

# Jeroen J G Van Merriënboer

## List of Publications by Year in descending order

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317  
papers

24,622  
citations

15504

65  
h-index

8866

145  
g-index

325  
all docs

325  
docs citations

325  
times ranked

11440  
citing authors

#	ARTICLE	IF	CITATIONS
1	Cognitive Architecture and Instructional Design. <i>Educational Psychology Review</i> , 1998, 10, 251-296.	8.4	3,610
2	Cognitive Load Theory and Complex Learning: Recent Developments and Future Directions. <i>Educational Psychology Review</i> , 2005, 17, 147-177.	8.4	1,337
3	Cognitive load theory in health professional education: design principles and strategies. <i>Medical Education</i> , 2010, 44, 85-93.	2.1	927
4	Variability of worked examples and transfer of geometrical problem-solving skills: A cognitive-load approach.. <i>Journal of Educational Psychology</i> , 1994, 86, 122-133.	2.9	839
5	Cognitive Architecture and Instructional Design: 20 Years Later. <i>Educational Psychology Review</i> , 2019, 31, 261-292.	8.4	701
6	The Efficiency of Instructional Conditions: An Approach to Combine Mental Effort and Performance Measures. <i>Human Factors</i> , 1993, 35, 737-743.	3.5	662
7	Instructional control of cognitive load in the training of complex cognitive tasks. <i>Educational Psychology Review</i> , 1994, 6, 351-371.	8.4	591
8	Taking the Load Off a Learner's Mind: Instructional Design for Complex Learning. <i>Educational Psychologist</i> , 2003, 38, 5-13.	9.0	577
9	Development of an instrument for measuring different types of cognitive load. <i>Behavior Research Methods</i> , 2013, 45, 1058-1072.	4.0	564
10	Cognitive Load Theory: Implications for medical education: AMEE Guide No. 86. <i>Medical Teacher</i> , 2014, 36, 371-384.	1.8	516
11	Measurement of Cognitive Load in Instructional Research. <i>Perceptual and Motor Skills</i> , 1994, 79, 419-430.	1.3	501
12	Blueprints for complex learning: The 4C/ID-model. <i>Educational Technology Research and Development</i> , 2002, 50, 39-61.	2.8	476
13	Do Learners Really Know Best? Urban Legends in Education. <i>Educational Psychologist</i> , 2013, 48, 169-183.	9.0	405
14	Effective peer assessment processes: Research findings and future directions. <i>Learning and Instruction</i> , 2010, 20, 270-279.	3.2	349
15	Effects of pairs of problems and examples on task performance and different types of cognitive load. <i>Learning and Instruction</i> , 2014, 30, 32-42.	3.2	348
16	Multimedia instructions and cognitive load theory: Effects of modality and cueing. <i>British Journal of Educational Psychology</i> , 2004, 74, 71-81.	2.9	315
17	Research on cognitive load theory and its design implications for e-learning. <i>Educational Technology Research and Development</i> , 2005, 53, 5-13.	2.8	256
18	A motivational perspective on the relation between mental effort and performance: Optimizing learner involvement in instruction. <i>Educational Technology Research and Development</i> , 2005, 53, 25-34.	2.8	252

#	ARTICLE	IF	CITATIONS
19	Effects of the Physical Environment on Cognitive Load and Learning: Towards a New Model of Cognitive Load. <i>Educational Psychology Review</i> , 2014, 26, 225-244.	8.4	250
20	Uncovering the Problem-Solving Process: Cued Retrospective Reporting Versus Concurrent and Retrospective Reporting.. <i>Journal of Experimental Psychology: Applied</i> , 2005, 11, 237-244.	1.2	235
21	Redirecting learners' attention during training: effects on cognitive load, transfer test performance and training efficiency. <i>Learning and Instruction</i> , 2002, 12, 11-37.	3.2	233
22	Memory load and the cognitive pupillary response in aging. <i>Psychophysiology</i> , 2004, 41, 167-174.	2.4	225
23	Teaching complex rather than simple tasks: balancing intrinsic and germane load to enhance transfer of learning. <i>Applied Cognitive Psychology</i> , 2006, 20, 343-352.	1.6	219
24	Ten Steps to Complex Learning. , 0, , .		201
25	Strategies for Programming Instruction in High School: Program Completion vs. Program Generation. <i>Journal of Educational Computing Research</i> , 1990, 6, 265-285.	5.5	182
26	Peer Assessment Training in Teacher Education: Effects on performance and perceptions. <i>Assessment and Evaluation in Higher Education</i> , 2002, 27, 443-454.	5.6	180
27	How to Optimize Learning From Animated Models: A Review of Guidelines Based on Cognitive Load. <i>Review of Educational Research</i> , 2008, 78, 645-675.	7.5	174
28	The Boundary Approach of Competence: A Constructivist Aid for Understanding and Using the Concept of Competence. <i>Human Resource Development Review</i> , 2002, 1, 345-365.	2.9	164
29	Reflection prompts and tutor feedback in a web-based learning environment: effects on students' self-regulated learning competence. <i>Computers in Human Behavior</i> , 2004, 20, 551-567.	8.5	162
30	Strategies for Computer-Based Programming Instruction: Program Completion vs. Program Generation. <i>Journal of Educational Computing Research</i> , 1992, 8, 365-394.	5.5	159
31	How experts deal with novel situations: A review of adaptive expertise. <i>Educational Research Review</i> , 2014, 12, 14-29.	7.8	158
32	Towards more powerful learning environments through combining the perspectives of designers, teachers, and students. <i>British Journal of Educational Psychology</i> , 2005, 75, 645-660.	2.9	152
33	Effects of studying sequences of process-oriented and product-oriented worked examples on troubleshooting transfer efficiency. <i>Learning and Instruction</i> , 2008, 18, 211-222.	3.2	145
34	Cognitive load theory and aging: effects of worked examples on training efficiency. <i>Learning and Instruction</i> , 2002, 12, 87-105.	3.2	140
35	Effects of process-oriented worked examples on troubleshooting transfer performance. <i>Learning and Instruction</i> , 2006, 16, 154-164.	3.2	138
36	Process-Oriented Worked Examples: Improving Transfer Performance Through Enhanced Understanding. <i>Instructional Science</i> , 2004, 32, 83-98.	2.0	137

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37	Uncovering expertise-related differences in troubleshooting performance: combining eye movement and concurrent verbal protocol data. <i>Applied Cognitive Psychology</i> , 2005, 19, 205-221.	1.6	134
38	Effects of elicited reflections combined with tutor or peer feedback on self-regulated learning and learning outcomes. <i>Learning and Instruction</i> , 2007, 17, 532-548.	3.2	132
39	The promised land of blended learning: Quizzes as a moderator. <i>Educational Research Review</i> , 2015, 15, 59-74.	7.8	132
40	Participatory design of learning environments: integrating perspectives of students, teachers, and designers. <i>Instructional Science</i> , 2014, 42, 1-9.	2.0	127
41	Ten Steps to Complex Learning. , 0, , .		124
42	Training for reflective expertise: A four-component instructional design model for complex cognitive skills. <i>Educational Technology Research and Development</i> , 1992, 40, 23-43.	2.8	120
43	An expertise reversal effect of segmentation in learning from animated worked-out examples. <i>Computers in Human Behavior</i> , 2011, 27, 46-52.	8.5	120
44	A Theoretical Analysis of How Segmentation of Dynamic Visualizations Optimizes Students' Learning. <i>Educational Psychology Review</i> , 2010, 22, 411-423.	8.4	108
45	Cognitive-Load Theory: Methods to Manage Working Memory Load in the Learning of Complex Tasks. <i>Current Directions in Psychological Science</i> , 2020, 29, 394-398.	5.3	107
46	Perspectives on problem solving and instruction. <i>Computers and Education</i> , 2013, 64, 153-160.	8.3	105
47	Dynamic problem selection in air traffic control training: a comparison between performance, mental effort and mental efficiency. <i>Computers in Human Behavior</i> , 2001, 17, 575-595.	8.5	102
48	An experimental study on the effects of a simulation game on students' clinical cognitive skills and motivation. <i>Advances in Health Sciences Education</i> , 2016, 21, 505-521.	3.3	101
49	Selecting learning tasks: Effects of adaptation and shared control on learning efficiency and task involvement. <i>Contemporary Educational Psychology</i> , 2008, 33, 733-756.	2.9	99
50	Should we choose between problem-based learning and team-based learning? No, combine the best of both worlds!. <i>Medical Teacher</i> , 2015, 37, 354-359.	1.8	98
51	Automation and schema acquisition in learning elementary computer programming: Implications for the design of practice. <i>Computers in Human Behavior</i> , 1990, 6, 273-289.	8.5	97
52	Granularity matters: comparing different ways of measuring self-regulated learning. <i>Metacognition and Learning</i> , 2019, 14, 1-19.	2.7	97
53	Toward a Synthesis of Cognitive Load Theory, Four-Component Instructional Design, and Self-Directed Learning. <i>Educational Psychology Review</i> , 2009, 21, 55-66.	8.4	92
54	Ten Steps to Complex Learning. , 0, , .		92

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55	Peer assessment in problem based learning. <i>Studies in Educational Evaluation</i> , 2001, 27, 153-173.	2.3	91
56	The efficiency of multimedia learning into old age. <i>British Journal of Educational Psychology</i> , 2003, 73, 489-505.	2.9	90
57	Explaining the segmentation effect in learning from animations: The role of pausing and temporal cueing. <i>Computers and Education</i> , 2012, 59, 274-280.	8.3	89
58	The management of cognitive load during complex cognitive skill acquisition by means of computer-simulated problem solving. <i>British Journal of Educational Psychology</i> , 2005, 75, 71-85.	2.9	88
59	Towards a personalized task selection model with shared instructional control. <i>Instructional Science</i> , 2006, 34, 399-422.	2.0	87
60	High versus low contextual interference in simulation-based training of troubleshooting skills: effects on transfer performance and invested mental effort. <i>Computers in Human Behavior</i> , 1998, 14, 249-267.	8.5	85
61	Systematic viewing in radiology: seeing more, missing less?. <i>Advances in Health Sciences Education</i> , 2016, 21, 189-205.	3.3	83
62	Mental Effort and Performance as Determinants for the Dynamic Selection of Learning Tasks in Air Traffic Control Training. <i>Instructional Science</i> , 2004, 32, 153-172.	2.0	80
63	4C/ID in medical education: How to design an educational program based on whole-task learning: AMEE Guide No. 93. <i>Medical Teacher</i> , 2015, 37, 4-20.	1.8	79
64	Training teachers in peer-assessment skills: effects on performance and perceptions. <i>Innovations in Education and Teaching International</i> , 2004, 41, 59-78.	2.5	78
65	Bridging Cognitive Load and Self-Regulated Learning Research: A complementary approach to contemporary issues in educational research. <i>Learning and Instruction</i> , 2017, 51, 1-9.	3.2	78
66	Capturing the complexity of differentiated instruction. <i>School Effectiveness and School Improvement</i> , 2019, 30, 51-67.	2.9	78
67	Just-in-time information presentation and the acquisition of complex cognitive skills. <i>Computers in Human Behavior</i> , 2001, 17, 373-391.	8.5	76
68	Teachers'™ perspectives on innovations: Implications for educational design. <i>Teaching and Teacher Education</i> , 2007, 23, 985-997.	3.2	71
69	Dynamic task selection: Effects of feedback and learner control on efficiency and motivation. <i>Learning and Instruction</i> , 2009, 19, 455-465.	3.2	71
70	The training of peer assessment skills to promote the development of reflection skills in teacher education. <i>Studies in Educational Evaluation</i> , 2002, 29, 23-42.	2.3	67
71	Exploring the Role of Infographics for Summarizing Medical Literature. <i>Health Professions Education</i> , 2019, 5, 48-57.	1.4	67
72	Instructional strategies and tactics for the design of introductory computer programming courses in high school. <i>Instructional Science</i> , 1987, 16, 251-285.	2.0	65

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73	Activation of inaccurate prior knowledge affects primary-school students'™ metacognitive judgments and calibration. <i>Learning and Instruction</i> , 2013, 24, 15-25.	3.2	65
74	Comparative effectiveness of a serious game and an e-module to support patient safety knowledge and awareness. <i>BMC Medical Education</i> , 2017, 17, 30.	2.4	63
75	Checklists improve experts'™ diagnostic decisions. <i>Medical Education</i> , 2013, 47, 301-308.	2.1	61
76	Just-in-time information presentation: Improving learning a troubleshooting skill. <i>Contemporary Educational Psychology</i> , 2006, 31, 167-185.	2.9	60
77	Can students evaluate their understanding of cause-and-effect relations? The effects of diagram completion on monitoring accuracy. <i>Acta Psychologica</i> , 2014, 151, 143-154.	1.5	59
78	Refutations in science texts lead to hypercorrection of misconceptions held with high confidence. <i>Contemporary Educational Psychology</i> , 2015, 42, 39-48.	2.9	57
79	From Theory to Practice: The Application of Cognitive Load Theory to the Practice of Medicine. <i>Academic Medicine</i> , 2021, 96, 24-30.	1.6	57
80	Observational learning from animated models: Effects of modality and reflection on transfer. <i>Contemporary Educational Psychology</i> , 2009, 34, 1-8.	2.9	56
81	Visual expertise in paediatric neurology. <i>European Journal of Paediatric Neurology</i> , 2012, 16, 161-166.	1.6	56
82	COGNITIVE LOAD THEORY AND THE ACQUISITION OF COMPLEX COGNITIVE SKILLS IN THE ELDERLY: TOWARDS AN INTEGRATIVE FRAMEWORK. <i>Educational Gerontology</i> , 2000, 26, 503-521.	1.3	55
83	The effects of portfolio-based advice on the development of self-directed learning skills in secondary vocational education. <i>Educational Technology Research and Development</i> , 2009, 57, 439-460.	2.8	55
84	Identification of effective visual problem solving strategies in a complex visual domain. <i>Learning and Instruction</i> , 2014, 32, 10-21.	3.2	54
85	Measuring physician cognitive load: validity evidence for a physiologic and a psychometric tool. <i>Advances in Health Sciences Education</i> , 2017, 22, 951-968.	3.3	54
86	A comparison of approaches to learning task selection in the training of complex cognitive skills. <i>Computers in Human Behavior</i> , 2006, 22, 321-333.	8.5	53
87	Modality and variability as factors in training the elderly. <i>Applied Cognitive Psychology</i> , 2006, 20, 311-320.	1.6	53
88	The effects of practice schedule and critical thinking prompts on learning and transfer of a complex judgment task.. <i>Journal of Educational Psychology</i> , 2011, 103, 383-398.	2.9	53
89	The Four-Component Instructional Design Model: Multimedia Principles in Environments for Complex Learning. , 2014, , 104-148.		53
90	Design and evaluation of a development portfolio: how to improve students'™ self-directed learning skills. <i>Instructional Science</i> , 2009, 37, 453-473.	2.0	52

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91	Attending Physician Variability. <i>Academic Medicine</i> , 2015, 90, 1541-1546.	1.6	52
92	The Four-Component Instructional Design Model : Multimedia Principles in Environments for Complex Learning. , 2005, , 71-94.		51
93	Does a new learning environment come up to students' expectations? A longitudinal study.. <i>Journal of Educational Psychology</i> , 2008, 100, 535-548.	2.9	51
94	Personalised adaptive task selection in air traffic control: Effects on training efficiency and transfer. <i>Learning and Instruction</i> , 2006, 16, 350-362.	3.2	50
95	Differences between studentsâ€™ and teachersâ€™ perceptions of education: profiles to describe congruence and friction. <i>Instructional Science</i> , 2014, 42, 11-30.	2.0	50
96	A Delphi study of medical professionalism in Arabian countries: The Four-Gates model. <i>Medical Teacher</i> , 2014, 36, S8-S16.	1.8	49
97	Making explicit in design education: generic elements in the design process. <i>International Journal of Technology and Design Education</i> , 2014, 24, 53-71.	2.6	49
98	An approach to participatory instructional design in secondary education: an exploratory study. <i>Educational Research</i> , 2010, 52, 45-59.	1.8	47
99	The Validity of Physiological Measures to Identify Differences in Intrinsic Cognitive Load. <i>Frontiers in Psychology</i> , 2021, 12, 702538.	2.1	47
100	Timing of Information Presentation in Learning Statistics. <i>Instructional Science</i> , 2004, 32, 233-252.	2.0	46
101	Design of integrated practice for learning professional competences. <i>Medical Teacher</i> , 2006, 28, 447-452.	1.8	46
102	Combining shared control with variability over surface features: Effects on transfer test performance and task involvement. <i>Computers in Human Behavior</i> , 2009, 25, 290-298.	8.5	46
103	Designing instruction for complex learning: 4C/ID in higher education. <i>European Journal of Education</i> , 2019, 54, 513-524.	2.8	46
104	Optimizing the number of steps in learning tasks for complex skills. <i>British Journal of Educational Psychology</i> , 2005, 75, 223-237.	2.9	44
105	Aligning pedagogy with physical learning spaces. <i>European Journal of Education</i> , 2017, 52, 253-267.	2.8	44
106	Heart Rate and Heart Rate Variability Correlate with Clinical Reasoning Performance and Self-Reported Measures of Cognitive Load. <i>Scientific Reports</i> , 2019, 9, 14668.	3.3	43
107	How prior knowledge affects problem-solving performance in a medical simulation game: Using game-logs and eye-tracking. <i>Computers in Human Behavior</i> , 2019, 99, 268-277.	8.5	43
108	Three worlds of instructional design: State of the art and future directions. <i>Instructional Science</i> , 2001, 29, 429-441.	2.0	41

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109	Looking in the Same Manner but Seeing it Differently: Bottomâ€up and Expertise Effects in Radiology. Applied Cognitive Psychology, 2012, 26, 854-862.	1.6	40
110	Expertise in clinical pathology: combining the visual and cognitive perspective. Advances in Health Sciences Education, 2015, 20, 1089-1106.	3.3	40
111	A review to identify key perspectives in PBL meta-analyses and reviews: trends, gaps and future research directions. Advances in Health Sciences Education, 2019, 24, 943-957.	3.3	40
112	The Transfer Paradox: Effects of Contextual Interference on Retention and Transfer Performance of a Complex Cognitive Skill. Perceptual and Motor Skills, 1997, 84, 784-786.	1.3	39
113	Preparing Residents Effectively in Emergency Skills Training With a Serious Game. Simulation in Healthcare, 2017, 12, 9-16.	1.2	39
114	Scaffolding advice on task selection: a safe path toward selfâ€directed learning in onâ€demand education. Journal of Vocational Education and Training, 2008, 60, 223-239.	1.5	38
115	Expertise under the microscope: processing histopathological slides. Medical Education, 2014, 48, 292-300.	2.1	38
116	Teaching metacognition in clinical decision-making using a novel mnemonic checklist: an exploratory study. Singapore Medical Journal, 2016, 57, 694-700.	0.6	36
117	The Effects of Critical Thinking Instruction on Training Complex Decision Making. Human Factors, 2010, 52, 537-545.	3.5	35
118	The effects of practice schedule on learning a complex judgment task. Learning and Instruction, 2011, 21, 126-136.	3.2	35
119	Adapting prior knowledge activation: Mobilisation, perspective taking, and learnersâ€™ prior knowledge. Computers in Human Behavior, 2011, 27, 16-21.	8.5	35
120	The challenges of studying visual expertise in medical image diagnosis. Medical Education, 2017, 51, 97-104.	2.1	35
121	Segmentation of Worked Examples: Effects on Cognitive Load and Learning. Applied Cognitive Psychology, 2012, 26, 352-358.	1.6	34
122	Learning radiological appearances of diseases: Does comparison help?. Learning and Instruction, 2013, 23, 90-97.	3.2	34
123	Training self-regulated learning skills with video modeling examples: Do task-selection skills transfer?. Instructional Science, 2018, 46, 273-290.	2.0	34
124	Participatory instructional redesign by students and teachers in secondary education: effects on perceptions of instruction. Instructional Science, 2011, 39, 737-762.	2.0	33
125	Faculty development for learning and teaching of medical professionalism. Medical Teacher, 2015, 37, S40-S46.	1.8	33
126	Information presentation and troubleshooting in electrical circuits. International Journal of Science Education, 2004, 26, 239-256.	1.9	32



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127	From Lecture to Learning Tasks: Use of the 4C/ID Model in a Communication Skills Course in a Continuing Professional Education Context. <i>Journal of Continuing Education in Nursing</i> , 2013, 44, 278-284.	0.6	31
128	Using a Smartphone App and Coaching Group Sessions to Promote Residents' Reflection in the Workplace. <i>Academic Medicine</i> , 2016, 91, 365-370.	1.6	31
129	Measuring adaptive expertise: development and validation of an instrument. <i>European Journal of Work and Organizational Psychology</i> , 2016, 25, 167-180.	3.7	31
130	Exploring teachers' instructional design practices from a systems design perspective. <i>Instructional Science</i> , 2002, 30, 291-305.	2.0	30
131	Designing simulator-based training: An approach integrating cognitive task analysis and four-component instructional design. <i>Medical Teacher</i> , 2012, 34, e698-e707.	1.8	30
132	Getting Inside the Expert's Head: An Analysis of Physician Cognitive Processes During Trauma Resuscitations. <i>Annals of Emergency Medicine</i> , 2018, 72, 289-298.	0.6	30
133	Towards an integrated model for developing sustainable assessment skills. <i>Assessment and Evaluation in Higher Education</i> , 2013, 38, 611-630.	5.6	29
134	Finding and fixing mistakes: do checklists work for clinicians with different levels of experience?. <i>Advances in Health Sciences Education</i> , 2014, 19, 43-51.	3.3	29
135	The Simbla TURBT Simulator in Urological Residency Training: From Needs Analysis to Validation. <i>Journal of Endourology</i> , 2016, 30, 580-587.	2.1	29
136	Contextual Interference: Interactions with Reflection-Impulsivity. <i>Perceptual and Motor Skills</i> , 1989, 68, 1055-1064.	1.3	28
137	Different effects of pausing on cognitive load in a medical simulation game. <i>Computers in Human Behavior</i> , 2020, 110, 106385.	8.5	28
138	Do you have to re-examine to reconsider your diagnosis? Checklists and cardiac exam. <i>BMJ Quality and Safety</i> , 2013, 22, 333-338.	3.7	27
139	Is there a superior simulator for human anatomy education? How virtual dissection can overcome the anatomic and pedagogic limitations of cadaveric dissection. <i>Medical Teacher</i> , 2018, 40, 752-753.	1.8	27
140	Understanding context specificity: the effect of contextual factors on clinical reasoning. <i>Diagnosis</i> , 2020, 7, 257-264.	1.9	27
141	Participatory design in secondary education: is it a good idea? Students' and teachers' opinions on its desirability and feasibility. <i>Educational Studies</i> , 2007, 33, 445-465.	2.4	26
142	Learner-controlled selection of tasks with different surface and structural features: Effects on transfer and efficiency. <i>Computers in Human Behavior</i> , 2011, 27, 76-81.	8.5	26
143	Medical professionalism: Development and validation of the Arabian LAMPS. <i>Medical Teacher</i> , 2013, 35, S56-S62.	1.8	26
144	METHODOLOGIES FOR STUDYING VISUAL EXPERTISE. <i>Frontline Learning Research</i> , 2017, 5, 1-13.	0.8	26

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145	How and Why Do Students Use Learning Strategies? A Mixed Methods Study on Learning Strategies and Desirable Difficulties With Effective Strategy Users. <i>Frontiers in Psychology</i> , 2018, 9, 2501.	2.1	26
146	The effects of a Web-based training in an instructional systems design approach on teachers'™ instructional design behavior. <i>Computers in Human Behavior</i> , 2001, 17, 363-371.	8.5	25
147	Paradoxical effects of information presentation formats and contextual interference on transfer of a complex cognitive skill. <i>Computers in Human Behavior</i> , 2007, 23, 1740-1761.	8.5	25
148	The effect of delayed-JOLs and sentence generation on children'™s monitoring accuracy and regulation of idiom study. <i>Metacognition and Learning</i> , 2013, 8, 173-191.	2.7	25
149	Twelve tips for implementing whole-task curricula: How to make it work. <i>Medical Teacher</i> , 2013, 35, 801-805.	1.8	25
150	Improving student expectations of learning in a problem-based environment. <i>Computers in Human Behavior</i> , 2018, 87, 416-423.	8.5	25
151	Computer-based tools for instructional design: An introduction to the special issue. <i>Educational Technology Research and Development</i> , 2002, 50, 5-9.	2.8	24
152	Process support in learning tasks for acquiring complex cognitive skills in the domain of law. <i>Learning and Instruction</i> , 2006, 16, 266-278.	3.2	24
153	The effects of performance-based assessment criteria on student performance and self-assessment skills. <i>Advances in Health Sciences Education</i> , 2010, 15, 517-532.	3.3	24
154	Virtual Dissection with Clinical Radiology Cases Provides Educational Value to First Year Medical Students. <i>Academic Radiology</i> , 2020, 27, 1633-1640.	2.5	24
155	The differential effects of task complexity on domain-specific and peer assessment skills. <i>Educational Psychology</i> , 2012, 32, 127-145.	2.7	23
156	Why verifying diagnostic decisions with a checklist can help: insights from eye tracking. <i>Advances in Health Sciences Education</i> , 2015, 20, 1053-1060.	3.3	23
157	What We Do and Do Not Know about Teaching Medical Image Interpretation. <i>Frontiers in Psychology</i> , 2017, 8, 309.	2.1	23
158	Self-regulation of secondary school students: self-assessments are inaccurate and insufficiently used for learning-task selection. <i>Instructional Science</i> , 2018, 46, 357-381.	2.0	23
159	Effects of self-assessment feedback on self-assessment and task-selection accuracy. <i>Metacognition and Learning</i> , 2019, 14, 21-42.	2.7	23
160	Research Paradigms and Perspectives on Learning. , 2014, , 21-29.		23
161	A model for optimizing step size of learning tasks in competency-based multimedia practicals. <i>Educational Technology Research and Development</i> , 2001, 49, 87-101.	2.8	22
162	The ADAPT design model: towards instructional control of transfer. <i>Instructional Science</i> , 1990, 19, 89-120.	2.0	21

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163	The pedagogical use of information and communication technology in education: a Dutch perspective. <i>Computers in Human Behavior</i> , 2005, 21, 407-415.	8.5	21
164	Observational learning from animated models: effects of studyingâ€“practicing alternation and illusion of control on transfer. <i>Instructional Science</i> , 2010, 38, 89-104.	2.0	21
165	Case Comparisons. <i>Academic Radiology</i> , 2015, 22, 1226-1235.	2.5	21
166	Scaffolding peer-assessment skills: Risk of interference with learning domain-specific skills?. <i>Learning and Instruction</i> , 2019, 60, 85-94.	3.2	21
167	How e-Learning Can Support PBL Groups: A Literature Review. <i>Advances in Medical Education</i> , 2016, , 9-33.	0.4	20
168	Teaching Systematic Viewing to Final-Year Medical Students Improves Systematicity but Not Coverage or Detection of Radiologic Abnormalities. <i>Journal of the American College of Radiology</i> , 2017, 14, 235-241.	1.8	20
169	Training selfâ€“assessment and taskâ€“selection skills to foster selfâ€“regulated learning: Do trained skills transfer across domains?. <i>Applied Cognitive Psychology</i> , 2018, 32, 270-277.	1.6	20
170	Monitoring communication with patients: analyzing judgments of satisfaction (JOS). <i>Advances in Health Sciences Education</i> , 2016, 21, 523-540.	3.3	19
171	Studentsâ€™ Preferred Characteristics of Learning Environments in Vocational Secondary Education. <i>International Journal for Research in Vocational Education and Training</i> , 2014, 1, 107-124.	0.7	19
172	What makes a good musical improviser? An expert view on improvisational expertise.. <i>Psychomusicology: Music, Mind and Brain</i> , 2013, 23, 222-235.	0.3	18
173	4C/ID in the Context of Instructional Design and the Learning Sciences. , 2018, , 169-179.		18
174	Ten steps to 4C/ID: training differentiation skills in a professional development program for teachers. <i>Instructional Science</i> , 2021, 49, 395-418.	2.0	18
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