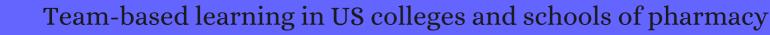
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#	Paper	IF	Citations
79	A multiyear analysis of team-based learning in a pharmacotherapeutics course. <i>American Journal of Pharmaceutical Education</i> , <b>2014</b> , 78, 142	2.5	17
78	Impact of abbreviated lecture with interactive mini-cases vs traditional lecture on student performance in the large classroom. <i>American Journal of Pharmaceutical Education</i> , <b>2014</b> , 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> , <b>2014</b> , 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> , <b>2014</b> , 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> , <b>2015</b> , 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> , <b>2015</b> , 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> , <b>2015</b> , 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> , <b>2015</b> , 79, 51	2.5	55
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70	Comparison of answer-until-correct and full-credit assessments in a team-based learning course. <i>American Journal of Pharmaceutical Education</i> , <b>2015</b> , 79, 21	2.5	12
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67	Practical Insights for the Pharmacist Educator on Student Engagement. <i>American Journal of Pharmaceutical Education</i> , <b>2016</b> , 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> , <b>2016</b> , 80, 67	2.5	11
65	A Novel Mathematical Model for Determining Faculty Workload. <i>American Journal of Pharmaceutical Education</i> , <b>2016</b> , 80, 152	2.5	7
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63	The effect of non-randomized and randomized teams on studentslopinions of team assessment.  Currents in Pharmacy Teaching and Learning, 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> , <b>2016</b> , 51, 44-60	2.9	6	
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59	Professional and pre-professional pharmacy students' perceptions of team based learning (TBL) at a private research-intensive university. <i>Currents in Pharmacy Teaching and Learning</i> , <b>2017</b> , 9, 666-670	1.5	6	
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54	[Verification of Learning Effects by Team-based Learning]. Yakugaku Zasshi, 2017, 137, 1419-1423	Ο	O	
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52	Team-Based Learning Experiences of Fourth-Year Pharmacy Students in a South African University. <i>American Journal of Pharmaceutical Education</i> , <b>2018</b> , 82, 6167	2.5	7	
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43	Team-Based Learning for Immunology Courses in Allied Health Programs. <i>Frontiers in Immunology</i> , <b>2019</b> , 10, 2477	8.4	9
42	Use of team-based learning pedagogy for predoctoral teaching and learning. <i>European Journal of Dental Education</i> , <b>2019</b> , 23, e32-e36	2.5	3
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