

Frank Fischer

List of Publications by Year in descending order

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Version: 2024-02-01

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	Adaptive feedback from artificial neural networks facilitates pre-service teachers'™ diagnostic reasoning in simulation-based learning. <i>Learning and Instruction</i> , 2023, 83, 101620.	3.2	14
2	Science knowledge and trust in medicine affect individuals'™ behavior in pandemic crises. <i>European Journal of Psychology of Education</i> , 2022, 37, 279-292.	2.6	27
3	Using Differential Item Functioning to Analyze the Domain Generality of a Common Scientific Reasoning Test. <i>European Journal of Psychological Assessment</i> , 2022, 38, 251-260.	3.0	5
4	Diagnosing Collaboratively: A Theoretical Model and a Simulation-Based Learning Environment. , 2022, , 123-141.		3
5	Learning to Diagnose Students'™ Behavioral, Developmental, and Learning Disorders in a Simulation-Based Learning Environment for Pre-Service Teachers. , 2022, , 97-107.		0
6	Live and Video Simulations of Medical History-Taking: Theoretical Background, Design, Development, and Validation of a Learning Environment. , 2022, , 109-122.		2
7	Learning to Diagnose with Simulations: Introduction. , 2022, , 1-4.		0
8	Learning to solve ill-defined statistics problems: does self-explanation quality mediate the worked example effect?. <i>Instructional Science</i> , 2022, 50, 335-359.	2.0	3
9	Adaptable scaffolding of mathematical argumentation skills: The role of self-regulation when scaffolded with CSCL scripts and heuristic worked examples. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2022, 17, 39-64.	3.0	9
10	Pre-service teachers'™ evidence-based reasoning during pedagogical problem-solving: better together?. <i>European Journal of Psychology of Education</i> , 2021, 36, 147-168.	2.6	22
11	Knowledge as a formative construct: A good alpha is not always better. <i>New Ideas in Psychology</i> , 2021, 60, 100832.	1.9	51
12	Technology-related teaching skills and attitudes: Validation of a scenario-based self-assessment instrument for teachers. <i>Computers in Human Behavior</i> , 2021, 115, 106625.	8.5	58
13	Simulation research and design: a dual-level framework for multi-project research programs. <i>Educational Technology Research and Development</i> , 2021, 69, 809-841.	2.8	2
14	Investigating statistical literacy and scientific reasoning & argumentation in medical-, social sciences-, and economics students. <i>Learning and Individual Differences</i> , 2021, 86, 101963.	2.7	10
15	Assessment of Diagnostic Competences With Standardized Patients Versus Virtual Patients: Experimental Study in the Context of History Taking. <i>Journal of Medical Internet Research</i> , 2021, 23, e21196.	4.3	11
16	Cross-Disciplinary Research on Learning and Instruction " Coming to Terms. <i>Frontiers in Psychology</i> , 2021, 11, 562658.	2.1	5
17	Initiating scientific collaborations across career levels and disciplines " a network analysis on behavioral data. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2021, 16, 151.	3.0	4
18	On powerpointers, clickerers, and digital pros: Investigating the initiation of digital learning activities by teachers in higher education. <i>Computers in Human Behavior</i> , 2021, 119, 106715.	8.5	43

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19	Editorial: Transdisciplinary Research on Learning and Teaching: Chances and Challenges. <i>Frontiers in Psychology</i> , 2021, 12, 696219.	2.1	1
20	Digital learning in schools: What does it take beyond digital technology?. <i>Teaching and Teacher Education</i> , 2021, 103, 103346.	3.2	63
21	Contextual facilitators for learning activities involving technology in higher education: The C ^â -model. <i>Computers in Human Behavior</i> , 2021, 121, 106794.	8.5	70
22	Learning to diagnose collaboratively – Effects of adaptive collaboration scripts in agent-based medical simulations. <i>Learning and Instruction</i> , 2021, 75, 101487.	3.2	10
23	Learning to diagnose accurately through virtual patients: do reflection phases have an added benefit?. <i>BMC Medical Education</i> , 2021, 21, 523.	2.4	3
24	Scaffolding argumentation in mathematics with CSCL scripts: Which is the optimal scripting level for university freshmen?. <i>Innovations in Education and Teaching International</i> , 2021, 58, 512-521.	2.5	0
25	Collaboration Scripts: Guiding, Internalizing, and Adapting. , 2021, , 335-352.		6
26	Argumentation and Knowledge Construction. , 2021, , 183-198.		2
27	Facilitating Diagnostic Competences in Higher Education – a Meta-Analysis in Medical and Teacher Education. <i>Educational Psychology Review</i> , 2020, 32, 157-196.	8.4	73
28	Diagnostic Activities and Diagnostic Practices in Medical Education and Teacher Education: An Interdisciplinary Comparison. <i>Frontiers in Psychology</i> , 2020, 11, 562665.	2.1	11
29	Evidence-Based Practice in Teacher Education: The Mediating Role of Self-Efficacy Beliefs and Practical Knowledge. <i>Frontiers in Education</i> , 2020, 5, .	2.1	13
30	Good for learning, bad for motivation? A meta-analysis on the effects of computer-supported collaboration scripts. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2020, 15, 5-47.	3.0	59
31	Simulation-Based Learning in Higher Education: A Meta-Analysis. <i>Review of Educational Research</i> , 2020, 90, 499-541.	7.5	291
32	Learning clinical reasoning: how virtual patient case format and prior knowledge interact. <i>BMC Medical Education</i> , 2020, 20, 73.	2.4	32
33	Analyzing prospective mathematics teachers' diagnostic processes in a simulated environment. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 241-254.	2.2	19
34	How working memory capacity and shifting matter for learning with worked examples – A replication study.. <i>Journal of Educational Psychology</i> , 2020, 112, 1320-1337.	2.9	3
35	Learning to diagnose collaboratively: validating a simulation for medical students. <i>GMS Journal for Medical Education</i> , 2020, 37, Doc51.	0.1	4
36	Computerunterstütztes kollaboratives Lernen. , 2020, , 57-80.		3

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37	Future learning spaces for learning communities: Perspectives from the learning sciences. <i>British Journal of Educational Technology</i> , 2019, 50, 2071-2074.	6.3	10
38	Does Probation Officers' Reasoning Change in the Light of Scientific Evidence? Analyzing the Quality of Evidence Utilisation in Social Work. <i>Journal of Evidence-Based Social Work (United States)</i> , 2019, 16, 423-441.	0.6	3
39	Taking a Closer Look: An Exploratory Analysis of Successful and Unsuccessful Strategy Use in Complex Problems. <i>Frontiers in Psychology</i> , 2019, 10, 777.	2.1	28
40	Using ENA to Analyze Pre-service Teachers' Diagnostic Argumentations: A Conceptual Framework and Initial Applications. <i>Communications in Computer and Information Science</i> , 2019, , 14-25.	0.5	7
41	Lehren und Unterrichten. , 2019, , 333-351.		5
42	What Do We Teach When We Teach the Learning Sciences? A Document Analysis of 75 Graduate Programs. <i>Journal of the Learning Sciences</i> , 2018, 27, 319-351.	2.9	68
43	How do social work novices and experts solve professional problems? A micro-analysis of epistemic activities and the use of evidence. <i>European Journal of Social Work</i> , 2018, 21, 3-19.	0.9	17
44	Effects of written peer-feedback content and sender's competence on perceptions, performance, and mindful cognitive processing. <i>European Journal of Psychology of Education</i> , 2018, 33, 31-49.	2.6	21
45	Worked examples with errors: when self-explanation prompts hinder learning of teachers diagnostic competences on problem-based learning. <i>Instructional Science</i> , 2018, 46, 245-271.	2.0	17
46	Systematizing Professional Knowledge of Medical Doctors and Teachers: Development of an Interdisciplinary Framework in the Context of Diagnostic Competences. <i>Education Sciences</i> , 2018, 8, 207.	2.6	37
47	Automatic Recommendations for Data Coding: A Use Case from Medical and Teacher Education. , 2018, , .		1
48	When coding-and-counting is not enough: using epistemic network analysis (ENA) to analyze verbal data in CSCL research. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2018, 13, 419-438.	3.0	105
49	Learning communities and scaffolding: three different ways to conceptualizing their relationship. <i>Instructional Science</i> , 2018, 46, 633-637.	2.0	3
50	Digitale Medien für die Unterstützung von Lehr-/Lernprozessen in der Weiterbildung. , 2018, , 1553-1568.		8
51	Lehren und Lernen mit digitalen Medien. , 2018, , 967-988.		11
52	Just watching is not enough: Fostering simulation-based learning with collaboration scripts. <i>GMS Journal for Medical Education</i> , 2018, 35, Doc35.	0.1	12
53	Scaffolding and Scripting (Computer-Supported) Collaborative Learning. , 2018, , 340-350.		18
54	Computerunterstütztes kollaboratives Lernen. , 2018, , 1-24.		0

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55	Socio-Cognitive Scaffolding with Computer-Supported Collaboration Scripts: a Meta-Analysis. <i>Educational Psychology Review</i> , 2017, 29, 477-511.	8.4	157
56	Towards more systematic and better theorised research on simulations. <i>Medical Education</i> , 2017, 51, 129-131.	2.1	6
57	How to combine collaboration scripts and heuristic worked examples to foster mathematical argumentation "when working memory matters. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2017, 12, 281-305.	3.0	10
58	Measuring scientific reasoning " a review of test instruments. <i>Educational Research and Evaluation</i> , 2017, 23, 78-101.	1.6	56
59	Collaborative Clinical Reasoning" A Systematic Review of Empirical Studies. <i>Journal of Continuing Education in the Health Professions</i> , 2017, 37, 123-128.	1.3	33
60	Executive functions in the context of complex learning: Malleable moderators?. <i>Frontline Learning Research</i> , 2017, 5, 58-75.	0.8	16
61	Digitale Medien f"ur die Unterst"utzung von Lehr-/Lernprozessen in der Weiterbildung. , 2017, , 1-17.		0
62	Appropriation from a script theory of guidance perspective: a response to Pierre Tchounikine. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2016, 11, 371-379.	3.0	12
63	Developing argumentation skills in mathematics through computer-supported collaborative learning: the role of transactivity. <i>Instructional Science</i> , 2016, 44, 477-500.	2.0	47
64	Fostering scientific reasoning in education " meta-analytic evidence from intervention studies. <i>Educational Research and Evaluation</i> , 2016, 22, 333-349.	1.6	32
65	Executive functions as moderators of the worked example effect: When shifting is more important than working memory capacity.. <i>Journal of Educational Psychology</i> , 2016, 108, 982-1000.	2.9	13
66	Collaboration Expertise in Medicine - No Evidence for Cross-Domain Application from a Memory Retrieval Study. <i>PLoS ONE</i> , 2016, 11, e0148754.	2.5	5
67	Bew"ahrungshilfe und Wissenschaft " Eine Ann"herung (?). , 2016, , 373-394.		2
68	Enhancing diagnostic competence with self-explanation prompts and adaptable feedback. <i>Medical Education</i> , 2015, 49, 993-1003.	2.1	27
69	Does Working Memory Training Transfer? A Meta-Analysis Including Training Conditions as Moderators. <i>Educational Psychologist</i> , 2015, 50, 138-166.	9.0	255
70	Moving beyond case studies: applying social network analysis to study learning-as-participation. <i>Learning: Research and Practice</i> , 2015, 1, 100-112.	0.4	0
71	The Role of Content Support and Transactivity for Effects of Computer-Supported Collaboration Scripts on Domain-Specific Learning: A Meta-Analysis. , 2014, , .		3
72	Future learning spaces: design, collaboration, knowledge, assessment, teachers, technology and the radical past. <i>Technology, Pedagogy and Education</i> , 2014, 23, 1-5.	5.4	18

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73	Where is the evidence? A meta-analysis on the role of argumentation for the acquisition of domain-specific knowledge in computer-supported collaborative learning. <i>Computers and Education</i> , 2014, 75, 218-228.	8.3	53
74	Getting immersed in teacher and student perspectives? Facilitating analytical competence using video cases in teacher education. <i>Instructional Science</i> , 2014, 42, 91-114.	2.0	57
75	Effects of collaboration scripts and heuristic worked examples on the acquisition of mathematical argumentation skills of teacher students with different levels of prior achievement. <i>Learning and Instruction</i> , 2014, 32, 22-36.	3.2	47
76	Legitimate Peripheral Participation in Communities of Practice: Participation Support Structures for Newcomers in Faculty Student Councils. <i>Journal of the Learning Sciences</i> , 2014, 23, 216-244.	2.9	51
77	Grand Challenges in Technology Enhanced Learning. <i>Springer Briefs in Education</i> , 2014, , .	0.2	14
78	Orchestration is nothing without conducting – But arranging ties the two together!. <i>Computers and Education</i> , 2013, 69, 507-509.	8.3	15
79	Computer-supported collaborative learning with digital video cases in teacher education: The impact of teaching experience on knowledge convergence. <i>Computers in Human Behavior</i> , 2013, 29, 2100-2108.	8.5	28
80	Toward a Script Theory of Guidance in Computer-Supported Collaborative Learning. <i>Educational Psychologist</i> , 2013, 48, 56-66.	9.0	343
81	Presenting theoretical ideas prior to inquiry activities fosters theory-level knowledge. <i>Journal of Research in Science Teaching</i> , 2013, 50, 1180-1206.	3.3	18
82	Vicarious learning during simulations: is it more effective than hands-on training?. <i>Medical Education</i> , 2012, 46, 1001-1008.	2.1	100
83	The ACODEA framework: Developing segmentation and classification schemes for fully automatic analysis of online discussions. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2012, 7, 285-305.	3.0	55
84	Collaborative argumentation and cognitive elaboration in a computer-supported collaborative learning environment. <i>Instructional Science</i> , 2012, 40, 297-323.	2.0	113
85	From guided to self-regulated performance of domain-general skills: The role of peer monitoring during the fading of instructional scripts. <i>Learning and Instruction</i> , 2011, 21, 746-756.	3.2	37
86	Teaching the rectal examination with simulations: effects on knowledge acquisition and inhibition. <i>Medical Education</i> , 2011, 45, 1025-1031.	2.1	22
87	Peer review-based scripted collaboration to support domain-specific and domain-general knowledge acquisition in computer science. <i>Computer Science Education</i> , 2011, 21, 29-56.	3.7	15
88	Learning to argue online: Scripted groups surpass individuals (unscripted groups do not). <i>Computers in Human Behavior</i> , 2010, 26, 506-515.	8.5	169
89	Peer assessment as collaborative learning: A cognitive perspective. <i>Learning and Instruction</i> , 2010, 20, 344-348.	3.2	157
90	The Evolution of Research on Computer-Supported Collaborative Learning. , 2009, , 3-19.		339

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91	Computer-Supported Collaboration Scripts. , 2009, , 155-173.		33
92	Knowledge convergence in collaborative learning: Concepts and assessment. Learning and Instruction, 2007, 17, 416-426.	3.2	204
93	Internal and external scripts in computer-supported collaborative inquiry learning. Learning and Instruction, 2007, 17, 708-721.	3.2	146
94	The Educational Research-Practice Interface Revisited: A scripting perspective. Educational Research and Evaluation, 2007, 13, 221-236.	1.6	28
95	Specifying computer-supported collaboration scripts. International Journal of Computer-Supported Collaborative Learning, 2007, 2, 211-224.	3.0	299
96	Facilitating argumentative knowledge construction with computer-supported collaboration scripts. International Journal of Computer-Supported Collaborative Learning, 2007, 2, 421-447.	3.0	168
97	Scripting Argumentative Knowledge Construction in Computer-Supported Learning Environments. , 2007, , 191-211.		64
98	Conceptual and socio-cognitive support for collaborative learning in videoconferencing environments. Computers and Education, 2006, 47, 298-315.	8.3	61
99	A framework to analyze argumentative knowledge construction in computer-supported collaborative learning. Computers and Education, 2006, 46, 71-95.	8.3	567
100	Collaboration Scripts – A Conceptual Analysis. Educational Psychology Review, 2006, 18, 159-185.	8.4	359
101	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
102	Epistemic and social scripts in computer-supported collaborative learning. Instructional Science, 2005, 33, 1-30.	2.0	317
103	Help Seeking and Help Design in Interactive Learning Environments. Review of Educational Research, 2003, 73, 277-320.	7.5	376
104	The Use of Additional Information in Problem-Oriented Learning Environments. Learning Environments Research, 2000, 3, 287-305.	2.8	39
105	Facilitating Diagnostic Competences in Simulations in Higher Education A Framework and a Research Agenda. Frontline Learning Research, 0, , 1-24.	0.8	83
106	Assessing Complex Problem-Solving Skills in Under 20 Minutes. Psychological Test Adaptation and Development, 0, , .	1.7	1
107	Digitaler Wandel des Schulunterrichts durch professionelle Lerngemeinschaften. Medienpädagogik, 0, 49, 250-270.	0.3	2