

Liesbeth Kester

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7411446/publications.pdf>

Version: 2024-02-01

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	Teacher judgement accuracy of technical abilities in primary education. <i>International Journal of Technology and Design Education</i> , 2023, 33, 415-438.	1.7	3
2	Effects of games in STEM education: a meta-analysis on the moderating role of student background characteristics. <i>Studies in Science Education</i> , 2023, 59, 109-145.	3.4	9
3	Pupils' prior knowledge about technological systems: design and validation of a diagnostic tool for primary school teachers. <i>International Journal of Technology and Design Education</i> , 2022, 32, 2577-2609.	1.7	4
4	Diagnostic Classification Models for Actionable Feedback in Education: Effects of Sample Size and Assessment Length. <i>Frontiers in Education</i> , 2022, 7, .	1.2	2
5	Re-viewing performance: Showing eye-tracking data as feedback to improve performance monitoring in a complex visual task. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 1087-1101.	3.3	4
6	Game-based learning has good chemistry with chemistry education: A three-level meta-analysis. <i>Journal of Research in Science Teaching</i> , 2022, 59, 1499-1543.	2.0	12
7	Exploring the link between self-regulated learning and learner behaviour in a massive open online course. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 993-1004.	3.3	18
8	Cognitive Diagnostic Assessment in University Statistics Education: Valid and Reliable Skill Measurement for Actionable Feedback Using Learning Dashboards. <i>Applied Sciences (Switzerland)</i> , 2022, 12, 4809.	1.3	3
9	A Blueprint for Teacher Design Teams to Create Professional Development Interventions. <i>International Journal on Studies in Education</i> , 2022, 4, 88-106.	1.9	0
10	Secondary students' online self-regulated learning during flipped learning: A latent profile analysis. <i>Computers in Human Behavior</i> , 2021, 118, 106676.	5.1	16
11	MOOC discussion forums: The interplay of the cognitive and the social. <i>Computers and Education</i> , 2021, 165, 104133.	5.1	30
12	Implications of the Four Component Instructional Design Model for Multimedia Learning. , 2021, , 100-120.		1
13	Supporting learners' self-regulated learning in Massive Open Online Courses. <i>Computers and Education</i> , 2020, 146, 103771.	5.1	131
14	Self-regulated learning support in flipped learning videos enhances learning outcomes. <i>Computers and Education</i> , 2020, 158, 104000.	5.1	69
15	The effect of practice test modality on perceived mental effort and delayed final test performance. <i>Journal of Cognitive Psychology</i> , 2020, 32, 764-770.	0.4	5
16	A mixed method approach to studying self-regulated learning in MOOCs. <i>Frontline Learning Research</i> , 2020, 8, 35-64.	0.4	1
17	Guiding secondary school students during task selection. <i>Interactive Learning Environments</i> , 2020, , 1-15.	4.4	3
18	Effects of self-regulated learning prompts in a flipped history classroom. <i>Computers in Human Behavior</i> , 2020, 108, 106318.	5.1	36

#	ARTICLE	IF	CITATIONS
19	Students'™ perceptions of assessment quality related to their learning approaches and learning outcomes. <i>Studies in Educational Evaluation</i> , 2019, 63, 72-82.	1.2	29
20	Self-regulated learning partially mediates the effect of self-regulated learning interventions on achievement in higher education: A meta-analysis. <i>Educational Research Review</i> , 2019, 28, 100292.	4.1	116
21	Do secondary school students make use of effective study strategies when they study on their own?. <i>Applied Cognitive Psychology</i> , 2019, 33, 952-957.	0.9	27
22	Effects of flipping the classroom on learning outcomes and satisfaction: A meta-analysis. <i>Educational Research Review</i> , 2019, 28, 100281.	4.1	214
23	Self-regulation of secondary school students: self-assessments are inaccurate and insufficiently used for learning-task selection. <i>Instructional Science</i> , 2018, 46, 357-381.	1.1	23
24	Developing questionnaires to measure students'™ expectations and perceptions of assessment quality. <i>Cogent Education</i> , 2018, 5, 1464425.	0.6	3
25	Validation of the Revised Self-regulated Online Learning Questionnaire. <i>Lecture Notes in Computer Science</i> , 2018, , 116-121.	1.0	15
26	Assessment quality in tertiary education: An integrative literature review. <i>Studies in Educational Evaluation</i> , 2017, 55, 94-116.	1.2	36
27	Teachers in school-based technology innovations: A typology of their beliefs on teaching and technology. <i>Computers and Education</i> , 2017, 114, 57-68.	5.1	79
28	Validation of the self-regulated online learning questionnaire. <i>Journal of Computing in Higher Education</i> , 2017, 29, 6-27.	3.9	99
29	Autonomy supported, learner-controlled or system-controlled learning in hypermedia environments and the influence of academic self-regulation style. <i>Interactive Learning Environments</i> , 2015, 23, 655-669.	4.4	4
30	Answering questions after initial study guides attention during restudy. <i>Instructional Science</i> , 2015, 43, 59-71.	1.1	6
31	Testing After Worked Example Study Does Not Enhance Delayed Problem-Solving Performance Compared to Restudy. <i>Educational Psychology Review</i> , 2015, 27, 265-289.	5.1	53
32	The Testing Effect for Learning Principles and Procedures from Texts. <i>Journal of Educational Research</i> , 2014, 107, 357-364.	0.8	30
33	Learning Ability Development in Flexible Learning Environments. , 2014, , 363-372.		8
34	Cognitive load and knowledge sharing in Learning Networks. <i>Interactive Learning Environments</i> , 2013, 21, 89-100.	4.4	10
35	Why advice on task selection may hamper learning in on-demand education. <i>Computers in Human Behavior</i> , 2013, 29, 145-154.	5.1	16
36	The influence of node sequence and extraneous load induced by graphical overviews on hypertext learning. <i>Computers in Human Behavior</i> , 2013, 29, 870-880.	5.1	18

#	ARTICLE	IF	CITATIONS
37	Timing and Frequency of Mental Effort Measurement: Evidence in Favour of Repeated Measures. <i>Applied Cognitive Psychology</i> , 2012, 26, 833-839.	0.9	83
38	A Test of the Testing Effect: Acquiring Problem-Solving Skills From Worked Examples. <i>Cognitive Science</i> , 2012, 36, 1532-1541.	0.8	63
39	Effects of worked examples, example-problem, and problem-example pairs on novices' learning. <i>Contemporary Educational Psychology</i> , 2011, 36, 212-218.	1.6	176
40	Adapting prior knowledge activation: Mobilisation, perspective taking, and learners' prior knowledge. <i>Computers in Human Behavior</i> , 2011, 27, 16-21.	5.1	35
41	Learner-controlled selection of tasks with different surface and structural features: Effects on transfer and efficiency. <i>Computers in Human Behavior</i> , 2011, 27, 76-81.	5.1	26
42	The influence of prior knowledge on the retrieval-directed function of note taking in prior knowledge activation. <i>British Journal of Educational Psychology</i> , 2011, 81, 274-291.	1.6	16
43	Effects of concurrent monitoring on cognitive load and performance as a function of task complexity. <i>Applied Cognitive Psychology</i> , 2011, 25, 584-587.	0.9	51
44	Uncovering cognitive processes: Different techniques that can contribute to cognitive load research and instruction. <i>Computers in Human Behavior</i> , 2009, 25, 325-331.	5.1	144
45	Effects of fading support on hypertext navigation and performance in student-centered e-learning environments. <i>Interactive Learning Environments</i> , 2009, 17, 165-179.	4.4	20
46	Dynamic task selection: Effects of feedback and learner control on efficiency and motivation. <i>Learning and Instruction</i> , 2009, 19, 455-465.	1.9	71
47	Combining shared control with variability over surface features: Effects on transfer test performance and task involvement. <i>Computers in Human Behavior</i> , 2009, 25, 290-298.	5.1	46
48	The effect of practical experience on perceptions of assessment authenticity, study approach, and learning outcomes. <i>Learning and Instruction</i> , 2008, 18, 172-186.	1.9	72
49	Selecting learning tasks: Effects of adaptation and shared control on learning efficiency and task involvement. <i>Contemporary Educational Psychology</i> , 2008, 33, 733-756.	1.6	99
50	Authenticity is in the eye of the beholder: student and teacher perceptions of assessment authenticity. <i>Journal of Vocational Education and Training</i> , 2008, 60, 401-412.	0.9	60
51	Ad hoc transient communities: towards fostering knowledge sharing in learning networks. <i>International Journal of Learning Technology</i> , 2008, 3, 443.	0.2	37
52	Matchmaking in learning networks: Bringing learners together for knowledge sharing. <i>Interactive Learning Environments</i> , 2007, 15, 117-126.	4.4	22
53	Facilitating community building in learning networks through peer tutoring in ad hoc transient communities. <i>International Journal of Web Based Communities</i> , 2007, 3, 198.	0.2	24
54	Designing support to facilitate learning in powerful electronic learning environments. <i>Computers in Human Behavior</i> , 2007, 23, 1047-1054.	5.1	35

#	ARTICLE	IF	CITATIONS
55	Just-in-time information presentation: Improving learning a troubleshooting skill. Contemporary Educational Psychology, 2006, 31, 167-185.	1.6	60
56	RELATIONS BETWEEN STUDENT PERCEPTIONS OF ASSESSMENT AUTHENTICITY, STUDY APPROACHES AND LEARNING OUTCOME. Studies in Educational Evaluation, 2006, 32, 381-400.	1.2	55
57	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
58	Towards a personalized task selection model with shared instructional control. Instructional Science, 2006, 34, 399-422.	1.1	87
59	Just-in-time, schematic supportive information presentation during cognitive skill acquisition. Computers in Human Behavior, 2006, 22, 93-112.	5.1	50
60	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
61	Instructional interventions to enhance collaboration in powerful learning environments. Computers in Human Behavior, 2005, 21, 689-696.	5.1	31
62	Timing of Information Presentation in Learning Statistics. Instructional Science, 2004, 32, 233-252.	1.1	46
63	Information presentation and troubleshooting in electrical circuits. International Journal of Science Education, 2004, 26, 239-256.	1.0	32
64	Taking the Load Off a Learner's Mind: Instructional Design for Complex Learning. Educational Psychologist, 2003, 38, 5-13.	4.7	577
65	Just-in-time information presentation and the acquisition of complex cognitive skills. Computers in Human Behavior, 2001, 17, 373-391.	5.1	76
66	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