

Maria Lammerding-Koeppel

List of Publications by Year in descending order

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Version: 2024-02-01

13
papers

149
citations

1307594

7
h-index

1199594

12
g-index

13
all docs

13
docs citations

13
times ranked

163
citing authors

#	ARTICLE	IF	CITATIONS
1	“We Want Good Education for All of Us” A Participatory Quality Improvement Approach. <i>Frontiers in Medicine</i> , 2022, 9, 538398.	2.6	1
2	An Insight into Professional Identity Formation: Qualitative Analyses of Two Reflection Interventions During the Dissection Course. <i>Anatomical Sciences Education</i> , 2020, 13, 320-332.	3.7	27
3	Surgeons’ participation in the development of collaboration and management competencies in undergraduate medical education. <i>PLoS ONE</i> , 2020, 15, e0233400.	2.5	5
4	Are we preparing for collaboration, advocacy and leadership? Targeted multi-site analysis of collaborative intrinsic roles implementation in medical undergraduate curricula. <i>BMC Medical Education</i> , 2020, 20, 35.	2.4	5
5	Boosting competence-orientation in undergraduate medical education – A web-based tool linking curricular mapping and visual analytics. <i>Medical Teacher</i> , 2019, 41, 422-432.	1.8	17
6	Intrinsic roles in the crosshair – strategic analysis of multi-site role implementation with an adapted matrix map approach. <i>BMC Medical Education</i> , 2019, 19, 237.	2.4	4
7	Benchmarking for research-related competencies – a curricular mapping approach at medical faculties in Germany. <i>Medical Teacher</i> , 2018, 40, 164-173.	1.8	17
8	Monitoring and analysis of the change process in curriculum mapping compared to the National Competency-based Learning Objective Catalogue for Undergraduate Medical Education (NKLM) at four medical faculties. Part II: Key factors for motivating the faculty during the process. <i>GMS Journal for Medical Education</i> , 2017, 34, Doc6.	0.1	10
9	Monitoring and analysis of the change process in curriculum mapping compared to the National Competency-based Learning Objective Catalogue for Undergraduate Medical Education (NKLM) at four medical faculties. Part I: Conducive resources and structures. <i>GMS Journal for Medical Education</i> , 2017, 34, Doc7.	0.1	15
10	How much GK is in the NKLM? A comparison between the catalogues of exam-relevant topics (GK) and the German National Competence-based Learning Objectives Catalogue for Undergraduate Medical Education (NKLM). <i>GMS Journal for Medical Education</i> , 2017, 34, Doc9.	0.1	3
11	Competency-based teacher training: A systematic revision of a proven programme in medical didactics. <i>GMS Journal for Medical Education</i> , 2017, 34, Doc44.	0.1	7
12	Medical teachers’ perception of professional roles in the framework of the German National Competence-Based Learning Objectives for Undergraduate Medical Education (NKLM) – A multicenter study. <i>Medical Teacher</i> , 2016, 38, 1157-1165.	1.8	13
13	Impact of Scientific Versus Emotional Wording of Patient Questions on Doctor-Patient Communication in an Internet Forum: A Randomized Controlled Experiment with Medical Students. <i>Journal of Medical Internet Research</i> , 2015, 17, e268.	4.3	25