

Erik W Driessen

List of Publications by Year in descending order

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Version: 2024-02-01

36
papers

586
citations

759233

12
h-index

677142

22
g-index

36
all docs

36
docs citations

36
times ranked

550
citing authors

#	ARTICLE	IF	CITATIONS
1	The use of programmatic assessment in the clinical workplace: A Maastricht case report. <i>Medical Teacher</i> , 2012, 34, 226-231.	1.8	93
2	Do portfolios have a future?. <i>Advances in Health Sciences Education</i> , 2017, 22, 221-228.	3.3	58
3	Where the rubber meets the road – An integrative review of programmatic assessment in health care professions education. <i>Perspectives on Medical Education</i> , 2022, 10, 6-13.	3.5	53
4	Beyond the self: The role of co-regulation in medical students' self-regulated learning. <i>Medical Education</i> , 2020, 54, 234-241.	2.1	50
5	Factors associated with scientific misconduct and questionable research practices in health professions education. <i>Perspectives on Medical Education</i> , 2022, 8, 74-82.	3.5	32
6	Knowledge syntheses in medical education: A bibliometric analysis. <i>Perspectives on Medical Education</i> , 2022, 10, 79-87.	3.5	27
7	Putting self-regulated learning in context: Integrating self-, co-, and socially shared regulation of learning. <i>Medical Education</i> , 2022, 56, 29-36.	2.1	27
8	Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. <i>Medical Education</i> , 2020, 54, 528-537.	2.1	26
9	Preprints: Facilitating early discovery, access, and feedback. <i>Perspectives on Medical Education</i> , 2018, 7, 287-289.	3.5	23
10	Learning in the workplace: Use of informal feedback cues in doctor-patient communication. <i>Medical Education</i> , 2020, 54, 811-820.	2.1	22
11	Educating universal professionals or global physicians? A multi-centre study of international medical programmes design. <i>Medical Teacher</i> , 2020, 42, 221-227.	1.8	17
12	Exploring researchers' perspectives on authorship decision making. <i>Medical Education</i> , 2019, 53, 1253-1262.	2.1	16
13	The Struggle Is Real: How Residents Learn to Provide High-Value, Cost-Conscious Care. <i>Teaching and Learning in Medicine</i> , 2019, 31, 402-411.	2.1	13
14	Student perspectives on competency-based portfolios: Does a portfolio reflect their competence development?. <i>Perspectives on Medical Education</i> , 2022, 9, 166-172.	3.5	12
15	The articulation of integration of clinical and basic sciences in concept maps: differences between experienced and resident groups. <i>Advances in Health Sciences Education</i> , 2016, 21, 643-657.	3.3	11
16	A critical review of representation in the development of global oncology curricula and the influence of neocolonialism. <i>BMC Medical Education</i> , 2020, 20, 93.	2.4	11
17	When I say 'metacognition'. <i>Medical Education</i> , 2014, 48, 561-562.	2.1	10
18	Use of an 'portfolio mapping tool: connecting experiences, analysis and action by learners. <i>Perspectives on Medical Education</i> , 2022, 8, 197-200.	3.5	9

#	ARTICLE	IF	CITATIONS
19	Can concept mapping support the quality of reflections made by undergraduate medical students? A mixed method study. <i>Medical Teacher</i> , 2021, 43, 388-396.	1.8	9
20	Incentives for clinical teachers: On why their complex influences should lead us to proceed with caution. <i>Medical Education</i> , 2021, 55, 614-624.	2.1	9
21	Relationships between medical studentsâ€™ co-regulatory network characteristics and self-regulated learning: a social network study. <i>Perspectives on Medical Education</i> , 2022, 11, 28-35.	3.5	9
22	â€˜A roller coaster of emotionsâ€™: a phenomenological study on medical students lived experiences of emotions in complex simulation. <i>Advances in Simulation</i> , 2021, 6, 24.	2.3	8
23	Perspectives on Medical Education: three changes in our guidelines to make authorsâ€™ and reviewersâ€™ lives easier. <i>Perspectives on Medical Education</i> , 2022, 9, 1-2.	3.5	6
24	Perceptions of people with respiratory problems on physician performance evaluationâ€™ A qualitative study. <i>Health Expectations</i> , 2020, 23, 247-255.	2.6	6
25	â€˜Being international is always a good thingâ€™: A multicentre interview study on ethics in international medical education. <i>Medical Education</i> , 2020, 54, 427-435.	2.1	5
26	Values and beliefs on trainee selection: What counts in the eye of the selector? A qualitative study exploring the program directorâ€™s perspective. <i>Medical Teacher</i> , 2020, 42, 1179-1186.	1.8	5
27	Finding your feet: student participation during initiation of international clinical placements: Student participation during initiation. <i>Perspectives on Medical Education</i> , 2022, 9, 41-48.	3.5	5
28	Exploring Glocalization in the Construction and Implementation of Global Curricula. <i>Journal of Cancer Education</i> , 2021, 36, 787-794.	1.3	4
29	How medical students co-regulate their learning in clinical clerkships: a social network study. <i>BMC Medical Education</i> , 2022, 22, 193.	2.4	3
30	Team member expectations of trainee communicator and collaborator competencies â€˜ so shines a good deed in a weary world?. <i>Medical Teacher</i> , 2021, 43, 531-537.	1.8	2
31	â€˜It dependsâ€™: The complexity of allowing residents to fail from the perspective of clinical supervisors. <i>Medical Teacher</i> , 2022, 44, 196-205.	1.8	2
32	<i>I</i>, <i>we</i> and <i>they</i>: A linguistic and narrative exploration of the authorship process. <i>Medical Education</i> , 2022, 56, 456-464.	2.1	2
33	Initiation of student participation in practice: An audio diary study of international clinical placements. <i>Medical Teacher</i> , 2021, 43, 1179-1185.	1.8	1
34	A health professions education editorsâ€™ open letter to our community. <i>Medical Teacher</i> , 2018, 40, 865-865.	1.8	0
35	â€˜Think from the perspective of the readerâ€™ and other insidersâ€™ perspectives for scholars in isolation. <i>Perspectives on Medical Education</i> , 2020, 9, 329-330.	3.5	0
36	Supporting open, collaborative, evidence-based scholarship: considering the future of perspectives on medical education. <i>Perspectives on Medical Education</i> , 2021, 10, 317-318.	3.5	0