D H J M Dolmans

List of Publications by Year
in descending order

162 papers	7,264 citations	81900 39 h-index	69250 77 g-index
172 all docs	172 docs citations	172 times ranked	4702 citing authors

#	Article	IF	Citations
1	Spiritual dimension in palliative medicine: a qualitative study of learning tasks: medical students, teachers, educationalists. BMJ Supportive and Palliative Care, 2023, 13, e408-e414.	1.6	0
2	Continuous enhancement of educational quality â€“ fostering a quality culture: AMEE Guide No. 147. Medical Teacher, 2023, 45, 6-16.	1.8	4
3	Exploring the evolving concept of â€˜patient ownershipâ€™ in the era of resident duty hour regulationsâ€”experience of residents and faculty in an internal medicine night float system. Perspectives on Medical Education, 2022, 8, 353-359.	3.5	8
4	Design and evaluation of a clinical competency committee. Perspectives on Medical Education, 2022, 8, 1-8.	3.5	20
5	Applying Landscapes of Practice Principles to the Design of Interprofessional Education. Teaching and Learning in Medicine, 2022, 34, 209-214.	2.1	14
6	Creation and evaluation of a novel, interdisciplinary debriefing program using a designâ€based research approach. AEM Education and Training, 2022, 6, e10719.	1.2	3
7	Design and evaluation of a team-based interprofessional practice placement: A design-based research approach. Medical Teacher, 2022, 44, 866-871.	1.8	2
8	Supervisorsâ€™ transformational leadership style and residentsâ€™ job crafting in surgical training: the residentsâ€™ views. International Journal of Medical Education, 2022, 13, 74-83.	1.2	0
9	Consensus about GP interprofessional competencies: A nominal group study. BJGP Open, 2022, , BJGPO.2021.0243.	1.8	0
10	Creativity: A viable and valuable competency in medicine? A qualitative exploratory study. Medical Teacher, 2022, 44, 1158-1164.	1.8	7
11	Appraising the use of smartphones and apps when conducting qualitative medical education research: AMEE Guide No. 130. Medical Teacher, 2021, 43, 68-74.	1.8	6
12	Improving the understanding of written peer feedback through face-to-face peer dialogue: studentsâ€™ perspective. Higher Education Research and Development, 2021, 40, 1100-1116.	2.9	21
13	Advancing quality culture in health professions education: experiences and perspectives of educational leaders. Advances in Health Sciences Education, 2021, 26, 467-487.	3.3	7
14	Students' social networks are diverse, dynamic and deliberate when transitioning to clinical training. Medical Education, 2021, 55, 376-386.	2.1	14
15	Out of sight, out of mind? A qualitative study of patientsâ€™ perspectives on cross-border healthcare in a European border region. Patient Education and Counseling, 2021, 104, 2559-2564.	2.2	4
16	Ten steps to 4C/ID: training differentiation skills in a professional development program for teachers. Instructional Science, 2021, 49, 395-418.	2.0	18
17	Design and evaluation of a learning assignment in the undergraduate medical curricula on the four dimensions of care: a mixed method study. BMC Medical Education, 2021, 21, 309.	2.4	3
18	Reframing faculty development practice and research through the lens of adaptive expertise. Medical Teacher, 2021, 43, 865-867.	1.8	10

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19	How Surgical Leaders Transform Their Residents to Craft Their Jobs: Surgeonsâ€™ Perspective. Journal of Surgical Research, 2021, 265, 233-244.	1.6	3
20	The impact of interprofessional task-based training on the prevention of surgical site infection in a low-income country. BMC Medical Education, 2021, 21, 607.	2.4	2
21	Peer-to-peer dialogue about teachersâ€™ written feedback enhances studentsâ€™ understanding on how to improve writing skills. Educational Studies, 2020, 46, 693-707.	2.4	10
22	Response to: Overly optimistic picture of current state of cross-border patient care in â€˜Going the extra mileâ€™ by Beuken JA, Verstegen DML, Dolmans D, et al. BMJ Quality and Safety, 2020, 29, 1048-1049.	3.7	0
23	Organizational Conditions That Impact the Implementation of Effective Team-Based Models for the Treatment of Diabetes for Low Income Patientsâ€”A Scoping Review. Frontiers in Endocrinology, 2020, 11, 352.	3.5	6
24	Collaborative learning: Elements encouraging and hindering deep approach to learning and use of elaboration strategies. Medical Teacher, 2020, 42, 1261-1269.	1.8	14
25	Promoting positive perceptions of and motivation for research among undergraduate medical students to stimulate future research involvement: a grounded theory study. BMC Medical Education, 2020, 20, 204.	2.4	32
26	Mind the gap: Teachersâ€™ conceptions of student-staff partnership and its potential to enhance educational quality. Medical Teacher, 2020, 42, 529-535.	1.8	15
27	Going the extra mile â€” cross-border patient handover in a European border region: qualitative study of healthcare professionalsâ€™ perspectives. BMJ Quality and Safety, 2020, 29, 980-987.	3.7	12
28	A National, Palliative Care Competency Framework for Undergraduate Medical Curricula. International Journal of Environmental Research and Public Health, 2020, 17, 2396.	2.6	15
29	Shaping a Culture for Continuous Quality Improvement in Undergraduate Medical Education. Academic Medicine, 2020, 95, 1913-1920.	1.6	11
30	Assessorsâ€™ interpretations of narrative data on communication skills in a summative OSCE. Medical Education, 2019, 53, 1003-1012.	2.1	4
31	How theory and design-based research can mature PBL practice and research. Advances in Health Sciences Education, 2019, 24, 879-891.	3.3	42
32	Palliative care education in the undergraduate medical curricula: studentsâ€™ views on the importance of, their confidence in, and knowledge of palliative care. BMC Palliative Care, 2019, 18, 72.	1.8	31
33	Disentangling residentsâ€™ engagement with communities of clinical practice in the workplace. Advances in Health Sciences Education, 2019, 24, 459-475.	3.3	4
34	Reliability of narrative assessment data on communication skills in a summative OSCE. Patient Education and Counseling, 2019, 102, 1164-1169.	2.2	7
35	Student participation in the design of learning and teaching: Disentangling the terminology and approaches. Medical Teacher, 2019, 41, 1203-1205.	1.8	35
36	Beyond the struggles: a scoping review on the transition to undergraduate clinical training. Medical Education, 2019, 53, 559-570.	2.1	82

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37	Job Crafting to Persist in Surgical Training: A Qualitative Study From the Resident's Perspective. Journal of Surgical Research, 2019, 239, 180-190.	1.6	8
38	A studentsâ€™ take on studentâ€“staff partnerships: experiences and preferences. Assessment and Evaluation in Higher Education, 2019, 44, 910-919.	5.6	31
39	Discriminating Features of Narrative Evaluations of Communication Skills During an OSCE. Teaching and Learning in Medicine, 2019, 31, 298-306.	2.1	4
40	Celebrating 50Âyears of problem-based learning: progress, pitfalls and possibilities. Advances in Health Sciences Education, 2019, 24, 849-851.	3.3	11
41	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
42	Social Interactions of Clerks: The Role of Engagement, Imagination, and Alignment as Sources for Professional Identity Formation. Academic Medicine, 2019, 94, 1567-1573.	1.6	20
43	PERFLECT: Design and Evaluation of an Electronic Development Portfolio Aimed at Supporting Self-Directed Learning. TechTrends, 2019, 63, 420-427.	2.3	6
44	Capturing the complexity of differentiated instruction. School Effectiveness and School Improvement, 2019, 30, 51-67.	2.9	78
45	Simulationâ€based education for novices: complex learning tasks promote reflective practice. Medical Education, 2019, 53, 380-389.	2.1	17
46	Reinforcing pillars for quality culture development: a path analytic model. Studies in Higher Education, 2019, 44, 643-662.	4.5	14
47	Peer group reflection on student ratings stimulates clinical teachers to generate plans to improve their teaching. Medical Teacher, 2018, 40, 302-309.	1.8	8
48	Ward round simulation in final year medical students: Does it promote students learning?. Medical Teacher, 2018, 40, 199-204.	1.8	13
49	Factors hindering the implementation of surgical site infection control guidelines in the operating rooms of low-income countries: a mixed-method study. European Journal of Clinical Microbiology and Infectious Diseases, 2018, 37, 1923-1929.	2.9	9
50	Taking control: Is job crafting related to the intention to leave surgical training?. PLoS ONE, 2018, 13, e0197276.	2.5	15
51	Unravelling quality culture in higher education: a realist review. Higher Education, 2017, 73, 39-60.	4.4	93
52	Medical professionalism frameworks across non-Western cultures: A narrative overview. Medical Teacher, 2017, 39, S8-S14.	1.8	44
53	Electronic assessment of clinical reasoning in clerkships: A mixed-methods comparison of long-menu key-feature problems with context-rich single best answer questions. Medical Teacher, 2017, 39, 476-485.	1.8	20
54	Dealing with the tension: how residents seek autonomy and participation in the workplace. Medical Education, 2017, 51, 699-707.	2.1	38

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55	Looking beyond the individual: Quality research requires supportive environments. Medical Teacher, 2017, 39, 1-2.	1.8	0
56	Mental Rehearsal Strategy for Stress Management and Performance in Simulations. Clinical Simulation in Nursing, 2017, 13, 295-302.	3.0	12
57	Exploring the influence of cultural orientations on assessment of communication behaviours during patient-practitioner interactions. BMC Medical Education, 2017, 17, 61.	2.4	7
58	The simulated clinical environment: Cognitive and emotional impact among undergraduates. Medical Teacher, 2017, 39, 181-187.	1.8	44
59	Use of a Night Float System to Comply With Resident Duty Hours Restrictions. Academic Medicine, 2016, 91, 401-408.	1.6	28
60	Stress and anxiety management strategies in health professions' simulation training: a review of the literature. BMJ Simulation and Technology Enhanced Learning, 2016, 2, 42-46.	0.7	15
61	Deep and surface learning in problem-based learning: a review of the literature. Advances in Health Sciences Education, 2016, 21, 1087-1112.	3.3	212
62	Communities of teaching practice in the workplace: Evaluation of a faculty development programme. Medical Teacher, 2016, 38, 808-814.	1.8	20
63	A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40. Medical Teacher, 2016, 38, 769-786.	1.8	440
64	Balancing student- and tutor-guidance in problem-based curricula â€“ Response to â€œIs the PBL generation of medical students reliant on Dr Google?â€• Medical Teacher, 2016, 38, 102-103.	1.8	1
65	Strengthening internal quality assurance processes: facilitating student evaluation committees to contribute. Assessment and Evaluation in Higher Education, 2016, 41, 53-66.	5.6	24
66	Development, implementation, and evaluation of a mental rehearsal strategy to improve clinical performance and reduce stress: A mixed methods study. Nurse Education Today, 2016, 37, 27-32.	3.3	14
67	Theoretical perspectives and applications of group learning in PBL. Medical Teacher, 2016, 38, 189-195.	1.8	20
68	Understanding how residentsâ€™ preferences for supervisory methods change throughout residency training: a mixed-methods study. BMC Medical Education, 2015, 15, 177.	2.4	22
69	Diagnostic reasoning and underlying knowledge of students with preclinical patient contacts in PBL. Medical Education, 2015, 49, 1229-1238.	2.1	20
70	When I say â€¦ whole-task curricula. Medical Education, 2015, 49, 457-458.	2.1	5
71	When I say â€¦ whole-task curriculaâ€¦ continued. My response to the letter that questions whole-task curricula. Medical Education, 2015, 49, 1050-1050.	2.1	0
72	How feedback can foster professional growth of teachers in the clinical workplace: A review of the literature. Studies in Educational Evaluation, 2015, 46, 47-52.	2.3	13

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73	Exploring the validity and reliability of a questionnaire for evaluating virtual patient design with a special emphasis on fostering clinical reasoning. Medical Teacher, 2015, 37, 775-782.	1.8	23
74	Comparison of standardized patients with high-fidelity simulators for managing stress and improving performance in clinical deterioration: A mixed methods study. Nurse Education Today, 2015, 35, 1161-1168.	3.3	47
75	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
76	Biases in course evaluations: â€˜what does the evidence say?â€™. Medical Education, 2014, 48, 219-220.	2.1	0
77	Effective quality management requires a systematic approach and a flexible organisational culture: a qualitative study among academic staff. Quality in Higher Education, 2014, 20, 103-126.	1.1	29
78	Impact of a faculty development programme for teaching communication skills on participantsâ€™ practice. Postgraduate Medical Journal, 2014, 90, 245-250.	1.8	13
79	Midterm peer feedback in problem-based learning groups: the effect on individual contributions and achievement. Advances in Health Sciences Education, 2014, 19, 53-69.	3.3	19
80	Relevant prior knowledge moderates the effect of elaboration during small group discussion on academic achievement. Instructional Science, 2013, 41, 729-744.	2.0	22
81	Effectiveness of a training program in supervisorsâ€™ ability to provide feedback on residentsâ€™ communication skills. Advances in Health Sciences Education, 2013, 18, 901-915.	3.3	37
82	Self-assessment and dialogue: can it improve learning?. Advances in Health Sciences Education, 2013, 18, 193-195.	3.3	1
83	Learner preferences regarding integrating, sequencing and aligning virtual patients with other activities in the undergraduate medical curriculum: A focus group study. Medical Teacher, 2013, 35, 920-929.	1.8	38
84	Research on problemâ€based learning: future challenges. Medical Education, 2013, 47, 214-218.	2.1	40
85	Teachersâ€™ conceptions of quality and organisational values in higher education: compliance or enhancement?. Assessment and Evaluation in Higher Education, 2013, 38, 152-166.	5.6	21
86	The effect of midterm peer feedback on student functioning in problem-based tutorials. Advances in Health Sciences Education, 2013, 18, 199-213.	3.3	27
87	Elaboration during problem-based group discussion: Effects on recall for high and low ability students. Advances in Health Sciences Education, 2013, 18, 659-672.	3.3	4
88	Twelve tips for implementing whole-task curricula: How to make it work. Medical Teacher, 2013, 35, 801-805.	1.8	25
89	Clinical Teaching Based on Principles of Cognitive Apprenticeship. Academic Medicine, 2013, 88, 861-865.	1.6	74
90	Evaluating clinical teachers with the Maastricht clinical teaching questionnaire: How much â€˜teacherâ€™ is in student ratings?. Medical Teacher, 2012, 34, 320-326.	1.8	18

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91	Building bridges between theory and practice in medical education using a design-based research approach: AMEE Guide No. 60. Medical Teacher, 2012, 34, 1-10.	1.8	121
92	The AMEE Research Committee: Initiatives to stimulate research and practice. Medical Teacher, 2012, 34, 458-461.	1.8	13
93	Exploring the validity and reliability of a questionnaire for evaluating veterinary clinical teachersâ€™ supervisory skills during clinical rotations. Medical Teacher, 2011, 33, e84-e91.	1.8	30
94	Can students adequately evaluate the activities of their peers in PBL?. Medical Teacher, 2011, 33, 145-150.	1.8	20
95	Peer group reflection helps clinical teachers to critically reflect on their teaching. Medical Teacher, 2011, 33, e615-e623.	1.8	41
96	Pre-clinical patient contacts and the application of biomedical and clinical knowledge. Medical Education, 2011, 45, 280-288.	2.1	8
97	Which cognitive processes support learning during small-group discussion? The role of providing explanations and listening to others. Instructional Science, 2011, 39, 189-204.	2.0	80
98	â€œFor most of us Africans, we donâ€™t just speakâ€¦ a qualitative investigation into collaborative heterogeneous PBL group learning. Advances in Health Sciences Education, 2011, 16, 297-310.	3.3	25
99	Reflection on studies on the learning process in problem-based learning. Advances in Health Sciences Education, 2011, 16, 437-441.	3.3	10
100	Does internal quality management contribute to more control or to improvement of higher education?. Quality Assurance in Education, 2011, 19, 141-155.	1.5	41
101	The Maastricht Clinical Teaching Questionnaire (MCTQ) as a Valid and Reliable Instrument for the Evaluation of Clinical Teachers. Academic Medicine, 2010, 85, 1732-1738.	1.6	92
102	Combined student ratings and self-assessment provide useful feedback for clinical teachers. Advances in Health Sciences Education, 2010, 15, 315-328.	3.3	50
103	Reliability and validity of a Tutorial Group Effectiveness Instrument. Medical Teacher, 2010, 32, e133-e137.	1.8	17
104	Research in medical education: pratical impact on medical training and future challenges. GMS Zeitschrift FÃ¼r Medizinische Ausbildung, 2010, 27, Doc34.	1.2	1
105	Organisational Values in Higher Education: Perceptions and Preferences of Staff. Quality in Higher Education, 2009, 15, 233-249.	1.1	20
106	Does a faculty development programme improve teachersâ€™ perceived competence in different teacher roles?. Medical Teacher, 2009, 31, 1030-1031.	1.8	12
107	Clinical supervisorsâ€™ perceived needs for teaching communication skills in clinical practice. Medical Teacher, 2009, 31, e316-e322.	1.8	39
108	Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students?. Advances in Health Sciences Education, 2009, 14, 535-546.	3.3	130

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109	Undergraduate research internships: Veterinary studentsâ€™ experiences and the relation with internship quality. Medical Teacher, 2009, 31, e178-e184.	1.8	2
110	Residents' perceived needs in communication skills training across in- and outpatient clinical settings. Education for Health: Change in Learning and Practice, 2009, 22, 280.	0.3	9
111	Teachersâ€™ Interactions and their Collaborative Reflection Processes during Peer Meetings. Advances in Health Sciences Education, 2008, 13, 289-308.	3.3	32
112	Studentsâ€™ opinions about the effects of preclinical patient contacts on their learning. Advances in Health Sciences Education, 2008, 13, 633-647.	3.3	74
113	The development of an instrument for evaluating clinical teachers: involving stakeholders to determine content validity. Medical Teacher, 2008, 30, e272-e277.	1.8	68
114	Preparation for Practice by Veterinary School: A Comparison of the Perceptions of Alumni from a Traditional and an Innovative Veterinary Curriculum. Journal of Veterinary Medical Education, 2008, 35, 431-438.	0.6	46
115	Perceptions of problem-based learning (PBL) group effectiveness in a socially-culturally diverse medical student population. Education for Health: Change in Learning and Practice, 2008, 21, 116.	0.3	8
116	Assessing studentsâ€™ research reports: Development of a rating scale. Medical Teacher, 2007, 29, 160-165.	1.8	5
117	Studentsâ€™ perceptions of early patient encounters in a PBL curriculum: A first evaluation of the Maastricht experience. Medical Teacher, 2007, 29, 135-142.	1.8	57
118	Factors inhibiting assessment of students' professional behaviour in the tutorial group during problem-based learning. Medical Education, 2007, 41, 849-856.	2.1	23
119	A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. Medical Teacher, 2006, 28, 497-526.	1.8	1,023
120	Portfolio as a tool to stimulate teachers' reflections. Medical Teacher, 2006, 28, 277-282.	1.8	45
121	Can students differentiate between PBL tutors with different tutoring deficiencies?. Medical Teacher, 2006, 28, e156-e161.	1.8	20
122	Analysis of verbal interactions in tutorial groups: a process study. Medical Education, 2006, 40, 129-137.	2.1	92
123	Participants' opinions on the usefulness of a teaching portfolio. Medical Education, 2006, 40, 371-378.	2.1	40
124	Student perceptions of a virtual learning environment for a problem-based learning undergraduate medical curriculum. Medical Education, 2006, 40, 568-575.	2.1	55
125	The influence of tutoring competencies on problems, group functioning and student achievement in problem-based learning. Medical Education, 2006, 40, 730-736.	2.1	68
126	Student perceptions about the characteristics of an effective discussion during the reporting phase in problem-based learning. Medical Education, 2006, 40, 924-931.	2.1	41

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127	What Do We Know About Cognitive and Motivational Effects of Small Group Tutorials in Problem-Based Learning?. Advances in Health Sciences Education, 2006, 11, 321-336.	3.3	178
128	Problem-based learning: future challenges for educational practice and research. Medical Education, 2005, 39, 732-741.	2.1	590
129	Student Perspectives on Learning-Oriented Interactions in the Tutorial Group. Advances in Health Sciences Education, 2005, 10, 23-35.	3.3	30
130	Complex Interactions Between Tutor Performance, Tutorial Group Productivity and the Effectiveness of PBL Units as Perceived by Students. Advances in Health Sciences Education, 2005, 10, 253-261.	3.3	25
131	A short questionnaire to evaluate the effectiveness of tutors in PBL: validity and reliability. Medical Teacher, 2005, 27, 534-538.	1.8	56
132	Development and validation of a questionnaire to identify learning-oriented group interactions in PBL. Medical Teacher, 2005, 27, 375-381.	1.8	39
133	Quality issues in judging portfolios: implications for organizing teaching portfolio assessment procedures. Studies in Higher Education, 2005, 30, 595-610.	4.5	49
134	Exploration of a method to analyze group interactions in problem-based learning. Medical Teacher, 2004, 26, 471-478.	1.8	52
135	Providing physicians with feedback on how they supervise students during patient contacts. Medical Teacher, 2004, 26, 409-414.	1.8	19
136	Validation of a checklist to assess ward round performance in internal medicine. Medical Education, 2004, 38, 700-707.	2.1	59
137	Education Research at the Faculty of Medicine, University of Maastricht: Fostering the Interrelationship between Professional and Education Practice. Academic Medicine, 2004, 79, 990-996.	1.6	23
138	Validation of a short questionnaire to assess the degree of complexity and structuredness of PBL problems. Medical Education, 2003, 37, 1001-1007.	2.1	42
139	The effectiveness of PBL: the debate continues. Some concerns about the BEME movement. Medical Education, 2003, 37, 1129-1130.	2.1	52
140	From Quality Assurance to Total Quality Management: How Can Quality Assurance Result in Continuous Improvement in Health Professions Education?. Education for Health: Change in Learning and Practice, 2003, 16, 210-217.	0.3	25
141	The Impacts of Supervision, Patient Mix, and Numbers of Students on the Effectiveness of Clinical Rotations. Academic Medicine, 2002, 77, 332-335.	1.6	67
142	Trends in research on the tutor in problem-based learning: conclusions and implications for educational practice and research. Medical Teacher, 2002, 24, 173-180.	1.8	184
143	Studentsâ€™ perceptions of relationships between some educational variables in the out-patient setting. Medical Education, 2002, 36, 735-741.	2.1	34
144	Student perspectives on critical incidents in the tutorial group. Advances in Health Sciences Education, 2002, 7, 201-209.	3.3	57

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145	Solving problems with group work in problem-based learning: hold on to the philosophy. Medical Education, 2001, 35, 884-889.	2.1	156
146	Relationship of TutorsÊ¼ Group-dynamics Skills to Their Performance Ratings in Problem-based Learning. Academic Medicine, 2001, 76, 473-476.	1.6	34
147	Students' perceptions of time spent during clinical rotations. Medical Teacher, 2001, 23, 471-475.	1.8	5
148	Students as teachers. Medical Education, 2000, 34, 11-12.	2.1	6
149	Is Tutor Performance Dependent on the Tutorial Group's Productivity?: Toward Further Resolving of Inconsistencies in Tutor Performance. Teaching and Learning in Medicine, 1999, 11, 186-191.	2.1	20
150	The impact of student-generated learning issues on individual study time and academic achievement. Medical Education, 1999, 33, 808-814.	2.1	47
151	Profiles of effective tutors in problem-based learning: scaffolding student learning. Medical Education, 1999, 33, 901-906.	2.1	130
152	Impact of Individual Study on Tutorial Group Discussion. Teaching and Learning in Medicine, 1999, 11, 196-201.	2.1	20
153	Student assessment in community settings: a comprehensive approach. Medical Education, 1998, 32, 50-59.	2.1	12
154	Tutor intervention profile: reliability and validity. Medical Education, 1998, 32, 262-268.	2.1	44
155	THINKING ABOUT STUDENT THINKING. Academic Medicine, 1998, 73, S22-24.	1.6	81
156	Improving clinical education through evaluation. Medical Teacher, 1997, 19, 99-103.	1.8	8
157	The advantages of problem-based curricula. Postgraduate Medical Journal, 1996, 72, 535-538.	1.8	114
158	Use of studentâ€generated learning issues to evaluate problems in a problemâ€based curriculum. Teaching and Learning in Medicine, 1994, 6, 199-202.	2.1	6
159	What drives the student in problem-based learning?. Medical Education, 1994, 28, 372-380.	2.1	108
160	A rating scale for tutor evaluation in a problem-based curriculum: validity and reliability. Medical Education, 1994, 28, 550-558.	2.1	32
161	Improving the effectiveness of tutors in problem-based learning. Medical Teacher, 1994, 16, 369-377.	1.8	15
162	Student, direct thyself! Facilitating self-directed learning skills and motivation with an electronic development portfolio. Journal of Research on Technology in Education, 0, , 1-17.	6.5	2