

Susanne P Lajoie

List of Publications by Year in descending order

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Version: 2024-02-01

105
papers

2,536
citations

236925

25
h-index

254184

43
g-index

105
all docs

105
docs citations

105
times ranked

1732
citing authors

#	ARTICLE	IF	CITATIONS
1	Transitions and Trajectories for Studies of Expertise. <i>Educational Researcher</i> , 2003, 32, 21-25.	5.4	225
2	Extending the Scaffolding Metaphor. <i>Instructional Science</i> , 2005, 33, 541-557.	2.0	133
3	Comparing virtual and location-based augmented reality mobile learning: emotions and learning outcomes. <i>Educational Technology Research and Development</i> , 2016, 64, 359-388.	2.8	118
4	The role of epistemic emotions in mathematics problem solving. <i>Contemporary Educational Psychology</i> , 2015, 42, 172-185.	2.9	94
5	Metacognition, Self Regulation, and Self-regulated Learning: A Rose by any other Name?. <i>Educational Psychology Review</i> , 2008, 20, 469-475.	8.4	84
6	Supporting collaboration with technology: does shared cognition lead to co-regulation in medicine?. <i>Metacognition and Learning</i> , 2012, 7, 45-62.	2.7	79
7	Constructing knowledge in the context of BioWorld. <i>Instructional Science</i> , 2001, 29, 155-186.	2.0	70
8	Three Myths? The Over-Representation of the Gifted Among Dropouts, Delinquents, and Suicides. <i>Gifted Child Quarterly</i> , 1981, 25, 138-143.	2.0	69
9	The role of regulation in medical student learning in small groups: Regulating oneself and others™ learning and emotions. <i>Computers in Human Behavior</i> , 2015, 52, 601-616.	8.5	66
10	Developing Professional Expertise with a Cognitive Apprenticeship Model: Examples from Avionics and Medicine. , 2009, , 61-83.		62
11	Scaffolding problem-based learning with CSCL tools. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2010, 5, 283-298.	3.0	58
12	Social networking and academic performance: A review. <i>Education and Information Technologies</i> , 2018, 23, 435-465.	5.7	54
13	Developing Emotion-Aware, Advanced Learning Technologies: A Taxonomy of Approaches and Features. <i>International Journal of Artificial Intelligence in Education</i> , 2017, 27, 268-297.	5.5	52
14	A domain-specific account of self-regulated learning: the cognitive and metacognitive activities involved in learning through historical inquiry. <i>Metacognition and Learning</i> , 2013, 8, 213-234.	2.7	49
15	Understanding and measuring emotions in technology-rich learning environments. <i>Learning and Instruction</i> , 2020, 70, 101272.	3.2	45
16	Success, failure and emotions: examining the relationship between performance feedback and emotions in diagnostic reasoning. <i>Educational Technology Research and Development</i> , 2017, 65, 1263-1284.	2.8	44
17	Developing an agent-based adaptive system for scaffolding self-regulated inquiry learning in history education. <i>Educational Technology Research and Development</i> , 2014, 62, 335-366.	2.8	42
18	Fostering positive emotions and history knowledge with location-based augmented reality and tour-guide prompts. <i>Learning and Instruction</i> , 2020, 70, 101163.	3.2	42

#	ARTICLE	IF	CITATIONS
19	AI in medical education“another grand challenge for medical informatics. <i>Artificial Intelligence in Medicine</i> , 1998, 12, 197-225.	6.5	41
20	Emotions in medical education: Examining the validity of the Medical Emotion Scale (MES) across authentic medical learning environments. <i>Learning and Instruction</i> , 2020, 70, 101150.	3.2	40
21	Using Online Digital Tools and Video to Support International Problem-Based Learning. <i>Interdisciplinary Journal of Problem-based Learning</i> , 2014, 8, .	0.5	39
22	Supporting medical decision making with argumentation tools. <i>Contemporary Educational Psychology</i> , 2008, 33, 425-442.	2.9	38
23	Adaptive expertise and creative thinking: A synthetic review and implications for practice. <i>Thinking Skills and Creativity</i> , 2020, 35, 100630.	3.5	38
24	Learning by preparing to teach: Fostering self-regulatory processes and achievement during complex mathematics problem solving.. <i>Journal of Educational Psychology</i> , 2016, 108, 474-492.	2.9	36
25	Emotion regulation tendencies, achievement emotions, and physiological arousal in a medical diagnostic reasoning simulation. <i>Instructional Science</i> , 2019, 47, 151-180.	2.0	33
26	Examining the interplay of affect and self regulation in the context of clinical reasoning. <i>Learning and Instruction</i> , 2021, 72, 101219.	3.2	30
27	The link between achievement emotions, appraisals, and task performance: pedagogical considerations for emotions in CBLEs. <i>Journal of Computers in Education</i> , 2016, 3, 289-307.	8.3	28
28	Mining learner“system interaction data: implications for modeling learner behaviors and improving overlay models. <i>Journal of Computers in Education</i> , 2015, 2, 421-447.	8.3	27
29	Adaptive expertise in medical education: Accelerating learning trajectories by fostering self-regulated learning. <i>Medical Teacher</i> , 2018, 40, 809-812.	1.8	27
30	Process analysis of teachers“ self-regulated learning patterns in technological pedagogical content knowledge development. <i>Computers and Education</i> , 2021, 166, 104169.	8.3	27
31	Motivation and emotion predict medical students“ attention to computer-based feedback. <i>Advances in Health Sciences Education</i> , 2018, 23, 465-485.	3.3	26
32	Self-regulation and emotion matter: A case study of instructor interactions with a learning analytics dashboard. <i>Computers and Education</i> , 2021, 161, 104061.	8.3	26
33	Technology-Rich Tools to Support Self-Regulated Learning and Performance in Medicine. <i>Springer International Handbooks of Education</i> , 2013, , 229-242.	0.1	24
34	Design of a learning-centered online environment: a cognitive apprenticeship approach. <i>Educational Technology Research and Development</i> , 2018, 66, 813-835.	2.8	24
35	Dynamic Assessment of Proficiency for Solving Procedural Knowledge Tasks. <i>Educational Psychologist</i> , 1992, 27, 365-384.	9.0	23
36	Cognitive Tools for Assessment and Learning in a High Information Flow Environment. <i>Journal of Educational Computing Research</i> , 1998, 18, 205-235.	5.5	23

#	ARTICLE	IF	CITATIONS
37	Person-Oriented Approaches to Profiling Learners in Technology-Rich Learning Environments for Ecological Learner Modeling. <i>Journal of Educational Computing Research</i> , 2017, 55, 552-597.	5.5	23
38	Co-regulation and knowledge construction in an online synchronous problem based learning setting. <i>Education and Information Technologies</i> , 2017, 22, 1623-1650.	5.7	23
39	The design of technology-rich learning environments as metacognitive tools in history education. <i>Instructional Science</i> , 2012, 40, 1033-1061.	2.0	22
40	Pain Catastrophizing Correlates with Early Mild Traumatic Brain Injury Outcome. <i>Pain Research and Management</i> , 2016, 2016, 1-7.	1.8	22
41	Cognitive engagement in self-regulated learning: an integrative model. <i>European Journal of Psychology of Education</i> , 2022, 37, 833-852.	2.6	21
42	Advancing teacher technology education using open-ended learning environments as research and training platforms. <i>Australasian Journal of Educational Technology</i> , 2017, 33, .	3.5	21
43	The Creation of Virtual and Face-to-Face Learning Communities: An International Collaboration Experience. <i>Journal of Educational Computing Research</i> , 2006, 35, 163-180.	5.5	20
44	Teaching and Learning in Technology-Rich Environments. , 0, , .		20
45	Automated detection of cognitive engagement to inform the art of staying engaged in problem-solving. <i>Computers and Education</i> , 2021, 163, 104114.	8.3	20
46	Modeling Metacognitive Activities in Medical Problem-Solving with BioWorld. <i>Intelligent Systems Reference Library</i> , 2015, , 323-343.	1.2	19
47	The regulation of achievements emotions: Implications for research and practice.. <i>Canadian Psychology</i> , 2017, 58, 276-287.	2.1	19
48	Statistical reasoning of middle school children engaged in survey inquiry. <i>Contemporary Educational Psychology</i> , 2007, 32, 630-666.	2.9	18
49	Iâ€™ve got this: Fostering topic and technology-related emotional engagement and queer history knowledge with a mobile app. <i>Contemporary Educational Psychology</i> , 2019, 59, 101790.	2.9	17
50	Examining the role of self-regulation and emotion in clinical reasoning: Implications for developing expertise. <i>Medical Teacher</i> , 2018, 40, 842-844.	1.8	16
51	Examining the relationship between emotion variability, self-regulated learning, and task performance in an intelligent tutoring system. <i>Educational Technology Research and Development</i> , 2021, 69, 673-692.	2.8	16
52	Towards emotion awareness tools to support emotion and appraisal regulation in academic contexts. <i>Educational Technology Research and Development</i> , 2020, 68, 269-292.	2.8	15
53	Measuring Emotions in Medical Education: Methodological and Technological Advances Within Authentic Medical Learning Environments. <i>Advances in Medical Education</i> , 2016, , 181-213.	0.4	15
54	An Integrated Emotion-Aware Framework for Intelligent Tutoring Systems. <i>Lecture Notes in Computer Science</i> , 2015, , 616-619.	1.3	13

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55	Latent profiles of self-regulated learning and their impacts on teachers'™ technology integration. <i>British Journal of Educational Technology</i> , 2021, 52, 695-713.	6.3	13
56	Japanese medical learners'™ achievement emotions: Accounting for culture in translating Western medical educational theories and instruments into an asian context. <i>Advances in Health Sciences Education</i> , 2021, 26, 1255-1276.	3.3	13
57	Empowering children in the use of statistics. <i>Journal of Mathematical Behavior</i> , 1995, 14, 401-425.	0.9	12
58	Do expert clinical teachers have a shared understanding of what constitutes a competent reasoning performance in case-based teaching?. <i>Instructional Science</i> , 2014, 42, 579-594.	2.0	12
59	The Allocation of Time Matters to Students'™ Performance in Clinical Reasoning. <i>Lecture Notes in Computer Science</i> , 2018, , 110-119.	1.3	11
60	Processing Differences in Relations between Ability and Field-Independence. <i>Psychological Reports</i> , 1982, 50, 391-395.	1.7	10
61	Creation of an evidence-based practice reference model in falls prevention: findings from occupational therapy. <i>Disability and Rehabilitation</i> , 2012, 34, 311-328.	1.8	9
62	Towards detection of learner misconceptions in a medical learning environment: a subgroup discovery approach. <i>Educational Technology Research and Development</i> , 2018, 66, 129-145.	2.8	9
63	Scaffolding student teachers' information-seeking behaviours with a network-based tutoring system. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 731-746.	5.1	9
64	Social networking and academic performance: A net benefits perspective. <i>Education and Information Technologies</i> , 2019, 24, 3053-3073.	5.7	8
65	The Role of Achievement Goals and Self-regulated Learning Behaviors in Clinical Reasoning. <i>Technology, Knowledge and Learning</i> , 2020, 25, 541-556.	4.9	8
66	Crossing Disciplinary Boundaries to Improve Technology-Rich Learning Environments. <i>Teachers College Record</i> , 2017, 119, 1-30.	0.9	8
67	Multimedia Learning of Cognitive Processes. , 2014, , 623-646.		7
68	Examining Diagnosis Paths: A Process Mining Approach. , 2016, , .		7
69	Examining physiological and self-report indicators of empathy during learners'™ interaction with a queer history app. <i>British Journal of Educational Technology</i> , 2020, 51, 1921-1938.	6.3	7
70	Toward Quality Online Problem-Based Learning. , 2020, , 367-390.		7
71	Diagnosing virtual patients in a technology-rich learning environment: a sequential Mining of Students'™ efficiency and behavioral patterns. <i>Education and Information Technologies</i> , 2022, 27, 4259-4275.	5.7	7
72	Social networking and academic performance: A longitudinal perspective. <i>Education and Information Technologies</i> , 2019, 24, 1545-1561.	5.7	6

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73	Student Modeling for Individuals and Groups: the BioWorld and HOWARD Platforms. International Journal of Artificial Intelligence in Education, 2021, 31, 460-475.	5.5	6
74	Predicting aviation training performance with multimodal affective inferences. International Journal of Training and Development, 2021, 25, 301-315.	1.3	6
75	Analysis of emotion regulation using posture, voice, and attention: A qualitative case study. Computers and Education Open, 2021, 2, 100030.	4.2	6
76	Video as Context and Conduit for Problem-Based Learning. Advances in Medical Education, 2016, , 57-77.	0.4	6
77	Impulsivity, Reflectivity, and High IQ. Gifted Education International, 1987, 4, 139-141.	1.8	5
78	The functional roles of metacognitive judgement and emotion in predicting clinical reasoning performance with a computer simulated environment. Interactive Learning Environments, 2023, 31, 3464-3475.	6.4	5
79	Creating Instructor Dashboards to Foster Collaborative Learning in On-Line Medical Problem-Based Learning Situations. Lecture Notes in Computer Science, 2016, , 36-47.	1.3	5
80	A process model of team emotion regulation: An expansion of Gross' individual ER model. Learning, Culture and Social Interaction, 2022, 33, 100612.	1.8	5
81	A Realistic Digital Deteriorating Patient to Foster Emergency Decision-Making Skills in Medical Students. , 2012, , .		4
82	The relationship between cognitive engagement and students' performance in a simulation-based training environment: an information-processing perspective. Interactive Learning Environments, 2023, 31, 1532-1545.	6.4	4
83	Supporting diagnostic reasoning by modeling help-seeking. , 2014, , .		3
84	Time-driven modeling of student self-regulated learning in network-based tutors. Interactive Learning Environments, 2023, 31, 2490-2511.	6.4	3
85	Using Expert Models to Provide Feedback on Clinical Reasoning Skills. Lecture Notes in Computer Science, 2010, , 242-244.	1.3	3
86	CONVERGENCE OF DATA SOURCES IN THE ANALYSIS OF COMPLEX LEARNING ENVIRONMENTS. Research and Practice in Technology Enhanced Learning, 2009, 04, 195-219.	3.2	3
87	A Tale of Three Cases: Examining Accuracy, Efficiency, and Process Differences in Diagnosing Virtual Patient Cases. Australasian Journal of Educational Technology, 0, , .	3.5	3
88	Modelling Domain-Specific Self-regulatory Activities in Clinical Reasoning. Lecture Notes in Computer Science, 2013, , 632-635.	1.3	3
89	Antecedents and Consequences of Emotion Regulation in STEM Degree Programs. Innovative Higher Education, 2022, 47, 493-514.	2.5	3
90	A classification of Challenges encountered in Complex Teamwork Settings. International Journal of Computer-Supported Collaborative Learning, 2022, 17, 225-247.	3.0	3

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91	BioWorldParser: A suite of parsers for leveraging educational data mining techniques. , 2014, , .		2
92	Augmenting the novice-expert overlay model in an intelligent tutoring system: Using confidence-weighted linear classifiers. , 2014, , .		2
93	Using the MetaHistoReasoning Tool Training Module to Facilitate the Acquisition of Domain-Specific Metacognitive Strategies. Lecture Notes in Computer Science, 2012, , 511-516.	1.3	2
94	Learning science applications for research in medicine. , 2017, , 108-118.		2
95	Implementing the Assessment Standards for School Mathematics: Communicating Performance Criteria to Students through Technology. The Mathematics Teacher, 1996, 89, 66-69.	0.1	2
96	Augmented Reality in Informal Learning Settings. Advances in Game-based Learning Book Series, 2017, , 272-293.	0.2	2
97	The Frequency of Emotions and Emotion Variability in Self-regulated Learning: What Matters to Task Performance?. Frontline Learning Research, 2021, 9, 76-91.	0.8	2
98	Expert, Novice, and Intermediate Performance: Exploring the Relationship Between Clinical Reasoning Behaviors and Diagnostic Performance. Lecture Notes in Computer Science, 2021, , 201-210.	1.3	1
99	Beyond Historical Books, Names and Dates: Leveraging Augmented Reality to Promote Knowledge, Reasoning, and Emotional Engagement. Springer Series on Cultural Computing, 2020, , 199-216.	0.6	1
100	Towards Investigating Performance Differences in Clinical Reasoning in a Technology Rich Learning Environment. Lecture Notes in Computer Science, 2015, , 566-569.	1.3	1
101	Enhancing the Learning Experience Using Real-Time Cognitive Evaluation. International Journal of Information and Education Technology, 2019, 9, 678-688.	1.2	1
102	Preservice teacher disengagement with computer-based learning environments. Research on Education and Media, 2019, 11, 42-49.	0.2	1
103	Augmented Reality in Informal Learning Settings. , 0, , 804-825.		1
104	The Role of Self-Improving Tutoring Systems in Fostering Pre-Service Teacher Self-Regulated Learning. Frontiers in Artificial Intelligence, 2021, 4, 769455.	3.4	1
105	Developing computer-based learning environments based on complex performance models. Nebraska Symposium on Motivation, 2007, 52, 123-44.	0.9	0