Jan van Tartwijk

List of Publications by Year
in descending order

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	Teachers' pedagogical content knowledge of two specific historical contexts captured and compared. Educational Studies, 2023, 49, 686-711.	2.4	2
2	Where the rubber meets the road — An integrative review of programmatic assessment in health care professions education. Perspectives on Medical Education, 2022, 10, 6-13.	3.5	53
3	Development of educational leaders' adaptive expertise in a professional development programme. International Journal for Academic Development, 2022, 27, 58-70.	1.1	2
4	Examining the assessment of creativity with generalizability theory: An analysis of creative problem solving assessment tasks°. Thinking Skills and Creativity, 2022, 43, 100994.	3.5	5
5	Supervisor and Student Perspectives on Undergraduate Thesis Supervision in Higher Education. Scandinavian Journal of Educational Research, 2021, 65, 877-897.	1.7	7
6	Getting along and feeling good: Reciprocal associations between student-teacher relationship quality and students' emotions. Learning and Instruction, 2021, 71, 101349.	3.2	38
7	Do goal clarification and process feedback positively affect students' need-based experiences? A quasi-experimental study grounded in Self-Determination Theory. Physical Education and Sport Pedagogy, 2021, 26, 483-503.	3.0	10
8	Test- or judgement-based school track recommendations: Equal opportunities for students with different socio-economic backgrounds?. British Journal of Educational Psychology, 2021, 91, 193-216.	2.9	8
9	Clinician-Scientists in-and-between Research and Practice: How Social Identity Shapes Brokerage. Minerva, 2021, 59, 123-137.	2.4	7
10	Shifting Patterns in Co-regulation, Feedback Perception, and Motivation During Research Supervision Meetings. Scandinavian Journal of Educational Research, 2020, 64, 1030-1051.	1.7	6
11	Understanding the influence of teacher–learner relationships on learners' assessment perception. Advances in Health Sciences Education, 2020, 25, 441-456.	3.3	24
12	Personal and social development in physical education and sports: A review study. European Physical Education Review, 2020, 26, 797-813.	2.0	121
13	The development of research supervisors' pedagogical content knowledge in a lesson study project. Educational Action Research, 2020, , 1-20.	1.5	6
14	What makes an expert university teacher? A systematic review and synthesis of frameworks for teacher expertise in higher education. Educational Research Review, 2020, 31, 100365.	7.8	33
15	Creative Problem Solving in Primary Education: Exploring the Role of Fact Finding, Problem Finding, and Solution Finding across Tasks. Thinking Skills and Creativity, 2020, 37, 100665.	3.5	22
16	Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. Medical Education, 2020, 54, 528-537.	2.1	26
17	Where to go and how to get there: Goal clarification, process feedback and students' need satisfaction and frustration from lesson to lesson. Learning and Instruction, 2019, 61, 1-11.	3.2	36
18	A typology of veteran teachers' job satisfaction: their relationships with their students and the nature of their work. Social Psychology of Education, 2019, 22, 337-355.	2.5	24

#	Article	IF	Citations
19	Stakes in the eye of the beholder: an international study of learners' perceptions within programmatic assessment. Medical Education, 2018, 52, 654-663.	2.1	88
20	Changes in sensed dis/continuity in the development of student teachers throughout teacher education. European Journal of Teacher Education, 2018, 41, 282-300.	3.7	7
21	Interpersonal adaptation in teacher-student interaction. Learning and Instruction, 2018, 55, 41-57.	3.2	72
22	Disentangling the predictive validity of high school grades for academic success in university. Assessment and Evaluation in Higher Education, 2018, 43, 399-414.	5.6	20
23	Teachers' diagnosis of students' research skills during the mentoring of the undergraduate thesis. Mentoring and Tutoring: Partnership in Learning, 2018, 26, 542-562.	1.4	12
24	Supervision Dialogues in Teacher Education: Balancing Dis/continuities of the Vocational Self-Concept. , 2018, , 97-107.		0
25	Students' use of a rubric for research theses. Assessment and Evaluation in Higher Education, 2017, 42, 128-150.	5.6	25
26	Performance grading and motivational functioning and fear in physical education: A self-determination theory perspective. Learning and Individual Differences, 2017, 55, 202-211.	2.7	37
27	Measuring teachers' interpersonal self-efficacy: relationship with realized interpersonal aspirations, classroom management efficacy and age. Social Psychology of Education, 2017, 20, 411-426.	2.5	15
28	Professional identity in clinician-scientists: brokers between care and science. Medical Education, 2017, 51, 645-655.	2.1	55
29	Students generate items for an online formative assessment: Is it motivating?. Medical Teacher, 2017, 39, 315-320.	1.8	15
30	Exploring beginning teachers' attrition in the Netherlands. Teachers and Teaching: Theory and Practice, 2017, 23, 881-895.	1.9	77
31	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
32	Positive teacher–student relationships go beyond the classroom, problematic ones stay inside. Journal of Educational Research, 2017, 110, 478-493.	1.6	68
33	Improving workplace-based assessment and feedback by an E-portfolio enhanced with learning analytics. Educational Technology Research and Development, 2017, 65, 359-380.	2.8	49
34	Faculty Development for Educational Leadership. , 2017, , 73-101.		6
35	Performance-Based Competency Requirements for Student Teachers and How to Assess Them. International Journal of Information and Education Technology, 2017, 7, 190-194.	1.2	13
36	Evidence Informed Innovation of Education in the Netherlands: Learning from Reforms. Educational Governance Research, 2017, , 125-142.	0.5	1

#	Article	IF	Citations
37	Veteran teachers' job satisfaction as a function of personal demands and resources in the relationships with their students. Teachers and Teaching: Theory and Practice, 2016, 22, 913-926.	1.9	32
38	Past perceptions and future expectations: Sensed dis/continuity at the start of teacher education. Teaching and Teacher Education, 2016, 58, 99-108.	3.2	20
39	The articulation of integration of clinical and basic sciences in concept maps: differences between experienced and resident groups. Advances in Health Sciences Education, 2016, 21, 643-657.	3.3	11
40	Beginning and experienced secondary school teachers' self- and student schema in positive and problematic teacher–student relationships. Teaching and Teacher Education, 2016, 55, 88-99.	3.2	38
41	Predicting different grades in different ways for selective admission: disentangling the first-year grade point average. Studies in Higher Education, 2016, 41, 1408-1423.	4.5	11
42	Integration of clinical and basic sciences in concept maps: a mixed-method study on teacher learning. BMC Medical Education, 2015, 15, 20.	2.4	14
43	Design and effects of an academic development programme on leadership for educational change. International Journal for Academic Development, 2015, 20, 306-318.	1.1	11
44	Assessing student teachers' reflective writing through quantitative content analysis. European Journal of Teacher Education, 2014, 37, 348-373.	3.7	28
45	How pre–service teachers' personality traits, self–efficacy, and discipline strategies contribute to the teacher–student relationship. British Journal of Educational Psychology, 2014, 84, 294-310.	2.9	50
46	Real-time teacher–student interactions: A Dynamic Systems approach. Teaching and Teacher Education, 2014, 37, 183-193.	3.2	68
47	The Theory and Practice of Interpersonal Relationships in Education. , 2014, , 1-7.		2
48	Beginning and end of the internship: student teachers' interpersonal profiles and the accuracy of their self-beliefs. European Journal of Teacher Education, 2013, 36, 393-412.	3.7	2
49	Job satisfaction and teacher–student relationships across the teaching career: Four case studies. Teaching and Teacher Education, 2013, 32, 55-65.	3.2	118
50	Student teachers' discipline strategies: relations with self-images, anticipated student responses and control orientation. Educational Studies, 2013, 39, 582-597.	2.4	7
51	The use of programmatic assessment in the clinical workplace: A Maastricht case report. Medical Teacher, 2012, 34, 226-231.	1.8	93
52	Teachers' expectations of teacher–student interaction: Complementary and distinctive expectancy patterns. Teaching and Teacher Education, 2012, 28, 948-956.	3.2	26
53	A model for programmatic assessment fit for purpose. Medical Teacher, 2012, 34, 205-214.	1.8	564
54	Interpersonal Relationships in Education. , 2012, , .		46

#	Article	IF	Citations
55	The neglected role of classroom management in teacher education. Teaching Education, 2011, 22, 109-112.	1.3	25
56	Classroom management in a Dutch teacher education program: a realistic approach. Teaching Education, 2011, 22, 169-184.	1.3	17
57	The differential effect of the teacher–student interpersonal relationship on student outcomes for students with different ethnic backgrounds. British Journal of Educational Psychology, 2010, 80, 199-221.	2.9	70
58	The Evaluation of Prospective Teachers in Teacher Education. , 2010, , 511-517.		6
59	Perceived teacher-student interpersonal relationships in Dutch multi-ethnic classes. Educational Research and Evaluation, 2009, 15, 119-135.	1.6	8
60	A model for the supervisor–doctoral student relationship. Higher Education, 2009, 58, 359-373.	4.4	162
61	Teachers' practical knowledge about classroom management in multicultural classrooms. Teaching and Teacher Education, 2009, 25, 453-460.	3.2	105
62	Portfolios for assessment and learning: AMEE Guide no. 45. Medical Teacher, 2009, 31, 790-801.	1.8	168
63	Using an analogy in the introduction of a portfolio. Teaching and Teacher Education, 2008, 24, 927-938.	3.2	17
64	The self critical doctor: helping students become more reflective. BMJ: British Medical Journal, 2008, 336, 827-830.	2.3	117
65	Factors Influencing the Successful Introduction of Portfolios. Quality in Higher Education, 2007, 13, 69-79.	1.1	39
66	Web- or paper-based portfolios: is there a difference?. Medical Education, 2007, 41, 1067-1073.	2.1	72
67	Portfolios in medical education: why do they meet with mixed success? A systematic review. Medical Education, 2007, 41, 1224-1233.	2.1	264
68	Validity of portfolio assessment: which qualities determine ratings?. Medical Education, 2006, 40, 862-866.	2.1	58
69	Teacher interpersonal competence for Dutch secondary multicultural classrooms. Teachers and Teaching: Theory and Practice, 2006, 12, 407-433.	1.9	48
70	The use of qualitative research criteria for portfolio assessment as an alternative to reliability evaluation: a case study. Medical Education, 2005, 39, 214-220.	2.1	147
71	Conditions for successful reflective use of portfolios in undergraduate medical education. Medical Education, 2005, 39, 1230-1235.	2.1	203
72	Teacher–student relationships across the teaching career. International Journal of Educational Research, 2005, 43, 55-71.	2.2	59

#	Article	IF	Citations
73	Use of portfolios in early undergraduate medical training. Medical Teacher, 2003, 25, 18-23.	1.8	133
74	From student to teacher: reducing practice shock and early dropout in the teaching profession. European Journal of Teacher Education, 2003, 26, 329-350.	3.7	146
75	Students' perceptions of teacher interpersonal style. Teaching and Teacher Education, 1998, 14, 607-617.	3.2	40
76	Preparing university teachers in The Netherlands: Issues and trends. International Journal for Academic Development, 1996, 1, 8-16.	1.1	18
77	Physical education teachers' perceptions and operationalisations of personal and social development goals in primary education. European Physical Education Review, 0, , 1356336X2211023.	2.0	1