

The use of progress testing

Perspectives on Medical Education

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Progress Testing for Medical Students at the University of Auckland: Results from the First Year of Assessments. <i>Journal of Medical Education and Curricular Development</i> , 2014, 1, JMECD.S20094.	0.7	4
2	Progress testing: is there a role for the OSCE?. <i>Medical Education</i> , 2014, 48, 623-631.	1.1	37
3	Progress testing 2.0: clinical skills meets necessary science. <i>Medical Education Online</i> , 2015, 20, 27769.	1.1	7
4	Assessing clinical reasoning (ASCLIRE): Instrument development and validation. <i>Advances in Health Sciences Education</i> , 2015, 20, 1205-1224.	1.7	18
5	Progress testing in undergraduate dental education: the Peninsula experience and future opportunities. <i>European Journal of Dental Education</i> , 2016, 20, 129-134.	1.0	23
6	Do OSCE progress test scores predict performance in a national high-stakes examination?. <i>Medical Education</i> , 2016, 50, 351-358.	1.1	44
7	Development of cognitive processing and judgments of knowledge in medical students: Analysis of progress test results. <i>Medical Teacher</i> , 2016, 38, 1125-1129.	1.0	22
8	Red, yellow and green: What does it mean? How the progress test informs and supports student progress. <i>Medical Teacher</i> , 2016, 38, 1025-1032.	1.0	11
9	A first report of East Asian students'™ perception of progress testing: a focus group study. <i>BMC Medical Education</i> , 2016, 16, 245.	1.0	15
10	The Development of Medical Student Competence: Tracking Its Trajectory Over Time. <i>Medical Science Educator</i> , 2016, 26, 61-67.	0.7	8
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13	Using cognitive models to develop quality multiple-choice questions. <i>Medical Teacher</i> , 2016, 38, 838-843.	1.0	28
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16	The Potential of Collective Intelligence in Emergency Medicine: Pooling Medical Students'™ Independent Decisions Improves Diagnostic Performance. <i>Medical Decision Making</i> , 2017, 37, 715-724.	1.2	56
17	The Impact of a Revised Curriculum on Academic Motivation, Burnout, and Quality of Life Among Medical Students. <i>Journal of Medical Education and Curricular Development</i> , 2017, 4, 238212051772190.	0.7	16
18	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.	1.0	41

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20	Does Progress Testing Violate the Principles of Constructive Alignment?. Medical Science Educator, 2017, 27, 825-829.	0.7	2
21	Toward a better judgment of item relevance in progress testing. BMC Medical Education, 2017, 17, 151.	1.0	4
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34	Motivation for Corporate Training Through Feedback in Social Serious Games. , 2018, , .		3
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55	Medical Students'™ Perspectives on Online Proctoring During Remote Digital Progress Test. <i>Medical Science Educator</i> , 2021, , 1-5.	0.7	8

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57	The Impact of the Australian and New Zealand College of Anaesthetistsâ€™ Specialist Examinations on Trainee Learning and Wellbeing: A Qualitative Study. <i>Anaesthesia and Intensive Care</i> , 2014, 42, 736-744.	0.2	9
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