Frank Fischer

List of Publications by Year
in descending order

107 papers	6,483 citations	101543 36 h-index	79698 73 g-index
113 all docs	113 docs citations	113 times ranked	3349 citing authors

#	Article	IF	Citations
1	A framework to analyze argumentative knowledge construction in computer-supported collaborative learning. Computers and Education, 2006, 46, 71-95.	8.3	567
2	Help Seeking and Help Design in Interactive Learning Environments. Review of Educational Research, 2003, 73, 277-320.	7.5	376
3	Collaboration Scripts â€“ A Conceptual Analysis. Educational Psychology Review, 2006, 18, 159-185.	8.4	359
4	Toward a Script Theory of Guidance in Computer-Supported Collaborative Learning. Educational Psychologist, 2013, 48, 56-66.	9.0	343
5	The Evolution of Research on Computer-Supported Collaborative Learning. , 2009, , 3-19.		339
6	Epistemic and social scripts in computer?supported collaborative learning. Instructional Science, 2005, 33, 1-30.	2.0	317
7	Specifying computer-supported collaboration scripts. International Journal of Computer-Supported Collaborative Learning, 2007, 2, 211-224.	3.0	299
8	Simulation-Based Learning in Higher Education: A Meta-Analysis. Review of Educational Research, 2020, 90, 499-541.	7.5	291
9	Does Working Memory Training Transfer? A Meta-Analysis Including Training Conditions as Moderators. Educational Psychologist, 2015, 50, 138-166.	9.0	255
10	Knowledge convergence in collaborative learning: Concepts and assessment. Learning and Instruction, 2007, 17, 416-426.	3.2	204
11	Learning to argue online: Scripted groups surpass individuals (unscripted groups do not). Computers in Human Behavior, 2010, 26, 506-515.	8.5	169
12	Facilitating argumentative knowledge construction with computer-supported collaboration scripts. International Journal of Computer-Supported Collaborative Learning, 2007, 2, 421-447.	3.0	168
13	Peer assessment as collaborative learning: A cognitive perspective. Learning and Instruction, 2010, 20, 344-348.	3.2	157
14	Socio-Cognitive Scaffolding with Computer-Supported Collaboration Scripts: a Meta-Analysis. Educational Psychology Review, 2017, 29, 477-511.	8.4	157
15	Internal and external scripts in computer-supported collaborative inquiry learning. Learning and Instruction, 2007, 17, 708-721.	3.2	146
16	Collaborative argumentation and cognitive elaboration in a computer-supported collaborative learning environment. Instructional Science, 2012, 40, 297-323.	2.0	113
17	When coding-and-counting is not enough: using epistemic network analysis (ENA) to analyze verbal data in CSCL research. International Journal of Computer-Supported Collaborative Learning, 2018, 13, 419-438.	3.0	105
18	Vicarious learning during simulations: is it more effective than handsâ€on training?. Medical Education, 2012, 46, 1001-1008.	2.1	100

#	Article	IF	Citations
19	Facilitating Diagnostic Competences in Simulations in Higher Education A Framework and a Research Agenda. Frontline Learning Research, 0, , 1-24.	0.8	83
20	Epistemic cooperation scripts in online learning environments: fostering learning by reducing uncertainty in discourse?. Computers in Human Behavior, 2005, 21, 603-622.	8.5	75
21	Facilitating Diagnostic Competences in Higher Educationâ€"a Meta-Analysis in Medical and Teacher Education. Educational Psychology Review, 2020, 32, 157-196.	8.4	73
22	Contextual facilitators for learning activities involving technology in higher education: The Câ™-model. Computers in Human Behavior, 2021, 121, 106794.	8.5	70
23	What Do We Teach When We Teach the Learning Sciences? A Document Analysis of 75 Graduate Programs. Journal of the Learning Sciences, 2018, 27, 319-351.	2.9	68
24	Scripting Argumentative Knowledge Construction in Computer-Supported Learning Environments. , 2007, , 191-211.		64
25	Digital learning in schools: What does it take beyond digital technology?. Teaching and Teacher Education, 2021, 103, 103346.	3.2	63
26	Conceptual and socio-cognitive support for collaborative learning in videoconferencing environments. Computers and Education, 2006, 47, 298-315.	8.3	61
27	Good for learning, bad for motivation? A meta-analysis on the effects of computer-supported collaboration scripts. International Journal of Computer-Supported Collaborative Learning, 2020, 15, 5-47.	3.0	59
28	Technology-related teaching skills and attitudes: Validation of a scenario-based self-assessment instrument for teachers. Computers in Human Behavior, 2021, 115, 106625.	8.5	58
29	Getting immersed in teacher and student perspectives? Facilitating analytical competence using video cases in teacher education. Instructional Science, 2014, 42, 91-114.	2.0	57
30	Measuring scientific reasoning â€“ a review of test instruments. Educational Research and Evaluation, 2017, 23, 78-101.	1.6	56
31	The ACODEA framework: Developing segmentation and classification schemes for fully automatic analysis of online discussions. International Journal of Computer-Supported Collaborative Learning, 2012, 7, 285-305.	3.0	55
32	Where is the evidence? A meta-analysis on the role of argumentation for the acquisition of domain-specific knowledge in computer-supported collaborative learning. Computers and Education, 2014, 75, 218-228.	8.3	53
33	Legitimate Peripheral Participation in Communities of Practice: Participation Support Structures for Newcomers in Faculty Student Councils. Journal of the Learning Sciences, 2014, 23, 216-244.	2.9	51
34	Knowledge as a formative construct: A good alpha is not always better. New Ideas in Psychology, 2021, 60, 100832.	1.9	51
35	Effects of collaboration scripts and heuristic worked examples on the acquisition of mathematical argumentation skills of teacher students with different levels of prior achievement. Learning and Instruction, 2014, 32, 22-36.	3.2	47
36	Developing argumentation skills in mathematics through computer-supported collaborative learning: the role of transactivity. Instructional Science, 2016, 44, 477-500.	2.0	47

#	Article	IF	Citations
37	On powerpointers, clickerers, and digital pros: Investigating the initiation of digital learning activities by teachers in higher education. Computers in Human Behavior, 2021, 119, 106715.	8.5	43
38	The Use of Additional Information in Problem-Oriented Learning Environments. Learning Environments Research, 2000, 3, 287-305.	2.8	39
39	From guided to self-regulated performance of domain-general skills: TheÂrole of peer monitoring during the fading of instructional scripts. Learning and Instruction, 2011, 21, 746-756.	3.2	37
40	Systematizing Professional Knowledge of Medical Doctors and Teachers: Development of an Interdisciplinary Framework in the Context of Diagnostic Competences. Education Sciences, 2018, 8, 207.	2.6	37
41	Collaborative Clinical Reasoningâ€"A Systematic Review of Empirical Studies. Journal of Continuing Education in the Health Professions, 2017, 37, 123-128.	1.3	33
42	Computer-Supported Collaboration Scripts. , 2009, , 155-173.		33
43	Fostering scientific reasoning in education â€“ meta-analytic evidence from intervention studies. Educational Research and Evaluation, 2016, 22, 333-349.	1.6	32
44	Learning clinical reasoning: how virtual patient case format and prior knowledge interact. BMC Medical Education, 2020, 20, 73.	2.4	32
45	The Educational Research-Practice Interface Revisited: A scripting perspective. Educational Research and Evaluation, 2007, 13, 221-236.	1.6	28
46	Computer-supported collaborative learning with digital video cases in teacher education: The impact of teaching experience on knowledge convergence. Computers in Human Behavior, 2013, 29, 2100-2108.	8.5	28
47	Taking a Closer Look: An Exploratory Analysis of Successful and Unsuccessful Strategy Use in Complex Problems. Frontiers in Psychology, 2019, 10, 777.	2.1	28
48	Enhancing diagnostic competence with self-explanation prompts and adaptable feedback. Medical Education, 2015, 49, 993-1003.	2.1	27
49	Science knowledge and trust in medicine affect individualsâ€™ behavior in pandemic crises. European Journal of Psychology of Education, 2022, 37, 279-292.	2.6	27
50	Teaching the rectal examination with simulations: effects on knowledge acquisition and inhibition. Medical Education, 2011, 45, 1025-1031.	2.1	22
51	Pre-service teachersâ€™ evidence-based reasoning during pedagogical problem-solving: better together?. European Journal of Psychology of Education, 2021, 36, 147-168.	2.6	22
52	Effects of written peer-feedback content and senderâ€™s competence on perceptions, performance, and mindful cognitive processing. European Journal of Psychology of Education, 2018, 33, 31-49.	2.6	21
53	Analyzing prospective mathematics teachersâ€™ diagnostic processes in a simulated environment. ZDM - International Journal on Mathematics Education, 2020, 52, 241-254.	2.2	19
54	Presenting theoretical ideas prior to inquiry activities fosters theoryâ€level knowledge. Journal of Research in Science Teaching, 2013, 50, 1180-1206.	3.3	18

#	Article	IF	Citations
55	Future learning spaces: design, collaboration, knowledge, assessment, teachers, technology and the radical past. Technology, Pedagogy and Education, 2014, 23, 1-5.	5.4	18
56	Scaffolding and Scripting (Computer-Supported) Collaborative Learning. , 2018, , 340-350.		18
57	How do social work novices and experts solve professional problems? A micro-analysis of epistemic activities and the use of evidence. European Journal of Social Work, 2018, 21, 3-19.	0.9	17
58	Worked examples with errors: when self-explanation prompts hinder learning of teachers diagnostic competences on problem-based learning. Instructional Science, 2018, 46, 245-271.	2.0	17
59	Executive functions in the context of complex learning: Malleable moderators?. Frontline Learning Research, 2017, 5, 58-75.	0.8	16
60	Peer review-based scripted collaboration to support domain-specific and domain-general knowledge acquisition in computer science. Computer Science Education, 2011, 21, 29-56.	3.7	15
61	Orchestration is nothing without conducting â€“ But arranging ties the two together!. Computers and Education, 2013, 69, 507-509.	8.3	15
62	Grand Challenges in Technology Enhanced Learning. Springer Briefs in Education, 2014, , .	0.2	14
63	Adaptive feedback from artificial neural networks facilitates pre-service teachersâ€™ diagnostic reasoning in simulation-based learning. Learning and Instruction, 2023, 83, 101620.	3.2	14
64	Evidence-Based Practice in Teacher Education: The Mediating Role of Self-Efficacy Beliefs and Practical Knowledge. Frontiers in Education, 2020, 5, .	2.1	13
65	Executive functions as moderators of the worked example effect: When shifting is more important than working memory capacity.. Journal of Educational Psychology, 2016, 108, 982-1000.	2.9	13
66	Appropriation from a script theory of guidance perspective: a response to Pierre Tchounikine. International Journal of Computer-Supported Collaborative Learning, 2016, 11, 371-379.	3.0	12
67	Just watching is not enough: Fostering simulation-based learning with collaboration scripts. GMS Journal for Medical Education, 2018, 35, Doc35.	0.1	12
68	Diagnostic Activities and Diagnostic Practices in Medical Education and Teacher Education: An Interdisciplinary Comparison. Frontiers in Psychology, 2020, 11, 562665.	2.1	11
69	Assessment of Diagnostic Competences With Standardized Patients Versus Virtual Patients: Experimental Study in the Context of History Taking. Journal of Medical Internet Research, 2021, 23, e21196.	4.3	11
70	Lehren und Lernen mit digitalen Medien. , 2018, , 967-988.		11
71	How to combine collaboration scripts and heuristic worked examples to foster mathematical argumentation â€“ when working memory matters. International Journal of Computer-Supported Collaborative Learning, 2017, 12, 281-305.	3.0	10
72	Future learning spaces for learning communities: Perspectives from the learning sciences. British Journal of Educational Technology, 2019, 50, 2071-2074.	6.3	10

#	Article	IF	Citations
73	Investigating statistical literacy and scientific reasoning & argumentation in medical-, social sciences-, and economics students. Learning and Individual Differences, 2021, 86, 101963.	2.7	10
74	Learning to diagnose collaboratively â€“ Effects of adaptive collaboration scripts in agent-based medical simulations. Learning and Instruction, 2021, 75, 101487.	3.2	10
75	Adaptable scaffolding of mathematical argumentation skills: The role of self-regulation when scaffolded with CSCL scripts and heuristic worked examples. International Journal of Computer-Supported Collaborative Learning, 2022, 17, 39-64.	3.0	9
76	Digitale Medien fÃ¼r die UnterstÃ¼tzung von Lehr-/Lernprozessen in der Weiterbildung. , 2018, , 1553-1568.		8
77	Using ENA to Analyze Pre-service Teachersâ€™ Diagnostic Argumentations: A Conceptual Framework and Initial Applications. Communications in Computer and Information Science, 2019, , 14-25.	0.5	7
78	Towards more systematic and better theorised research on simulations. Medical Education, 2017, 51, 129-131.	2.1	6
79	Collaboration Scripts: Guiding, Internalizing, and Adapting. , 2021, , 335-352.		6
80	Cross-Disciplinary Research on Learning and Instruction â€“ Coming to Terms. Frontiers in Psychology, 2021, 11, 562658.	2.1	5
81	Using Differential Item Functioning to Analyze the Domain Generality of a Common Scientific Reasoning Test. European Journal of Psychological Assessment, 2022, 38, 251-260.	3.0	5
82	Collaboration Expertise in Medicine - No Evidence for Cross-Domain Application from a Memory Retrieval Study. PLoS ONE, 2016, 11, e0148754.	2.5	5
83	Lehren und Unterrichten. , 2019, , 333-351.		5
84	Initiating scientific collaborations across career levels and disciplines â€“ a network analysis on behavioral data. International Journal of Computer-Supported Collaborative Learning, 2021, 16, 151.	3.0	4
85	Learning to diagnose collaboratively: validating a simulation for medical students. GMS Journal for Medical Education, 2020, 37, Doc51.	0.1	4
86	The Role of Content Support and Transactivity for Effects of Computer-Supported Collaboration Scripts on Domain-Specific Learning: A Meta-Analysis. , 2014, , .		3
87	Learning communities and scaffolding: three different ways to conceptualizing their relationship. Instructional Science, 2018, 46, 633-637.	2.0	3
88	Does Probation Officersâ€™ Reasoning Change in the Light of Scientific Evidence? Analyzing the Quality of Evidence Utilisation in Social Work. Journal of Evidence-Based Social Work (United States), 2019, 16, 423-441.	0.6	3
89	How working memory capacity and shifting matter for learning with worked examplesâ€”A replication study.. Journal of Educational Psychology, 2020, 112, 1320-1337.	2.9	3
90	Learning to diagnose accurately through virtual patients: do reflection phases have an added benefit?. BMC Medical Education, 2021, 21, 523.	2.4	3

#	Article	IF	Citations
91	ComputerunterstÃ¼tztes kollaboratives Lernen. , 2020, , 57-80.		3
92	Diagnosing Collaboratively: A Theoretical Model and a Simulation-Based Learning Environment. , 2022, , 123-141.		3
93	Learning to solve ill-defined statistics problems: does self-explanation quality mediate the worked example effect?. Instructional Science, 2022, 50, 335-359.	2.0	3
94	Simulation research and design: a dual-level framework for multi-project research programs. Educational Technology Research and Development, 2021, 69, 809-841.	2.8	2
95	BewÃhrungshilfe und Wissenschaft â€“ Eine AnnÃherung (?). , 2016, , 373-394.		2
96	Live and Video Simulations of Medical History-Taking: Theoretical Background, Design, Development, and Validation of a Learning Environment. , 2022, , 109-122.		2
97	Argumentation and Knowledge Construction. , 2021, , 183-198.		2
98	Digitaler Wandel des Schulunterrichts durch professionelle Lerngemeinschaften. MedienpÃ„dagogik, 0, 49, 250-270.	0.3	2
99	Automatic Recommendations for Data Coding: A Use Case from Medical and Teacher Education. , 2018, , .		1
100	Editorial: Transdisciplinary Research on Learning and Teaching: Chances and Challenges. Frontiers in Psychology, 2021, 12, 696219.	2.1	1
101	Assessing Complex Problem-Solving Skills in Under 20 Minutes. Psychological Test Adaptation and Development, 0, , .	1.7	1
102	Moving beyond case studies: applying social network analysis to study learning-as-participation. Learning: Research and Practice, 2015, 1, 100-112.	0.4	0
103	Digitale Medien fÃ¼r die UnterstÃ¼tzung von Lehr-/Lernprozessen in der Weiterbildung. , 2017, , 1-17.		0
104	ComputerunterstÃ¼tztes kollaboratives Lernen. , 2018, , 1-24.		0
105	Scaffolding argumentation in mathematics with CSCL scripts: Which is the optimal scripting level for university freshmen?. Innovations in Education and Teaching International, 2021, 58, 512-521.	2.5	0
106	Learning to Diagnose Studentsâ€™ Behavioral, Developmental, and Learning Disorders in a Simulation-Based Learning Environment for Pre-Service Teachers. , 2022, , 97-107.		0
107	Learning to Diagnose with Simulations: Introduction. , 2022, , 1-4.		0