

Manuel Joao Costa

List of Publications by Year in descending order

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Version: 2024-02-01

69
papers

1,982
citations

394421

19
h-index

265206

42
g-index

75
all docs

75
docs citations

75
times ranked

2223
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Criteria for good assessment: Consensus statement and recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 206-214. | 1.8 | 382 |
| 2 | 2018 Consensus framework for good assessment. <i>Medical Teacher</i> , 2018, 40, 1102-1109. | 1.8 | 174 |
| 3 | Empathy in senior year and first year medical students: a cross-sectional study. <i>BMC Medical Education</i> , 2011, 11, 52. | 2.4 | 149 |
| 4 | The remediation challenge: theoretical and methodological insights from a systematic review. <i>Medical Education</i> , 2013, 47, 242-251. | 2.1 | 136 |
| 5 | Video-Based Surgical Learning: Improving Trainee Education and Preparation for Surgery. <i>Journal of Surgical Education</i> , 2018, 75, 828-835. | 2.5 | 105 |
| 6 | A latent growth model suggests that empathy of medical students does not decline over time. <i>Advances in Health Sciences Education</i> , 2013, 18, 509-522. | 3.3 | 104 |
| 7 | Associations between Medical Student Empathy and Personality: A Multi-Institutional Study. <i>PLoS ONE</i> , 2014, 9, e89254. | 2.5 | 90 |
| 8 | Empathy of medical students and personality: Evidence from the Five-Factor Model. <i>Medical Teacher</i> , 2012, 34, 807-812. | 1.8 | 78 |
| 9 | Clarifying changes in student empathy throughout medical school: a scoping review. <i>Advances in Health Sciences Education</i> , 2017, 22, 1293-1313. | 3.3 | 77 |
| 10 | Depression in medical students: insights from a longitudinal study. <i>BMC Medical Education</i> , 2017, 17, 184. | 2.4 | 69 |
| 11 | Guidelines: The dos, donâ€™ts and donâ€™t knows of remediation in medical education. <i>Perspectives on Medical Education</i> , 2022, 8, 322-338. | 3.5 | 68 |
| 12 | Measuring Medical Studentsâ€™ Empathy: Exploring the Underlying Constructs of and Associations Between Two Widely Used Self-Report Instruments in Five Countries. <i>Academic Medicine</i> , 2017, 92, 860-867. | 1.6 | 58 |
| 13 | Twelve tips for enhancing student engagement. <i>Medical Teacher</i> , 2019, 41, 632-637. | 1.8 | 58 |
| 14 | Individual characteristics and studentâ€™s engagement in scientific research: a cross-sectional study. <i>BMC Medical Education</i> , 2012, 12, 95. | 2.4 | 53 |
| 15 | CARBOHYDECK: A Card Game To Teach the Stereochemistry of Carbohydrates. <i>Journal of Chemical Education</i> , 2007, 84, 977. | 2.3 | 49 |
| 16 | Physicians' self-assessed empathy levels do not correlate with patients' assessments. <i>PLoS ONE</i> , 2018, 13, e0198488. | 2.5 | 49 |
| 17 | NEO-FFI: Psychometric properties of a short personality inventory in Portuguese context. <i>Psicologia: Reflexao E Critica</i> , 2014, 27, 642-657. | 0.9 | 32 |
| 18 | Psychometric properties of the Spanish version of the Jefferson Scale of Empathy: making sense of the total score through a second order confirmatory factor analysis. <i>BMC Medical Education</i> , 2016, 16, 242. | 2.4 | 31 |

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|----|--|-----|-----------|
| 19 | Medical students'™ empathy and attitudes towards professionalism: Relationship with personality, specialty preference and medical programme. PLoS ONE, 2019, 14, e0215675. | 2.5 | 23 |
| 20 | Bologna in Medicine Anno 2012: Experiences of European medical schools that implemented a Bologna two-cycle curriculum " An AMEE-MEDINE2 survey. Medical Teacher, 2012, 34, 821-832. | 1.8 | 22 |
| 21 | Investigating the relation between self-assessment and patients'™ assessments of physicians-in-training empathy: a multicentric, observational, cross-sectional study in three teaching hospitals in Brazil. BMJ Open, 2019, 9, e029356. | 1.9 | 18 |
| 22 | Going virtual and going wide: comparing Team-Based Learning in-class versus online and across disciplines. Education and Information Technologies, 2022, 27, 2311-2329. | 5.7 | 14 |
| 23 | The power of interactive teaching. Biochemistry and Molecular Biology Education, 2009, 37, 74-76. | 1.2 | 12 |
| 24 | A Quick Guide for Computer-Assisted Instruction in Computational Biology and Bioinformatics. PLoS Computational Biology, 2008, 4, e1000035. | 3.2 | 9 |
| 25 | Effect of changes to the formal curriculum on medical students'™ motivation towards learning: a prospective cohort study. Sao Paulo Medical Journal, 2019, 137, 112-118. | 0.9 | 8 |
| 26 | Biochemical visual literacy with constructive alignment: Outcomes, assessment, and activities. Biochemistry and Molecular Biology Education, 2013, 41, 67-69. | 1.2 | 7 |
| 27 | Early identification of first-year students at risk of dropping out of high-school entry medical school: the usefulness of teachers'™ ratings of class participation. Advances in Health Sciences Education, 2019, 24, 251-268. | 3.3 | 6 |
| 28 | The Portuguese versions of the This Is ME Questionnaire and the Patient Dignity Question: tools for understanding and supporting personhood in clinical care. Annals of Palliative Medicine, 2018, 7, S187-S195. | 1.2 | 6 |
| 29 | What should the student-centered teacher of biochemistry and molecular biology be aware of?. Biochemistry and Molecular Biology Education, 2009, 37, 268-270. | 1.2 | 5 |
| 30 | Commentary: What does "student-centered" mean and how can it be implemented? A systematic perspective. Biochemistry and Molecular Biology Education, 2013, 41, 267-268. | 1.2 | 5 |
| 31 | Drawings as snapshots of student cellular anatomy understanding. Medical Education, 2013, 47, 1120-1121. | 2.1 | 5 |
| 32 | Self-regulated learning microanalysis for the study of the performance of clinical examinations by physiotherapy students. BMC Medical Education, 2020, 20, 233. | 2.4 | 5 |
| 33 | Hormone-Mediated Gene Regulation and Bioinformatics: Learning One from the Other. PLoS ONE, 2007, 2, e481. | 2.5 | 4 |
| 34 | Response to "care personality traits really weak/moderate predictors of empathy?". Medical Teacher, 2013, 35, 611-612. | 1.8 | 4 |
| 35 | Understanding the bricks to build better surgical oncology unit at Maputo Central Hospital: prevalent surgical cancers and residents knowledge. Pan African Medical Journal, 2019, 32, 83. | 0.8 | 4 |
| 36 | On pandemics and pivots: a COVID-19 reflection on envisioning the future of medical education. Korean Journal of Medical Education, 2021, 33, 393-404. | 1.3 | 4 |

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|----|---|-----|-----------|
| 37 | Using the separation of poster handouts into sections to develop student skills. <i>Biochemistry and Molecular Biology Education</i> , 2001, 29, 98-100. | 1.2 | 3 |
| 38 | The evaluation of student-centredness of teaching and learning: a new mixed-methods approach. <i>International Journal of Medical Education</i> , 2014, 5, 157-164. | 1.2 | 3 |
| 39 | An exploratory study on the contribution of graduate entry students personality to the diversity of medical student populations. <i>Perspectives on Medical Education</i> , 2014, 3, 431-442. | 3.5 | 3 |
| 40 | Longitudinal evaluation, acceptability and long-term retention of knowledge on a horizontally integrated organic and functional systems course. <i>Perspectives on Medical Education</i> , 2015, 4, 191-195. | 3.5 | 3 |
| 41 | Reliability and validity of the Spanish (Spain) version of the consultation and relational empathy measure in primary care. <i>Family Practice</i> , 2021, 38, 353-359. | 1.9 | 3 |
| 42 | Designing a National Curriculum to Advance Surgical Oncology in Mozambique: A Delphi Consensus Study. <i>Journal of Surgical Education</i> , 2021, 78, 140-147. | 2.5 | 3 |
| 43 | The assessment of researchers'™ competence in experimental procedures with laboratory animals: A three-step methodology to develop a global rating scale. <i>Laboratory Animals</i> , 2021, 55, 463-471. | 1.0 | 3 |
| 44 | Communication skills preparedness for practice: Is there a key ingredient in undergraduate curricula design?. <i>Patient Education and Counseling</i> , 2022, 105, 756-761. | 2.2 | 3 |
| 45 | Biochemistry and molecular biology education in Latin America and the Iberian Peninsula –Part 2. <i>Biochemistry and Molecular Biology Education</i> , 2010, 38, 63-63. | 1.2 | 2 |
| 46 | Commentary: Why abandoning undergraduate laboratories is not an option. <i>Biochemistry and Molecular Biology Education</i> , 2010, 38, 335-336. | 1.2 | 2 |
| 47 | Which are our next questions?. <i>Biochemistry and Molecular Biology Education</i> , 2013, 41, 110-111. | 1.2 | 2 |
| 48 | Self-organized learning environments and the future of student-centered education. <i>Biochemistry and Molecular Biology Education</i> , 2014, 42, 160-161. | 1.2 | 2 |
| 49 | Nurturing empathy and compassion: what might the neurosciences have to offer?. <i>Medical Education</i> , 2016, 50, 281-282. | 2.1 | 2 |
| 50 | Comment on: Does empathy change during undergraduate medical education? –A meta-analysis. <i>Medical Teacher</i> , 2020, 42, 835-836. | 1.8 | 2 |
| 51 | Virtual protein quantification laboratory enhancing online teaching. <i>Biochemistry and Molecular Biology Education</i> , 2020, 48, 648-649. | 1.2 | 2 |
| 52 | Constructing online concept maps in <sc>CMap</sc> Cloud collaboratively: Connecting pathways in case scenarios. <i>Biochemistry and Molecular Biology Education</i> , 2021, 49, 29-31. | 1.2 | 2 |
| 53 | Gathering Evidence of External Validity for the Foundations of Medicine Examination: A Collaboration Between the National Board of Medical Examiners and the University of Minho. <i>Academic Medicine</i> , 2009, 84, S116-S119. | 1.6 | 1 |
| 54 | Teaching the extracellular matrix and introducing online databases within a multidisciplinary course with iCellMATRIX. <i>Biochemistry and Molecular Biology Education</i> , 2010, 38, 79-84. | 1.2 | 1 |

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|----|---|-----|-----------|
| 55 | A role for student centered education in promoting academic and scientific integrity. <i>Biochemistry and Molecular Biology Education</i> , 2011, 39, 316-317. | 1.2 | 1 |
| 56 | Trabalho em pequenos grupos: dos mitos À realidade. <i>Medicina</i> , 2014, 47, 308-313. | 0.1 | 1 |
| 57 | Highlights of the IUBMB education session at the 20th IUPAB congress, 45th Annual SBBf Meeting, and 50th Annual SBBq Meeting. <i>Biophysical Reviews</i> , 2021, 13, 1-2. | 3.2 | 1 |
| 58 | O papel do Centro IDEA-UMinho na transiçÃo para o ensino online durante a pandemia COVID-19: enfrentar desafios e criar oportunidades. , 2020, , 174-210. | | 1 |
| 59 | The natural nature of biomembrane lipids: matches and bilayers. <i>Biochemical Education</i> , 1999, 27, 207-208. | 0.1 | 0 |
| 60 | Biochemistry and molecular biology education in Latin America and Iberia. <i>Biochemistry and Molecular Biology Education</i> , 2009, 37, 267-267. | 1.2 | 0 |
| 61 | Feasible levels of curricular integration. <i>Biochemistry and Molecular Biology Education</i> , 2011, 39, 155-156. | 1.2 | 0 |
| 62 | Self-regulation: An unexplored learning model in biochemistry and molecular biology. <i>Biochemistry and Molecular Biology Education</i> , 2012, 40, 328-329. | 1.2 | 0 |
| 63 | Do personality differences between students from different schools generalize across countries?. <i>Medical Teacher</i> , 2014, 36, 914-914. | 1.8 | 0 |
| 64 | Motivation in mechanics of materials classes: An experimental approach. <i>International Journal of Mechanical Engineering Education</i> , 2017, 45, 330-348. | 1.0 | 0 |
| 65 | Innovative, integrative, and interactive in-class activity on metabolic regulation: Evaluating educational impacts. <i>Biochemistry and Molecular Biology Education</i> , 2021, 49, 870-881. | 1.2 | 0 |
| 66 | Hormone mediated nuclear effects and bioinformatics: learning one from the other. <i>FASEB Journal</i> , 2006, 20, A975. | 0.5 | 0 |
| 67 | LEARNING HORMONE ACTION MECHANISMS WITH BIOINFORMATICS. <i>Journal of Biochemistry Education</i> , 2007, 5, 23. | 0.0 | 0 |
| 68 | Desarrollar investigaci3n en educaci3n m3dica internacional que sea 3til para el contexto iberoamericano: 3qui3n est3 por la labor?. <i>Revista De La Fundaci3n Educaci3n M3dica</i> , 2015, 18, 367-369. | 0.0 | 0 |
| 69 | O apoio institucional 3 migraçÃo massiva do ensino para o espaço digital em resposta 3 COVID-19. , 2020, , 159-173. | | 0 |