

Karen M Stegers-Jager

List of Publications by Citations

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Version: 2024-04-27

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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.

35
papers

462
citations

12
h-index

20
g-index

38
ext. papers

566
ext. citations

3.6
avg, IF

4.15
L-index

#	Paper	IF	Citations
35	Motivation, learning strategies, participation and medical school performance. <i>Medical Education</i> , 2012 , 46, 678-88	3.7	113
34	Ethnic disparities in undergraduate pre-clinical and clinical performance. <i>Medical Education</i> , 2012 , 46, 575-85	3.7	37
33	Academic dismissal policy for medical students: effect on study progress and help-seeking behaviour. <i>Medical Education</i> , 2011 , 45, 987-94	3.7	31
32	Predicting performance: relative importance of students' background and past performance. <i>Medical Education</i> , 2015 , 49, 933-45	3.7	30
31	Scoring method of a Situational Judgment Test: influence on internal consistency reliability, adverse impact and correlation with personality?. <i>Advances in Health Sciences Education</i> , 2017 , 22, 243-265	2.7	22
30	Academic and non-academic selection criteria in predicting medical school performance. <i>Medical Teacher</i> , 2013 , 35, 497-502	3	22
29	Lessons learned from 15 years of non-grades-based selection for medical school. <i>Medical Education</i> , 2018 , 52, 86-95	3.7	20
28	The effect of a short integrated study skills programme for first-year medical students at risk of failure: a randomised controlled trial. <i>Medical Teacher</i> , 2013 , 35, 120-6	3	18
27	The relationship between extracurricular activities assessed during selection and during medical school and performance. <i>Advances in Health Sciences Education</i> , 2017 , 22, 287-298	3.7	17
26	Ethnic and social disparities in performance on medical school selection criteria. <i>Medical Education</i> , 2015 , 49, 124-33	3.7	16
25	Ethnic and social disparities in different types of examinations in undergraduate pre-clinical training. <i>Advances in Health Sciences Education</i> , 2016 , 21, 1023-1046	3.7	16
24	Non-cognitive selected students do not outperform lottery-admitted students in the pre-clinical stage of medical school. <i>Advances in Health Sciences Education</i> , 2016 , 21, 51-61	3.7	14
23	Gender-specific effects of raising Year-1 standards on medical students' academic performance and stress levels. <i>Medical Education</i> , 2020 , 54, 538-546	3.7	10
22	Integrity situational judgement test for medical school selection: judging 'what to do' versus 'what not to do'. <i>Medical Education</i> , 2018 , 52, 427-437	3.7	10
21	Assessing the assessment in emergency care training. <i>PLoS ONE</i> , 2014 , 9, e114663	3.7	10
20	The role of the assessment policy in the relation between learning and performance. <i>Medical Education</i> , 2018 , 52, 324-335	3.7	9
19	Assessment policies and academic performance within a single course: the role of motivation and self-regulation. <i>Assessment and Evaluation in Higher Education</i> , 2019 , 44, 1177-1190	3.1	8

18	Dealing with diversity in medical education. <i>Medical Education</i> , 2013 , 47, 752-4	3.7	8
17	Broadly sampled assessment reduces ethnicity-related differences in clinical grades. <i>Medical Education</i> , 2019 , 53, 264-275	3.7	7
16	Faking on a situational judgment test in a medical school selection setting: Effect of different scoring methods?. <i>International Journal of Selection and Assessment</i> , 2019 , 27, 235-248	1.8	7
15	The Four-Tier Continuum of Academic and Behavioral Support (4T-CABS) Model: An Integrated Model for Medical Student Success. <i>Academic Medicine</i> , 2017 , 92, 1525-1530	3.9	6
14	Binding study advice: effect of raising the standards?. <i>Perspectives on Medical Education</i> , 2015 , 4, 160-2	4.3	5
13	Curricular fit perspective on motivation in higher education. <i>Higher Education</i> , 1	3	5
12	MUM effect in medical education: taking into account the recipient and training setting. <i>Medical Education</i> , 2019 , 53, 106-108	3.7	3
11	Participation in a scientific pre-university program and medical students' interest in an academic career. <i>BMC Medical Education</i> , 2017 , 17, 150	3.3	3
10	Experience with a Multinational, Secondary School Education Module with a Focus on Prevention of Virus Infections. <i>American Journal of Tropical Medicine and Hygiene</i> , 2017 , 97, 97-108	3.2	3
9	Unraveling the medical residency selection game. <i>Advances in Health Sciences Education</i> , 2021 , 26, 237-257	3.7	2
8	Influence of response instructions and response format on applicant perceptions of a situational judgement test for medical school selection. <i>BMC Medical Education</i> , 2018 , 18, 282	3.3	2
7	Inferring signs from purposeful samples: The role of context in competency assessment. <i>Medical Education</i> , 2021 ,	3.7	2
6	Dealing with diversity: stepping backwards to see the whole picture. <i>Medical Education</i> , 2015 , 49, 233	3.7	1
5	Assessment policies and academic progress: differences in performance and selection for progress. <i>Assessment and Evaluation in Higher Education</i> , 2020 , 1-17	3.1	1
4	Is it them or is it us? Unravelling ethnic disparities in undergraduate clinical performance. <i>BMC Medicine</i> , 2017 , 15, 190	11.4	1
3	Career orientations of medical students: A Q-methodology study. <i>PLoS ONE</i> , 2021 , 16, e0249092	3.7	1
2	Effects of raising the bar on medical student study progress: An intersectional approach. <i>Medical Education</i> , 2021 , 55, 972-981	3.7	1
1	Organic or organised: an interaction analysis to identify how interactional practices influence participation in group decision meetings for residency selection. <i>BMJ Open</i> , 2019 , 9, e026424	3	1

