Liesbeth Kester

List of Publications by Year
in descending order

66 papers	3,401 citations	159358 30 h-index	149479 56 g-index
67 all docs	67 docs citations	67 times ranked	2165 citing authors

#	ARTICLE	IF	CITATIONS
1	Taking the Load Off a Learner's Mind: Instructional Design for Complex Learning. Educational Psychologist, 2003, 38, 5-13.	4.7	577
2	Effects of flipping the classroom on learning outcomes and satisfaction: A meta-analysis. Educational Research Review, 2019, 28, 100281.	4.1	214
3	Effects of worked examples, example-problem, and problem-example pairs on novices' learning. Contemporary Educational Psychology, 2011, 36, 212-218.	1.6	176
4	Uncovering cognitive processes: Different techniques that can contribute to cognitive load research and instruction. Computers in Human Behavior, 2009, 25, 325-331.	5.1	144
5	Supporting learners' self-regulated learning in Massive Open Online Courses. Computers and Education, 2020, 146, 103771.	5.1	131
6	Self-regulated learning partially mediates the effect of self-regulated learning interventions on achievement in higher education: A meta-analysis. Educational Research Review, 2019, 28, 100292.	4.1	116
7	Selecting learning tasks: Effects of adaptation and shared control on learning efficiency and task involvement. Contemporary Educational Psychology, 2008, 33, 733-756.	1.6	99
8	Validation of the self-regulated online learning questionnaire. Journal of Computing in Higher Education, 2017, 29, 6-27.	3.9	99
9	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.	1.6	88
10	Towards a personalized task selection model with shared instructional control. Instructional Science, 2006, 34, 399-422.	1.1	87
11	Timing and Frequency of Mental Effort Measurement: Evidence in Favour of Repeated Measures. Applied Cognitive Psychology, 2012, 26, 833-839.	0.9	83
12	Teachers in school-based technology innovations: A typology of their beliefs on teaching and technology. Computers and Education, 2017, 114, 57-68.	5.1	79
13	Just-in-time information presentation and the acquisition of complex cognitive skills. Computers in Human Behavior, 2001, 17, 373-391.	5.1	76
14	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
15	Dynamic task selection: Effects of feedback and learner control on efficiency and motivation. Learning and Instruction, 2009, 19, 455-465.	1.9	71
16	Self-regulated learning support in flipped learning videos enhances learning outcomes. Computers and Education, 2020, 158, 104000.	5.1	69
17	A Test of the Testing Effect: Acquiring Problem‐Solving Skills From Worked Examples. Cognitive Science, 2012, 36, 1532-1541.	0.8	63
18	Just-in-time information presentation: Improving learning a troubleshooting skill. Contemporary Educational Psychology, 2006, 31, 167-185.	1.6	60

#	Article	IF	Citations
19	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
20	RELATIONS BETWEEN STUDENT PERCEPTIONS OF ASSESSMENT AUTHENTICITY, STUDY APPROACHES AND LEARNING OUTCOME. Studies in Educational Evaluation, 2006, 32, 381-400.	1.2	55
21	Testing After Worked Example Study Does Not Enhance Delayed Problem-Solving Performance Compared to Restudy. Educational Psychology Review, 2015, 27, 265-289.	5.1	53
22	Effects of concurrent monitoring on cognitive load and performance as a function of task complexity. Applied Cognitive Psychology, 2011, 25, 584-587.	0.9	51
23	Just-in-time, schematic supportive information presentation during cognitive skill acquisition. Computers in Human Behavior, 2006, 22, 93-112.	5.1	50
24	Timing of Information Presentation in Learning Statistics. Instructional Science, 2004, 32, 233-252.	1.1	46
25	Combining shared control with variability over surface features: Effects on transfer test performance and task involvement. Computers in Human Behavior, 2009, 25, 290-298.	5.1	46
26	Ad hoc transient communities: towards fostering knowledge sharing in learning networks. International Journal of Learning Technology, 2008, 3, 443.	0.2	37
27	Assessment quality in tertiary education: An integrative literature review. Studies in Educational Evaluation, 2017, 55, 94-116.	1.2	36
28	Effects of self-regulated learning prompts in a flipped history classroom. Computers in Human Behavior, 2020, 108, 106318.	5.1	36
29	Designing support to facilitate learning in powerful electronic learning environments. Computers in Human Behavior, 2007, 23, 1047-1054.	5.1	35
30	Adapting prior knowledge activation: Mobilisation, perspective taking, and learners' prior knowledge. Computers in Human Behavior, 2011, 27, 16-21.	5.1	35
31	Information presentation and troubleshooting in electrical circuits. International Journal of Science Education, 2004, 26, 239-256.	1.0	32
32	Instructional interventions to enhance collaboration in powerful learning environments. Computers in Human Behavior, 2005, 21, 689-696.	5.1	31
33	The Testing Effect for Learning Principles and Procedures from Texts. Journal of Educational Research, 2014, 107, 357-364.	0.8	30
34	MOOC discussion forums: The interplay of the cognitive and the social. Computers and Education, 2021, 165, 104133.	5.1	30
35	Students' perceptions of assessment quality related to their learning approaches and learning outcomes. Studies in Educational Evaluation, 2019, 63, 72-82.	1.2	29
36	Do secondary school students make use of effective study strategies when they study on their own?. Applied Cognitive Psychology, 2019, 33, 952-957.	0.9	27

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37	Learner-controlled selection of tasks with different surface and structural features: Effects on transfer and efficiency. Computers in Human Behavior, 2011, 27, 76-81.	5.1	26
38	Facilitating community building in learning networks through peer tutoring in ad hoc transient communities. International Journal of Web Based Communities, 2007, 3, 198.	0.2	24
39	Self-regulation of secondary school students: self-assessments are inaccurate and insufficiently used for learning-task selection. Instructional Science, 2018, 46, 357-381.	1.1	23
40	Matchmaking in learning networks: Bringing learners together for knowledge sharing. Interactive Learning Environments, 2007, 15, 117-126.	4.4	22
41	Knowledge matchmaking in Learning Networks: Alleviating the tutor load by mutually connecting Learning Network users. British Journal of Educational Technology, 2006, 37, 881-895.	3.9	21
42	Effects of fading support on hypertext navigation and performance in student-centered e-learning environments. Interactive Learning Environments, 2009, 17, 165-179.	4.4	20
43	The influence of node sequence and extraneous load induced by graphical overviews on hypertext learning. Computers in Human Behavior, 2013, 29, 870-880.	5.1	18
44	Exploring the link between self‐regulated learning and learner behaviour in a massive open online course. Journal of Computer Assisted Learning, 2022, 38, 993-1004.	3.3	18
45	The influence of prior knowledge on the retrieval‐directed function of note taking in prior knowledge activation. British Journal of Educational Psychology, 2011, 81, 274-291.	1.6	16
46	Why advice on task selection may hamper learning in on-demand education. Computers in Human Behavior, 2013, 29, 145-154.	5.1	16
47	Secondary students' online self-regulated learning during flipped learning: A latent profile analysis. Computers in Human Behavior, 2021, 118, 106676.	5.1	16
48	Validation of the Revised Self-regulated Online Learning Questionnaire. Lecture Notes in Computer Science, 2018, , 116-121.	1.0	15
49	Game‐based learning has good chemistry with chemistry education: A three‐level meta‐analysis. Journal of Research in Science Teaching, 2022, 59, 1499-1543.	2.0	12
50	Cognitive load and knowledge sharing in Learning Networks. Interactive Learning Environments, 2013, 21, 89-100.	4.4	10
51	Effects of games in STEM education: a meta-analysis on the moderating role of student background characteristics. Studies in Science Education, 2023, 59, 109-145.	3.4	9
52	Learning Ability Development in Flexible Learning Environments. , 2014, , 363-372.		8
53	Answering questions after initial study guides attention during restudy. Instructional Science, 2015, 43, 59-71.	1.1	6
54	The effect of practice test modality on perceived mental effort and delayed final test performance. Journal of Cognitive Psychology, 2020, 32, 764-770.	0.4	5

#	Article	IF	Citations
55	Autonomy supported, learner-controlled or system-controlled learning in hypermedia environments and the influence of academic self-regulation style. Interactive Learning Environments, 2015, 23, 655-669.	4.4	4
56	Pupils' prior knowledge about technological systems: design and validation of a diagnostic tool for primary school teachers. International Journal of Technology and Design Education, 2022, 32, 2577-2609.	1.7	4
57	Re-viewing performance: Showing eye-tracking data as feedback to improve performance monitoring in a complex visual task. Journal of Computer Assisted Learning, 2022, 38, 1087-1101.	3.3	4
58	Developing questionnaires to measure students' expectations and perceptions of assessment quality. Cogent Education, 2018, 5, 1464425.	0.6	3
59	Guiding secondary school students during task selection. Interactive Learning Environments, 2020, , 1-15.	4.4	3
60	Teacher judgement accuracy of technical abilities in primary education. International Journal of Technology and Design Education, 2023, 33, 415-438.	1.7	3
61	Cognitive Diagnostic Assessment in University Statistics Education: Valid and Reliable Skill Measurement for Actionable Feedback Using Learning Dashboards. Applied Sciences (Switzerland), 2022, 12, 4809.	1.3	3
62	Diagnostic Classification Models for Actionable Feedback in Education: Effects of Sample Size and Assessment Length. Frontiers in Education, 2022, 7, .	1.2	2
63	A mixed method approach to studying self-regulated learning in MOOCs. Frontline Learning Research, 2020, 8, 35-64.	0.4	1
64	Implications of the Four Component Instructional Design Model for Multimedia Learning. , 2021, , 100-120.		1
65	Learning labs in a secondary school in the Netherlands: Effects of teachers' autonomy support on student learning motivation and achievement. Educational Studies, 0, , 1-18.	1.4	1
66	A Blueprint for Teacher Design Teams to Create Professional Development Interventions. International Journal on Studies in Education, 2022, 4, 88-106.	1.9	0