

Cees P M Van Der Vleuten

List of Publications by Citations

Source: <https://exaly.com/author-pdf/862270/cees-p-m-van-der-vleuten-publications-by-citations.pdf>
Version: 2024-04-03

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.
The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

183 papers	9,381 citations	51 h-index	93 g-index
186 ext. papers	11,048 ext. citations	3.1 avg, IF	6.63 L-index

#	Paper	IF	Citations
183	Assessing professional competence: from methods to programmes. <i>Medical Education</i> , 2005 , 39, 309-17	3.7	743
182	The assessment of professional competence: Developments, research and practical implications. <i>Advances in Health Sciences Education</i> , 1996 , 1, 41-67	3.7	73 ¹
181	Problem-based learning: future challenges for educational practice and research. <i>Medical Education</i> , 2005 , 39, 732-41	3.7	423
180	A model for programmatic assessment fit for purpose. <i>Medical Teacher</i> , 2012 , 34, 205-14	3	416
179	Programmatic assessment: From assessment of learning to assessment for learning. <i>Medical Teacher</i> , 2011 , 33, 478-85	3	412
178	The processes and dimensions of informed self-assessment: a conceptual model. <i>Academic Medicine</i> , 2010 , 85, 1212-20	3.9	217
177	Pitfalls in the pursuit of objectivity: issues of reliability. <i>Medical Education</i> , 1991 , 25, 110-8	3.7	203
176	The assessment of professional competence: building blocks for theory development. <i>Best Practice and Research in Clinical Obstetrics and Gynaecology</i> , 2010 , 24, 703-19	4.6	200
175	Broadening perspectives on clinical performance assessment: rethinking the nature of in-training assessment. <i>Advances in Health Sciences Education</i> , 2007 , 12, 239-60	3.7	178
174	Understanding the influence of emotions and reflection upon multi-source feedback acceptance and use. <i>Advances in Health Sciences Education</i> , 2008 , 13, 275-88	3.7	166
173	Twelve Tips for programmatic assessment. <i>Medical Teacher</i> , 2015 , 37, 641-646	3	149
172	Learning from clinical work: the roles of learning cues and credibility judgements. <i>Medical Education</i> , 2012 , 46, 192-200	3.7	146
171	Programmatic assessment of competency-based workplace learning: when theory meets practice. <i>BMC Medical Education</i> , 2013 , 13, 123	3.3	142
170	Workplace-based assessment: effects of rater expertise. <i>Advances in Health Sciences Education</i> , 2011 , 16, 151-65	3.7	134
169	Validity in work-based assessment: expanding our horizons. <i>Medical Education</i> , 2013 , 47, 1164-74	3.7	133
168	Tensions in informed self-assessment: how the desire for feedback and reticence to collect and use it can conflict. <i>Academic Medicine</i> , 2011 , 86, 1120-7	3.9	133
167	Context and clinical reasoning: understanding the perspective of the expert's voice. <i>Medical Education</i> , 2011 , 45, 927-38	3.7	121

166	A plea for new psychometric models in educational assessment. <i>Medical Education</i> , 2006 , 40, 296-300	3.7	120
165	Workplace-based assessment: raters' performance theories and constructs. <i>Advances in Health Sciences Education</i> , 2013 , 18, 375-96	3.7	119
164	"Directed" self-assessment: practice and feedback within a social context. <i>Journal of Continuing Education in the Health Professions</i> , 2008 , 28, 47-54	2.1	110
163	Rethinking the globalisation of problem-based learning: how culture challenges self-directed learning. <i>Medical Education</i> , 2012 , 46, 738-47	3.7	108
162	The impact of programmatic assessment on student learning: theory versus practice. <i>Medical Education</i> , 2015 , 49, 487-98	3.7	107
161	Programmatic assessment and Kane's validity perspective. <i>Medical Education</i> , 2012 , 46, 38-48	3.7	104
160	Script concordance testing: a review of published validity evidence. <i>Medical Education</i> , 2011 , 45, 329-38	3.7	103
159	Clarifying assumptions to enhance our understanding and assessment of clinical reasoning. <i>Academic Medicine</i> , 2013 , 88, 442-8	3.9	100
158	Challenges in multisource feedback: intended and unintended outcomes. <i>Medical Education</i> , 2007 , 41, 583-91	3.7	100
157	Clarifying students' feedback-seeking behaviour in clinical clerkships. <i>Medical Education</i> , 2013 , 47, 282-91	3.7	93
156	Beyond individualism: professional culture and its influence on feedback. <i>Medical Education</i> , 2013 , 47, 585-94	3.7	91
155	AM last page. Quality criteria in qualitative and quantitative research. <i>Academic Medicine</i> , 2013 , 88, 552	3.9	90
154	Learning culture and feedback: an international study of medical athletes and musicians. <i>Medical Education</i> , 2014 , 48, 713-23	3.7	89
153	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
152	A new framework for designing programmes of assessment. <i>Advances in Health Sciences Education</i> , 2010 , 15, 379-93	3.7	89
151	A systemic framework for the progress test: strengths, constraints and issues: AMEE Guide No. 71. <i>Medical Teacher</i> , 2012 , 34, 683-97	3	87
150	Strengths and weaknesses of simulated and real patients in the teaching of skills to medical students: a review. <i>Simulation in Healthcare</i> , 2008 , 3, 161-9	2.8	77
149	A model of the pre-assessment learning effects of summative assessment in medical education. <i>Advances in Health Sciences Education</i> , 2012 , 17, 39-53	3.7	76

148	The use of progress testing. <i>Perspectives on Medical Education</i> , 2012 , 1, 24-30	4.3	75
147	Barriers to the uptake and use of feedback in the context of summative assessment. <i>Advances in Health Sciences Education</i> , 2015 , 20, 229-45	3.7	71
146	Longitudinal and concentrated communication skills programmes: two dutch medical schools compared. <i>Advances in Health Sciences Education</i> , 2002 , 7, 29-40	3.7	71
145	Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. <i>Advances in Health Sciences Education</i> , 2016 , 21, 175-88	3.7	69
144	"It's Just Not the Culture": A Qualitative Study Exploring Residents' Perceptions of the Impact of Institutional Culture on Feedback. <i>Teaching and Learning in Medicine</i> , 2017 , 29, 153-161	3.4	68
143	The use of programmatic assessment in the clinical workplace: a Maastricht case report. <i>Medical Teacher</i> , 2012 , 34, 226-31	3	67
142	Learning in context: identifying gaps in research on the transfer of medical communication skills to the clinical workplace. <i>Patient Education and Counseling</i> , 2013 , 90, 184-92	3.1	62
141	Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships. <i>Medical Teacher</i> , 2019 , 41, 625-631	3	62
140	What would happen to education if we take education evidence seriously?. <i>Perspectives on Medical Education</i> , 2014 , 3, 222-32	4.3	59
139	Residents' perceived barriers to communication skills learning: comparing two medical working contexts in postgraduate training. <i>Patient Education and Counseling</i> , 2014 , 95, 91-7	3.1	58
138	Web-based feedback after summative assessment: how do students engage?. <i>Medical Education</i> , 2013 , 47, 734-44	3.7	55
137	Factors influencing students' receptivity to formative feedback emerging from different assessment cultures. <i>Perspectives on Medical Education</i> , 2016 , 5, 276-84	4.3	55
136	The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data. <i>Academic Medicine</i> , 2017 , 92, 1617-1621	3.9	54
135	Stakes in the eye of the beholder: an international study of learners' perceptions within programmatic assessment. <i>Medical Education</i> , 2018 , 52, 654-663	3.7	53
134	Context matters when striving to promote active and lifelong learning in medical education. <i>Medical Education</i> , 2018 , 52, 34-44	3.7	51
133	Understanding responses to feedback: the potential and limitations of regulatory focus theory. <i>Medical Education</i> , 2012 , 46, 593-603	3.7	49
132	Exploring the factors influencing clinical students' self-regulated learning. <i>Medical Education</i> , 2015 , 49, 589-600	3.7	48
131	COSMIN Risk of Bias tool to assess the quality of studies on reliability or measurement error of outcome measurement instruments: a Delphi study. <i>BMC Medical Research Methodology</i> , 2020 , 20, 293	4.7	48

130	About Politeness, Face, and Feedback: Exploring Resident and Faculty Perceptions of How Institutional Feedback Culture Influences Feedback Practices. <i>Academic Medicine</i> , 2018 , 93, 1348-1358	3.9	47
129	Simulation-based multiprofessional obstetric anaesthesia training conducted in situ versus off-site leads to similar individual and team outcomes: a randomised educational trial. <i>BMJ Open</i> , 2015 , 5, e008344	3.4	47
128	Health professions' students have an alarming prevalence of depressive symptoms: exploration of the associated factors. <i>BMC Medical Education</i> , 2016 , 16, 279	3.3	46
127	Music lessons: revealing medicine's learning culture through a comparison with that of music. <i>Medical Education</i> , 2013 , 47, 842-50	3.7	46
126	Changing the culture of assessment: the dominance of the summative assessment paradigm. <i>BMC Medical Education</i> , 2017 , 17, 73	3.3	41
125	How clinical medical students perceive others to influence their self-regulated learning. <i>Medical Education</i> , 2017 , 51, 269-279	3.7	39
124	Expert validation of fit-for-purpose guidelines for designing programmes of assessment. <i>BMC Medical Education</i> , 2012 , 12, 20	3.3	33
123	Feedback-giving behaviour in performance evaluations during clinical clerkships. <i>Medical Teacher</i> , 2016 , 38, 88-95	3	32
122	Clarifying the learning experiences of healthcare professionals with in situ and off-site simulation-based medical education: a qualitative study. <i>BMJ Open</i> , 2015 , 5, e008345	3	32
121	Sustained effects of online genetics education: a randomized controlled trial on oncogenetics. <i>European Journal of Human Genetics</i> , 2014 , 22, 310-6	5.3	32
120	The pattern of social media use and its association with academic performance among medical students. <i>Medical Teacher</i> , 2018 , 40, S77-S82	3	31
119	More consensus than idiosyncrasy: Categorizing social judgments to examine variability in Mini-CEX ratings. <i>Academic Medicine</i> , 2014 , 89, 1510-9	3.9	31
118	Bridging the gap: a five stage approach for developing specialty-specific entrustable professional activities. <i>BMC Medical Education</i> , 2016 , 16, 117	3.3	30
117	Approaches to professional behaviour assessment: tools in the professionalism toolbox. <i>European Journal of Internal Medicine</i> , 2009 , 20, e153-7	3.9	30
116	Managing tensions in assessment: moving beyond either-or thinking. <i>Medical Education</i> , 2019 , 53, 64-75	3.7	30
115	Effectiveness of oncogenetics training on general practitioners' consultation skills: a randomized controlled trial. <i>Genetics in Medicine</i> , 2014 , 16, 45-52	8.1	29
114	In-training assessment developments in postgraduate education in Europe. <i>ANZ Journal of Surgery</i> , 2013 , 83, 454-9	1	28
113	Exploring residents' communication learning process in the workplace: a five-phase model. <i>PLoS ONE</i> , 2015 , 10, e0125958	3.7	28

112	Identifying context factors explaining physician's low performance in communication assessment: an explorative study in general practice. <i>BMC Family Practice</i> , 2011 , 12, 138	2.6	28
111	Using a Smartphone App and Coaching Group Sessions to Promote Residents' Reflection in the Workplace. <i>Academic Medicine</i> , 2016 , 91, 365-70	3.9	28
110	When I say context specificity. <i>Medical Education</i> , 2014 , 48, 234-5	3.7	27
109	Embedding of the progress test in an assessment program designed according to the principles of programmatic assessment. <i>Medical Teacher</i> , 2017 , 39, 44-52	3	27
108	A model of the pre-assessment learning effects of assessment is operational in an undergraduate clinical context. <i>BMC Medical Education</i> , 2012 , 12, 9	3.3	26
107	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
106	Inter-rater variability as mutual disagreement: identifying raters' divergent points of view. <i>Advances in Health Sciences Education</i> , 2017 , 22, 819-838	3.7	25
105	Integrating learning assessment and supervision in a competency framework for clinical workplace education. <i>Nurse Education Today</i> , 2015 , 35, 341-6	3.7	25
104	Effect of comprehensive oncogenetics training interventions for general practitioners, evaluated at multiple performance levels. <i>PLoS ONE</i> , 2015 , 10, e0122648	3.7	24
103	Revisiting 'Assessing professional competence: from methods to programmes'. <i>Medical Education</i> , 2016 , 50, 885-8	3.7	24
102	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship: Initiating an International Conversation. <i>Academic Medicine</i> , 2017 , 92, 205-208	3.9	23
101	Poor professionalism identified through investigation of unsolicited healthcare complaints. <i>Postgraduate Medical Journal</i> , 2012 , 88, 443-50	2	23
100	How Entrustment Is Informed by Holistic Judgments Across Time in a Family Medicine Residency Program: An Ethnographic Nonparticipant Observational Study. <i>Academic Medicine</i> , 2017 , 92, 792-799	3.9	23
99	Exploring the institutional logics of health professions education scholarship units. <i>Medical Education</i> , 2017 , 51, 755-767	3.7	22
98	Uncovering the unknown: A grounded theory study exploring the impact of self-awareness on the culture of feedback in residency education. <i>Medical Teacher</i> , 2017 , 39, 1065-1073	3	22
97	How doctors move from generic goals to specific communicative behavior in real practice consultations. <i>Patient Education and Counseling</i> , 2013 , 90, 170-6	3.1	21
96	An innovative peer assessment approach to enhance guideline adherence in physical therapy: single-masked, cluster-randomized controlled trial. <i>Physical Therapy</i> , 2015 , 95, 600-12	3.3	20
95	Patterns in clinical students' self-regulated learning behavior: a Q-methodology study. <i>Advances in Health Sciences Education</i> , 2017 , 22, 105-121	3.7	20

94	Students' and teachers' perceptions of clinical assessment program: A qualitative study in a PBL curriculum. <i>BMC Research Notes</i> , 2009 , 2, 263	2.3	20
93	Effects of learning content in context on knowledge acquisition and recall: a pretest-posttest control group design. <i>BMC Medical Education</i> , 2015 , 15, 133	3.3	19
92	"Doctor, please tell me it's nothing serious": an exploration of patients' worrying and reassuring cognitions using stimulated recall interviews. <i>BMC Family Practice</i> , 2014 , 15, 73	2.6	19
91	Towards a systems approach to assessment. <i>Medical Teacher</i> , 2012 , 34, 185-6	3	19
90	Relationship between reflection ability and clinical performance: a cross-sectional and retrospective-longitudinal correlational cohort study in midwifery. <i>Midwifery</i> , 2015 , 31, 90-4	2.8	18
89	Medical education research: a vibrant community of research and education practice. <i>Medical Education</i> , 2014 , 48, 761-7	3.7	18
88	Five teacher profiles in student-centred curricula based on their conceptions of learning and teaching. <i>BMC Medical Education</i> , 2014 , 14, 220	3.3	18
87	Development of an instrument (the COLT) to measure conceptions on learning and teaching of teachers, in student-centred medical education. <i>Medical Teacher</i> , 2012 , 34, e483-91	3	18
86	Where the rubber meets the road - An integrative review of programmatic assessment in health care professions education. <i>Perspectives on Medical Education</i> , 2021 , 10, 6-13	4.3	18
85	Enhancing students' learning in problem based learning: validation of a self-assessment scale for active learning and critical thinking. <i>BMC Medical Education</i> , 2015 , 15, 140	3.3	17
84	Modelling the pre-assessment learning effects of assessment: evidence in the validity chain. <i>Medical Education</i> , 2012 , 46, 1087-98	3.7	17
83	Assessing the reliability of the borderline regression method as a standard setting procedure for objective structured clinical examination. <i>Journal of Research in Medical Sciences</i> , 2013 , 18, 887-91	1.6	17
82	Does changing from a teacher-centered to a learner-centered context promote self-regulated learning: a qualitative study in a Japanese undergraduate setting. <i>BMC Medical Education</i> , 2019 , 19, 152	3.3	16
81	Assessment in a global context: An international perspective on dental education. <i>European Journal of Dental Education</i> , 2018 , 22 Suppl 1, 21-27	2.5	16
80	Competence indicators in academic education and early labour market success of graduates in health sciences. <i>Journal of Education and Work</i> , 2006 , 19, 383-413	0.8	16
79	A Historical Discourse Analysis of Pharmacist Identity in Pharmacy Education. <i>American Journal of Pharmaceutical Education</i> , 2020 , 84, ajpe7864	2.5	16
78	Theoretical considerations on programmatic assessment. <i>Medical Teacher</i> , 2020 , 42, 213-220	3	16
77	Community-based educational design for undergraduate medical education: a grounded theory study. <i>BMC Medical Education</i> , 2019 , 19, 258	3.3	15

76	Context factors in general practitioner-patient encounters and their impact on assessing communication skills--an exploratory study. <i>BMC Family Practice</i> , 2013 , 14, 65	2.6	15
75	Developing skilled doctor-patient communication in the workplace: a qualitative study of the experiences of trainees and clinical supervisors. <i>Advances in Health Sciences Education</i> , 2017 , 22, 1263-1278	3.7	14
74	Initial Implementation of Resident-Sensitive Quality Measures in the Pediatric Emergency Department: A Wide Range of Performance. <i>Academic Medicine</i> , 2020 , 95, 1248-1255	3.9	14
73	Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. <i>Medical Education</i> , 2020 , 54, 528-537	3.7	13
72	'No need to worry': an exploration of general practitioners' reassuring strategies. <i>BMC Family Practice</i> , 2014 , 15, 133	2.6	13
71	Unannounced in situ simulation of obstetric emergencies: staff perceptions and organisational impact. <i>Postgraduate Medical Journal</i> , 2014 , 90, 622-9	2	13
70	Making use of contrasting participant views of the same encounter. <i>Medical Education</i> , 2010 , 44, 953-61	3.7	13
69	Critical features of peer assessment of clinical performance to enhance adherence to a low back pain guideline for physical therapists: a mixed methods design. <i>BMC Medical Education</i> , 2015 , 15, 203	3.3	12
68	Understanding the influence of teacher-learner relationships on learners' assessment perception. <i>Advances in Health Sciences Education</i> , 2020 , 25, 441-456	3.7	12
67	Assessment in the context of problem-based learning. <i>Advances in Health Sciences Education</i> , 2019 , 24, 903-914	3.7	11
66	Progress test utopia. <i>Perspectives on Medical Education</i> , 2018 , 7, 136-138	4.3	11
65	Students' motivation toward feedback-seeking in the clinical workplace. <i>Medical Teacher</i> , 2017 , 39, 954-958	3.5	10
64	Development and validation of the TOCO-TURBT tool: a summative assessment tool that measures surgical competency in transurethral resection of bladder tumour. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2018 , 32, 4923-4931	5.2	10
63	Assessment of communication skills. <i>Patient Education and Counseling</i> , 2019 , 102, 2110-2113	3.1	10
62	Competency-based education is beneficial for professional development. <i>Perspectives on Medical Education</i> , 2015 , 4, 323-5	4.3	10
61	A One-Day Dental Faculty Workshop in Writing Multiple-Choice Questions: An Impact Evaluation. <i>Journal of Dental Education</i> , 2015 , 79, 1305-1313	1.6	10
60	A framework to facilitate self-directed learning, assessment and supervision in midwifery practice: a qualitative study of supervisors' perceptions. <i>Nurse Education in Practice</i> , 2014 , 14, 441-6	3.2	10
59	Students' perceptions towards self-directed learning in Ethiopian medical schools with new innovative curriculum: a mixed-method study. <i>BMC Medical Education</i> , 2020 , 20, 7	3.3	10

58	Developing Resident-Sensitive Quality Measures: Engaging Stakeholders to Inform Next Steps. <i>Academic Pediatrics</i> , 2019 , 19, 177-185	2.7	10
57	Driving lesson or driving test? : A metaphor to help faculty separate feedback from assessment. <i>Perspectives on Medical Education</i> , 2021 , 10, 50-56	4.3	10
56	The use of instructional design guidelines to increase effectiveness of postpartum hemorrhage simulation training. <i>International Journal of Gynecology and Obstetrics</i> , 2017 , 137, 99-105	4	9
55	Programmatic assessment: Can we provide evidence for saturation of information?. <i>Medical Teacher</i> , 2019 , 41, 678-682	3	9
54	Contextual attributes promote or hinder self-regulated learning: A qualitative study contrasting rural physicians with undergraduate learners in Japan. <i>Medical Teacher</i> , 2018 , 40, 285-295	3	9
53	On the issue of costs in programmatic assessment. <i>Perspectives on Medical Education</i> , 2016 , 5, 303-7	4.3	8
52	Teachers' conceptions of learning and teaching in student-centred medical curricula: the impact of context and personal characteristics. <i>BMC Medical Education</i> , 2016 , 16, 244	3.3	8
51	Resident-Sensitive Quality Measures in the Pediatric Emergency Department: Exploring Relationships With Supervisor Entrustment and Patient Acuity and Complexity. <i>Academic Medicine</i> , 2020 , 95, 1256-1264	3.9	8
50	Programmatic assessment: the process, rationale and evidence for modern evaluation approaches in medical education. <i>Medical Journal of Australia</i> , 2018 , 209, 386-388	4	8
49	Feasibility of peer assessment and clinical audit to self-regulate the quality of physiotherapy services: a mixed methods study. <i>BMJ Open</i> , 2017 , 7, e013726	3	7
48	How to gather information from talkative patients in a respectful and efficient manner: a qualitative study of GPs' communication strategies. <i>Family Practice</i> , 2016 , 33, 100-6	1.9	7
47	A collaborative comparison of objective structured clinical examination (OSCE) standard setting methods at Australian medical schools. <i>Medical Teacher</i> , 2017 , 39, 1261-1267	3	7
46	Social Accountability Frameworks and Their Implications for Medical Education and Program Evaluation: A Narrative Review. <i>Academic Medicine</i> , 2020 , 95, 1945-1954	3.9	7
45	Meaningful feedback through a sociocultural lens. <i>Medical Teacher</i> , 2019 , 41, 1342-1352	3	6
44	'I still have no idea why this patient was here': An exploration of the difficulties GP trainees experience when gathering information. <i>Patient Education and Counseling</i> , 2015 , 98, 837-42	3.1	6
43	Impact of institute and person variables on teachers' conceptions of learning and teaching. <i>Medical Teacher</i> , 2015 , 37, 738-746	3	6
42	Self-perceived long-term transfer of learning after postpartum hemorrhage simulation training. <i>International Journal of Gynecology and Obstetrics</i> , 2018 , 141, 261-267	4	6
41	The Future of High-Quality Care Depends on Better Assessment of Physician Performance. <i>JAMA Pediatrics</i> , 2016 , 170, 1131-1132	8.3	6

40	Team communication amongst clinical teachers in a formal meeting of post graduate medical training. <i>Advances in Health Sciences Education</i> , 2016 , 21, 207-19	3.7	6
39	Exploring Task- and Student-Related Factors in the Method of Propositional Manipulation (MPM). <i>Journal of Statistics Education</i> , 2011 , 19,	1	6
38	Effects of an instructional design based postpartum hemorrhage simulation training on patient outcomes: an uncontrolled before-and-after study. <i>Journal of Maternal-Fetal and Neonatal Medicine</i> , 2021 , 34, 245-252	2	6
37	Ottawa 2020 consensus statement for programmatic assessment - 1. Agreement on the principles. <i>Medical Teacher</i> , 2021 , 43, 1139-1148	3	6
36	Should we assess clinical performance in single patient encounters or consistent behaviors of clinical performance over a series of encounters? A qualitative exploration of narrative trainee profiles. <i>Medical Teacher</i> , 2017 , 39, 300-307	3	5
35	Understanding Medical Students' Attitudes Toward Learning eHealth: Questionnaire Study. <i>JMIR Medical Education</i> , 2020 , 6, e17030	5	5
34	Programmatic Assessment: An Avenue to a Different Assessment Culture 2019 , 245-256		5
33	Use of Resident-Sensitive Quality Measure Data in Entrustment Decision Making: A Qualitative Study of Clinical Competency Committee Members at One Pediatric Residency. <i>Academic Medicine</i> , 2020 , 95, 1726-1735	3.9	5
32	COVID-19 and programmatic assessment. <i>Clinical Teacher</i> , 2020 , 17, 420-422	1.1	5
31	Ottawa 2020 consensus statements for programmatic assessment - 2. Implementation and practice. <i>Medical Teacher</i> , 2021 , 43, 1149-1160	3	5
30	How characteristic routines of clinical departments influence students' self-regulated learning: A grounded theory study. <i>Medical Teacher</i> , 2017 , 39, 1174-1181	3	4
29	Understanding medical student evidence-based medicine information seeking in an authentic clinical simulation. <i>Journal of the Medical Library Association: JMLA</i> , 2020 , 108, 219-228	1.4	4
28	Measuring social interdependence in collaborative learning: instrument development and validation. <i>BMC Medical Education</i> , 2020 , 20, 177	3.3	4
27	Reliability of narrative assessment data on communication skills in a summative OSCE. <i>Patient Education and Counseling</i> , 2019 , 102, 1164-1169	3.1	3
26	An international study on teachers' conceptions of learning and teaching and corresponding teacher profiles. <i>Medical Teacher</i> , 2020 , 42, 1000-1004	3	3
25	Exploring how educators at the workplace inform their judgement of students' professional performance. <i>Journal of Education and Work</i> , 2019 , 32, 693-706	0.8	3
24	Impact of Self- and Peer Assessment on the Clinical Performance of Physiotherapists in Primary Care: A Cohort Study. <i>Physiotherapy Canada Physiotherapie Canada</i> , 2018 , 70, 393-401	0.8	3
23	Yes, but does medical education produce better doctors?. <i>Education for Primary Care</i> , 2019 , 30, 333-336	0.9	2

22	Validity of the scan of postgraduate educational environment domains (SPEED) questionnaire in a rural general practice training setting. <i>BMC Medical Education</i> , 2019 , 19, 25	3.3	2
21	Designing Assessment Programmes for the Model Curriculum for Emergency Medicine Specialists. <i>Canadian Journal of Emergency Medicine</i> , 2015 , 17, 462-7	0.6	2
20	The pursuit of fairness in assessment: Looking beyond the objective.. <i>Medical Teacher</i> , 2022 , 1-7	3	2
19	Investigating possible causes of bias in a progress test translation: an one-edged sword. <i>Korean Journal of Medical Education</i> , 2019 , 31, 193-204	1.8	2
18	Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. <i>Perspectives on Medical Education</i> , 2020 , 9, 359-366	4.3	2
17	Entrustment Unpacked: Aligning Purposes, Stakes, and Processes to Enhance Learner Assessment. <i>Academic Medicine</i> , 2021 , 96, S56-S63	3.9	2
16	How doctors recognise that their patients are worried: A qualitative study of patient cues. <i>Patient Education and Counseling</i> , 2020 , 103, 220-225	3.1	2
15	How to Design a Useful Test 2018 , 275-289		2
14	Contextual attributes to promote positive social interdependence in problem-based learning: a focus group study. <i>BMC Medical Education</i> , 2021 , 21, 222	3.3	1
13	Health behaviour theories: a conceptual lens to explore behaviour change141-154		1
12	How innovative and conventional curricula prepare medical students for practice in Sub-Saharan Africa: A comparative study from Mozambique. <i>Education for Health: Change in Learning and Practice</i> , 2017 , 30, 3-10	0.4	0
11	"Prevention Is Better Than Cure": A Plea to Emphasize the Learning Function of Competence Committees in Programmatic Assessment. <i>Frontiers in Veterinary Science</i> , 2021 , 8, 638455	3.1	0
10	How pharmacists perceive their professional identity: a scoping review and discursive analysis. <i>International Journal of Pharmacy Practice</i> , 2021 , 29, 299-307	1.7	0
9	Professional identity formation-oriented mentoring technique as a method to improve self-regulated learning: A mixed-method study. <i>Asia Pacific Scholar</i> , 2021 , 6, 49-64	0.5	0
8	Limited effects from professional identity formation-oriented intervention on self-regulated learning in a preclinical setting: a randomized-controlled study in Japan. <i>BMC Medical Education</i> , 2021 , 21, 30	3.3	0
7	De toetsing van medische competentie. <i>Tijdschrift Voor Urologie</i> , 2016 , 6, 137-143	0.2	
6	Effectiviteit van nascholing over (onco)genetica. <i>Huisarts En Wetenschap</i> , 2014 , 57, 294-297	0.1	
5	Modeling the effect of social interdependence in interprofessional collaborative learning.. <i>Journal of Interprofessional Care</i> , 2022 , 1-8	2.7	

- 4 The Discourse and Attempt of Student-Centered Assessment in the Context of Cultural Diversity
2022, 111-139
- 3 Unravelling workplace educators' judgment processes when assessing students' performance at the workplace. *Journal of Vocational Education and Training*, 1-20 0.8
- 2 Locally adapting generic rubrics for the implementation of outcome-based medical education: a mixed-methods approach.. *BMC Medical Education*, **2022**, 22, 262 3.3
- 1 Supervisory dyads' communication and alignment regarding the use of workplace-based observations: a qualitative study in general practice residency.. *BMC Medical Education*, **2022**, 22, 330 3.3