

# Mark J Graham

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11228091/publications.pdf>

Version: 2024-02-01

35  
papers

4,224  
citations

393982

19  
h-index

395343

33  
g-index

35  
all docs

35  
docs citations

35  
times ranked

4506  
citing authors

#	ARTICLE	IF	CITATIONS
1	Science faculty's subtle gender biases favor male students. Proceedings of the National Academy of Sciences of the United States of America, 2012, 109, 16474-16479.	3.3	2,177
2	Increasing Persistence of College Students in STEM. Science, 2013, 341, 1455-1456.	6.0	510
3	Modeling Course-Based Undergraduate Research Experiences: An Agenda for Future Research and Evaluation. CBE Life Sciences Education, 2015, 14, es1.	1.1	287
4	Increased Preclass Preparation Underlies Student Outcome Improvement in the Flipped Classroom. CBE Life Sciences Education, 2015, 14, ar36.	1.1	162
5	An inclusive Research Education Community (IREC): Impact of the SEA-PHAGES program on research outcomes and student learning. Proceedings of the National Academy of Sciences of the United States of America, 2017, 114, 13531-13536.	3.3	155
6	Scientific Diversity Interventions. Science, 2014, 343, 615-616.	6.0	113
7	A Measure of College Student Persistence in the Sciences (PITS). CBE Life Sciences Education, 2016, 15, ar54.	1.1	106
8	Discrediting the notion "working with crazies" will make you "crazy": addressing stigma and enhancing empathy in medical student education. Advances in Health Sciences Education, 2009, 14, 487-502.	1.7	100
9	Student Buy-In to Active Learning in a College Science Course. CBE Life Sciences Education, 2016, 15, ar76.	1.1	94
10	Medical Students' Perceptions of Psychiatry as a Career Choice. Academic Psychiatry, 2006, 30, 144-149.	0.4	77
11	Role-modelling in the operating room: medical student observations of exemplary behaviour. Medical Education, 2011, 45, 946-957.	1.1	57
12	A "Scientific Diversity" Intervention to Reduce Gender Bias in a Sample of Life Scientists. CBE Life Sciences Education, 2016, 15, ar29.	1.1	50
13	Scientific Teaching: Defining a Taxonomy of Observable Practices. CBE Life Sciences Education, 2015, 14, ar9.	1.1	40
14	Systems-Based Practice Defined: Taxonomy Development and Role Identification for Competency Assessment of Residents. Journal of Graduate Medical Education, 2009, 1, 49-60.	0.6	39
15	Perceived supports and evidence-based teaching in college STEM. International Journal of STEM Education, 2019, 6, 11.	2.7	37
16	Supports: A Key Factor in Faculty Implementation of Evidence-Based Teaching. CBE Life Sciences Education, 2019, 18, ar22.	1.1	32
17	Faculty Beliefs about Intelligence Are Related to the Adoption of Active-Learning Practices. CBE Life Sciences Education, 2018, 17, ar47.	1.1	23
18	What indicates competency in systems based practice? An analysis of perspective consistency among healthcare team members. Advances in Health Sciences Education, 2009, 14, 187-203.	1.7	21

#	ARTICLE	IF	CITATIONS
19	Assessing Resident Knowledge of Acute Pain Management in Hospitalized Children: A Pilot Study. <i>Journal of Pain and Symptom Management</i> , 2008, 36, 628-638.	0.6	20
20	Reducing Medical Students'™ Stigmatization of People With Chronic Mental Illness: A Field Intervention at the "œLiving Museum"•State Hospital Art Studio. <i>Academic Psychiatry</i> , 2012, 36, 191.	0.4	17
21	Addressing OB/GYN family planning educational objectives at a faith-based institution using the TEACH program. <i>Contraception</i> , 2011, 83, 367-372.	0.8	15
22	Mapping Cognitive Overlaps Between Practice-Based Learning and Improvement and Evidence-Based Medicine: An Operational Definition for Assessing Resident Physician Competence. <i>Journal of Graduate Medical Education</i> , 2009, 1, 287-298.	0.6	14
23	Do workshops in evidence-based practice equip participants to identify and answer questions requiring consideration of clinical research? A diagnostic skill assessment. <i>Advances in Health Sciences Education</i> , 2009, 14, 515-533.	1.7	13
24	The Need to Be Sure About CUREs: Discovery and Relevance as Critical Elements of CUREs for Nonmajors. <i>Journal of Microbiology and Biology Education</i> , 2018, 19, .	0.5	13
25	Student Reflection Papers on a Global Clinical Experience: A Qualitative Study. <i>Annals of Global Health</i> , 2018, 83, 333.	0.8	10
26	A Framework of College Student Buy-in to Evidence-Based Teaching Practices in STEM: The Roles of Trust and Growth Mindset. <i>CBE Life Sciences Education</i> , 2021, 20, ar54.	1.1	7
27	Instructional Models for Course-Based Research Experience (CRE) Teaching. <i>CBE Life Sciences Education</i> , 2022, 21, ar8.	1.1	7
28	Balancing Knowledge Among Resident Specialties: Lecture-Based Training and the OUCH Card to Treat Children's Pain. <i>Journal of Graduate Medical Education</i> , 2010, 2, 73-80.	0.6	6
29	Bridging Trade-Offs between Traditional and Course-Based Undergraduate Research Experiences by Building Student Communication Skills, Identity, and Interest. <i>Journal of Microbiology and Biology Education</i> , 2021, 22, .	0.5	6
30	College Student Meaning Making and Interest Maintenance During COVID-19: From Course-Based Undergraduate Research Experiences (CUREs) to Science Learning Being Off-Campus and Online. <i>Frontiers in Education</i> , 2020, 5, .	1.2	5
31	Training TAs in scientific teaching for the human physiology and anatomy laboratory. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2013, 37, 436-439.	0.8	4
32	Communicating Complex STEM Program Evaluation to Diverse Stakeholders. <i>CBE Life Sciences Education</i> , 2020, 19, es4.	1.1	4
33	Benefits of a College STEM Faculty Development Initiative: Instructors Report Increased and Sustained Implementation of Research-Based Instructional Strategies. <i>Journal of Microbiology and Biology Education</i> , 2020, 21, .	0.5	3
34	Using Pathway Modeling to Evaluate and Improve Student-Centered Teaching Practices in Co-Taught College Science Courses. <i>CBE Life Sciences Education</i> , 2021, 20, es5.	1.1	0
35	Cumulative Cross Course Exposure to Evidence-Based Teaching is Related to Increases in STEM Student Buy-in and Intent to Persist. <i>College Teaching</i> , 0, , 1-9.	0.3	0