

Anthony Artino Jr

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

187
papers

5,687
citations

36
h-index

70
g-index

221
ext. papers

7,224
ext. citations

2.8
avg, IF

6.52
L-index

#	Paper	IF	Citations
187	Publishing your scholarship: a survey of pearls from top reviewers.. <i>Medical Education Online</i> , 2022 , 27, 2016561	4.4	1
186	Reporting Guidelines 2022 , 83-100		
185	Survey Construction 2022 , 19-35		
184	Self-Regulated Learning. <i>Innovation and Change in Professional Education</i> , 2022 , 25-43	0.1	0
183	Transparency in peer review: Exploring the content and tone of reviewers' confidential comments to editors. <i>PLoS ONE</i> , 2021 , 16, e0260558	3.7	1
182	Finding Success in Scholarship: How Physician Assistant Educators Can Overcome Barriers to Publication. <i>Journal of Physician Assistant Education</i> , 2021 , 32, 237-241	0.6	0
181	Knowledge syntheses in medical education: Meta-research examining author gender, geographic location, and institutional affiliation. <i>PLoS ONE</i> , 2021 , 16, e0258925	3.7	2
180	Delineating the field of medical education: Bibliometric research approach(es). <i>Medical Education</i> , 2021 ,	3.7	1
179	New Insights About Military Interprofessional Healthcare Teams: Lessons Learned and New Directions From a Program of Research. <i>Military Medicine</i> , 2021 , 186, 53-56	1.3	
178	Military Interprofessional Healthcare Teams: Identifying the Characteristics That Support Success. <i>Military Medicine</i> , 2021 , 186, 1-6	1.3	1
177	Ethical Bearing Is About Our Conduct: Ethics as an Essential Component of Military Interprofessional Healthcare Teams. <i>Military Medicine</i> , 2021 , 186, 23-28	1.3	4
176	Piloting the FIRE: A Novel Error Management Training Simulation Curriculum for Fasciotomy Instruction. <i>Journal of Surgical Education</i> , 2021 , 78, 655-664	3.4	1
175	MERIT: a mentor reflection instrument for identifying the personal interpretative framework. <i>BMC Medical Education</i> , 2021 , 21, 144	3.3	0
174	Scoping reviews in medical education: A scoping review. <i>Medical Education</i> , 2021 , 55, 689-700	3.7	6
173	Knowledge syntheses in medical education: A bibliometric analysis. <i>Perspectives on Medical Education</i> , 2021 , 10, 79-87	4.3	6
172	The Isolated Surgeon: A Scoping Review. <i>Journal of Surgical Research</i> , 2021 , 264, 562-571	2.5	0
171	It Totally Possibly Could Be: How a Group of Military Physicians Reflect on Their Clinical Reasoning in the Presence of Contextual Factors. <i>Military Medicine</i> , 2020 , 185, 575-582	1.3	9

170	The Positivism Paradigm of Research. <i>Academic Medicine</i> , 2020 , 95, 690-694	3.9	32
169	Fundamentals of Anorectal Technical Skills: A Concise Surgical Skills Course. <i>Military Medicine</i> , 2020 , 185, e1794-e1802	1.3	1
168	When will I get my paper back? A replication study of publication timelines for health professions education research. <i>Perspectives on Medical Education</i> , 2020 , 9, 139-146	4.3	6
167	The Linguistic Effects of Context Specificity: Exploring Affect, Cognitive Processing, and Agency in Physicians' Think-Aloud Reflections. <i>Diagnosis</i> , 2020 , 7, 273-280	4.2	7
166	Understanding context specificity: the effect of contextual factors on clinical reasoning. <i>Diagnosis</i> , 2020 , 7, 257-264	4.2	15
165	Challenges in mitigating context specificity in clinical reasoning: a report and reflection. <i>Diagnosis</i> , 2020 , 7, 291-297	4.2	1
164	SimLEARN Musculoskeletal Training for VHA Primary Care Providers and Health Professions Educators. <i>Federal Practitioner: for the Health Care Professionals of the VA, DoD, and PHS</i> , 2020 , 37, 42-47 ^{0.7}		
163	The Psychology of Shame: A Resilience Seminar for Medical Students. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2020 , 16, 11052	1.2	3
162	Military Medical Students' Intentions to Pursue Operational Medicine: Survey Design and Initial Validation. <i>Military Medicine</i> , 2020 , 185, e1992-e1998	1.3	
161	What Influences the Decision to Interview a Candidate for Medical School?. <i>Military Medicine</i> , 2020 , 185, e1999-e2003	1.3	1
160	Effects of live and video simulation on clinical reasoning performance and reflection. <i>Advances in Simulation</i> , 2020 , 5, 17	3.7	2
159	Why we should strive for emotional candour in medical education, too. <i>Medical Education</i> , 2019 , 53, 745-746	3.4	4
158	First-year medical students' calibration bias and accuracy across clinical reasoning activities. <i>Advances in Health Sciences Education</i> , 2019 , 24, 767-781	3.7	9
157	Use of clinical reasoning tasks by medical students. <i>Diagnosis</i> , 2019 , 6, 127-135	4.2	0
156	Factors associated with scientific misconduct and questionable research practices in health professions education. <i>Perspectives on Medical Education</i> , 2019 , 8, 74-82	4.3	18
155	Sentinel Emotional Events: The Nature, Triggers, and Effects of Shame Experiences in Medical Residents. <i>Academic Medicine</i> , 2019 , 94, 85-93	3.9	42
154	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education. <i>PLoS ONE</i> , 2019 , 14, e0223992	3.7	9
153	Heart Rate and Heart Rate Variability Correlate with Clinical Reasoning Performance and Self-Reported Measures of Cognitive Load. <i>Scientific Reports</i> , 2019 , 9, 14668	4.9	17

152	Why health professions education needs functional linguistics: the power of 'stealth words'. <i>Medical Education</i> , 2019 , 53, 1187-1195	3.7	6
151	Exploring researchers' perspectives on authorship decision making. <i>Medical Education</i> , 2019 , 53, 1253-1262		8
150	Ethical Shades of Gray: International Frequency of Scientific Misconduct and Questionable Research Practices in Health Professions Education. <i>Academic Medicine</i> , 2019 , 94, 76-84	3.9	37
149	Addressing the Elephant in the Room: A Shame Resilience Seminar for Medical Students. <i>Academic Medicine</i> , 2019 , 94, 1132-1136	3.9	8
148	Clinical Reasoning Assessment Methods: A Scoping Review and Practical Guidance. <i>Academic Medicine</i> , 2019 , 94, 902-912	3.9	58
147	Influencing Mindsets and Motivation in Procedural Skills Learning: Two Randomized Studies. <i>Journal of Surgical Education</i> , 2019 , 76, 652-663	3.4	5
146	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education 2019 , 14, e0223992		
145	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education 2019 , 14, e0223992		
144	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education 2019 , 14, e0223992		
143	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education 2019 , 14, e0223992		
142	Who Am I, and Who Do I Strive to Be? Applying a Theory of Self-Conscious Emotions to Medical Education. <i>Academic Medicine</i> , 2018 , 93, 874-880	3.9	17
141	Interprofessional Healthcare Teams in the Military: A Scoping Literature Review. <i>Military Medicine</i> , 2018 , 183, e448-e454	1.3	13
140	The Survey Checklist (Manifesto). <i>Academic Medicine</i> , 2018 , 93, 360-366	3.9	35
139	"The Questions Shape the Answers": Assessing the Quality of Published Survey Instruments in Health Professions Education Research. <i>Academic Medicine</i> , 2018 , 93, 456-463	3.9	18
138	Are You Sure You Want to Do That? Fostering the Responsible Conduct of Medical Education Research. <i>Academic Medicine</i> , 2018 , 93, 544-549	3.9	10
137	Examining the readiness of best evidence in medical education guides for integration into educational practice: A meta-synthesis. <i>Perspectives on Medical Education</i> , 2018 , 7, 292-301	4.3	8
136	#MedEd: exploring the relationship between altmetrics and traditional measures of dissemination in health professions education. <i>Perspectives on Medical Education</i> , 2018 , 7, 239-247	4.3	21
135	Development and initial validation of an online engagement metric using virtual patients. <i>BMC Medical Education</i> , 2018 , 18, 213	3.3	12

134	Measuring Mindsets and Achievement Goal Motivation: A Validation Study of Three Instruments. <i>Academic Medicine</i> , 2018 , 93, 1391-1399	3.9	5
133	Tying knots: an activity theory analysis of student learning goals in clinical education. <i>Medical Education</i> , 2017 , 51, 687-698	3.7	34
132	Measuring achievement goal motivation, mindsets and cognitive load: validation of three instruments' scores. <i>Medical Education</i> , 2017 , 51, 1061-1074	3.7	20
131	Contextual factors and clinical reasoning: differences in diagnostic and therapeutic reasoning in board certified versus resident physicians. <i>BMC Medical Education</i> , 2017 , 17, 211	3.3	20
130	Beyond Citation Rates: A Real-Time Impact Analysis of Health Professions Education Research Using Altmetrics. <i>Academic Medicine</i> , 2017 , 92, 1449-1455	3.9	33
129	Can Online Communities of Practice Improve Participation Rates of Physicians in Survey Research?. <i>AEM Education and Training</i> , 2017 , 1, 114-115	2.2	1
128	Health Professions Education Graduate Programs Are a Pathway to Strengthening Continuing Professional Development. <i>Journal of Continuing Education in the Health Professions</i> , 2017 , 37, 147-151	2.1	6
127	Tracking the Scholarly Conversation in Health Professions Education: An Introduction to Altmetrics. <i>Academic Medicine</i> , 2017 , 92, 1501	3.9	4
126	Functional neuroimaging correlates of thinking flexibility and knowledge structure in memory: Exploring the relationships between clinical reasoning and diagnostic thinking. <i>Medical Teacher</i> , 2016 , 38, 570-7	3	15
125	The unsuccessful treatment of a case of 'Writer's Block': a replication in medical education. <i>Medical Education</i> , 2016 , 50, 1262-1263	3.7	0
124	Motivation to learn: an overview of contemporary theories. <i>Medical Education</i> , 2016 , 50, 997-1014	3.7	228
123	Science: the slow march of accumulating evidence. <i>Perspectives on Medical Education</i> , 2016 , 5, 350-353	4.3	14
122	Planning the Literature Review. <i>Academic Medicine</i> , 2016 , 91, e18	3.9	1
121	Foreword: Characteristics of RIME Papers That Make the Cut. <i>Academic Medicine</i> , 2016 , 91, Si-Siii	3.9	4
120	Microanalytic Assessment of Self-Regulated Learning During Clinical Reasoning Tasks: Recent Developments and Next Steps. <i>Academic Medicine</i> , 2016 , 91, 1516-1521	3.9	20
119	How to write an educational research grant: AMEE Guide No. 101. <i>Medical Teacher</i> , 2016 , 38, 113-22	3	4
118	Clinical Reasoning Tasks and Resident Physicians: What Do They Reason About?. <i>Academic Medicine</i> , 2016 , 91, 1022-8	3.9	26
117	Comparing Open-Book and Closed-Book Examinations: A Systematic Review. <i>Academic Medicine</i> , 2016 , 91, 583-99	3.9	44

116	Response to: Functional neuroimaging and diagnostic reasoning. <i>Medical Teacher</i> , 2016 , 38, 753-4	3	3
115	Exploring the Role of Peer Advice in Self-Regulated Learning: Metacognitive, Social, and Environmental Factors. <i>Teaching and Learning in Medicine</i> , 2016 , 28, 353-357	3-4	5
114	Dual process theory and intermediate effect: are faculty and residents' performance on multiple-choice, licensing exam questions different?. <i>Military Medicine</i> , 2015 , 180, 92-6	1-3	2
113	Predicting medical school and internship success: does the quality of the research and clinical experience matter?. <i>Military Medicine</i> , 2015 , 180, 12-7	1-3	10
112	Development and initial validation of a program director's evaluation form for medical school graduates. <i>Military Medicine</i> , 2015 , 180, 97-103	1-3	12
111	Career accomplishments of Uniformed Services University of the Health Sciences medical graduates: classes 1980-2001. <i>Military Medicine</i> , 2015 , 180, 109-12	1-3	5
110	Development and initial validation of a program director's evaluation form for third-year residents. <i>Military Medicine</i> , 2015 , 180, 104-8	1-3	4
109	America's medical school: 5,000 graduates since the "first class". <i>Military Medicine</i> , 2015 , 180, 1-3	1-3	3
108	The Uniformed Services University of the Health Sciences: a leadership academy for military medical officers in the U.S. Navy. <i>Military Medicine</i> , 2015 , 180, 171	1-3	3
107	The long-term career outcome study: lessons learned and implications for educational practice. <i>Military Medicine</i> , 2015 , 180, 164-70	1-3	3
106	Longitudinal effects of medical students' communication skills on future performance. <i>Military Medicine</i> , 2015 , 180, 24-30	1-3	23
105	Does the MCAT predict medical school and PGY-1 performance?. <i>Military Medicine</i> , 2015 , 180, 4-11	1-3	29
104	Assessing task importance and anxiety in medical school: an instrument development and initial validation study. <i>Military Medicine</i> , 2015 , 180, 31-42	1-3	1
103	Assessing curriculum effectiveness: a survey of Uniformed Services University medical school graduates. <i>Military Medicine</i> , 2015 , 180, 113-28	1-3	6
102	Relationship of neuroimaging to typical sleep times during a clinical reasoning task: a pilot study. <i>Military Medicine</i> , 2015 , 180, 129-35	1-3	2
101	Consequences of contextual factors on clinical reasoning in resident physicians. <i>Advances in Health Sciences Education</i> , 2015 , 20, 1225-36	3-7	31
100	Dual processing theory and experts' reasoning: exploring thinking on national multiple-choice questions. <i>Perspectives on Medical Education</i> , 2015 , 4, 168-75	4-3	23
99	'But how do you really feel?' Measuring emotions in medical education research. <i>Medical Education</i> , 2015 , 49, 140-2	3-7	5

98	Wikis and forums for collaborative problem-based activity: A systematic comparison of learners' interactions. <i>Internet and Higher Education</i> , 2015 , 24, 35-45	7.4	41
97	Neural basis of nonanalytical reasoning expertise during clinical evaluation. <i>Brain and Behavior</i> , 2015 , 5, e00309	3.4	15
96	Examining shifts in medical students' microanalytic motivation beliefs and regulatory processes during a diagnostic reasoning task. <i>Advances in Health Sciences Education</i> , 2015 , 20, 611-26	3.7	15
95	Foreword: The More Things Change, the More They Stay the Same. <i>Academic Medicine</i> , 2015 , 90, Si-Siii	3.9	1
94	Learners' Attitudes Toward Using Wikis and Forums for Collaboration on Case Problems. <i>Lecture Notes in Computer Science</i> , 2015 , 428-434	0.9	
93	Using functional magnetic resonance imaging to improve how we understand, teach, and assess clinical reasoning. <i>Journal of Continuing Education in the Health Professions</i> , 2014 , 34, 76-82	2.1	7
92	Exploring clinical reasoning in novices: a self-regulated learning microanalytic assessment approach. <i>Medical Education</i> , 2014 , 48, 280-91	3.7	59
91	Developing questionnaires for educational research: AMEE Guide No. 87. <i>Medical Teacher</i> , 2014 , 36, 463-74	3.7	397
90	AM last page. Overview of doctoral programs in health professions education. <i>Academic Medicine</i> , 2014 , 89, 1309	3.9	5
89	What aspects of letters of recommendation predict performance in medical school? Findings from one institution. <i>Academic Medicine</i> , 2014 , 89, 1408-15	3.9	14
88	Applying Clinical Research Skills to Conduct Education Research: Important Recommendations for Success. <i>Journal of Graduate Medical Education</i> , 2014 , 6, 619-22	1.6	8
87	Expertise, Time, Money, Mentoring, and Reward: Systemic Barriers That Limit Education Researcher Productivity-Proceedings From the AAMC GEA Workshop. <i>Journal of Graduate Medical Education</i> , 2014 , 6, 430-6	1.6	31
86	Validity evidence for medical school OSCEs: associations with USMLE step assessments. <i>Teaching and Learning in Medicine</i> , 2014 , 26, 379-86	3.4	26
85	O-chlorobenzylidene malononitrile (CS riot control agent) associated acute respiratory illnesses in a U.S. Army Basic Combat Training cohort. <i>Military Medicine</i> , 2014 , 179, 793-8	1.3	11
84	Is poor performance on NBME clinical subject examinations associated with a failing score on the USMLE step 3 examination?. <i>Academic Medicine</i> , 2014 , 89, 762-6	3.9	12
83	RIME foreword: change = opportunity. <i>Academic Medicine</i> , 2014 , 89, 1481-2	3.9	
82	AM last page. Using control-value theory to understand achievement emotions in medical education. <i>Academic Medicine</i> , 2014 , 89, 1696	3.9	5
81	A pilot study exploring the relationship between internists' self-reported sleepiness, performance on multiple-choice exam items and prefrontal cortex activity. <i>Medical Teacher</i> , 2014 , 36, 434-40	3	11

80	Application essays and future performance in medical school: are they related?. <i>Teaching and Learning in Medicine</i> , 2013 , 25, 55-8	3.4	7
79	Does the think-aloud protocol reflect thinking? Exploring functional neuroimaging differences with thinking (answering multiple choice questions) versus thinking aloud. <i>Medical Teacher</i> , 2013 , 35, 720-6	3	39
78	Why don't we conduct replication studies in medical education?. <i>Medical Education</i> , 2013 , 47, 746-7	3.7	5
77	When I say...emotion in medical education. <i>Medical Education</i> , 2013 , 47, 1062-3	3.7	17
76	Clarifying assumptions to enhance our understanding and assessment of clinical reasoning. <i>Academic Medicine</i> , 2013 , 88, 442-8	3.9	100
75	How is clinical reasoning developed, maintained, and objectively assessed? Views from expert internists and internal medicine interns. <i>Journal of Continuing Education in the Health Professions</i> , 2013 , 33, 215-23	2.1	15
74	AM last page: master's degree in health professions education programs. <i>Academic Medicine</i> , 2013 , 88, 1399	3.9	29
73	AM last page: self-regulated learning--a dynamic, cyclical perspective. <i>Academic Medicine</i> , 2013 , 88, 1048-9	3.9	22
72	It's Not All in Your Head: Viewing Graduate Medical Education Through the Lens of Situated Cognition. <i>Journal of Graduate Medical Education</i> , 2013 , 5, 177-9	1.6	12
71	Tracing the steps of survey design: a graduate medical education research example. <i>Journal of Graduate Medical Education</i> , 2013 , 5, 1-5	1.6	27
70	Analyzing and interpreting data from likert-type scales. <i>Journal of Graduate Medical Education</i> , 2013 , 5, 541-2	1.6	802
69	Functional Neuroimaging Correlates of Burnout among Internal Medicine Residents and Faculty Members. <i>Frontiers in Psychiatry</i> , 2013 , 4, 131	5	30
68	What Do Our Respondents Think We're Asking? Using Cognitive Interviewing to Improve Medical Education Surveys. <i>Journal of Graduate Medical Education</i> , 2013 , 5, 353-6	1.6	219
67	Active-duty physicians' perceptions and satisfaction with humanitarian assistance and disaster relief missions: implications for the field. <i>PLoS ONE</i> , 2013 , 8, e57814	3.7	3
66	Self-regulated learning in medical education 2013 , 465-477		7
65	'Media will never influence learning': but will simulation?. <i>Medical Education</i> , 2012 , 46, 630-2	3.7	5
64	Relationship between clinical experiences and internal medicine clerkship performance. <i>Medical Education</i> , 2012 , 46, 689-97	3.7	7
63	The impact of selected contextual factors on experts' clinical reasoning performance (does context impact clinical reasoning performance in experts?). <i>Advances in Health Sciences Education</i> , 2012 , 17, 65-73	3.7	89

62	The feasibility, reliability, and validity of a post-encounter form for evaluating clinical reasoning. <i>Medical Teacher</i> , 2012 , 34, 30-7	3	55
61	Leadership success and the Uniformed Services University: perspectives of flag officer alumni. <i>Military Medicine</i> , 2012 , 177, 61-7	1.3	2
60	You Can't Fix by Analysis What You've Spoiled by Design: Developing Survey Instruments and Collecting Validity Evidence. <i>Journal of Graduate Medical Education</i> , 2012 , 4, 407-10	1.6	87
59	Identifying themes within a medical school admission committee's reviews of applicants. <i>Military Medicine</i> , 2012 , 177, 16-20	1.3	2
58	Alternate list matriculants: outcome data from those medical students admitted from the alternate list. <i>Military Medicine</i> , 2012 , 177, 7-10	1.3	2
57	40 years of military medical education: an overview of the Long-Term Career Outcome Study (LTCOS). <i>Military Medicine</i> , 2012 , 177, 3-6	1.3	4
56	Relationship between admissions committee review and student performance in medical school and internship. <i>Military Medicine</i> , 2012 , 177, 21-5	1.3	5
55	Instructional authenticity and clinical reasoning in undergraduate medical education: a 2-year, prospective, randomized trial. <i>Military Medicine</i> , 2012 , 177, 38-43	1.3	10
54	Postinterview communication between military residency applicants and training programs. <i>Military Medicine</i> , 2012 , 177, 54-60	1.3	5
53	Using functional neuroimaging combined with a think-aloud protocol to explore clinical reasoning expertise in internal medicine. <i>Military Medicine</i> , 2012 , 177, 72-8	1.3	26
52	Development and initial validation of a survey to assess students' self-efficacy in medical school. <i>Military Medicine</i> , 2012 , 177, 31-7	1.3	17
51	Exploring the relationship between self-reported research experience and performance in medical school and internship. <i>Military Medicine</i> , 2012 , 177, 11-5	1.3	4
50	Where are they now? USU School of Medicine graduates after their military obligation is complete. <i>Military Medicine</i> , 2012 , 177, 68-71	1.3	9
49	Academic self-efficacy: from educational theory to instructional practice. <i>Perspectives on Medical Education</i> , 2012 , 1, 76-85	4.3	148
48	Does self-reported clinical experience predict performance in medical school and internship?. <i>Medical Education</i> , 2012 , 46, 172-8	3.7	12
47	Exploring the complex relations between achievement emotions and self-regulated learning behaviors in online learning. <i>Internet and Higher Education</i> , 2012 , 15, 170-175	7.4	148
46	Emotions in online learning environments: Introduction to the special issue. <i>Internet and Higher Education</i> , 2012 , 15, 137-140	7.4	31
45	Control-value theory: using achievement emotions to improve understanding of motivation, learning, and performance in medical education: AMEE Guide No. 64. <i>Medical Teacher</i> , 2012 , 34, e148-60 ³		63

44	Medical education in the United States of America. <i>Medical Teacher</i> , 2012 , 34, 521-5	3	29
43	Can achievement emotions be used to better understand motivation, learning, and performance in medical education?. <i>Medical Teacher</i> , 2012 , 34, 240-4	3	48
42	Does the authenticity of preclinical teaching format affect subsequent clinical clerkship outcomes? A prospective randomized crossover trial. <i>Teaching and Learning in Medicine</i> , 2012 , 24, 177-82	3.4	16
41	The Long-Term Career Outcome Study (LTCOS): what have we learned from 40 years of military medical education and where should we go?. <i>Military Medicine</i> , 2012 , 177, 81-6	1.3	3
40	The association between specialty match and third-year clerkship performance. <i>Military Medicine</i> , 2012 , 177, 47-52	1.3	9
39	Relationship between OSCE scores and other typical medical school performance indicators: a 5-year cohort study. <i>Military Medicine</i> , 2012 , 177, 44-6	1.3	24
38	Correlation of National Board of Medical Examiners scores with United States Medical Licensing Examination Step 1 And Step 2 scores. <i>Academic Medicine</i> , 2012 , 87, 1348-54	3.9	40
37	AM last page: Hospice and Palliative Medicine (HPM). <i>Academic Medicine</i> , 2012 , 87, 1305	3.9	3
36	Impact of increased authenticity in instructional format on preclerkship students' performance: a two-year, prospective, randomized study. <i>Academic Medicine</i> , 2012 , 87, 1341-7	3.9	13
35	Broadening our understanding of clinical quality: from attribution error to situated cognition. <i>Clinical Pharmacology and Therapeutics</i> , 2012 , 91, 167-9	6.1	8
34	Achievement goal structures and self-regulated learning: relationships and changes in medical school. <i>Academic Medicine</i> , 2012 , 87, 1375-81	3.9	64
33	Perspective: viewing "strugglers" through a different lens: how a self-regulated learning perspective can help medical educators with assessment and remediation. <i>Academic Medicine</i> , 2011 , 86, 488-95	3.9	82
32	In-flight hypoxia events in tactical jet aviation: characteristics compared to normobaric training. <i>Aviation, Space, and Environmental Medicine</i> , 2011 , 82, 775-81		4
31	It's time to explore the role of emotion in medical students' learning. <i>Academic Medicine</i> , 2011 , 86, 275; author reply 275-6	3.9	11
30	AM last page: generalizability in medical education research. <i>Academic Medicine</i> , 2011 , 86, 917	3.9	3
29	Authenticity of instruction and student performance: a prospective randomised trial. <i>Medical Education</i> , 2011 , 45, 807-17	3.7	36
28	Context and clinical reasoning: understanding the perspective of the expert's voice. <i>Medical Education</i> , 2011 , 45, 927-38	3.7	121
27	Situativity theory: a perspective on how participants and the environment can interact: AMEE Guide no. 52. <i>Medical Teacher</i> , 2011 , 33, 188-99	3	196

26	Using self-regulated learning theory to understand the beliefs, emotions, and behaviors of struggling medical students. <i>Academic Medicine</i> , 2011 , 86, S35-8	3.9	51
25	AM last page: Avoiding five common pitfalls of survey design. <i>Academic Medicine</i> , 2011 , 86, 1327	3.9	35
24	Second-year medical students' motivational beliefs, emotions, and achievement. <i>Medical Education</i> , 2010 , 44, 1203-12	3.7	176
23	Making use of contrasting participant views of the same encounter. <i>Medical Education</i> , 2010 , 44, 953-61	3.7	13
22	Perspective: redefining context in the clinical encounter: implications for research and training in medical education. <i>Academic Medicine</i> , 2010 , 85, 894-901	3.9	89
21	AM last page: survey development guidance for medical education researchers. <i>Academic Medicine</i> , 2010 , 85, 925	3.9	36
20	AM last page: paths to national service as a military physician. <i>Academic Medicine</i> , 2010 , 85, 1393	3.9	1
19	AM last page. Reliability and validity in educational measurement. <i>Academic Medicine</i> , 2010 , 85, 1545	3.9	8
18	Online or face-to-face learning? Exploring the personal factors that predict students' choice of instructional format. <i>Internet and Higher Education</i> , 2010 , 13, 272-276	7.4	60
17	Aging and cognitive performance: challenges and implications for physicians practicing in the 21st century. <i>Journal of Continuing Education in the Health Professions</i> , 2010 , 30, 153-60	2.1	36
16	Commentary: On regulation and medical education: sociology, learning, and accountability. <i>Academic Medicine</i> , 2009 , 84, 545-7	3.9	10
15	Beyond Grades in Online Learning: Adaptive Profiles of Academic Self-Regulation Among Naval Academy Undergraduates. <i>Journal of Advanced Academics</i> , 2009 , 20, 568-601	1.7	34
14	Academic motivation and self-regulation: A comparative analysis of undergraduate and graduate students learning online. <i>Internet and Higher Education</i> , 2009 , 12, 146-151	7.4	159
13	Online learning: Are subjective perceptions of instructional context related to academic success?. <i>Internet and Higher Education</i> , 2009 , 12, 117-125	7.4	27
12	Think, feel, act: motivational and emotional influences on military students' online academic success. <i>Journal of Computing in Higher Education</i> , 2009 , 21, 146-166	3.5	52
11	Normobaric hypoxia training: the effects of breathing-gas flow rate on symptoms. <i>Aviation, Space, and Environmental Medicine</i> , 2009 , 80, 547-52		2
10	The Impact of Pass/Fail Grading. <i>Academic Medicine</i> , 2009 , 84, 1470-1471	3.9	
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3	Ethical Shades of Gray: Questionable Research Practices in Health Professions Education		1
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1	Self-regulated learning in healthcare profession education: theoretical perspectives and research methods	155	166