capital as HRD target. European Journal of Training and Development, 2013, 38, 54-74.	2.2	8
35	Cognitive Skills in Medicine. , 2013, , 69-86.		7
36	The Handover Toolbox: a knowledge exchange and training platform for improving patient care. BMJ Quality and Safety, 2012, 21, i114-i120.	3.7	29

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37	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
38	Teachersâ€™ perceptions of the coaching role in secondary vocational education. Journal of Vocational Education and Training, 2012, 64, 295-315.	1.5	11
39	Mapping and assessing clinical handover training interventions. BMJ Quality and Safety, 2012, 21, i50-i57.	3.7	31
40	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
41	What and how advanced medical students learn from reasoning through multiple cases. Instructional Science, 2012, 40, 755-768.	2.0	25
42	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
43	Appraising the Qualities of Social Work Studentsâ€™ Theoretical Knowledge: A Qualitative Exploration. Vocations and Learning, 2012, 5, 277-295.	1.9	8
44	A cross-cultural comparison of student learning patterns in higher education. Higher Education, 2012, 64, 299-316.	4.4	87
45	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
46	Instructional support for novice law students: Reducing search processes and explaining concepts in cases. Applied Cognitive Psychology, 2011, 25, 408-413.	1.6	9
47	Effects of conceptual knowledge and availability of information sources on law studentsâ€™ legal reasoning. Instructional Science, 2010, 38, 23-35.	2.0	14
48	Fostering transfer of websearchersâ€™ evaluation skills: A field test of two transfer theories. Computers in Human Behavior, 2010, 26, 716-728.	8.5	29
49	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
50	When only the real thing will do: junior medical students' learning from real patients. Medical Education, 2009, 43, 1036-1043.	2.1	100
51	Supporting medical studentsâ€™ workplace learning: experience-based learning (ExBL). Clinical Teacher, 2009, 6, 167-171.	0.8	48
52	How students evaluate information and sources when searching the World Wide Web for information. Computers and Education, 2009, 52, 234-246.	8.3	205
53	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
54	Coercing shared knowledge in collaborative learning environments. Computers in Human Behavior, 2008, 24, 403-420.	8.5	105

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55	Information-problem solving: A review of problems students encounter and instructional solutions. Computers in Human Behavior, 2008, 24, 623-648.	8.5	156
56	Expertise-related differences in conceptual and ontological knowledge in the legal domain. European Journal of Cognitive Psychology, 2008, 20, 1043-1064.	1.3	23
57	The analysis of negotiation of common ground in CSCL. Learning and Instruction, 2007, 17, 427-435.	3.2	57
58	Scripts and clinical reasoning. Medical Education, 2007, 41, 1178-1184.	2.1	343
59	Experience-based learning: a model linking the processes and outcomes of medical students' workplace learning. Medical Education, 2007, 41, 84-91.	2.1	455
60	ICT-support for grounding in the classroom. Instructional Science, 2007, 35, 535-556.	2.0	17
61	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
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	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
64	Exploring teachersâ€™ will to learn. Teaching and Teacher Education, 2006, 22, 408-423.	3.2	131
65	Student evaluation of the clinical â€˜curriculum in actionâ€™. Medical Education, 2006, 40, 667-674.	2.1	19
66	Common Ground, Complex Problems and Decision Making. Group Decision and Negotiation, 2006, 15, 529-556.	3.3	96
67	Clinical teachers and problem-based learning: a phenomenological study. Medical Education, 2005, 39, 163-170.	2.1	49
68	General competencies of problem-based learning (PBL) and non-PBL graduates. Medical Education, 2005, 39, 394-401.	2.1	111
69	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
70	Students' opinions about their preparation for clinical practice. Medical Education, 2005, 39, 704-712.	2.1	214
71	Computer support for knowledge construction in collaborative learning environments. Computers in Human Behavior, 2005, 21, 623-643.	8.5	105
72	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

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73	Coercing knowledge construction in collaborative learning environments. , 2005, , .		3
74	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
75	Does Practice Make Perfect?. , 2004, , 73-95.		17
76	From Theory to Practice in Medical Education. , 2004, , 121-139.		9
77	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
78	Towards valid measures of self-directed clinical learning. Medical Education, 2003, 37, 983-991.	2.1	19
79	Pedagogic Benchmarks for Information and Communications Technology in Teacher Education. Technology, Pedagogy and Education, 2003, 12, 149-159.	5.4	9
80	The Robustness of Medical Expertise: Clinical Case Processing by Medical Experts and Subexperts. American Journal of Psychology, 2002, 115, 609.	0.3	33
81	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
82	Long-term retention of a theatrical script by repertory actors: The role of context. Memory, 2002, 10, 21-28.	1.7	8
83	On the Constraints of Encapsulated Knowledge: Clinical Case Representations by Medical Experts and Subexperts. Cognition and Instruction, 2002, 20, 27-45.	2.9	43
84	The Psychology of Learning. Springer International Handbooks of Education, 2002, , 163-203.	0.1	13
85	Do short cases elicit different thinking processes than factual knowledge questions do?. Medical Education, 2001, 35, 348-356.	2.1	83
86	Title is missing!. Instructional Science, 2001, 29, 33-44.	2.0	63
87	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
88	Scripts and Medical Diagnostic Knowledge. Academic Medicine, 2000, 75, 182-190.	1.6	352
89	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
90	Knowledge Encapsulation and the Intermediate Effect. Contemporary Educational Psychology, 2000, 25, 150-166.	2.9	87

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91	Students' Experiences With Real-Patient Tutorials in a Problem-Based Curriculum. Teaching and Learning in Medicine, 1999, 11, 12-20.	2.1	19
92	The Explanation of Clinical Concepts by Expert Physicians, Clerks, and Advanced Students. Teaching and Learning in Medicine, 1999, 11, 153-163.	2.1	35
93	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
94	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
95	A failure to reproduce the intermediate effect in clinical case recall. Academic Medicine, 1998, 73, 894-900.	1.6	27
96	Measuring knowledge and clinical reasoning skills in a problem-based curriculum. Medical Education, 1997, 31, 115-121.	2.1	37
97	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
98	The development of diagnostic competence. Academic Medicine, 1996, 71, 658-64.	1.6	193
99	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
100	Problem based learning: Cognitive and metacognitive processes during problem analysis. Instructional Science, 1996, 24, 321-341.	2.0	141
101	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
102	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
103	Cognitive effects of practical experience in high- and low-achieving medical students. Learning and Instruction, 1994, 4, 313-329.	3.2	10
104	On the origin of intermediate effects in clinical case recall. Memory and Cognition, 1993, 21, 338-351.	1.6	179
105	On acquiring expertise in medicine. Educational Psychology Review, 1993, 5, 205-221.	8.4	292
106	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
107	On the Role of Biomedical Knowledge in Clinical Reasoning by Experts, Intermediates and Novices. Cognitive Science, 1992, 16, 153-184.	1.7	382
108	Encapsulation of Biomedical Knowledge. , 1992, , 265-282.		48

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109	A cognitive perspective on medical expertise. Academic Medicine, 1990, 65, 611-21.	1.6	1,010
110	Contextual factors in the activation of first diagnostic hypotheses: expert-novice differences. Medical Education, 1987, 21, 471-476.	2.1	100
111	Recall of medical information by students and doctors. Medical Education, 1985, 19, 61-67.	2.1	60
112	Teaching for Expertise: Problem-Based Methods in Medicine and Other Professional Domains. , 0, , 379-404.		5
113	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