

# Andreas Gegenfurtner

## List of Publications by Year in descending order

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Version: 2024-02-01

55  
papers

2,491  
citations

236925

25  
h-index

214800

47  
g-index

60  
all docs

60  
docs citations

60  
times ranked

1819  
citing authors

#	ARTICLE	IF	CITATIONS
1	Expertise Differences in the Comprehension of Visualizations: a Meta-Analysis of Eye-Tracking Research in Professional Domains. <i>Educational Psychology Review</i> , 2011, 23, 523-552.	8.4	429
2	Integrative Literature Review: Motivation to Transfer Training: An Integrative Literature Review. <i>Human Resource Development Review</i> , 2009, 8, 403-423.	2.9	187
3	How situational is situational interest? Investigating the longitudinal structure of situational interest. <i>Contemporary Educational Psychology</i> , 2015, 43, 39-50.	2.9	128
4	Motivation and transfer in professional training: A meta-analysis of the moderating effects of knowledge type, instruction, and assessment conditions. <i>Educational Research Review</i> , 2011, 6, 153-168.	7.8	123
5	Webinars in higher education and professional training: A meta-analysis and systematic review of randomized controlled trials. <i>Educational Research Review</i> , 2019, 28, 100293.	7.8	111
6	Learning and Satisfaction in Webinar, Online, and Face-to-Face Instruction: A Meta-Analysis. <i>Frontiers in Education</i> , 2019, 4, .	2.1	104
7	Predicting autonomous and controlled motivation to transfer training. <i>International Journal of Training and Development</i> , 2009, 13, 124-138.	1.3	95
8	Digital simulation-based training: A meta-analysis. <i>British Journal of Educational Technology</i> , 2014, 45, 1097-1114.	6.3	85
9	Age-related differences in the relation between motivation to learn and transfer of training in adult continuing education. <i>Contemporary Educational Psychology</i> , 2012, 37, 33-46.	2.9	84
10	Dimensions of Motivation to Transfer: A Longitudinal Analysis of Their Influence on Retention, Transfer, and Attitude Change. <i>Vocations and Learning</i> , 2013, 6, 187-205.	1.9	68
11	Effects of computer support, collaboration, and time lag on performance self-efficacy and transfer of training: A longitudinal meta-analysis. <i>Educational Research Review</i> , 2013, 8, 75-89.	7.8	67
12	Evaluating webinar-based training: a mixed methods study of trainee reactions toward digital web conferencing. <i>International Journal of Training and Development</i> , 2020, 24, 5-21.	1.3	67
13	Sexuality education including lesbian, gay, bisexual, and transgender (LGBT) issues in schools. <i>Educational Research Review</i> , 2017, 22, 215-222.	7.8	57
14	Effects of eye movement modeling examples on adaptive expertise in medical image diagnosis. <i>Computers and Education</i> , 2017, 113, 212-225.	8.3	54
15	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
16	Social support and motivation to transfer as predictors of training transfer: testing full and partial mediation using meta-analytic structural equation modelling. <i>International Journal of Training and Development</i> , 2018, 22, 1-14.	1.3	51
17	Voluntary or mandatory training participation as a moderator in the relationship between goal orientations and transfer of training. <i>International Journal of Training and Development</i> , 2016, 20, 290-301.	1.3	47
18	Traditional microscopy instruction versus process-oriented virtual microscopy instruction: a naturalistic experiment with control group. <i>Diagnostic Pathology</i> , 2011, 6, S8.	2.0	41

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19	Transfer of expertise: An eye tracking and think aloud study using dynamic medical visualizations. <i>Computers and Education</i> , 2013, 63, 393-403.	8.3	39
20	The effects of computer-simulation game training on participants' opinions on leadership styles. <i>British Journal of Educational Technology</i> , 2013, 44, 1012-1035.	6.3	37
21	The challenges of studying visual expertise in medical image diagnosis. <i>Medical Education</i> , 2017, 51, 97-104.	2.1	35
22	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
23	Teacher Expertise and Professional Vision: Examining Knowledge-Based Reasoning of Pre-Service Teachers, In-Service Teachers, and School Principals. <i>Frontiers in Education</i> , 2020, 5, .	2.1	30
24	Seeing through a teacher's eyes improves students' imaging interpretation. <i>Medical Education</i> , 2012, 46, 1113-1114.	2.1	29
25	Transfer of training: New conceptualizations through integrated research perspectives. <i>Educational Research Review</i> , 2013, 8, 1-4.	7.8	29
26	Stability or change? Effects of training length and time lag on achievement goal orientations and transfer of training. <i>International Journal of Educational Research</i> , 2013, 61, 71-79.	2.2	27
27	METHODOLOGIES FOR STUDYING VISUAL EXPERTISE. <i>Frontline Learning Research</i> , 2017, 5, 1-13.	0.8	26
28	Transfer interest: measuring interest in training content and interest in training transfer. <i>Human Resource Development International</i> , 2020, 23, 146-167.	4.0	26
29	Digital technologies in training and adult education. <i>International Journal of Training and Development</i> , 2020, 24, 1-4.	1.3	25
30	Assessing the Quality of Expertise Differences in the Comprehension of Medical Visualizations. <i>Vocations and Learning</i> , 2013, 6, 37-54.	1.9	24
31	Toward a unified model of motivation for training transfer: a phase perspective. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2015, 18, 107-121.	2.9	22
32	From monocontextual to multicontextual transfer. <i>Frontline Learning Research</i> , 0, , 23-42.	0.8	20
33	Starting to Think Like an Expert: An Analysis of Resident Cognitive Processes During Simulation-Based Resuscitation Examinations. <i>Annals of Emergency Medicine</i> , 2019, 74, 647-659.	0.6	17
34	Learning to see like an expert: On the practices of professional vision and visual expertise. <i>International Journal of Educational Research</i> , 2019, 98, 280-291.	2.2	14
35	Reflections on Empirical and Methodological Accounts of Agency at Work. <i>Professional and Practice-based Learning</i> , 2017, , 445-461.	0.4	14
36	A new way to look at simulation-based assessment: the relationship between gaze-tracking and exam performance. <i>Canadian Journal of Emergency Medicine</i> , 2019, 21, 129-137.	1.1	12

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37	Testing the gender similarities hypothesis: differences in subjective task value and motivation to transfer training. <i>Human Resource Development International</i> , 2020, 23, 309-320.	4.0	11
38	Taking Affective Learning in Digital Education One Step Further: Traineesâ€™ Affective Characteristics Predicting Multicontextual Pre-training Transfer Intention. <i>Frontiers in Psychology</i> , 2020, 11, 2189.	2.1	10
39	Toward a multidimensional conceptualization of motivation to transfer training: Validation of the transfer motivation questionnaire from a self-determination theory perspective using bifactor-ESEM. <i>Studies in Educational Evaluation</i> , 2022, 73, 101116.	2.3	10
40	Reconstructing goals for transfer of training in faculty development programs for higher education teachers: A qualitative documentary method approach. <i>Heliyon</i> , 2019, 5, e02928.	3.2	9
41	Conceptual change in the development of visual expertise. <i>International Journal of Educational Research</i> , 2020, 100, 101545.	2.2	8
42	Pre-service teachersâ€™ attitudes toward transgender students: Associations with social contact, religiosity, political preference, sexual orientation, and teacher gender. <i>International Journal of Educational Research</i> , 2021, 110, 101887.	2.2	8
43	NEURAL CORRELATES OF VISUAL PERCEPTUAL EXPERTISE: EVIDENCE FROM COGNITIVE NEUROSCIENCE USING FUNCTIONAL NEUROIMAGING. <i>Frontline Learning Research</i> , 2017, 5, 14-30.	0.8	7
44	The Neural Implementation of Surgical Expertise Within the Mirror-Neuron System: An fMRI Study. <i>Frontiers in Human Neuroscience</i> , 2018, 12, 291.	2.0	7
45	Individual interest and learning in secondary school STEM education. <i>Frontline Learning Research</i> , 2020, 8, 90-108.	0.8	7
46	Out-of-school programs and interest: Design considerations based on a meta-analysis. <i>Educational Research Review</i> , 2021, 34, 100406.	7.8	7
47	Editorial: Affective Learning in Digital Education. <i>Frontiers in Psychology</i> , 2020, 11, 630966.	2.1	6
48	Measurement Invariance of a Direct Behavior Rating Multi Item Scale across Occasions. <i>Social Sciences</i> , 2019, 8, 46.	1.4	5
49	Academic domains as political battlegrounds. <i>Information Development</i> , 2017, 33, 270-288.	2.3	4
50	Holistic processing only? The role of the right fusiform face area in radiological expertise. <i>PLoS ONE</i> , 2021, 16, e0256849.	2.5	4
51	Capturing Individual and Institutional Change: Exploring Horizontal versus Vertical Transitions in Technology-Rich Environments. <i>Lecture Notes in Computer Science</i> , 2009, , 676-681.	1.3	3
52	Toward a unified model of motivation for training transfer: a phase perspective. , 2015, , 107-121.		2
53	Visual expertise and the Quiet Eye in sports â€” comment on Vickers. <i>Current Issues in Sport Science</i> , 2016, 2016, .	0.1	1
54	How CSCL Moderates the Influence of Self-efficacy on Studentsâ€™ Transfer of Learning. <i>Lecture Notes in Computer Science</i> , 2012, , 93-102.	1.3	0

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55	Technology-Enhanced Replays of Expert Gaze Promote Students'™ Visual Learning in Medical Training. Lecture Notes in Computer Science, 2012, , 549-549.	1.3	0