

Jan van Tartwijk

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/863268/publications.pdf>

Version: 2024-02-01

77
papers

4,062
citations

147801

31
h-index

128289

60
g-index

84
all docs

84
docs citations

84
times ranked

2801
citing authors

#	ARTICLE	IF	CITATIONS
1	A model for programmatic assessment fit for purpose. <i>Medical Teacher</i> , 2012, 34, 205-214.	1.8	564
2	Portfolios in medical education: why do they meet with mixed success? A systematic review. <i>Medical Education</i> , 2007, 41, 1224-1233.	2.1	264
3	Conditions for successful reflective use of portfolios in undergraduate medical education. <i>Medical Education</i> , 2005, 39, 1230-1235.	2.1	203
4	Portfolios for assessment and learning: AMEE Guide no. 45. <i>Medical Teacher</i> , 2009, 31, 790-801.	1.8	168
5	A model for the supervisor's doctoral student relationship. <i>Higher Education</i> , 2009, 58, 359-373.	4.4	162
6	The use of qualitative research criteria for portfolio assessment as an alternative to reliability evaluation: a case study. <i>Medical Education</i> , 2005, 39, 214-220.	2.1	147
7	From student to teacher: reducing practice shock and early dropout in the teaching profession. <i>European Journal of Teacher Education</i> , 2003, 26, 329-350.	3.7	146
8	Use of portfolios in early undergraduate medical training. <i>Medical Teacher</i> , 2003, 25, 18-23.	1.8	133
9	Personal and social development in physical education and sports: A review study. <i>European Physical Education Review</i> , 2020, 26, 797-813.	2.0	121
10	Job satisfaction and teacher's student relationships across the teaching career: Four case studies. <i>Teaching and Teacher Education</i> , 2013, 32, 55-65.	3.2	118
11	The self critical doctor: helping students become more reflective. <i>BMJ: British Medical Journal</i> , 2008, 336, 827-830.	2.3	117
12	Teachers' practical knowledge about classroom management in multicultural classrooms. <i>Teaching and Teacher Education</i> , 2009, 25, 453-460.	3.2	105
13	The use of programmatic assessment in the clinical workplace: A Maastricht case report. <i>Medical Teacher</i> , 2012, 34, 226-231.	1.8	93
14	Stakes in the eye of the beholder: an international study of learners' perceptions within programmatic assessment. <i>Medical Education</i> , 2018, 52, 654-663.	2.1	88
15	Exploring beginning teachers' attrition in the Netherlands. <i>Teachers and Teaching: Theory and Practice</i> , 2017, 23, 881-895.	1.9	77
16	Web- or paper-based portfolios: is there a difference?. <i>Medical Education</i> , 2007, 41, 1067-1073.	2.1	72
17	Interpersonal adaptation in teacher-student interaction. <i>Learning and Instruction</i> , 2018, 55, 41-57.	3.2	72
18	The differential effect of the teacher's interpersonal relationship on student outcomes for students with different ethnic backgrounds. <i>British Journal of Educational Psychology</i> , 2010, 80, 199-221.	2.9	70

#	ARTICLE	IF	CITATIONS
19	Real-time teacher–student interactions: A Dynamic Systems approach. <i>Teaching and Teacher Education</i> , 2014, 37, 183-193.	3.2	68
20	Positive teacher–student relationships go beyond the classroom, problematic ones stay inside. <i>Journal of Educational Research</i> , 2017, 110, 478-493.	1.6	68
21	Teacher–student relationships across the teaching career. <i>International Journal of Educational Research</i> , 2005, 43, 55-71.	2.2	59
22	Validity of portfolio assessment: which qualities determine ratings?. <i>Medical Education</i> , 2006, 40, 862-866.	2.1	58
23	Professional identity in clinician-scientists: brokers between care and science. <i>Medical Education</i> , 2017, 51, 645-655.	2.1	55
24	Where the rubber meets the road – An integrative review of programmatic assessment in health care professions education. <i>Perspectives on Medical Education</i> , 2022, 10, 6-13.	3.5	53
25	How pre-service teachers' personality traits, self-efficacy, and discipline strategies contribute to the teacher–student relationship. <i>British Journal of Educational Psychology</i> , 2014, 84, 294-310.	2.9	50
26	Improving workplace-based assessment and feedback by an E-portfolio enhanced with learning analytics. <i>Educational Technology Research and Development</i> , 2017, 65, 359-380.	2.8	49
27	Teacher interpersonal competence for Dutch secondary multicultural classrooms. <i>Teachers and Teaching: Theory and Practice</i> , 2006, 12, 407-433.	1.9	48
28	Interpersonal Relationships in Education. , 2012, , .		46
29	Students'™ perceptions of teacher interpersonal style. <i>Teaching and Teacher Education</i> , 1998, 14, 607-617.	3.2	40
30	Factors Influencing the Successful Introduction of Portfolios. <i>Quality in Higher Education</i> , 2007, 13, 69-79.	1.1	39
31	Beginning and experienced secondary school teachers' self- and student schema in positive and problematic teacher–student relationships. <i>Teaching and Teacher Education</i> , 2016, 55, 88-99.	3.2	38
32	Getting along and feeling good: Reciprocal associations between student-teacher relationship quality and students'™ emotions. <i>Learning and Instruction</i> , 2021, 71, 101349.	3.2	38
33	Performance grading and motivational functioning and fear in physical education: A self-determination theory perspective. <i>Learning and Individual Differences</i> , 2017, 55, 202-211.	2.7	37
34	Where to go and how to get there: Goal clarification, process feedback and students'™ need satisfaction and frustration from lesson to lesson. <i>Learning and Instruction</i> , 2019, 61, 1-11.	3.2	36
35	What makes an expert university teacher? A systematic review and synthesis of frameworks for teacher expertise in higher education. <i>Educational Research Review</i> , 2020, 31, 100365.	7.8	33
36	Veteran teachers'™ job satisfaction as a function of personal demands and resources in the relationships with their students. <i>Teachers and Teaching: Theory and Practice</i> , 2016, 22, 913-926.	1.9	32

#	ARTICLE	IF	CITATIONS
37	Assessing student teachers' reflective writing through quantitative content analysis. <i>European Journal of Teacher Education</i> , 2014, 37, 348-373.	3.7	28
38	Teachers' expectations of teacher-student interaction: Complementary and distinctive expectancy patterns. <i>Teaching and Teacher Education</i> , 2012, 28, 948-956.	3.2	26
39	Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. <i>Medical Education</i> , 2020, 54, 528-537.	2.1	26
40	The neglected role of classroom management in teacher education. <i>Teaching Education</i> , 2011, 22, 109-112.	1.3	25
41	Students' use of a rubric for research theses. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 128-150.	5.6	25
42	A typology of veteran teachers' job satisfaction: their relationships with their students and the nature of their work. <i>Social Psychology of Education</i> , 2019, 22, 337-355.	2.5	24
43	Understanding the influence of teacher-learner relationships on learners' assessment perception. <i>Advances in Health Sciences Education</i> , 2020, 25, 441-456.	3.3	24
44	Creative Problem Solving in Primary Education: Exploring the Role of Fact Finding, Problem Finding, and Solution Finding across Tasks. <i>Thinking Skills and Creativity</i> , 2020, 37, 100665.	3.5	22
45	Past perceptions and future expectations: Sensed dis/continuity at the start of teacher education. <i>Teaching and Teacher Education</i> , 2016, 58, 99-108.	3.2	20
46	Disentangling the predictive validity of high school grades for academic success in university. <i>Assessment and Evaluation in Higher Education</i> , 2018, 43, 399-414.	5.6	20
47	Preparing university teachers in The Netherlands: Issues and trends. <i>International Journal for Academic Development</i> , 1996, 1, 8-16.	1.1	18
48	Using an analogy in the introduction of a portfolio. <i>Teaching and Teacher Education</i> , 2008, 24, 927-938.	3.2	17
49	Classroom management in a Dutch teacher education program: a realistic approach. <i>Teaching Education</i> , 2011, 22, 169-184.	1.3	17
50	Measuring teachers' interpersonal self-efficacy: relationship with realized interpersonal aspirations, classroom management efficacy and age. <i>Social Psychology of Education</i> , 2017, 20, 411-426.	2.5	15
51	Students generate items for an online formative assessment: Is it motivating?. <i>Medical Teacher</i> , 2017, 39, 315-320.	1.8	15
52	Integration of clinical and basic sciences in concept maps: a mixed-method study on teacher learning. <i>BMC Medical Education</i> , 2015, 15, 20.	2.4	14
53	Performance-Based Competency Requirements for Student Teachers and How to Assess Them. <i>International Journal of Information and Education Technology</i> , 2017, 7, 190-194.	1.2	13
54	Teachers' diagnosis of students' research skills during the mentoring of the undergraduate thesis. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2018, 26, 542-562.	1.4	12

#	ARTICLE	IF	CITATIONS
55	Design and effects of an academic development programme on leadership for educational change. <i>International Journal for Academic Development</i> , 2015, 20, 306-318.	1.1	11
56	The articulation of integration of clinical and basic sciences in concept maps: differences between experienced and resident groups. <i>Advances in Health Sciences Education</i> , 2016, 21, 643-657.	3.3	11
57	Predicting different grades in different ways for selective admission: disentangling the first-year grade point average. <i>Studies in Higher Education</i> , 2016, 41, 1408-1423.	4.5	11
58	Do goal clarification and process feedback positively affect students' need-based experiences? A quasi-experimental study grounded in Self-Determination Theory. <i>Physical Education and Sport Pedagogy</i> , 2021, 26, 483-503.	3.0	10
59	Perceived teacher-student interpersonal relationships in Dutch multi-ethnic classes. <i>Educational Research and Evaluation</i> , 2009, 15, 119-135.	1.6	8
60	Test or judgement based school track recommendations: Equal opportunities for students with different socio-economic backgrounds?. <i>British Journal of Educational Psychology</i> , 2021, 91, 193-216.	2.9	8
61	Student teachers' discipline strategies: relations with self-images, anticipated student responses and control orientation. <i>Educational Studies</i> , 2013, 39, 582-597.	2.4	7
62	Changes in sensed dis/continuity in the development of student teachers throughout teacher education. <i>European Journal of Teacher Education</i> , 2018, 41, 282-300.	3.7	7
63	Supervisor and Student Perspectives on Undergraduate Thesis Supervision in Higher Education. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 877-897.	1.7	7
64	Clinician-Scientists in-and-between Research and Practice: How Social Identity Shapes Brokerage. <i>Minerva</i> , 2021, 59, 123-137.	2.4	7
65	The Evaluation of Prospective Teachers in Teacher Education. , 2010, , 511-517.		6
66	Shifting Patterns in Co-regulation, Feedback Perception, and Motivation During Research Supervision Meetings. <i>Scandinavian Journal of Educational Research</i> , 2020, 64, 1030-1051.	1.7	6
67	The development of research supervisors' pedagogical content knowledge in a lesson study project. <i>Educational Action Research</i> , 2020, , 1-20.	1.5	6
68	Faculty Development for Educational Leadership. , 2017, , 73-101.		6
69	Examining the assessment of creativity with generalizability theory: An analysis of creative problem solving assessment tasks. <i>Thinking Skills and Creativity</i> , 2022, 43, 100994.	3.5	5
70	Beginning and end of the internship: student teachers' interpersonal profiles and the accuracy of their self-beliefs. <i>European Journal of Teacher Education</i> , 2013, 36, 393-412.	3.7	2
71	Teachers' pedagogical content knowledge of two specific historical contexts captured and compared. <i>Educational Studies</i> , 2023, 49, 686-711.	2.4	2
72	Development of educational leaders' adaptive expertise in a professional development programme. <i>International Journal for Academic Development</i> , 2022, 27, 58-70.	1.1	2

#	ARTICLE	IF	CITATIONS
73	The Theory and Practice of Interpersonal Relationships in Education. , 2014, , 1-7.		2
74	Evidence Informed Innovation of Education in the Netherlands: Learning from Reforms. Educational Governance Research, 2017, , 125-142.	0.5	1
75	Physical education teachers' perceptions and operationalisations of personal and social development goals in primary education. European Physical Education Review, 0, , 1356336X2211023.	2.0	1
76	Focus on what works and why it works: bridging the gap between research knowledge and practical knowledge. Perspectives on Medical Education, 2017, 6, 209-210.	3.5	0
77	Supervision Dialogues in Teacher Education: Balancing Dis/continuities of the Vocational Self-Concept. , 2018, , 97-107.		0