

# Jan Elen

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7952498/publications.pdf>

Version: 2024-02-01

68  
papers

1,348  
citations

471509

17  
h-index

395702

33  
g-index

68  
all docs

68  
docs citations

68  
times ranked

1116  
citing authors

#	ARTICLE	IF	CITATIONS
1	Determinants of instructors' educational ICT use in Ethiopian higher education. <i>Education and Information Technologies</i> , 2022, 27, 917-936.	5.7	10
2	A structural equation model for determinants of instructors' educational ICT use in higher education in developing countries: Evidence from Ethiopia. <i>Computers and Education</i> , 2022, 188, 104566.	8.3	7
3	Research skills in upper secondary education and in first year of university. <i>Educational Studies</i> , 2021, 47, 491-507.	2.4	8
4	Context and agency: complementarity and interactivity. <i>Educational Technology Research and Development</i> , 2021, 69, 195-197.	2.8	0
5	An overview of 25 years of research on digital personalised learning in primary and secondary education: A systematic review of conceptual and methodological trends. <i>British Journal of Educational Technology</i> , 2021, 52, 1798-1822.	6.3	16
6	Critical thinking in electricity and magnetism: assessing and stimulating secondary school students. <i>International Journal of Science Education</i> , 2021, 43, 2597-2617.	1.9	2
7	Adults' Self-Regulatory Behaviour Profiles in Blended Learning Environments and Their Implications for Design. <i>Technology, Knowledge and Learning</i> , 2020, 25, 509-539.	4.9	16
8	Evaluating the Leuven Research Skills Test for 11th and 12th Grade. <i>Journal of Psychoeducational Assessment</i> , 2020, 38, 445-459.	1.5	2
9	Fostering students geographic systems thinking by enriching causal diagrams with scale. Results of an intervention study. <i>International Research in Geographical and Environmental Education</i> , 2020, 29, 112-128.	1.6	5
10	Investigating the enactment of social presence in blended adult education. <i>Educational Research</i> , 2020, 62, 340-356.	1.8	3
11	'Instructional disobedience': a largely neglected phenomenon deserving more systematic research attention. <i>Educational Technology Research and Development</i> , 2020, 68, 2021-2032.	2.8	8
12	The Use of Causal Diagrams to Foster Systems Thinking in Geography Education: Results of an Intervention Study. <i>Journal of Geography</i> , 2019, 118, 238-251.	1.5	7
13	Systems thinking in geography: can high school students do it?. <i>International Research in Geographical and Environmental Education</i> , 2019, 28, 37-52.	1.6	18
14	Pedagogical content knowledge of French as a foreign language: differences between pre-service and in-service teachers. <i>Educational Studies</i> , 2019, 45, 422-439.	2.4	2
15	The Power of Interactive Whiteboards for Secondary Mathematics Teaching: Two Case Studies. <i>Journal of Educational Technology Systems</i> , 2018, 47, 50-78.	5.8	9
16	The Relationship Between Acceptance, Actual Use of a Virtual Learning Environment and Performance: An Ecological Approach. <i>Journal of Computers in Education</i> , 2018, 5, 95-111.	8.3	18
17	Designing Learning Environments for Critical Thinking: Examining Effective Instructional Approaches. <i>International Journal of Science and Mathematics Education</i> , 2018, 16, 1065-1089.	2.5	46
18	Systematic design of domain-specific instruction on near and far transfer of critical thinking skills. <i>International Journal of Educational Research</i> , 2018, 87, 1-11.	2.2	19

#	ARTICLE	IF	CITATIONS
19	Promoting the development of teacher professional knowledge: Integrating content and pedagogy in teacher education. <i>Teaching and Teacher Education</i> , 2018, 75, 244-258.	3.2	43
20	Using Causal Diagrams to Foster Systems Thinking in Geography Education. <i>International Journal of Designs for Learning</i> , 2018, 9, 34-48.	0.2	10
21	Measuring Critical Thinking in Physics: Development and Validation of a Critical Thinking Test in Electricity and Magnetism. <i>International Journal of Science and Mathematics Education</i> , 2017, 15, 663-682.	2.5	109
22	In search of attributes that support self-regulation in blended learning environments. <i>Education and Information Technologies</i> , 2017, 22, 1395-1454.	5.7	74
23	The Effects of a Systematically Designed Online Learning Environment on Preservice Teachers' Professional Knowledge. <i>Journal of Digital Learning in Teacher Education</i> , 2017, 33, 103-113.	1.2	9
24	Content integration as a factor in math-game effectiveness. <i>Educational Technology Research and Development</i> , 2017, 65, 1345-1368.	2.8	3
25	Effects of Opportunities to Learn in Teacher Education on the Development of Teachers' Professional Knowledge of French as a Foreign Language. <i>Journal of Advances in Education Research</i> , 2017, 2, .	0.2	9
26	Student teams' development over time: tracing the relationship between the quality of communication and teams' performance. <i>Higher Education Research and Development</i> , 2016, 35, 787-799.	2.9	10
27	Teachers' general and contextualised research conceptions. <i>Studies in Higher Education</i> , 2016, 41, 79-94.	4.5	11
28	Systematic design of a learning environment for domain-specific and domain-general critical thinking skills. <i>Educational Technology Research and Development</i> , 2016, 64, 481-505.	2.8	43
29	When a game supports prevocational math education but integrated reflection does not. <i>Journal of Computer Assisted Learning</i> , 2015, 31, 462-480.	5.1	29
30	Developing Pedagogical Content Knowledge: Lessons Learned from Intervention Studies. <i>Education Research International</i> , 2015, 2015, 1-23.	1.1	37
31	The multiple effects of combined tools in computer-based learning environments. <i>Computers in Human Behavior</i> , 2015, 51, 82-95.	8.5	9
32	Cognitive Dissonance as an Instructional Tool for Understanding Chemical Representations. <i>Journal of Science Education and Technology</i> , 2015, 24, 684-695.	3.9	5
33	Does a structured methodology support pre-service teachers more to reflect critically than an unstructured?. <i>Reflective Practice</i> , 2015, 16, 609-622.	1.4	3
34	Time for action! ICT Integration in Formal Education: Key Findings from a Region-wide Follow-up Monitor. <i>TechTrends</i> , 2015, 59, 40-50.	2.3	12
35	The Development of Critical Thinking in Professional and Academic Bachelor Programmes. <i>Higher Education Studies</i> , 2014, 4, .	0.5	6
36	Effectiveness of Critical Thinking Instruction in Higher Education: A Systematic Review of Intervention Studies. <i>Higher Education Studies</i> , 2014, 4, .	0.5	105

#	ARTICLE	IF	CITATIONS
37	Interactive Whiteboards in Mathematics Teaching: A Literature Review. <i>Education Research International</i> , 2014, 2014, 1-16.	1.1	12
38	Tool Use in Computer-Based Learning Environments: Adopting and Extending the Technology Acceptance Model. <i>ISRN Education</i> , 2014, 2014, 1-11.	0.5	8
39	Vocabulary learning from reading: examining interactions between task and learner related variables. <i>European Journal of Psychology of Education</i> , 2013, 28, 255-274.	2.6	1
40	Patterns in the prevalence of research-related goals in higher education programmes. <i>Teaching in Higher Education</i> , 2013, 18, 298-310.	2.6	7
41	Regulation of tool-use within a blended course: Student differences and performance effects. <i>Computers and Education</i> , 2013, 60, 385-395.	8.3	72
42	The Assessment of Critical Thinking Critically Assessed in Higher Education: A Validation Study of the CCTT and the HCTA. <i>Education Research International</i> , 2013, 2013, 1-13.	1.1	18
43	Stimulating the Development of a Disposition through Games-Based Learning. , 2012, , .		0
44	Understanding and Enhancing the Use of Multiple External Representations in Chemistry Education. <i>Journal of Science Education and Technology</i> , 2012, 21, 780-795.	3.9	38
45	Disentangling Teaching and Summative Assessment in Higher Education? Pros and Cons from Students' Perspectives. <i>Education Research International</i> , 2012, 2012, 1-9.	1.1	3
46	Self-efficacy, task complexity and task performance: Exploring interactions in two versions of vocabulary learning tasks. <i>Learning Environments Research</i> , 2012, 15, 17-35.	2.8	5
47	Adopting webcasts over time: the influence of perceptions and attitudes. <i>Journal of Computing in Higher Education</i> , 2012, 24, 40-57.	6.1	16
48	Disentangling instructional roles: the case of teaching and summative assessment. <i>Studies in Higher Education</i> , 2011, 36, 897-910.	4.5	2
49	Instructional effectiveness of higher-order questions: The devil is in the detail of students' use of questions. <i>Learning Environments Research</i> , 2011, 14, 279-298.	2.8	13
50	Why do learning goals (not) work: a reexamination of the hypothesized effectiveness of learning goals based on students' behaviour and cognitive processes. <i>Educational Technology Research and Development</i> , 2011, 59, 553-573.	2.8	19
51	The impact of approaches to reflection and learner control upon critical reflection. <i>Reflective Practice</i> , 2011, 12, 495-506.	1.4	8
52	The relation between self-regulation and the embedding of support in learning environments. <i>Educational Technology Research and Development</i> , 2010, 58, 573-587.	2.8	41
53	Tool use in open learning environments: In search of learner-related determinants. <i>Learning Environments Research</i> , 2008, 11, 163-178.	2.8	9
54	The moderating effect of instructional conceptions on the effect of powerful learning environments. <i>Instructional Science</i> , 2008, 36, 137-153.	2.0	10

#	ARTICLE	IF	CITATIONS
55	Developing technical expertise in secondary technical schools: The effect of 4C/ID learning environments. <i>Learning Environments Research</i> , 2007, 10, 207-221.	2.8	35
56	Investigating the myth of the relationship between teaching and research in higher education: A review of empirical research. <i>Studies in Philosophy and Education</i> , 2007, 26, 449-465.	0.5	50
57	In search of the reliability of a Flemish version of the Knowledge Monitoring Assessment Test. <i>Metacognition and Learning</i> , 2006, 1, 137-147.	2.7	2
58	Open Learning Environments and the Impact of a Pedagogical Agent. <i>Journal of Educational Computing Research</i> , 2006, 35, 211-226.	5.5	18
59	Powerful learning environments and the development of technical expertise in Ghana: investigating the moderating effect of instructional conceptions. , 2005, , .		3
60	Turning electronic learning environments into useful and influential "instructional design Anchor points". <i>Educational Technology Research and Development</i> , 2004, 52, 67-73.	2.8	128
61	Instructional conceptions: Analysis from an instructional design perspective. <i>International Journal of Educational Research</i> , 2004, 41, 429-444.	2.2	61
62	Designing multimedia instruction in dentistry: need for sequencing model. <i>European Journal of Dental Education</i> , 2003, 7, 94-94.	2.0	0
63	Automating I.D.: The impact of theoretical knowledge bases and referent systems. <i>Instructional Science</i> , 1998, 26, 281-297.	2.0	3
64	Title is missing!. <i>Higher Education</i> , 1998, 36, 231-252.	4.4	29
65	Design of Telematic Learning Environments: A Cognitive Mediatonal View—. <i>Educational Research and Evaluation</i> , 1996, 2, 213-230.	1.6	10
66	Technical Expertise Development in Secondary Technical Schools: Effects of ICTenhanced 4C/ID Learning Environments. , 0, , .		1
67	Studentsâ€™ Reasoning Processes While Constructing Causal Diagrams. <i>Review of International Geographical Education Online (discontinued)</i> , 0, , .	0.1	1
68	Instructorsâ€™ educational ICT use in higher education in developing countries: evidence from three Ethiopian Universities. <i>Journal of Computing in Higher Education</i> , 0, , 1.	6.1	2