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Team-based learning in US colleges and schools of pharmacy

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#	Paper	IF	Citations
79	A multiyear analysis of team-based learning in a pharmacotherapeutics course. <i>American Journal of Pharmaceutical Education</i> , 2014 , 78, 142	2.5	17
78	Impact of abbreviated lecture with interactive mini-cases vs traditional lecture on student performance in the large classroom. <i>American Journal of Pharmaceutical Education</i> , 2014 , 78, 189	2.5	13
77	Student perceptions of a Self-Care course taught exclusively by team-based learning and utilizing Twitter. <i>Currents in Pharmacy Teaching and Learning</i> , 2014 , 6, 842-848	1.5	10
76	Impact of adapted team-based learning methods on student self-assessment of professionalism, teamwork, and skills in a self-care course. <i>Currents in Pharmacy Teaching and Learning</i> , 2014 , 6, 488-493	1.5	10
75	Evaluation of doctors' performance as facilitators in basic medical science lecture classes in a new Malaysian medical school. <i>Advances in Medical Education and Practice</i> , 2015 , 6, 231-7	1.5	5
74	Team-based learning on a third-year pediatric clerkship improves NBME subject exam blood disorder scores. <i>Medical Education Online</i> , 2015 , 20, 29021	4.4	10
73	An elective course in evidence-based health care using team-based learning. <i>Currents in Pharmacy Teaching and Learning</i> , 2015 , 7, 259-264	1.5	4
72	Student Perceptions of Team-based Learning vs Traditional Lecture-based Learning. <i>American Journal of Pharmaceutical Education</i> , 2015 , 79, 51	2.5	55
71	The effect of online co-regulated learning in the implementation of team-based learning on improving students' involvement. <i>Higher Education Research and Development</i> , 2015 , 34, 1270-1280	1.9	3
70	Comparison of answer-until-correct and full-credit assessments in a team-based learning course. <i>American Journal of Pharmaceutical Education</i> , 2015 , 79, 21	2.5	12
69	Educational Games as a Teaching Tool in Pharmacy Curriculum. <i>American Journal of Pharmaceutical Education</i> , 2015 , 79, 59	2.5	49
68	A comparison of pharmacy student attainment, progression, and perceptions using team- and problem-based learning: Experiences from Wolverhampton School of Pharmacy, UK. <i>Currents in Pharmacy Teaching and Learning</i> , 2015 , 7, 884-891	1.5	2
67	Practical Insights for the Pharmacist Educator on Student Engagement. <i>American Journal of Pharmaceutical Education</i> , 2016 , 80, 143	2.5	10
66	Students' Attitudes, Academic Performance and Preferences for Content Delivery in a Very Large Self-Care Course Redesign. <i>American Journal of Pharmaceutical Education</i> , 2016 , 80, 67	2.5	11
65	A Novel Mathematical Model for Determining Faculty Workload. <i>American Journal of Pharmaceutical Education</i> , 2016 , 80, 152	2.5	7
64	Research, Perspectives, and Recommendations on Implementing the Flipped Classroom. <i>American Journal of Pharmaceutical Education</i> , 2016 , 80, 34	2.5	91
63	The effect of non-randomized and randomized teams on students' opinions of team assessment. <i>Currents in Pharmacy Teaching and Learning</i> , 2016 , 8, 889-895	1.5	

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61	Five heads are better than one: preliminary results of team-based learning in a communication disorders graduate course. <i>International Journal of Language and Communication Disorders</i> , 2016 , 51, 44-60	2.9	6
60	Team-based learning in pharmacy: The faculty experience. <i>Currents in Pharmacy Teaching and Learning</i> , 2016 , 8, 7-17	1.5	10
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56	A systematic review of the published literature on team-based learning in health professions education. <i>Medical Teacher</i> , 2017 , 39, 1227-1237	3	90
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