

Jerome Ingmar Rotgans

List of Publications by Year in descending order

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Version: 2024-02-01

52
papers

2,110
citations

361413

20
h-index

254184

43
g-index

58
all docs

58
docs citations

58
times ranked

1642
citing authors

#	ARTICLE	IF	CITATIONS
1	A validated instrument measuring students' perceptions on plastinated and three-dimensional printed anatomy tools. <i>Anatomical Sciences Education</i> , 2022, 15, 850-862.	3.7	4
2	Effective Learning in Virtual Conferences: The Application of Five Principles of Learning. <i>Journal of European CME</i> , 2022, 11, 2019435.	1.6	8
3	Failure to demonstrate effects of interruptions on diagnostic reasoning: three experiments. <i>BMC Medical Education</i> , 2022, 22, 182.	2.4	0
4	Epistemic Curiosity and Situational Interest: Distant Cousins or Identical Twins?. <i>Educational Psychology Review</i> , 2021, 33, 325-352.	8.4	22
5	Dyadic explanations during preparatory self-study enhance learning: A randomised controlled study. <i>Medical Education</i> , 2021, 55, 1091-1099.	2.1	4
6	Promotion of knowledge transfer and retention in year 2 medical students using an online training exercise. <i>Advances in Health Sciences Education</i> , 2021, 26, 1059-1074.	3.3	6
7	Virtual Clinical Encounter Examination (VICEE): A novel approach for assessing medical students'™ non-psychomotor clinical competency. <i>Medical Teacher</i> , 2021, 43, 1203-1209.	1.8	12
8	Learning to diagnose X-rays: a neuroscientific study of practice-related activation changes in the prefrontal cortex. <i>Diagnosis</i> , 2021, .	1.9	0
9	Summative and Formative Style Anatomy Practical Examinations: Do They Have Impact on Students'™ Performance and Drive for Learning?. <i>Anatomical Sciences Education</i> , 2020, 13, 581-590.	3.7	16
10	Think Twice: Effects on Diagnostic Accuracy of Returning to the Case to Reflect Upon the Initial Diagnosis. <i>Academic Medicine</i> , 2020, 95, 1223-1229.	1.6	15
11	Time Pressure Experienced by Internal Medicine Residents in an Educational Hospital in Saudi Arabia: A Qualitative Study. <i>Health Professions Education</i> , 2020, 6, 354-367.	1.4	1
12	Team-Based Learning Analytics. <i>Academic Medicine</i> , 2020, 95, 872-878.	1.6	12
13	Predictors of clinical reasoning in neurological localisation: A study in internal medicine residents. <i>Asia Pacific Scholar</i> , 2020, 5, 54-61.	0.4	2
14	There is no shortcut to de-biasing biases. <i>Medical Education</i> , 2019, 53, 1064-1066.	2.1	0
15	Failure to falsify supports dual-process theory: a reply to Watsjold and Colheart (2019). <i>Medical Education</i> , 2019, 53, 531-531.	2.1	0
16	Effects of graded versus ungraded individual readiness assurance scores in team-based learning: a quasi-experimental study. <i>Advances in Health Sciences Education</i> , 2019, 24, 477-488.	3.3	16
17	A Psychological Foundation for Team-Based Learning: Knowledge Reconsolidation. <i>Academic Medicine</i> , 2019, 94, 1878-1883.	1.6	24
18	A Students'™ Model of Team-based Learning. <i>Health Professions Education</i> , 2019, 5, 294-302.	1.4	9

#	ARTICLE	IF	CITATIONS
19	Evidence supporting dual-process theory of medical diagnosis: a functional near-infrared spectroscopy study. <i>Medical Education</i> , 2019, 53, 143-152.	2.1	14
20	Digital Problem-Based Learning in Health Professions: Systematic Review and Meta-Analysis by the Digital Health Education Collaboration. <i>Journal of Medical Internet Research</i> , 2019, 21, e12945.	4.3	74
21	Teaching clinical reasoning through hypothetico-deduction is (slightly) better than self-explanation in tutorial groups: An experimental study. <i>Perspectives on Medical Education</i> , 2018, 7, 93-99.	3.5	8
22	Inducing System-1-type diagnostic reasoning in second-year medical students within 15%minutes. <i>Medical Teacher</i> , 2018, 40, 1030-1035.	1.8	8
23	Implementation of team-based learning on a large scale: Three factors to keep in mind*. <i>Medical Teacher</i> , 2018, 40, 582-588.	1.8	43
24	How individual interest influences situational interest and how both are related to knowledge acquisition: A microanalytical investigation. <i>Journal of Educational Research</i> , 2018, 111, 530-540.	1.6	38
25	How cognitive engagement fluctuates during a team-based learning session and how it predicts academic achievement. <i>Advances in Health Sciences Education</i> , 2018, 23, 339-351.	3.3	28
26	Factors underlying suboptimal diagnostic performance in physicians under time pressure. <i>Medical Education</i> , 2018, 52, 1288-1298.	2.1	27
27	Interest development: Arousing situational interest affects the growth trajectory of individual interest. <i>Contemporary Educational Psychology</i> , 2017, 49, 175-184.	2.9	94
28	The relation between individual interest and knowledge acquisition. <i>British Educational Research Journal</i> , 2017, 43, 350-371.	2.5	52
29	The Role of Interest in Learning: Knowledge Acquisition at the Intersection of Situational and Individual Interest. , 2017, , 69-93.		19
30	Assessing How Students Learn in Team-Based Learning: Validation of the Knowledge Re-Consolidation Inventory. <i>Health Professions Education</i> , 2017, 3, 118-127.	1.4	2
31	Like it or not: Individual interest is not a cause but a consequence of learning. Rejoinder to Hidi and Renninger (2017). <i>British Educational Research Journal</i> , 2017, 43, 1266-1268.	2.5	4
32	Does Time Pressure Have a Negative Effect on Diagnostic Accuracy?. <i>Academic Medicine</i> , 2016, 91, 710-716.	1.6	37
33	The Influence of Time Pressure and Case Complexity on Physicians's Diagnostic Performance. <i>Health Professions Education</i> , 2016, 2, 99-105.	1.4	7
34	Validation Study of a General Subject-matter Interest Measure: The Individual Interest Questionnaire (IIQ). <i>Health Professions Education</i> , 2015, 1, 67-75.	1.4	38
35	It is time to progress beyond the System 1 versus System 2 dichotomy. <i>Perspectives on Medical Education</i> , 2015, 4, 163-164.	3.5	3
36	Interest in Subject Matter: The Mathematics Predicament. <i>Higher Education Studies</i> , 2014, 4, .	0.5	3

#	ARTICLE	IF	CITATIONS
37	Situational interest and learning: Thirst for knowledge. <i>Learning and Instruction</i> , 2014, 32, 37-50.	3.2	178
38	Modelling the determinants of school leaders' perceptions of beginning teachers' efficacy. <i>Educational Research and Evaluation</i> , 2012, 18, 231-244.	1.6	6
39	The themes, institutions, and people of medical education research 1988â€“2010: content analysis of abstracts from six journals. <i>Advances in Health Sciences Education</i> , 2012, 17, 515-527.	3.3	65
40	Is the Study Process Questionnaire (SPQ) a good predictor of academic achievement? Examining the mediating role of achievement-related classroom behaviours. <i>Instructional Science</i> , 2012, 40, 159-172.	2.0	30
41	Problem-based Learning and Student Motivation: The Role of Interest in Learning and Achievement. , 2012, , 85-101.		14
42	Situational interest and academic achievement in the active-learning classroom. <i>Learning and Instruction</i> , 2011, 21, 58-67.	3.2	250
43	The role of teachers in facilitating situational interest in an active-learning classroom. <i>Teaching and Teacher Education</i> , 2011, 27, 37-42.	3.2	111
44	The process of problem-based learning: what works and why. <i>Medical Education</i> , 2011, 45, 792-806.	2.1	470
45	Student and tutor perceptions on attributes of effective problems in problem-based learning. <i>Higher Education</i> , 2011, 62, 1-16.	4.4	42
46	The relationships between problem characteristics, achievement-related behaviors, and academic achievement in problem-based learning. <i>Advances in Health Sciences Education</i> , 2011, 16, 481-490.	3.3	17
47	Cognitive engagement in the problem-based learning classroom. <i>Advances in Health Sciences Education</i> , 2011, 16, 465-479.	3.3	134
48	Effect of worksheet scaffolds on student learning in problem-based learning. <i>Advances in Health Sciences Education</i> , 2011, 16, 517-528.	3.3	55
49	Are tutor behaviors in problem-based learning stable? A generalizability study of social congruence, expertise and cognitive congruence. <i>Advances in Health Sciences Education</i> , 2011, 16, 505-515.	3.3	16
50	Introduction: studies on the learning process in the one-day, one-problem approach to problem-based learning. <i>Advances in Health Sciences Education</i> , 2011, 16, 443-448.	3.3	11
51	Examination of the contextâ€“specific nature of selfâ€“regulated learning. <i>Educational Studies</i> , 2009, 35, 239-253.	2.4	34
52	Psychometric properties of a simple measure of conceptual knowledge: The concept retrieval technique. <i>Current Psychology</i> , 0, , 1.	2.8	0