CITATION REPORT List of articles citing

Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes

DOI: 10.1007/bf00132290 Higher Education, 1991, 22, 251-266.

Source: https://exaly.com/paper-pdf/22614047/citation-report.pdf

Version: 2024-04-10

This report has been generated based on the citations recorded by exaly.com for the above article. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

#	Paper IF	Citations
420	Influence of context and preferred learning environments: approaches to studying physiology. 1993 , 27, 143-59	9
419	Phenomenography and the Principles and Practices of Learning. 1993 , 12, 21-31	28
418	Adult Learning Maps and the Teaching Process. 1993 , 25, 199-220	8
417	Students' experiences in studying for multiple choice question examinations. 1994 , 19, 267-279	110
416	A British evaluation of the Course Experience Questionnaire. 1994 , 19, 59-68	50
415	A phenomenographic study of students' intuitive and conceptual understanding of certain electrical phenomena. 1994 , 22, 189-205	23
414	Classroom environment and approaches to learning: An investigation of the actual and preferred perceptions of Hong Kong secondary school students. 1994 , 22, 233-246	50
413	Students an interdisciplinary study. 1996, 1, 325-339	10
412	Changing approaches to teaching: A relational perspective. 1996 , 21, 275-284	222
411	A relational view of learning: implications for nurse education. 1996 , 16, 256-66	16
410	Improving Learning Outcomes in Higher Education [A Review of the Literature. 1996 , 25, 129-132	
409	A question of resources: Higher education research, teaching social science and the academic labour process in Australia. 1996 , 23, 37-53	1
408	Differences in students' perceptions of learning physics. 1996 , 31, 43-48	45
407	The Teaching and Learning Transaction in Higher Education: a study of excellent professors and their students. 1996 , 1, 81-103	40
406	ASSESSING TERTIARY STUDENTS IN AN EDUCATION FACULTY: RHETORIC AND REALITY. 1996 , 15, 163-175	5
405	Learning Styles: A Critique. 1997 , 28, 115-133	111
404	Towards an Understanding of Individual Acts of Teaching and Learning. 1997 , 16, 241-252	59

(2001-1997)

403	Accounting students' learning conceptions, approaches to learning, and the influence of the learningEeaching context on approaches to learning. 1997 , 6, 125-146	82
402	Students Views of Learning in Vocational Education. 1997, 41, 179-188	8
401	Improving teaching and learning: the perceptions minus expectations gap analysis approach. 1997 , 5, 121-125	22
400	Meaning Orientation and Reproducing Orientation: a typology of approaches to studying in higher education?. <i>Educational Psychology</i> , 1997 , 17, 301-311	19
399	The development, validation and application of the Course Experience Questionnaire. 1997 , 22, 33-53	274
398	What constitutes high quality teaching and learning and how to assure it. 1998 , 6, 28-36	22
397	University mathematics students' conceptions of mathematics. 1998 , 23, 87-94	93
396	Toward an understanding of teaching and learning about information systems. 1998,	2
395	Academics Views of the Relative Roles and Responsibilities of Teachers and Learners in a First-Year University Course. 1998 , 17, 277-289	12
394	Classroom Learning Environments and Students' Approaches to Learning. 1999 , 2, 137-156	43
393	The Relationship among Causal Attributions, Learning Strategies and Level of Achievement: A Hong Kong Chinese Study. 1999 , 19, 45-58	40
392	An Examination of First-Year University Students' Attitudes toward and Approaches to Learning Mathematics. 1999 , 85, 809-816	
391	The educational needs of part time clinical facilitators. 2000 , 9, 132-9	12
390	Students Lexperiences of studying physics concepts: The effects of disintegrated perceptions and approaches. 2000 , 15, 61-74	46
389	Approaches to studying in deaf and hearing students in higher education. 2000 , 5, 156-73	26
388	Is Australian Educational Research Worthwhile?. 2000 , 44, 175-194	6
387	Intellectual ability, learning style, personality, achievement motivation and academic success of psychology students in higher education. 2000 , 29, 1057-1068	377
386	Programme evaluation as an instrument for quality-assurance in a student-oriented educational system. 2001 , 27, 355-372	13

385	Fostering deep and elaborative learning and generic (soft) skill development: the strategic use of case studies in accounting education. 2001 , 10, 37-60	134
384	Quality standards for new modes modes of assessment. An exploratory study of the consequential validity of the OverAll Test. 2001 , 16, 569-588	14
383	Task perception as a mediating variable: a contribution to the validation of instructional knowledge. 2001 , 71, 203-23	18
382	Student Perceptions of Learning in First Year in an Economics and Commerce Faculty. 2001 , 20, 169-184	11
381	Changes in student nurses' approaches to studying. 2001 , 6, 921-934	3
380	The Links between Followership and the Experiential Learning Model: Followership Coming of Age. 2001 , 8, 69-76	8
379	Psychometric characteristics of the conceptions of mathematics questionnaire. 2001 , 88, 825-31	1
378	Does Changing the Method of Assessment of a Module Improve the Performance of a Student?. 2001 , 26, 127-138	17
377	Variation in learning orchestration in university biology courses. 2002 , 24, 737-751	36
376	The Use of the Course Experience Questionnaire as a Monitoring Evaluation Tool in a Problem-based Medical Programme. 2002 , 27, 339-352	27
375	Correlations for scores on conceptions of mathematics and approaches to learning mathematics. 2002 , 95, 1251-4	
374	University Students' Perceptions of the Learning Environment and Academic Outcomes: Implications for theory and practice. 2002 , 27, 27-52	670
373	The relationship between learning approaches and learning outcomes: a study of Irish accounting students. 2002 , 11, 27-42	66
372	Students Perceptions about New Modes of Assessment in Higher Education: A Review. 2003, 171-223	32
371	Conceptions of Work and Learning at Work: Impressions from older workers. 2003, 25, 95-111	17
370	Older and Younger Workers' Conceptions of Work and Learning at Work: a challenge to emerging work practices. 2003 , 16, 427-444	2
369	Assessing the Teaching Quality of Accounting Programmes: An evaluation of the Course Experience Questionnaire. 2003 , 28, 135-145	85
368	Dissonance between Conceptions of Learning and Ways of Learning for Indigenous Australian University Students. 2003 , 28, 79-89	21

(2005-2003)

367	The Influences of Conceptions of Learning and Learner Self-Concept on High School Students' Approaches to Learning. 2003 , 24, 54-66	44
366	A Comparison of University Students' Approaches to Learning Across Taiwan and Turkey. 2003 , 3, 173-187	10
365	Encouraging better learning through better teaching: a study of approaches to teaching in accounting. 2004 , 13, 529-548	27
364	The things that count: negative perceptions of the teaching environment among university academics. 2004 , 18, 368-373	3
363	Leaving certificate accounting: Measuring students perceptions with the course experience questionnaire. 2004 , 23, 49-64	2
362	The Development of Study Orientations and Study Success in Students of Pharmacy. 2004 , 32, 387-417	36
361	Development and Use of the Approaches to Teaching Inventory. 2004 , 16, 409-424	282
360	Using the student learning framework to explore the variation in academic performance of European business students. 2004 , 28, 67-78	19
359	Encouraging a deep approach to learning through curriculum design. 2004 , 13, 461-488	72
358	Understanding academic performance and progression of first-year accounting and business economics undergraduates: the role of approaches to learning and prior academic achievement. 2004 , 13, 409-430	112
357	Adult students' perceptions of good teaching as a function of their conceptions of learningPart 2. Implications for the evaluation of teaching. 2004 , 26, 81-97	22
356	Conceptions of learning science among high school students in Taiwan: a phenomenographic analysis. 2004 , 26, 1733-1750	137
355	Instructional conceptions: Analysis from an instructional design perspective. 2004 , 41, 429-444	50
354	Approaches to studying and perceptions of academic quality in deaf and hearing students in higher education. 2004 , 6, 100-122	16
353	Perceptions of the learning context and learning approaches: Implications for quality learning outcomes in accounting. 2005 , 14, 271-291	31
352	Influence of Redesigning a Learning Environment on Student Perceptions and Learning Strategies. 2005 , 8, 67-93	83
351	Impact of constructivist teaching on students' beliefs about teaching and learning in introductory physics. 2005 , 5, 95-109	13
350	Instruments for obtaining student feedback: a review of the literature. 2005 , 30, 387-415	362

349	Improving students' learning approaches through intervention in an information systems learning environment. 2005 , 30, 181-197	36
348	Explaining Achievement in Higher Education. 2005 , 11, 235-252	36
347	The student learning process: Learning styles or learning approaches?. 2005 , 10, 235-249	55
346	The impact of Greek University students perceptions of their learning environment on approaches to studying and academic outcomes. 2005 , 43, 329-350	35
345	Consonance and dissonance in students' learning experience. 2005 , 15, 201-223	26
344	Students' perceptions of academic quality and approaches to studying in distance education. 2005 , 31, 7-27	69
343	Students perceptions about evaluation and assessment in higher education: a review 1 This paper is derived from a presentation at the joint Northumbria/Earli SIG Assessment and Evaluation Conference: learning communities and assessment cultures, held at the University of Northumbria at Newcastle in August 2002. View all notes. 2005, 30, 325-341	291
342	Variation in Student Reflections on their Conceptions of and Approaches to Learning Biochemistry in a First-year Health Sciences Service Subject. 2006 , 28, 1887-1904	30
341	The epistemological beliefs, learning approaches and study orchestrations of university students. 2006 , 31, 617-636	48
340	Characterising a teaching and learning environment conducive to making demands on students while not making their workload excessive. 2006 , 31, 185-198	77
339	On the dynamics of students' approaches to learning: The effects of the teaching/learning environment. 2006 , 16, 279-294	140
338	The effect of interactive on-line learning systems on student learning outcomes in accounting. 2006 , 24, 16-34	71
337	Course experience, approaches to learning and academic achievement. 2006 , 48, 156-169	55
336	Investigating the relationship between variations in students' perceptions of their academic environment and variations in study behaviour in distance education. 2006 , 76, 867-93	80
335	The use of deep and surface learning strategies among students learning English as a foreign language in an Internet environment. 2006 , 76, 851-66	33
334	Students' Approaches to Learning. 2007 , 22, 183-214	60
333	Assessing creativity in the creative arts. 2007 , 5, 97-117	12
332	Approaches to learning, course experience and examination grade among undergraduate psychology students: testing of mediator effects and construct validity. 2007 , 32, 373-388	97

331	Pharmacy students' approaches to learning in an Australian university. 2007 , 71, 120	29
330	Diversifying the U.S. Engineering Workforce: A New Model. 2007 , 96, 19-32	25
329	Students perceptions of teaching quality in higher education: the perspective of currently enrolled students. 2007 , 32, 603-615	139
328	Students' Evaluation of Teaching, Approaches to Learning, and Academic Achievement. 2007 , 51, 185-204	50
327	Relationship between assessment results and approaches to learning and studying in Year Two medical students. 2007 , 41, 754-62	61
326	Quality in blended learning: Exploring the relationships between on-line and face-to-face teaching and learning. 2007 , 10, 53-64	218
325	Approaches to learning and study orchestrations in high school students. 2007, 22, 131-151	25
324	Impact of degree program satisfaction on the persistence of college students. <i>Higher Education</i> , 2007 , 54, 207-226	66
323	Students\(\text{Periences} \) with contrasting learning environments: The added value of students\(\text{D} \) perceptions. 2008 , 11, 83-109	27
322	Lecturers on teaching within the Bupercomplexitylof Higher Education. <i>Higher Education</i> , 2008 , 55, 171-187	13
321	Students likes and dislikes regarding student-activating and lecture-based educational settings: Consequences for students perceptions of the learning environment, student learning and performance. 2008 , 23, 295-317	34
320	Effects of a metacognitive intervention on students' approaches to learning and self-efficacy in a first year medical course. 2008 , 13, 213-32	59
319	Thinking outside the (voice) box: a case study of students' perceptions of the relevance of anatomy to speech pathology. 2008 , 1, 166-74	6
318	An exploration of the learning approaches of prospective professional accountants in Ireland. 2008 , 32, 225-239	28
317	Influence of open- and closed-book tests on medical students' learning approaches. 2008, 42, 967-74	43
316	Developing understanding about learning to teach in a universityEchools partnership in England. 2008 , 34, 63-90	27
315	The extent of variability in learning strategies and students' perceptions of the learning environment. 2008 , 18, 121-134	53
314	The impact of assessment methods on the learning of nursing students. 2008 , 28, 711-719	57

313	Do they learn differently? An investigation of the pre-service teachers from US and China. 2008 , 24, 836-845	23
312	Understanding how a case-based assessment instrument influences student teachers[learning approaches. 2008 , 24, 1751-1764	20
311	Education of prison inmates: course experience, motivation, and learning strategies as indicators of evaluation. 2008 , 14, 201-214	17
310	Recontextualising professional knowledge Thewly qualified nurses and physicians 1 1. Authors contributed equally to the article. View all notes. 2008 , 21, 159-173	29
309	Student Perceptions of Social Learning Space: Designing and Implementing a Co-operative Assessment Task in Pharmacology. 2008 , 11, 1-13	1
308	Brewing service quality in higher education. 2008 , 16, 266-286	73
307	Conceptions of Learning Management among Undergraduate Students in Taiwan. 2008, 39, 561-578	29
306	The Relationships between Students' Conceptions of Learning Engineering and their Preferences for Classroom and Laboratory Learning Environments. 2009 , 98, 193-204	22
305	Examination of student's motivational beliefs and faculty's role. 2009,	
304	Relating Cognitive Preferences to Study Approaches of Hospitality and Tourism Students. 2009 , 9, 81-103	3
303	How first year students perceive the fit between secondary and university education: the effect of teaching approaches. 2009 , 1, 135-150	8
302	Meaningful learning: students' perceptions of a new form of case seminar in pathology. 2009 , 31, e248-53	10
301	Academic achievement in first-year Portuguese college students: the role of academic preparation and learning strategies. 2009 , 44, 204-12	24
300		24
	and learning strategies. 2009 , 44, 204-12 University Student Perceptions of Effective E-learning Strategies Instructor Used in Blended	
300	university Student Perceptions of Effective E-learning Strategies Instructor Used in Blended Courses. 2009,	2
300	University Student Perceptions of Effective E-learning Strategies Instructor Used in Blended Courses. 2009, Assessment, Learning and Judgement in Higher Education. 2009, Now It's Personal: Antecedents and Outcomes of Rapport Between Business Faculty and Their	2 27

(2010-2009)

295	Undergraduateslearning experience and learning process: quantitative evidence from the East. Higher Education, 2009, 58, 375-386	41
294	University students' achievement goals and approaches to learning in mathematics. 2009 , 79, 131-53	39
293	The student experience and subject engagement in UK sociology: a proposed typology. 2009 , 30, 697-712	9
292	Reliance to Independence: Approaches to learning in peer-led undergraduate science, technology, engineering, and mathematics workshops. 2009 , 31, 1713-1741	12
291	Service quality ideals in a competitive tertiary environment. 2009 , 48, 62-76	31
290	Impact of the transition from a conventional to an integrated contextual medical curriculum on students' learning patterns: a longitudinal study. 2009 , 31, 433-41	21
289	Do students with well-aligned perceptions of question difficulty perform better?. 2009 , 34, 603-619	2
288	Curriculum reform in Finnish pharmacy education. 2009 , 73, 151	26
287	Pharmacy students' approaches to learning in undergraduate and graduate entry programs. 2010 , 74, 106	21
286	Academic achievement among first semester undergraduate psychology students: the role of course experience, effort, motives and learning strategies. <i>Higher Education</i> , 2010 , 59, 335-352	83
285	Influences of deep learning, need for cognition and preparation time on open- and closed-book test performance. 2010 , 44, 884-891	20
284	The effect of secondary school study skills preparation on first-year university achievement. 2010 , 36, 569-580	29
283	A framework for engaging leadership in higher education quality systems. 2010 , 55-71	1
282	Institutional culture and learning I: perceptions of the learning environment and musicians' attitudes to learning. 2010 , 12, 151-178	18
281	Connections between learning experience, study behaviour and academic performance: a longitudinal study. 2010 , 52, 457-468	18
280	Using student-centred learning environments to stimulate deep approaches to learning: Factors encouraging or discouraging their effectiveness. 2010 , 5, 243-260	407
279	Holistic approach to learning and teaching introductory object-oriented programming. 2010 , 20, 103-127	26
278	Institutional culture and learning II: inter-relationships between perceptions of the learning environment and undergraduate musicians' attitudes to performance. 2010 , 12, 427-446	20

277	Secondary school students' conceptions of learning and their relationship to achievement. 2010 , 20, 167-176		51
276	Smart utilization of tertiary instructional modes. <i>Computers and Education</i> , 2010 , 54, 1036-1053	9.5	18
275	Personality, approaches to learning and achievement. Educational Psychology, 2010, 30, 75-88	2.2	42
274	Through a different lens: bridging the expectationperception (quality) divide in higher education. 2011 , 31, 379-405		16
273	Exploring the combined relationships of student and teacher factors on learning approaches and self-directed learning readiness at a Malaysian university. 2011 , 36, 185-208		27
272	The direct and indirect effect of motivation for learning on students' approaches to learning through the perceptions of workload and task complexity. 2011 , 30, 135-150		58
271	Web-based Personalised System of Instruction: An effective approach for diverse cohorts with virtual learning environments?. <i>Computers and Education</i> , 2011 , 57, 2423-2431	9.5	20
270	Learning processes of students in pre-vocational secondary education: Relations between goal orientations, information processing strategies and development of conceptual knowledge. 2011 , 21, 426-431		9
269	Pharmacists' quality of learning in a diploma/MSc course in pharmacy practice. 2011 , 5, 33-38		
268	Student assessment of postgraduate clinical pharmacy programmes in the United Kingdom (1): validation of the course experience questionnaire. 2011 , 8, 247-252		1
267	Student assessment of postgraduate clinical pharmacy programmes in the United Kingdom (2): results of the course experience questionnaire. 2011 , 8, 253-259		1
266	Development of student knowledge in competence-based pre-vocational secondary education. 2011 , 14, 205-227		12
265	The Experience of Deep Learning by Accounting Students. 2011,		
264	Student perceptions of information system subject learning in hospitality management degree programmes. 2011 , 23, 393-409		7
263	Does learning in statistics get deeper or shallower?. 2011 , 25, 378-389		
262	The match between students' lesson perceptions and preferences: relations with student characteristics and the importance of motivation. 2011 , 53, 439-457		8
261	The perception of workload and task complexity and its influence on students[approaches to learning: a study in higher education. 2011 , 26, 393-415		45
260	Understanding student learning in context: relationships between university students locial identity, approaches to learning, and academic performance. 2011 , 26, 417-433		37

259	The relationship between first-year achievement and the pedagogical-didactical fit between secondary school and university. 2011 , 37, 557-568	10
258	Adaptation and validation of the Course Experience Questionnaire in the context of post-secondary education in Hong Kong. 2011 , 19, 50-66	23
257	The interrelationship between student learning experience and study behaviour. 2011, 30, 765-778	13
256	The relationship of deep and surface study approaches on factual and applied test-bank multiple-choice question performance. 2011 , 36, 673-686	23
255	Conceptions of Biology and Approaches to Learning of First Year Biology Students: Introducing a technique for tracking changes in learner profiles over time. 2012 , 34, 1053-1074	14
254	Enabling Remote Access to Fieldwork: Gaining Insight into the Pedagogic Effectiveness of Direct and Remote Field Activities. 2012 , 36, 197-222	31
253	Variation in the length of an undergraduate degree: participation and outcomes. 2012, 37, 431-447	2
252	On the potential for using immersive virtual environments to support laboratory experiment contextualisation. 2012 , 37, 527-540	8
251	Explaining students' appraisal of lectures and student-activating teaching: perceived context and student characteristics. 2012 , 20, 391-422	7
250	A comparative analysis of study satisfaction among young European higher education graduates. 2012 , 31, 223-243	9
249	The adaptation and validation of the CEQ and the R-SPQ-2F to the Japanese tertiary environment. 2012 , 82, 549-63	37
248	Impact of Entry Mode on Students' Approaches to Learning: A Study of Accounting Students. 2012 , 21, 341-361	11
247	How to investigate the information processing strategies of students in competence-based pre-vocational secondary education: selection of the right instrument. 2012 , 46, 1931-1946	2
246	Putting student evaluations into perspective: The Course Experience Quality and Satisfaction Model (CEQS). 2012 , 38, 35-43	45
245	Relations between students' approaches to learning, experienced emotions and outcomes of learning. 2012 , 37, 811-824	109
244	The role of response biases in the relationship between students perceptions of their courses and their approaches to studying in higher education. 2012 , 38, 399-418	26
243	Hybrid Learning. 2012 ,	1
242	A Study of the Relationship between English Teachers (Approaches to Teaching and Students (Incivilities. 2012 , 1,	

Undergraduate Geography Students[Views of Assessments and Academic Results: An Exploratory Study. **2012**, 33, 91-104

240	Using focus groups to engage veterinary students in course redesign and development. 2012 , 39, 30-8	6
239	Faculty and Students Conceptions of Assessment in Higher Education. <i>Higher Education</i> , 2012 , 64, 119-133	53
238	Assessing students Lexperiences of teaching Learning environments and approaches to learning: Validation of a questionnaire in different countries and varying contexts. 2013 , 16, 201-215	52
237	The Anatomy of Academic Rigor: The Story of One Institutional Journey. 2013 , 38, 267-279	18
236	The relationship between approaches to teaching and approaches to studying: a two-level structural equation model for biology achievement in high school. 2013 , 8, 47-77	26
235	Influence of Course Design on Learning Approaches and Academic Performance in Physical Therapy Students. 2013 , 93, 97-101	1
234	Approaches to Learning among Trainee Teachers: Malaysian Experiences. 2013 , 105, 284-293	1
233	Hybrid Learning and Continuing Education. 2013,	8
232	Signature concepts of key researchers in higher education teaching and learning. 2013 , 18, 1-12	15
231	Underlying factors in perceptions of studying during adolescence. 2013 , 28, 443-458	1
230	Learning approaches as predictors of academic performance in first year health and science students. 2013 , 33, 729-33	57
229	Assessing students development in learning approaches according to initial learning profiles: A person-oriented perspective. 2013 , 39, 33-40	31
228	Textbook Questions in Context-Based and Traditional Chemistry Curricula Analysed from a Content Perspective and a Learning Activities Perspective. 2013 , 35, 2954-2978	13
227	The Influence of Undergraduate Students[Academic Involvement and Learning Environment on Learning Outcomes. 2013 , 2, 265-288	10
226	A learning and teaching resource on patient self-management of chronic pain. 2013 , 77, 35	7
225	The impact of assessment tasks on subsequent examination performance. 2013 , 14, 213-225	2
224	The development of the Conceptions of Learning Management inventory. 2013 , 38, 741-757	5

223	Conception of learning and clinical skill acquisition in undergraduate exercise science students: a pilot study. 2013 , 37, 108-11	1
222	Exploring 3-D virtual reality technology for spatial ability and chemistry achievement. 2013 , 29, 579-590	41
221	Relationships between learning approaches and outcomes of students studying a first-year biology topic on-campus and by distance. 2013 , 32, 617-631	7
220	The Politics of School District Budgeting: Using Simulations to Enhance Student Learning. 2013 , 9, 236-248	10
219	The Experience of Deep Learning by Accounting Students. 2013 , 22, 582-604	22
218	Using assessments to investigate and compare the nature of learning in undergraduate science courses. 2013 , 12, 239-49	44
217	Exploring the relationship between experienced students' preference for open- and closed-book examinations, approaches to learning and achievement. 2013 , 19, 271-296	14
216	Enhancing professional writing skills of veterinary technology students: linking assessment and clinical practice in a communications course. 2013 , 38, 273-287	7
215	The relationships between the motivational beliefs, course experiences and achievement among postgraduate students in Pakistan. 2013 , 32, 603-616	4
214	First-year students[appraisal of assessment tasks: implications for efficacy, engagement and performance. 2013 , 38, 389-406	26
213	Learning Patterns in Higher Education. 2013,	7
212	Critical Appraisal-Based Learning in a Dental College in India: A Randomized Control Study. 2013 , 77, 1079-1085	3
211	Factores que influyen en los enfoques de aprendizaje universitario. Una revisili sistemlica. 2014 , 17,	13
210	Independent Research and a Deep Approach to Learning of Accounting Concepts: Students View. 2014 ,	1
209	Future Sex Educator Perceptions of Rural Versus Urban Instruction: A Case for Community-Centered Sexual Health Education. 2014 , 9, 464-484	3
208	Factors influencing student learning in portfolio assessed introductory programming. 2014,	3
207	C.U.L.T.U.R.E.: marketing education in the age of cultural diversity. 2014 , 56, 503-520	2
206	Teaching quality in higher education: An introductory review on a process-oriented teaching-quality model. 2014 , 25, 36-56	33

205	Unmasking the teaching quality of higher education: students©course experience and approaches to learning in China. 2014 , 39, 949-970		35
204	An analysis of reported motivational orientation in students undertaking doctoral studies in the biomedical sciences. <i>BMC Medical Education</i> , 2014 , 14, 38	3.3	2
203	The interrelationships between student approaches to learning and group work. 2014 , 34, 1094-103		32
202	The Effects of University Quality on Emotional Attachment: A Case from a Private Higher Education Institution. 2014 , 130, 282-292		7
201	Briefing: Some current civil engineering lecturing issues. 2014 , 167, 9-12		О
200	Diverse assessment and active student engagement sustain deep learning: A comparative study of outcomes in two parallel introductory biochemistry courses. 2014 , 42, 474-9		11
199	Informal CS learning through games. 2015 ,		О
198	Academic Rigor in General Education, Introductory Astronomy Courses for Nonscience Majors. 2015 , 64, 14		
197	Academic Rigor in General Education, Introductory Astronomy Courses for Nonscience Majors. 2015 , 64, 14-29		
196	Measuring Student Experience: Relationships between Teaching Quality Instruments (TQI and Course Experience Questionnaire (CEQ). 2015 ,		2
195	Achievement Goal Theory: The Relationship of Accounting Students Goal Orientations with Self-efficacy, Anxiety, and Achievement. 2015 , 24, 152-174		33
194	A latent profile analysis of university studentsßelf-regulated learning strategies. 2015 , 40, 1328-1346		30
193	An analysis of the provision of context within existing remote laboratories. 2015,		Ο
192	University quality and emotional attachment of undergraduate students in a private higher education in Malaysia. 2015 , 42, 644-665		14
191	Student feedback: a learning and teaching performance indicator. 2015 , 23, 410-428		4
190	Improving learning outcome using Six Sigma methodology. 2015 , 8, 18-36		7
189	Quantifying the assessment loads of students and staff: the challenge of selecting appropriate metrics. 2015 , 39, 699-712		
188	Course evaluation matters: improving students learning experiences with a peer-assisted teaching programme. 2015 , 40, 165-180		13

187	Vocation, motivation and approaches to learning: a comparative study. 2015 , 57, 13-30		18
186	Graduate entry and undergraduate medical students' study approaches, stress levels and ways of coping: a five year longitudinal study. <i>BMC Medical Education</i> , 2015 , 15, 5	3.3	19
185	Associations between approaches to study, the learning environment, and academic achievement. 2015 , 10, 56-65		5
184	Developing a Student Conception of Academic Rigor. 2015 , 40, 215-228		8
183	Effects of college programme characteristics on graduates performance. <i>Higher Education</i> , 2015 , 69, 735-757	3	3
182	Discipline social identification, study norms and learning approach in university students. <i>Educational Psychology</i> , 2015 , 35, 53-72	2.2	23
181	Testing two path models to explore relationships between students@experiences of the teaching@earning environment, approaches to learning and academic achievement. <i>Educational Psychology</i> , 2015 , 35, 26-52	2.2	27
180	Demographic Factors, Personality, and Ability as Predictors of Learning Approaches. 2015 , 24, 569-577		6
179	Attitude, learning environment and current knowledge enhancement of accounting students in Malaysia. 2015 , 5, 202-221		21
178	Correspondence: Evolution and Territorial Conflict. 2015 , 39, 190-201		O
177	Analytics of communities of inquiry: Effects of learning technology use on cognitive presence in asynchronous online discussions. 2015 , 27, 74-89		85
176	Exploring student perceptions and experiences of ICT-enhanced formative assessment in an undergraduate management accounting course. 2015 , 29, 132-150		4
175	Students' perceptions about learning pharmacology at a single private institute in Malaysia. 2015 , 10, 40-44		4
174	How clear and organized classroom instruction and deep approaches to learning affect growth in critical thinking and need for cognition. 2015 , 40, 1786-1807		30
173	Signature concepts of key researchers in North American higher education teaching and learning. Higher Education, 2015 , 69, 243-255	3	7
172	Increasing Middle School Students' Energy Literacy. 2016 , 14, 41-63		1
172 171			10

169	Course-level implementation of First Principles, goal orientations, and cognitive engagement: a multilevel mediation model. 2016 , 17, 365-375	11
168	Characterizing Student Perceptions of and Buy-In toward Common Formative Assessment Techniques. 2016 , 15,	31
167	Work experience in relation to study pace and thesis grade: investigating the mediating role of student learning. <i>Higher Education</i> , 2016 , 72, 41-58	14
166	Learning Computer Science. 2016 , 16, 1-27	3
165	Retracted: Multilevel Predictors of Math Classroom Climate: A Comparison Study of Student and Teacher Perceptions. 2016 , 26, 617-634	11
164	Evaluate to improve: useful approaches to student evaluation. 2016 , 41, 1-14	35
163	Structuring Cooperative Learning for Motivation and Conceptual Change in the Concepts of Mixtures. 2016 , 14, 635-657	3
162	Leadership development methods and activities: content, purposes, and implementation. 2016 , 35, 237-260	13
161	Mathematical tasks, study approaches, and course grades in undergraduate mathematics: a year-by-year analysis. 2016 , 47, 373-387	23
160	The cone-of-learning: a visual comparison of learning systems. 2016 , 28, 21-39	1
159	Assessing complexity in learning outcomes (a comparison between the SOLO taxonomy and the model of hierarchical complexity. 2016 , 41, 1033-1048	5
158	The influence of student experiences on post-graduation surveys. 2016 , 41, 265-285	2
157	First-year students[approaches to learning, and factors related to change or stability in their deep approach during a pharmacy course. 2017 , 42, 331-353	8
156	Learning behaviour and learning outcomes: the roles for social influence and field of study. 2017 , 20, 69-95	6
155	Students Conceptions of learning in the context of an accounting degree. 2017 , 26, 213-241	4
154	The impact of a student⊠ study time journal as a lesson and learning study. 2017 , 6, 97-115	1
153	The relationship between motivation, learning approaches, academic performance and time spent. 2017 , 26, 78-107	42
152	Connecting data with student support actions in a course. 2017 ,	4

151	Effects of perceptions of the learning environment and approaches to learning on Chinese undergraduates[learning. 2017, 55, 125-134	12
150	A Framework for Thinking About Transferring Teaching Innovations into New Settings. 2017 , 27, 785-791	
149	A quantitative analysis examining differences between US humanities and STEM students propensity toward innovation. 2017 , 1-17	2
148	Opportunities and Challenges in Using Learning Analytics in Learning Design. 2017 , 209-223	12
147	Relationships among Civil Engineering Students (Approaches to Learning, Perceptions of the Teaching Environment, and Study Success. 2017 , 143, 04017010	2
146	Insights into learning profiles and learning outcomes within introductory accounting. 2017 , 26, 522-552	4
145	Examining CEGEP students acceptance of computer-based learning environments: A test of two models. 2017 , 22, 2523-2543	13
144	Student Buy-In Toward Formative Assessments: The Influence of Student Factors and Importance for Course Success. <i>Journal of Microbiology and Biology Education</i> , 2017 , 18,	19
143	Are Clinical Vignette Questions Harder than Traditional Questions in Gross Anatomy Course?. 2017 , 27, 723-728	1
142	How do students experience the problem-solving studio?. 2017,	
141	Combined Effect of Levels in Personal Self-Regulation and Regulatory Teaching on Meta-Cognitive, on Meta-Motivational, and on Academic Achievement Variables in Undergraduate Students. 3.4 Frontiers in Psychology, 2017 , 8, 232	27
140	Educational Alignment: Learning Teaching Approaches as Influencing Factors. 2017, 58,	1
139	Social identification and normative conflict: When student and educator learning norms collide. 2018 , 48, 293-303	3
138	The interplay between teachers[approaches to teaching, students[approaches to learning and	
	learning outcomes: a qualitative multi-case study. 2018 , 21, 321-347	10
137		10
137 136	learning outcomes: a qualitative multi-case study. 2018 , 21, 321-347	
	learning outcomes: a qualitative multi-case study. 2018 , 21, 321-347 Language learning strategies in context. 2018 , 46, 647-659	6
136	Language learning strategies in context. 2018 , 46, 647-659 Learning in Workplace Simulations in Vocational Education: a Student Perspective. 2018 , 11, 179-204 Learner presence, perception, and learning achievements in augmented learning	6

133	Associations Between Defense Styles, Approaches to Learning, and Achievement Among University Students. 2018 , 3,		6
132	Pre-Conference Workshoptonnecting Data with Student Support: A Hands-on Tutorial. 2018,		
131	Are we there yet? Sense of place and the student experience on roadside and situated geology field trips. 2018 , 14, 651-667		14
130	Building bridges to student learning: Perceptions of the learning environment, engagement, and learning outcomes among Chinese undergraduates. 2018 , 59, 195-208		18
129	Exploring the Relationships Between EFL Learners (Usage of Technology and Their Approaches to Learning English. 2018 , 412-420		
128	Chronic Obstructive Pulmonary Disease Education in Pulmonary Rehabilitation. An Official American Thoracic Society/Thoracic Society of Australia and New Zealand/Canadian Thoracic Society/British Thoracic Society Workshop Report. 2018 , 15, 769-784		29
127	The relationships between the medical learners' motivations and strategies to learning medicine and learning outcomes. 2018 , 23, 1497373		7
126	Machiavellian Ways to Academic Cheating: A Mediational and Interactional Model. <i>Frontiers in Psychology</i> , 2018 , 9, 695	3.4	13
125	Undergraduate students approaches to studying and perceptions of learning context: a comparison between China and Chile. 2018 , 37, 1530-1544		5
124	Integrated problem-based learning versus lectures: a path analysis modelling of the relationships between educational context and learning approaches. 2018 , 23, 1489690		12
123	The predominant learning approaches of medical students. <i>BMC Medical Education</i> , 2018 , 18, 17	3.3	29
122	Unraveling the complex relationship in critical thinking, approaches to learning and self-efficacy beliefs among first-year educational science students. 2018 , 67, 132-142		18
121	. 2019 , 12, 333-346		14
120	Time-constrained scenario-based practical examinations (TSPEs): an alternative to OSCEs?. 2019 , 34, 154-158		1
119	A positive student experience of collaborative project work in upper-year undergraduate chemistry. 2019 , 20, 340-357		1
118	Learning Environment Perceptions and Student Background Variables as Determinants of Persistence in EFL Learning. 2019 , 9, 215824401989880		3
117	The Mediating Role of Implicit and Explicit Emotion Regulation in the Relationship Between Academic Emotions and Approaches to Learning: Do Defense Styles Matter?. 2019 , 207, 683-692		3
116	High-impact teaching practices in higher education: a best evidence review. 2019 , 1-18		5

(2021-2019)

115	Examining communities of inquiry in Massive Open Online Courses: The role of study strategies. 2019 , 40, 20-43		35
114	First-semester students Lapacity to predict academic achievement as related to approaches to learning. 2019 , 43, 1420-1432		3
113	Social identification and academic performance: integrating two existing models of tertiary student learning. <i>Educational Psychology</i> , 2019 , 39, 409-425	2.2	О
112	Exploring new elements of the student approaches to learning framework: The role of online learning technologies in student learning. 2019 , 20, 11-24		30
111	Investigating undergraduate mathematics learners@ognitive engagement with recorded lecture videos. 2019 , 50, 3-24		20
110	Accounting students perceptions of effective teaching and approaches to learning: impact on overall student satisfaction. 2020 , 60, 2099-2143		14
109	Predictors of K-12 Teachers[Instructional Strategies with ICTs. 2020 , 25, 149-177		6
108	Co-Curricular Learning at Research Universities: Results from the SERU Survey. 2020 , 57, 90-112		2
107	How to assess? Perceptions and preferences of undergraduate medical students concerning traditional assessment methods. <i>BMC Medical Education</i> , 2020 , 20, 312	3.3	4
106	Emotional exhaustion and reduced self-efficacy: The mediating role of deep and surface learning strategies. 2020 , 44, 785-795		2
105	How do trainee doctors learn about research? Content analysis of Australian specialist colleges' intended research curricula. 2020 , 10, e034962		5
104	Collaborative learning: Elements encouraging and hindering deep approach to learning and use of elaboration strategies. 2020 , 42, 1261-1269		4
103	An adaptation of the course experience questionnaire to the Arab learning context. 2020 , 1-11		2
102	Self-reported use of retrieval practice varies across age and domain. 2020 , 15, 129-154		8
101	Good Practices and Learning Strategies of Undergraduate University Students. 2020, 17,		7
100	Transforming Teaching and Learning in Higher Education. 2020 ,		O
99	Student perceptions of factors that influence clinical competency in voice. 2021 , 23, 124-134		O
98	Dissection versus Prosection: A Comparative Assessment of the Course Experiences, Approaches to Learning, and Academic Performance of Non-medical Undergraduate Students in Human Anatomy. 2021 , 14, 184-200		4

97	Students Dearning patterns and learning spaces in higher education: an empirical investigation in China. 2021 , 40, 868-883	5
96	Marketing Student Perceptions of Academic Program Quality and Relationships to Surface, Deep, and Strategic Learning Approaches. 2021 , 43, 9-24	8
95	Autonomy-supportive language in the syllabus: supporting students from the first day. 2021 , 26, 541-556	5
94	Accessing Learning Management Systems With Smartphones. 2021 , 221-243	
93	Student success and the high school-university transition: 100 years of chemistry education research. 2021 , 22, 579-601	1
92	A phenomenographic outcome space for ways of experiencing lecturing. 1-18	O
91	A Continuum to Promote College Instructor Metacognition about Teaching. 1-11	0
90	Interprofessional Clinical Education in Dentistry. 2021 , 10, 108-111	
89	Nursing students' conceptions of competence and the learning processes that support the development of competence: a phenomenographic study. 2021 , 26, 1113-1132	3
88	Effects of process-oriented guided inquiry learning on approaches to learning, long-term performance, and online learning outcomes. 1-16	O
87	Enhancing the odds of adopting e-learning or community-focused experiential learning as a teaching practice amongst university faculty. 2021 , 7, e06704	2
86	Student Learning Approaches: Beyond Assessment Type to Feedback and Student Choice. 2021 , 11, 468	O
85	A sociocultural approach to communication instruction: How insights from communication teaching practices can inform faculty development programs. 1-50	0
84	Business students' future time perspective and quality of university life: evidence from Vietnam. 2021 , ahead-of-print,	O
83	An Empirical Investigation of Mathematics Learning Approaches and Metacognitive Awareness of Students. 2021 , 8, 84-102	0
82	The Edumetric Quality of New Modes of Assessment: Some Issues and Prospects. 2009 , 1-30	4
81	The InTeGrate Materials Development Rubric: A Framework and Process for Developing Curricular Materials that Meet Ambitious Goals. 2019 , 25-43	2
80	Validating the Use of Translated and Adapted HEIghten Quantitative Literacy Test in Russia. 2018 , 267-284	1

79	Student Learning: A Cross-Cultural Perspective. 2003, 441-462		5
78	Educating People About Finance and Economics. Approaching Curriculum Design: An Italian Experience. 2016 , 531-543		1
77	Teaching[learning and New Technologies in Higher Education: An Introduction. 2020, 1-15		1
76	Perceived Course Rigor in Sport Management: Class Level, Course Grades, and Student Ratings. 2020 , 14, 37-47		3
75	Motivald no ensino superior: metas de realizald e estratgias de aprendizagem. 2004 , 8, 145-155		21
74	Analisis Kemampuan Berfikir Kritis Siswa Menggunakan Teams Assisted Individualization (Pembelajaran Sains Materi Gerak). 2021 , 1, 52-63		2
73	The Experience of Relevance Structure in an Accounting Course.		0
72	Learning through Assessment and Feedback Practices: A Critical Review of Engineering Education Settings. 2020 , 16,		5
71	Validity and Reliability of the Student Evaluation of Teaching. 2014, 2, 57-63		1
70	When the form stands in the way of content has study of student teachers leading practices. 2015 , 6, 24297		2
69	The effect of a metacognitive intervention on approach to and self-regulation of learning in baccalaureate nursing students. 2005 , 44, 297-304		23
68	Perceptions and Approaches to Teaching of Award-Winning Teachers at Research Intensive Universities Internationally. 2013 , 1-25		1
67	Mediating Effects of Study Outcomes on Student Experience and Loyalty. 2012, 2, 20-41		2
66	Deep Approaches to Learning in Improving Reading Skills: A Case Study from Yunnan Agricultural University. 2012 , 2,		1
65	Films and Critical Pedagogy in Management Education: A Tourism Studies Context. 2019 , 18, 414-432		3
64	Assessment of factual recall and higher-order cognitive domains in an open-book medical school examination. 2021 , 1		Ο
63	Implicit Teacher Theories Regarding the Argumentative Commentary of Multimodal Texts in the Teaching of Spanish as a Native and Foreign Language. <i>Frontiers in Psychology</i> , 2021 , 12, 749426	3.4	
62	The role of E-portfolios in higher education: The experience of pre-service teachers. 1-15		

61	FROM TEACHING TO LEARNING. 2007, 95-113
60	Investigating Student Engagement in Introductory Accounting: The Classroom Survey of Student Engagement and Approaches to Studying Questionnaire.
59	Supporting Accounting Students to Read Before Class.
58	Assessment and Intrinsic Motivation.
57	Motivational Factors for Accounting Learning The Development of a Holistic Framework. 2012 , 243-252
56	Encyclopedia of the Sciences of Learning. 2012 , 2577-2579
55	Students Expectations About Their Grades Versus Course Expectations From Them. 2012 , 2, 1-15
54	Mediating Effects of Study Outcomes on Student Experience and Loyalty. 2013 , 61-83
53	An Exploration of Student Satisfaction in Online Accounting Courses. 2013 , 155-166
52	Using a Simulation Exercise to Enrich an Education Policy Course.
51	Exploring the Effectiveness of Student-Centeredness in Universities. <i>Advances in Higher Education and Professional Development Book Series</i> , 2014 , 281-301
50	Development of Strategies to Identify the Learning Needs of Baccalaureate Nursing Students. 1997 , 36, 156-162
49	AN EXAMINATION OF FIRST-YEAR UNIVERSITY STUDENTS' ATTITUDES TOWARD AND APPROACHES TO LEARNING MATHEMATICS. 1999 , 85, 809
48	THE DEEP LEARNING PROCESS AND THE CONSTRUCTION OF KNOWLEDGE. 2014 , 15-47
47	THE LEARNING PARADIGM. 2014 , 291-302
46	The Impact of Academic Beliefs on Student Learning. 2015 , 4796-4804
45	Riconoscimento, valutazione e certificazione della professionalitidocente. 2015 , 151-159
44	The Predictive Power of Psychological Types for Learning Approaches Among Chinese University Students. 2016 , 189-201

43	The Effects of Students' Perceptions of Classroom on Self-regulations Strategy Use, Persistent Intention, and Achievement in a Context of Online Science Gifted Education Program. 2016 , 26, 365-387	
42	Riconoscimento, valutazione e certificazione della professionalitidocente. 2016 , 5-16	
41	Mapeo digital a trava de la diversificacia de peque l s recursos visuales para potenciar la creatividad y la autonoma de los estudiantes de primer a en el taller de proyecto.	
40	From Teaching to Learning: Key Concepts and Foundational Principles. 2017 , 13-37	
39	Enhancing Student-Driven Learning Strategies by Examining the Faculty Conceptions of Teaching. 2017 , 300-317	
38	Una experiencia de medicifi de la carga de trabajo percibida por los estudiantes para facilitar la coordinacifi horizontal. 2017 , 15, 81	3
37	Evaluating Academic Course Rigor, Part 1: Defining a Nebulous Construct. 2018 , 8, 86	1
36	Estudio de la carga de trabajo percibida y de la calidad docente en los grados de la Escuela Tānica Superior de Arquitectura y Edificaciā de la Universidad Politānica de Cartagena = Study of workload and teaching quality higher technical school for architecture tudy of workload and	
35	Can Digital Media Affect The Learning Approach of Medical Students?. 2019 , 4, 13-23	2
34	Exploring the Teaching Quality of Greek Accounting Studies. 2019 , 497-508	
33	Experiential Learning in the Executive Education International Business Classroom: The Importance of Context. 2019 , 915-951	
32	Studieinnsats pllavere grad – hva kan Studiebarometeret fortelle oss?. 2019 , 42, 274-289	О
31	MOTIVATION, LEARNING STRATEGIES AND PERFORMANCE AMONG BUSINESS UNDERGRADUATES AT UNIVERSITY COLLEGES IN SWEDEN. 2019 , 17, 111-133	2
30	ALTINCI SINIF R ENCÜERNN MATEMAT E YNELK TUTUMLARINI ETKÜEYEN FAKTRLER: BR YAPISAL ETILK MODELT(YEM) YAKLAIMI. 2020 , 20, 201-220	O
29	Studentovo hodnocenīvūky: validace a adaptace dotaznīku CEQ pro podmīlky ēskēh vysokēh Rol. 2020 , 30, 32-60	
28	Altāc -Sāf E encilerinin Matematik Eenme YaklaEhlar-ve Algtadklar-Eetmen Yap ē- Duygusal Deste[iile Matematik BaEirtar-Arasādaki [[k]i. 358-371	
27	A Comparison of Mathematics Learning Approaches of Gifted and Non-Gifted Students.	O
26	Defining Rigor in Justice-Oriented EdD Programs: Preparing Leaders to Disrupt and Transform Schools. 0013161X2110509	O
26		O

25 LBE RENCTERNIN RENME YAKLATMLARININ NICELENMEST

24	Studentsk[hodnocenြ/ប្រky s vyuែវិជិត dotaznែប CEQ: analប៊ុន zahraniពីពីh zkuឱnostប៊ី 2020 , 29, 290-335		1
23	Exploring the Relationships of Factor Measures in Blended Learning Environments. 2020, 205-223		
22	First Year Students©onceptions of Learning. 56-68		
21	Procedure for the Determination of the Student Workload and the Learning Environment Created in the Power Electronics Course Taught Through Project-Based Learning. 2021 , 1-12		
20	Preparing for Class: Actions and Resources of Introductory Biology Students. <i>Journal of Microbiology and Biology Education</i> , 2021 , 22,	1.3	
19	Critical appraisal study skills among dental students in Kanpur rural region: A randomized control study. <i>The Saint S International Dental Journal</i> , 2021 , 5, 59	0.1	
18	Exploration of learner-content interactions and learning approaches: The role of guided inquiry in the self-directed online environments. <i>Computers and Education</i> , 2022 , 178, 104398	9.5	6
17	Active Learning, Student Engagement, and Motivation. <i>Advances in Higher Education and Professional Development Book Series</i> , 2022 , 66-83	0.2	
16	Why do students change their learning approaches? A mixed-methods study. <i>Educational Psychology</i> , 1-20	2.2	1
15	Show Me, Tell Me: An Investigation Into Learning Processes Within Skateboarding as an Informal Coaching Environment <i>Frontiers in Psychology</i> , 2022 , 13, 812068	3.4	1
14	A New Theoretical Model Through Which to Examine Student Residence Life Outcomes. 2022 , 15-23		О
13	Impact of alternative designs of multimedia elaboration on learning outcomes: Towards personalized learning of Software Engineering 2022 ,		
12	Relationship between medical students perceived instructor role and their approaches to using online learning technologies in a cloud-based virtual classroom. <i>BMC Medical Education</i> , 2022 , 22,	3.3	1
11	Demonstrating critical thinking in accounting: applying a competency framework. 1-22		1
10	The Triple Mission of the Modern University: Component Interplay and Performance Analysis from Italy. 2022 , 3, 489-512		О
9	Adaptation of a Process Mining Methodology to Analyse Learning Strategies in a Synchronous Massive Open Online Course. 2022 , 117-136		0
8	The Relation Between Discipline Identity and Academic Achievement Within a Marketized Higher Education Context: A Serial Mediation Model of Approaches to Learning and Course Complaints. 13,		O

CITATION REPORT

7	Strategic directions in the what and how of learning and teaching innovation fifty-year synopsis.	О
6	Students Perspectives: How do They want to be Assessed?. 2022 , 149, 01037	O
5	Know thyself: Coaching for leadership using Kolb® Experiential Learning Theory. 2011 , 7, 5-14	1
4	Development of indicators from mapping the blended learning environment in science education. 2022 ,	0
3	Enhancing teacher tudent interactions and student online engagement in an online learning environment.	0
2	Uzaktan Eltimde Veri MadenciliilYlitemi Kullanŧarak YapŧmlArall∓malarda llenme l≹tŧar≃ Øerine Sistematik Bir liceleme.	0
1	Approach to learning for assessment in economics. 2023 , 78, 571-584	О