

Bram De Wever

List of Publications by Year in descending order

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Version: 2024-02-01

72
papers

3,779
citations

159585

30
h-index

133252

59
g-index

73
all docs

73
docs citations

73
times ranked

2784
citing authors

#	ARTICLE	IF	CITATIONS
1	Feedback: an important key in the online environment of a flipped classroom setting. <i>Interactive Learning Environments</i> , 2023, 31, 924-937.	6.4	12
2	Teachers'™ problem-solving skills in technology-rich environments: a call for workplace learning and opportunities to develop professionally. <i>Studies in Continuing Education</i> , 2023, 45, 86-112.	1.9	2
3	Pass/Fail Prediction in Programming Courses. <i>Journal of Educational Computing Research</i> , 2023, 61, 68-95.	5.5	3
4	Why are low-educated adults underrepresented in adult education? Studying the role of educational background in expressing learning needs and barriers. <i>Studies in Continuing Education</i> , 2022, 44, 189-206.	1.9	14
5	Roles for Structuring Groups for Collaboration. , 2021, , 315-331.		8
6	Conjecture mapping to support vocationally educated adult learners in open-ended tasks. <i>Journal of the Learning Sciences</i> , 2020, 29, 430-470.	2.9	5
7	Scripting as a pedagogical method to guide collaborative writing: university students'™ reflections. <i>Research and Practice in Technology Enhanced Learning</i> , 2020, 15, .	3.2	4
8	Face-to-face, blended, flipped, or online learning environment? Impact on learning performance and student cognitions. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 397-411.	5.1	49
9	What makes the difference " PIAAC as a resource for understanding the problem-solving skills of Europe's higher-education adults. <i>Computers and Education</i> , 2019, 129, 27-36.	8.3	26
10	Teachers'™ Adoption of Inquiry-Based Learning Activities: The Importance of Beliefs About Education, the Self, and the Context. <i>Journal of Teacher Education</i> , 2019, 70, 423-440.	3.5	23
11	The design of blended learning in response to student diversity in higher education: Instructors'™ views and use of differentiated instruction in blended learning. <i>Computers and Education</i> , 2018, 120, 197-212.	8.3	140
12	Using feedback requests to actively involve assesseees in peer assessment: effects on the assessor'™s feedback content and assessee'™s agreement with feedback. <i>European Journal of Psychology of Education</i> , 2018, 33, 145-164.	2.6	9
13	Effects of immersion in inquiry-based learning on student teachers'™ educational beliefs. <i>Instructional Science</i> , 2018, 46, 383-403.	2.0	10
14	The State-of-the-Art of Collaborative Technologies for Initial Vocational Education: A Systematic Literature Review. <i>International Journal for Research in Vocational Education and Training</i> , 2018, 5, 19-41.	0.7	14
15	The impact of a flipped classroom design on learning performance in higher education: Looking for the best "blend" of lectures and guiding questions with feedback. <i>Computers and Education</i> , 2017, 107, 113-126.	8.3	289
16	Preparing pre-service history teachers for organizing inquiry-based learning: The effects of an introductory training program. <i>Teaching and Teacher Education</i> , 2017, 63, 206-217.	3.2	22
17	Four key challenges to the design of blended learning: A systematic literature review. <i>Educational Research Review</i> , 2017, 22, 1-18.	7.8	305
18	History Teachers'™ Knowledge of Inquiry Methods. <i>Journal of Teacher Education</i> , 2017, 68, 312-329.	3.5	12

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19	Understanding adults' strong problem-solving skills based on PIAAC. <i>Journal of Workplace Learning</i> , 2017, 29, 537-553.	1.7	11
20	Towards a differentiated and domain-specific view of educational technology: An exploratory study of history teachers' technology use. <i>British Journal of Educational Technology</i> , 2017, 48, 1402-1413.	6.3	33
21	Differential impact of learning path based versus conventional instruction in science education. <i>Computers and Education</i> , 2016, 99, 53-67.	8.3	6
22	The design and implementation of learning paths in a learning management system. <i>Interactive Learning Environments</i> , 2016, 24, 1076-1096.	6.4	18
23	History teachers' conceptions of inquiry-based learning, beliefs about the nature of history, and their relation to the classroom context. <i>Teaching and Teacher Education</i> , 2016, 55, 57-67.	3.2	56
24	Promoting metacognitive regulation through collaborative problem solving on the web: When scripting does not work. <i>Computers in Human Behavior</i> , 2016, 58, 325-342.	8.5	37
25	Curricular Design Analysis: A Data-Driven Perspective. <i>Journal of Learning Analytics</i> , 2015, 1, 84-119.	2.4	24
26	What are the most important tasks of tutors during the tutorials in hybrid problem-based learning curricula?. <i>BMC Medical Education</i> , 2015, 15, 84.	2.4	11
27	Education and working life: VET adults' problem-solving skills in technology-rich environments. <i>Computers and Education</i> , 2015, 88, 38-47.	8.3	42
28	A wiki task for first-year university students: The effect of scripting students' collaboration. <i>Internet and Higher Education</i> , 2015, 25, 37-44.	6.5	35
29	Structuring peer assessment: Comparing the impact of the degree of structure on peer feedback content. <i>Computers in Human Behavior</i> , 2015, 52, 315-325.	8.5	73
30	Scripting the role of assessor and assessee in peer assessment in a wiki environment: Impact on peer feedback quality and product improvement. <i>Computers and Education</i> , 2015, 88, 370-386.	8.3	54
31	Automated testing combined with automated retraining to improve CPR skill level in emergency nurses. <i>Nurse Education in Practice</i> , 2015, 15, 212-217.	2.6	11
32	Repetitive sessions of formative self-testing to refresh CPR skills: A randomised non-inferiority trial. <i>Resuscitation</i> , 2014, 85, 1282-1286.	3.0	26
33	Web-based Collaborative Inquiry to Bridge Gaps in Secondary Science Education. <i>Journal of the Learning Sciences</i> , 2014, 23, 316-347.	2.9	42
34	VET workers' problem-solving skills in technology-rich environments: European approach. <i>International Journal for Research in Vocational Education and Training</i> , 2014, 1, 57-80.	0.7	14
35	Efficiency of short individualised CPR self-learning sessions with automated assessment and feedback. <i>Resuscitation</i> , 2013, 84, 1267-1273.	3.0	24
36	Vocational education approach: New TEL settings' new prospects for teachers' instructional activities?. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2013, 8, 271-291.	3.0	24

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37	Automated assessments with feedback for improving CPR skills: A randomised non-inferiority trial. Resuscitation, 2013, 84, S45.	3.0	0
38	Acquiring basic life support skills in a self-learning station. European Journal of Emergency Medicine, 2013, 20, 315-321.	1.1	17
39	Peer Assessment in a Wiki: Product Improvement, Students' Learning And Perception Regarding Peer Feedback. Procedia, Social and Behavioral Sciences, 2012, 69, 585-594.	0.5	21
40	Rapid improvement of Basic Life Support skills in emergency department nurses using a test-train-test approach in a mobile self-learning station. Resuscitation, 2012, 83, e21.	3.0	0
41	Retention of Basic Life Support skills after multiple short training sessions followed by assessment and feedback in a self-learning station. Resuscitation, 2012, 83, e22.	3.0	1
42	Discussing Two New Approaches to Analyze Knowledge Construction in TEL Environments. Procedia, Social and Behavioral Sciences, 2012, 47, 2099-2103.	0.5	1
43	Researching instructional use and the technology acceptance of learning management systems by secondary school teachers. Computers and Education, 2012, 58, 688-696.	8.3	94
44	Scaffolding information problem solving in web-based collaborative inquiry learning. Computers and Education, 2012, 59, 82-94.	8.3	163
45	Using video-cases to assess student reflection: Development and validation of an instrument. BMC Medical Education, 2012, 12, 22.	2.4	41
46	Assessing basic life support skills without an instructor: is it possible?. BMC Medical Education, 2012, 12, 58.	2.4	10
47	Student Perspectives on Wiki-Tasks and the Introduction of Computer-Supported Peer Feedback. Procedia, Social and Behavioral Sciences, 2012, 69, 558-565.	0.5	0
48	Using online periodontal case-based discussions to synchronize theoretical and clinical undergraduate dental education. European Journal of Dental Education, 2012, 16, 52-58.	2.0	14
49	Parental acceptance of digital game-based learning. Computers and Education, 2011, 57, 1434-1444.	8.3	83
50	Long-term study of safe Internet use of young children. Computers and Education, 2011, 57, 1292-1305.	8.3	110
51	Exploring the impact of student tutoring on at-risk fifth and sixth graders' self-regulated learning. Learning and Individual Differences, 2011, 21, 419-425.	2.7	17
52	Assessing collaboration in a wiki: The reliability of university students' peer assessment. Internet and Higher Education, 2011, 14, 201-206.	6.5	60
53	Studying thought processes of online peer tutors through stimulated-recall interviews. Higher Education, 2010, 59, 645-661.	4.4	17
54	Roles as a structuring tool in online discussion groups: The differential impact of different roles on social knowledge construction. Computers in Human Behavior, 2010, 26, 516-523.	8.5	119

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55	Structuring asynchronous discussion groups: Comparing scripting by assigning roles with regulation by cross-age peer tutors. <i>Learning and Instruction</i> , 2010, 20, 349-360.	3.2	29
56	Cross-age peer tutors in asynchronous discussion groups: Exploring the impact of three types of tutor training on patterns in tutor support and on tutor characteristics. <i>Computers and Education</i> , 2010, 54, 1167-1181.	8.3	39
57	Internet parenting styles and the impact on Internet use of primary school children. <i>Computers and Education</i> , 2010, 55, 454-464.	8.3	296
58	Tagging thinking types in asynchronous discussion groups: effects on critical thinking. <i>Interactive Learning Environments</i> , 2009, 17, 77-94.	6.4	36
59	Supporting active cognitive processing in collaborative groups: The potential of Bloom's taxonomy as a labeling tool. <i>Internet and Higher Education</i> , 2009, 12, 165-172.	6.5	35
60	Structuring asynchronous discussion groups: the impact of role assignment and self-assessment on students' levels of knowledge construction through social negotiation. <i>Journal of Computer Assisted Learning</i> , 2009, 25, 177-188.	5.1	86
61	Discussing Patient Management Online: The Impact of Roles on Knowledge Construction for Students Interning at the Paediatric Ward. <i>Advances in Health Sciences Education</i> , 2008, 13, 25-42.	3.3	37
62	Structuring Asynchronous Discussion Groups by Introducing Roles. <i>Small Group Research</i> , 2008, 39, 770-794.	2.7	47
63	Learning in asynchronous discussion groups: a multilevel approach to study the influence of student, group and task characteristics. <i>Behaviour and Information Technology</i> , 2007, 26, 55-71.	4.0	60
64	E-Learning 2.0: Social Software for Educational Use. , 2007, , .		10
65	E-Learning 2.0: Social Software for Educational Use. , 2007, , .		2
66	Applying multilevel modelling to content analysis data: Methodological issues in the study of role assignment in asynchronous discussion groups. <i>Learning and Instruction</i> , 2007, 17, 436-447.	3.2	92
67	Scripting by assigning roles: Does it improve knowledge construction in asynchronous discussion groups?. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2007, 2, 225-246.	3.0	94
68	The use of "knowledge types" as scripting tool to enhance critical thinking in online discussions. <i>Computer-supported Collaborative Learning</i> , 2007, , .	0.0	0
69	The effects of two computer-supported collaborative learning (CSCL) scripts on university students' critical thinking. <i>Psicologia Escolar E Educacional</i> , 2007, 11, 83-92.	0.3	2
70	Information and communication technologies in higher education: evidence-based practices in medical education. <i>Medical Teacher</i> , 2006, 28, 40-48.	1.8	67
71	Content analysis schemes to analyze transcripts of online asynchronous discussion groups: A review. <i>Computers and Education</i> , 2006, 46, 6-28.	8.3	583
72	The impact of role assignment as scripting tool on knowledge construction in asynchronous discussion groups. , 2005, , .		8