

Naomi Low-Beer

List of Publications by Year in descending order

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Version: 2024-02-01

17
papers

458
citations

840119

11
h-index

887659

17
g-index

18
all docs

18
docs citations

18
times ranked

569
citing authors

#	ARTICLE	IF	CITATIONS
1	Evaluation by medical students of the educational value of multi-material and multi-colored three-dimensional printed models of the upper limb for anatomical education. <i>Anatomical Sciences Education</i> , 2018, 11, 54-64.	2.5	94
2	Digital Problem-Based Learning in Health Professions: Systematic Review and Meta-Analysis by the Digital Health Education Collaboration. <i>Journal of Medical Internet Research</i> , 2019, 21, e12945.	2.1	74
3	Health professions digital education on clinical practice guidelines: a systematic review by Digital Health Education collaboration. <i>BMC Medicine</i> , 2019, 17, 139.	2.3	54
4	Implementation of team-based learning on a large scale: Three factors to keep in mind*. <i>Medical Teacher</i> , 2018, 40, 582-588.	1.0	43
5	Dextrin Sulfate as a Vaginal Microbicide: Randomized, Double-Blind, Placebo-Controlled Trial Including Healthy Female Volunteers and Their Male Partners. <i>Journal of Acquired Immune Deficiency Syndromes</i> (1999), 2002, 31, 391-398.	0.9	28
6	How cognitive engagement fluctuates during a team-based learning session and how it predicts academic achievement. <i>Advances in Health Sciences Education</i> , 2018, 23, 339-351.	1.7	28
7	COVID 19: Designing and conducting an online mini-multiple interview (MMI) in a dynamic landscape. <i>Medical Teacher</i> , 2020, 42, 776-780.	1.0	28
8	How Covid-19 opened up questions of sociomateriality in healthcare education. <i>Advances in Health Sciences Education</i> , 2020, 25, 479-482.	1.7	26
9	Development of a three-dimensional printed heart from computed tomography images of a plastinated specimen for learning anatomy. <i>Anatomy and Cell Biology</i> , 2020, 53, 48-57.	0.5	20
10	Effects of graded versus ungraded individual readiness assurance scores in team-based learning: a quasi-experimental study. <i>Advances in Health Sciences Education</i> , 2019, 24, 477-488.	1.7	16
11	Evidence supporting dual-process theory of medical diagnosis: a functional near-infrared spectroscopy study. <i>Medical Education</i> , 2019, 53, 143-152.	1.1	14
12	A Students'™ Model of Team-based Learning. <i>Health Professions Education</i> , 2019, 5, 294-302.	1.4	9
13	Inducing System-1-type diagnostic reasoning in second-year medical students within 15%minutes. <i>Medical Teacher</i> , 2018, 40, 1030-1035.	1.0	8
14	Promotion of knowledge transfer and retention in year 2 medical students using an online training exercise. <i>Advances in Health Sciences Education</i> , 2021, 26, 1059-1074.	1.7	6
15	Exploring the feasibility of using very short answer questions (VSAQs) in team-based learning (TBL). <i>Clinical Teacher</i> , 2021, 18, 404-408.	0.4	3
16	Student assistantship programme: an evaluation of impact on readiness to transit from medical student to junior doctor. <i>BMC Medical Education</i> , 2022, 22, 99.	1.0	3
17	Assessing How Students Learn in Team-Based Learning: Validation of the Knowledge Re-Consolidation Inventory. <i>Health Professions Education</i> , 2017, 3, 118-127.	1.4	2