Jeroen J G Van MerriÃ«nboer

List of Publications by Year
in descending order

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	Itâ€™s about time to involve all stakeholders in co-creating faculty development programmes - Exploring the perceptions of students and teachers. Innovations in Education and Teaching International, 2023, 60, 239-251.	2.5	2
2	Beyond standard checklist assessment: Question sequence may impact student performance. Perspectives on Medical Education, 2022, 5, 95-102.	3.5	8
3	Understanding self-regulated learning through the lens of motivation: Motivational regulation strategies vary with studentsâ€™ motives. International Journal of Educational Research, 2022, 113, 101956.	2.2	8
4	An Epistemic Network Approach to Teacher Studentsâ€™ Professional Vision in Tutoring Video Analysis. Frontiers in Education, 2022, 7, .	2.1	6
5	Why students do (or do not) choose retrieval practice: Their perceptions of mental effort during task performance matter. Applied Cognitive Psychology, 2022, 36, 433-444.	1.6	7
6	Focused self-explanation prompts and segmenting foster pre-service teachersâ€™ professional vision - but only during training!. International Journal of Educational Technology in Higher Education, 2022, 19, .	7.6	9
7	Development of a questionnaire to measure teachersâ€™ student-centred perspectives based on the Onion Model. BMC Medical Education, 2022, 22, .	2.4	6
8	Structured robot-assisted surgery training curriculum for residents in Urology and impact on future surgical activity. Journal of Robotic Surgery, 2021, 15, 497-510.	1.8	4
9	Curriculum Viability Indicators: A Delphi Study to Determine Standards and Inhibitors of a Curriculum. Evaluation and the Health Professions, 2021, 44, 210-219.	1.9	4
10	Training novice robot surgeons: Proctoring provides same results as simulator-generated guidance. Journal of Robotic Surgery, 2021, 15, 397-428.	1.8	4
11	Effects of an in situ instructional design based postpartum hemorrhage simulation training on patient outcomes: an uncontrolled before-and-after study. Journal of Maternal-Fetal and Neonatal Medicine, 2021, 34, 245-252.	1.5	9
12	How isolation of key information and allowing clarifying questions may improve information quality and diagnostic accuracy at case handover in paediatrics. Advances in Health Sciences Education, 2021, 26, 599-613.	3.3	2
13	Identifying the relationship between postoperative urinary continence and residual urethra stump measurements in robot assisted radical prostatectomy patients. International Journal of Medical Robotics and Computer Assisted Surgery, 2021, 17, e2196.	2.3	1
14	Four-Component Instructional Design Applied to a Game for Emergency Medicine. Intelligent Systems Reference Library, 2021, , 65-82.	1.2	1
15	Stimulating the intention to change learning strategies: The role of narratives. International Journal of Educational Research, 2021, 107, 101753.	2.2	6
16	Entrustable Professional Activities for Small-Group Facilitation: A Validation Study Using Modified Delphi Technique. Teaching and Learning in Medicine, 2021, 33, 1-10.	2.1	5
17	Does Individual Performance Feedback Increase the Use of Retrieval Practice?. Educational Psychology Review, 2021, 33, 1835-1857.	8.4	13
18	Ten steps to 4C/ID: training differentiation skills in a professional development program for teachers. Instructional Science, 2021, 49, 395-418.	2.0	18

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19	Attracting and retaining physicians in less attractive specialties: the role of continuing medical education. Human Resources for Health, 2021, 19, 69.	3.1	12
20	Exploring the relationship between emotion and cognitive load types during patient handovers. Advances in Health Sciences Education, 2021, 26, 1463-1489.	3.3	5
21	The medical pause: Importance, processes and training. Medical Education, 2021, 55, 1152-1160.	2.1	12
22	Global versus task-specific postoperative feedback in surgical procedure learning. Surgery, 2021, 170, 81-87.	1.9	3
23	Optimising expert dyad performance in acute care settings: a scoping review protocol. BMJ Open, 2021, 11, e047260.	1.9	0
24	Development and validation of teacher and student questionnaires measuring inhibitors of curriculum viability. BMC Medical Education, 2021, 21, 405.	2.4	5
25	Medical educatorsâ€™ beliefs about learning goals, teaching, and assessment in the context of curriculum changes: a qualitative study conducted at an Iranian medical school. BMC Medical Education, 2021, 21, 446.	2.4	2
26	An exploratory investigation of the measurement of cognitive load on shift: Application of cognitive load theory in emergency medicine. AEM Education and Training, 2021, 5, e10634.	1.2	3
27	Holistic processing only? The role of the right fusiform face area in radiological expertise. PLoS ONE, 2021, 16, e0256849.	2.5	4
28	The Validity of Physiological Measures to Identify Differences in Intrinsic Cognitive Load. Frontiers in Psychology, 2021, 12, 702538.	2.1	47
29	The effect of a three-dimensional instructional video on performance of a spatially complex procedure in surgical residents in relation to their visual-spatial abilities. American Journal of Surgery, 2021, 222, 739-745.	1.8	4
30	From Theory to Practice: The Application of Cognitive Load Theory to the Practice of Medicine. Academic Medicine, 2021, 96, 24-30.	1.6	57
31	Influence of Emotion on Cognitive Load Experienced by Trainees While Performing Patient Handoffs. Academic Medicine, 2021, 96, S221-S222.	1.6	0
32	Does high-variation training facilitate transfer of training in paediatric transthoracic echocardiography?. Cardiology in the Young, 2021, 31, 602-608.	0.8	3
33	Implications of the Four Component Instructional Design Model for Multimedia Learning. , 2021, , 100-120.		1
34	Investigating the Role of Cognitive Feedback in Practice-Oriented Learning for Clinical Diagnostics. Vocations and Learning, 2020, 13, 159-177.	1.9	6
35	Validity of a low-cost Lichtenstein open inguinal hernia repair simulation model for surgical training. Hernia: the Journal of Hernias and Abdominal Wall Surgery, 2020, 24, 895-901.	2.0	16
36	Virtual Dissection with Clinical Radiology Cases Provides Educational Value to First Year Medical Students. Academic Radiology, 2020, 27, 1633-1640.	2.5	24

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37	Cognitive-Load Theory: Methods to Manage Working Memory Load in the Learning of Complex Tasks. Current Directions in Psychological Science, 2020, 29, 394-398.	5.3	107
38	A Prospective, Observational, Multicentre Study Concerning Nontechnical Skills in Robot-assisted Radical Cystectomy Versus Open Radical Cystectomy. European Urology Open Science, 2020, 19, 37-44.	0.4	2
39	Accuracy and usefulness in assessing proficiency of the observational clinical human reliability assessment checklist of the open inguinal hernia repair procedure: A cross-sectional study. International Journal of Surgery, 2020, 82, 156-161.	2.7	0
40	Why do graduates choose to work in a less attractive specialty? A cross-sectional study on the role of personal values and expectations. Human Resources for Health, 2020, 18, 32.	3.1	10
41	Guiding secondary school students during task selection. Interactive Learning Environments, 2020, , 1-15.	6.4	3
42	Communication skills supervisorsâ€™ monitoring of history-taking performance: an observational study on how doctors and non-doctors use cues to prepare feedback. BMC Medical Education, 2020, 20, 36.	2.4	3
43	Powerful learning environments in secondary vocational education: towards a shared understanding. European Journal of Teacher Education, 2020, 43, 224-242.	3.7	7
44	Development of an entrustable professional activities (EPAs) framework for small group facilitators through a participatory design approach. Medical Education Online, 2020, 25, 1694309.	2.6	13
45	Analysis of the video motion tracking system â€œKinoveaâ€• to assess surgical movements during robotâ€assisted radical prostatectomy. International Journal of Medical Robotics and Computer Assisted Surgery, 2020, 16, e2090.	2.3	10
46	One Step at a Time: Step by Step Versus Continuous Video-Based Learning to Prepare Medical Students for Performing Surgical Procedures. Journal of Surgical Education, 2020, 77, 779-787.	2.5	14
47	Das Vier-Komponenten Instructional Design (4C/ID) Modell. , 2020, , 153-170.		4
48	Different effects of pausing on cognitive load in a medical simulation game. Computers in Human Behavior, 2020, 110, 106385.	8.5	28
49	Understanding context specificity: the effect of contextual factors on clinical reasoning. Diagnosis, 2020, 7, 257-264.	1.9	27
50	Diskussion und RÃ¼ckblick. , 2020, , 167-214.		1
51	Collaborative use of virtual patients after a lecture enhances learning with minimal investment of cognitive load. Medical Teacher, 2019, 41, 332-339.	1.8	13
52	Walking the tightrope with an e-portfolio: imbalance between support and autonomy hampers self-directed learning. Journal of Vocational Education and Training, 2019, 71, 260-288.	1.5	11
53	A new way to look at simulation-based assessment: the relationship between gaze-tracking and exam performance. Canadian Journal of Emergency Medicine, 2019, 21, 129-137.	1.1	12
54	Developing the Evidence Base for M-Learning in Undergraduate Radiology Education: Identifying Learner Preferences for Mobile Apps. Canadian Association of Radiologists Journal, 2019, 70, 320-326.	2.0	13

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55	Cue-based facilitation of self-regulated learning: A discussion of multidisciplinary innovations and technologies. Computers in Human Behavior, 2019, 100, 384-391.	8.5	13
56	Heart Rate and Heart Rate Variability Correlate with Clinical Reasoning Performance and Self-Reported Measures of Cognitive Load. Scientific Reports, 2019, 9, 14668.	3.3	43
57	Determining â€˜curriculum viabilityâ€™ through standards and inhibitors of curriculum quality: a scoping review. BMC Medical Education, 2019, 19, 336.	2.4	15
58	The value of a 1-day multidisciplinary robot surgery training for novice robot surgeons. Journal of Robotic Surgery, 2019, 13, 435-447.	1.8	4
59	Perception of the usability and implementation of a metacognitive mnemonic to check cognitive errors in clinical setting. BMC Medical Education, 2019, 19, 18.	2.4	7
60	Cognitive Architecture and Instructional Design: 20ÂYears Later. Educational Psychology Review, 2019, 31, 261-292.	8.4	701
61	Working in preventive medicine or not? Flawed perceptions decrease chance of retaining students for the profession. Human Resources for Health, 2019, 17, 31.	3.1	5
62	Reversal of the hanging protocol of Contrast Enhanced Mammography leads to similar diagnostic performance yet decreased reading times. European Journal of Radiology, 2019, 117, 62-68.	2.6	6
63	How prior knowledge affects problem-solving performance in a medical simulation game: Using game-logs and eye-tracking. Computers in Human Behavior, 2019, 99, 268-277.	8.5	43
64	Starting to Think Like an Expert: An Analysis of Resident Cognitive Processes During Simulation-Based Resuscitation Examinations. Annals of Emergency Medicine, 2019, 74, 647-659.	0.6	17
65	Granularity matters: comparing different ways of measuring self-regulated learning. Metacognition and Learning, 2019, 14, 1-19.	2.7	97
66	Effects of self-assessment feedback on self-assessment and task-selection accuracy. Metacognition and Learning, 2019, 14, 21-42.	2.7	23
67	Linking surgical skills to postoperative outcomes: a Delphi study on the robot-assisted radical prostatectomy. Journal of Robotic Surgery, 2019, 13, 675-687.	1.8	6
68	Designing instruction for complex learning: 4C/ID in higher education. European Journal of Education, 2019, 54, 513-524.	2.8	46
69	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
70	PERFLECT: Design and Evaluation of an Electronic Development Portfolio Aimed at Supporting Self-Directed Learning. TechTrends, 2019, 63, 420-427.	2.3	6
71	Capturing the complexity of differentiated instruction. School Effectiveness and School Improvement, 2019, 30, 51-67.	2.9	78
72	Chest Xâ€ray evaluation training: impact of normal and abnormal image ratio and instructional sequence. Medical Education, 2019, 53, 153-164.	2.1	10

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73	Scaffolding peer-assessment skills: Risk of interference with learning domain-specific skills?. Learning and Instruction, 2019, 60, 85-94.	3.2	21
74	Focused echocardiography: Dyad versus individual training in an authentic clinical context. Journal of Critical Care, 2019, 49, 50-55.	2.2	4
75	Exploring the Role of Infographics for Summarizing Medical Literature. Health Professions Education, 2019, 5, 48-57.	1.4	67
76	Das Vier-Komponenten Instructional Design (4C/ID) Modell. Springer Reference Psychologie, 2019, , 1-18.	0.0	2
77	Training self-regulated learning skills with video modeling examples: Do task-selection skills transfer?. Instructional Science, 2018, 46, 273-290.	2.0	34
78	Training selfâ€assessment and taskâ€selection skills to foster selfâ€regulated learning: Do trained skills transfer across domains?. Applied Cognitive Psychology, 2018, 32, 270-277.	1.6	20
79	Self-regulation of secondary school students: self-assessments are inaccurate and insufficiently used for learning-task selection. Instructional Science, 2018, 46, 357-381.	2.0	23
80	Improving student expectations of learning in a problem-based environment. Computers in Human Behavior, 2018, 87, 416-423.	8.5	25
81	Selfâ€perceived longâ€term transfer of learning after postpartum hemorrhage simulation training. International Journal of Gynecology and Obstetrics, 2018, 141, 261-267.	2.3	10
82	Fostering self-regulation in training complex cognitive tasks. Educational Technology Research and Development, 2018, 66, 53-73.	2.8	10
83	Creation of a universal language for surgical procedures using the step-by-step framework. BJS Open, 2018, 2, 151-157.	1.7	12
84	Getting Inside the Expertâ€™s Head: An Analysis ofÂPhysician Cognitive Processes During TraumaÂResuscitations. Annals of Emergency Medicine, 2018, 72, 289-298.	0.6	30
85	Is there a superior simulator for human anatomy education? How virtual dissection can overcome the anatomic and pedagogic limitations of cadaveric dissection. Medical Teacher, 2018, 40, 752-753.	1.8	27
86	Students embracing change towards more powerful learning environments in vocational education. Educational Studies, 2018, 44, 26-44.	2.4	5
87	Architectural design education: in varietate unitas. International Journal of Technology and Design Education, 2018, 28, 431-449.	2.6	13
88	The use of virtual patient scenarios as a vehicle for teaching professionalism. European Journal of Dental Education, 2018, 22, e253-e260.	2.0	12
89	Applying an Instructional Design Method to Serious Games - Experiences and Lessons Learned. , 2018, , .		2
90	Designing a Blended Course in Android App Development using 4C/ID. , 2018, , .		5

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91	How and Why Do Students Use Learning Strategies? A Mixed Methods Study on Learning Strategies and Desirable Difficulties With Effective Strategy Users. Frontiers in Psychology, 2018, 9, 2501.	2.1	26
92	4C/ID in the Context of Instructional Design and the Learning Sciences. , 2018, , 169-179.		18
93	Is blended learning and problem-based learning course design suited to develop future public health leaders? An explorative European study. Public Health Reviews, 2018, 39, 13.	3.2	13
94	The effectiveness of integration of virtual patients in a collaborative learning activity. Medical Teacher, 2018, 40, S96-S103.	1.8	5
95	To guide or to follow? Teaching visual problem solving at the workplace. Advances in Health Sciences Education, 2018, 23, 961-976.	3.3	2
96	Through the Learner's Lens: Eye-Tracking Augmented Debriefing in Medical Simulation. Journal of Graduate Medical Education, 2018, 10, 340-341.	1.3	13
97	Optimizing self-regulation of performance: is mental effort a cue?. Advances in Health Sciences Education, 2018, 23, 891-898.	3.3	14
98	Development and validation of the TOCOâ€“TURBT tool: a summative assessment tool that measures surgical competency in transurethral resection of bladder tumour. Surgical Endoscopy and Other Interventional Techniques, 2018, 32, 4923-4931.	2.4	13
99	The use of instructional design guidelines to increase effectiveness of postpartum hemorrhage simulation training. International Journal of Gynecology and Obstetrics, 2017, 137, 99-105.	2.3	17
100	Teaching Systematic Viewing to Final-Year Medical Students Improves Systematicity but Not Coverage or Detection of Radiologic Abnormalities. Journal of the American College of Radiology, 2017, 14, 235-241.	1.8	20
101	Three Educational Models for Positioning the Maastricht Research-Based Learning Programme. , 2017, , 35-41.		3
102	Comparative effectiveness of a serious game and an e-module to support patient safety knowledge and awareness. BMC Medical Education, 2017, 17, 30.	2.4	63
103	Bridging Cognitive Load and Self-Regulated Learning Research: A complementary approach to contemporary issues in educational research. Learning and Instruction, 2017, 51, 1-9.	3.2	78
104	The challenges of studying visual expertise in medical image diagnosis. Medical Education, 2017, 51, 97-104.	2.1	35
105	The effectiveness of sequencing virtual patients with lectures in a deductive or inductive learning approach. Medical Teacher, 2017, 39, 1268-1274.	1.8	12
106	Aligning pedagogy with physical learning spaces. European Journal of Education, 2017, 52, 253-267.	2.8	44
107	Participatory educational design: How to improve mutual learning and the quality and usability of the design?. European Journal of Education, 2017, 52, 268-279.	2.8	17
108	Measuring physician cognitive load: validity evidence for a physiologic and a psychometric tool. Advances in Health Sciences Education, 2017, 22, 951-968.	3.3	54

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109	High educational impact of a national simulation-based urological curriculum including technical and non-technical skills. Surgical Endoscopy and Other Interventional Techniques, 2017, 31, 928-936.	2.4	14
110	What We Do and Do Not Know about Teaching Medical Image Interpretation. Frontiers in Psychology, 2017, 8, 309.	2.1	23
111	Investing in the use of a checklist during differential diagnoses consideration: whatâ€™s the trade-off?. BMC Medical Education, 2017, 17, 234.	2.4	10
112	Preventive medicine as a first- or second-choice course: a cross-sectional survey into studentsâ€™ motivational differences and implications for information provision. BMC Research Notes, 2017, 10, 383.	1.4	3
113	METHODOLOGIES FOR STUDYING VISUAL EXPERTISE. Frontline Learning Research, 2017, 5, 1-13.	0.8	26
114	The Road to Maastricht Research-Based Learning. , 2017, , 23-33.		2
115	Preparing Residents Effectively in Emergency Skills Training With a Serious Game. Simulation in Healthcare, 2017, 12, 9-16.	1.2	39
116	The Effectiveness of the MaRBLe Programme: Evaluation Findings. , 2017, , 175-183.		0
117	Reflection and Lessons Learned. , 2017, , 185-199.		1
118	Authorsâ€™ reply: Comment on: Teaching metacognition in clinical decision-making using a novel mnemonic checklist: an exploratory study. Singapore Medical Journal, 2017, 58, 343-344.	0.6	0
119	A portable mnemonic to facilitate checking for cognitive errors. BMC Research Notes, 2016, 9, 445.	1.4	6
120	Using a Smartphone App and Coaching Group Sessions to Promote Residentsâ€™ Reflection in the Workplace. Academic Medicine, 2016, 91, 365-370.	1.6	31
121	What Makes Informal Mentorship in the Medical Realm Effective?. Mentoring and Tutoring: Partnership in Learning, 2016, 24, 306-317.	1.4	4
122	Tracks to a Medical Diagnosis: Expertise Differences in Visual Problem Solving. Applied Cognitive Psychology, 2016, 30, 314-322.	1.6	8
123	The Simbla TURBT Simulator in Urological Residency Training: From Needs Analysis to Validation. Journal of Endourology, 2016, 30, 580-587.	2.1	29
124	An experimental study on the effects of a simulation game on studentsâ€™ clinical cognitive skills and motivation. Advances in Health Sciences Education, 2016, 21, 505-521.	3.3	101
125	Monitoring communication with patients: analyzing judgments of satisfaction (JOS). Advances in Health Sciences Education, 2016, 21, 523-540.	3.3	19
126	How e-Learning Can Support PBL Groups: A Literature Review. Advances in Medical Education, 2016, , 9-33.	0.4	20

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127	Systematic viewing in radiology: seeing more, missing less?. Advances in Health Sciences Education, 2016, 21, 189-205.	3.3	83
128	Improving supervision for students at a distance: videoconferencing for group meetings. Innovations in Education and Teaching International, 2016, 53, 388-399.	2.5	8
129	Measuring adaptive expertise: development and validation of an instrument. European Journal of Work and Organizational Psychology, 2016, 25, 167-180.	3.7	31
130	Teaching metacognition in clinical decision-making using a novel mnemonic checklist: an exploratory study. Singapore Medical Journal, 2016, 57, 694-700.	0.6	36
131	Problem-Based Learning in a MOOC - Exploring an Innovative Instructional Design at a Large Scale. , 2016, , .		2
132	MP23-03 NEW INSIGHTS INTO THE PERFORMANCE OF JUNIOR ANDÂSENIOR RESIDENTS ON BASIC UROLOGICAL PROCEDURES. Journal of Urology, 2015, 193, .	0.4	0
133	Constituent aspects of workplace guidance in secondary VET. European Journal of Training and Development, 2015, 39, 358-372.	2.2	9
134	Worked examples in the classroom. Perspectives on Medical Education, 2015, 4, 282-283.	3.5	1
135	Training robotic surgery in urology: experience and opinions of robot urologists. International Journal of Medical Robotics and Computer Assisted Surgery, 2015, 11, 308-318.	2.3	6
136	Attending Physician Variability. Academic Medicine, 2015, 90, 1541-1546.	1.6	52
137	The promised land of blended learning: Quizzes as a moderator. Educational Research Review, 2015, 15, 59-74.	7.8	132
138	4C/ID in medical education: How to design an educational program based on whole-task learning: AMEE Guide No. 93. Medical Teacher, 2015, 37, 4-20.	1.8	79
139	Why verifying diagnostic decisions with a checklist can help: insights from eye tracking. Advances in Health Sciences Education, 2015, 20, 1053-1060.	3.3	23
140	Expertise in clinical pathology: combining the visual and cognitive perspective. Advances in Health Sciences Education, 2015, 20, 1089-1106.	3.3	40
141	Case Comparisons. Academic Radiology, 2015, 22, 1226-1235.	2.5	21
142	Combining bimodal presentation schemes and buzz groups improves clinical reasoning and learning at morning report. Medical Teacher, 2015, 37, 759-766.	1.8	8
143	What people say # what people do. Perspectives on Medical Education, 2015, 4, 47-48.	3.5	3
144	Refutations in science texts lead to hypercorrection of misconceptions held with high confidence. Contemporary Educational Psychology, 2015, 42, 39-48.	2.9	57

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145	Faculty development for learning and teaching of medical professionalism. Medical Teacher, 2015, 37, S40-S46.	1.8	33
146	Patient Safety Risks of Basic Urological Procedures Performed by Junior and Senior Residents. Journal of Surgical Education, 2015, 72, 918-926.	2.5	7
147	Designing onâ€demand education for simultaneous development of domainâ€specific and selfâ€directed learning skills. Journal of Computer Assisted Learning, 2015, 31, 405-421.	5.1	13
148	Should we choose between problem-based learning and team-based learning? No, combine the best of both worlds!. Medical Teacher, 2015, 37, 354-359.	1.8	98
149	Can students evaluate their understanding of cause-and-effect relations? The effects of diagram completion on monitoring accuracy. Acta Psychologica, 2014, 151, 143-154.	1.5	59
150	Assessment criteria for competency-based education: a study in nursing education. Instructional Science, 2014, 42, 971-994.	2.0	9
151	A Delphi study of medical professionalism in Arabian countries: The Four-Gates model. Medical Teacher, 2014, 36, S8-S16.	1.8	49
152	Twelve tips on engaging learners in checking health care decisions. Medical Teacher, 2014, 36, 111-115.	1.8	7
153	Expertise under the microscope: processing histopathological slides. Medical Education, 2014, 48, 292-300.	2.1	38
154	Cognitive Load Theory: Implications for medical education: AMEE Guide No. 86. Medical Teacher, 2014, 36, 371-384.	1.8	516
155	Teaching Based on Thinking Fast and Slow. Academic Medicine, 2014, 89, 8.	1.6	2
156	Identification of effective visual problem solving strategies in a complex visual domain. Learning and Instruction, 2014, 32, 10-21.	3.2	54
157	Effects of pairs of problems and examples on task performance and different types of cognitive load. Learning and Instruction, 2014, 30, 32-42.	3.2	348
158	Making explicit in design education: generic elements in the design process. International Journal of Technology and Design Education, 2014, 24, 53-71.	2.6	49
159	Finding and fixing mistakes: do checklists work for clinicians with different levels of experience?. Advances in Health Sciences Education, 2014, 19, 43-51.	3.3	29
160	Differences between studentsâ€™ and teachersâ€™ perceptions of education: profiles to describe congruence and friction. Instructional Science, 2014, 42, 11-30.	2.0	50
161	Participatory design of learning environments: integrating perspectives of students, teachers, and designers. Instructional Science, 2014, 42, 1-9.	2.0	127
162	Effects of the Physical Environment on Cognitive Load and Learning: Towards a New Model of Cognitive Load. Educational Psychology Review, 2014, 26, 225-244.	8.4	250

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163	How experts deal with novel situations: A review of adaptive expertise. Educational Research Review, 2014, 12, 14-29.	7.8	158
164	The Four-Component Instructional Design Model: Multimedia Principles in Environments for Complex Learning. , 2014, , 104-148.		53
165	Research Paradigms and Perspectives on Learning. , 2014, , 21-29.		23
166	Studentsâ€™ Preferred Characteristics of Learning Environments in Vocational Secondary Education. International Journal for Research in Vocational Education and Training, 2014, 1, 107-124.	0.7	19
167	Assessing the Assessment in Emergency Care Training. PLoS ONE, 2014, 9, e114663.	2.5	14
168	Development of an instrument for measuring different types of cognitive load. Behavior Research Methods, 2013, 45, 1058-1072.	4.0	564
169	Do Learners Really Know Best? Urban Legends in Education. Educational Psychologist, 2013, 48, 169-183.	9.0	405
170	The effect of delayed-JOLs and sentence generation on childrenâ€™s monitoring accuracy and regulation of idiom study. Metacognition and Learning, 2013, 8, 173-191.	2.7	25
171	Towards an integrated model for developing sustainable assessment skills. Assessment and Evaluation in Higher Education, 2013, 38, 611-630.	5.6	29
172	Medical professionalism: Development and validation of the Arabian LAMPS. Medical Teacher, 2013, 35, S56-S62.	1.8	26
173	Why advice on task selection may hamper learning in on-demand education. Computers in Human Behavior, 2013, 29, 145-154.	8.5	16
174	Perspectives on problem solving and instruction. Computers and Education, 2013, 64, 153-160.	8.3	105
175	Learning radiological appearances of diseases: Does comparison help?. Learning and Instruction, 2013, 23, 90-97.	3.2	34
176	Activation of inaccurate prior knowledge affects primary-school studentsâ€™ metacognitive judgments and calibration. Learning and Instruction, 2013, 24, 15-25.	3.2	65
177	Do you have to re-examine to reconsider your diagnosis? Checklists and cardiac exam. BMJ Quality and Safety, 2013, 22, 333-338.	3.7	27
178	Twelve tips for implementing whole-task curricula: How to make it work. Medical Teacher, 2013, 35, 801-805.	1.8	25
179	What makes a good musical improviser? An expert view on improvisational expertise.. Psychomusicology: Music, Mind and Brain, 2013, 23, 222-235.	0.3	18
180	Checklists improve expertsâ€™ diagnostic decisions. Medical Education, 2013, 47, 301-308.	2.1	61

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181	From Lecture to Learning Tasks: Use of the 4C/ID Model in a Communication Skills Course in a Continuing Professional Education Context. Journal of Continuing Education in Nursing, 2013, 44, 278-284.	0.6	31
182	Designing simulator-based training: An approach integrating cognitive task analysis and four-component instructional design. Medical Teacher, 2012, 34, e698-e707.	1.8	30
183	The differential effects of task complexity on domain-specific and peer assessment skills. Educational Psychology, 2012, 32, 127-145.	2.7	23
184	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
185	Drawing studentsâ€™ attention to relevant assessment criteria: effects on self-assessment skills and performance. Journal of Vocational Education and Training, 2012, 64, 185-198.	1.5	17
186	Explaining the segmentation effect in learning from animations: The role of pausing and temporal cueing. Computers and Education, 2012, 59, 274-280.	8.3	89
187	Visual expertise in paediatric neurology. European Journal of Paediatric Neurology, 2012, 16, 161-166.	1.6	56
188	Segmentation of Worked Examples: Effects on Cognitive Load and Learning. Applied Cognitive Psychology, 2012, 26, 352-358.	1.6	34
189	Four-Component Instructional Design. , 2012, , 1320-1322.		6
190	Variability of Practice. , 2012, , 3389-3390.		1
191	Complex Learning. , 2012, , 681-682.		0
192	The effects of practice schedule on learning a complex judgment task. Learning and Instruction, 2011, 21, 126-136.	3.2	35
193	Evaluating text-based information on the World Wide Web. Learning and Instruction, 2011, 21, 232-237.	3.2	16
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