# Marieke F Van Der Schaaf

List of Publications by Year
in descending order

| 56 | 1,534 | 361413 | 330143 |
|---|---|---|---|
| papers | citations | 20 | 37 |
| | | h-index | g-index |

| 56 | 56 | 56 | 1252 |
|---|---|---|---|
| all docs | docs citations | times ranked | citing authors |

| # | Article | IF | Citations |
|---|---------|----|-----------|
| 1 | The Westerveld framework for interprofessional feedback dialogues in health professions education. Assessment and Evaluation in Higher Education, 2023, 48, 241-257. | 5.6 | 5 |
| 2 | Connecting Biochemistry Knowledge to Patient Care in the Clinical Workplace: Senior Medical Studentsâ€™ Perceptions about Facilitators and Barriers. Teaching and Learning in Medicine, 2023, 35, 398-410. | 2.1 | 2 |
| 3 | Essential facets of competence that enable trust in medical graduates: a ranking study among physician educators in two countries. Perspectives on Medical Education, 2022, 2, 290-297. | 3.5 | 37 |
| 4 | Developing entrustable professional activities for university teachers in the health professions. Medical Teacher, 2022, 44, 425-432. | 1.8 | 6 |
| 5 | Reâ€‘viewing performance: Showing eyeâ€‘tracking data as feedback to improve performance monitoring in a complex visual task. Journal of Computer Assisted Learning, 2022, 38, 1087-1101. | 5.1 | 4 |
| 6 | Gameâ€‘based learning has good chemistry with chemistry education: A threeâ€‘level metaâ€‘analysis. Journal of Research in Science Teaching, 2022, 59, 1499-1543. | 3.3 | 12 |
| 7 | Supervisor and Student Perspectives on Undergraduate Thesis Supervision in Higher Education. Scandinavian Journal of Educational Research, 2021, 65, 877-897. | 1.7 | 7 |
| 8 | EPA-based assessment: Clinical teachersâ€™ challenges when transitioning to a prospective entrustment-supervision scale. Medical Teacher, 2021, 43, 404-410. | 1.8 | 9 |
| 9 | Expertise development in volumetric image interpretation of radiology residents: what do longitudinal scroll data reveal?. Advances in Health Sciences Education, 2021, 26, 437-466. | 3.3 | 3 |
| 10 | Flourishing as a Measure of Global Well-being in First Year Residents: A Pilot Longitudinal Cohort Study. Journal of Medical Education and Curricular Development, 2021, 8, 238212052110207. | 1.5 | 10 |
| 11 | Exploration of Individual and System-Level Well-being Initiatives at an Academic Surgical Residency Program. JAMA Network Open, 2021, 4, e2032676. | 5.9 | 20 |
| 12 | When I sayâ€¦ attitude. Medical Education, 2021, 55, 892-893. | 2.1 | 1 |
| 13 | Automated Feedback Is Nice and Human Presence Makes It Better: Teachersâ€™ Perceptions of Feedback by Means of an E-Portfolio Enhanced with Learning Analytics. Education Sciences, 2021, 11, 278. | 2.6 | 6 |
| 14 | A scoping review on the notions of Assessment as Learning (AaL), Assessment for Learning (AfL), and Assessment of Learning (AoL). Studies in Educational Evaluation, 2021, 71, 101094. | 2.3 | 29 |
| 15 | Shifting Patterns in Co-regulation, Feedback Perception, and Motivation During Research Supervision Meetings. Scandinavian Journal of Educational Research, 2020, 64, 1030-1051. | 1.7 | 6 |
| 16 | The development of research supervisorsâ€™ pedagogical content knowledge in a lesson study project. Educational Action Research, 2020, , 1-20. | 1.5 | 6 |
| 17 | What makes an expert university teacher? A systematic review and synthesis of frameworks for teacher expertise in higher education. Educational Research Review, 2020, 31, 100365. | 7.8 | 33 |
| 18 | Learning through the senses. Medical Education, 2019, 53, 960-962. | 2.1 | 1 |

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|---|---------|----|-----------| 
| 19 | Speaking up, support, control and work engagement of medical residents. A structural equation modelling analysis. Medical Education, 2019, 53, 1111-1120. | 2.1 | 16 |
| 20 | Feedback seeking behaviour in higher education: the association with students' goal orientation and deep learning approach. Assessment and Evaluation in Higher Education, 2019, 44, 1069-1078. | 5.6 | 45 |
| 21 | When I say … embodied cognition. Medical Education, 2019, 53, 219-220. | 2.1 | 10 |
| 22 | Electronic Portfolios Enhanced with Learning Analytics at the Workplace. , 2019, , 1409-1428. | | 1 |
| 23 | Preventing Translational Scientists From Extinction: The Long-Term Impact of a Personalized Training Program in Translational Medicine on the Careers of Translational Scientists. Frontiers in Medicine, 2018, 5, 298. | 2.6 | 7 |
| 24 | Teachers' diagnosis of students' research skills during the mentoring of the undergraduate thesis. Mentoring and Tutoring: Partnership in Learning, 2018, 26, 542-562. | 1.4 | 12 |
| 25 | Women in Translational Medicine: Tools to Break the Glass Ceiling. Frontiers in Medicine, 2018, 5, 330. | 2.6 | 2 |
| 26 | Predictors of Knowledge and Image Interpretation Skill Development in Radiology Residents. Radiology, 2017, 284, 758-765. | 7.3 | 20 |
| 27 | Identifying error types in visual diagnostic skill assessment. Diagnosis, 2017, 4, 93-99. | 1.9 | 0 |
| 28 | Improving workplace-based assessment and feedback by an E-portfolio enhanced with learning analytics. Educational Technology Research and Development, 2017, 65, 359-380. | 2.8 | 49 |
| 29 | Interactions in vocational education: negotiation of meaning of students and teaching strategies. Studies in Continuing Education, 2017, 39, 52-70. | 1.9 | 6 |
| 30 | Touchscreen Tablets: Coordinating Action and Perception for Mathematical Cognition. Frontiers in Psychology, 2017, 8, 144. | 2.1 | 36 |
| 31 | Increasing Authenticity of Simulation-Based Assessment in Diagnostic Radiology. Simulation in Healthcare, 2017, Publish Ahead of Print, 377-384. | 1.2 | 4 |
| 32 | The Eyesi simulator in training ophthalmology residents: results of a pilot study on self-efficacy, motivation and performance. BMJ Simulation and Technology Enhanced Learning, 2017, 3, 111-115. | 0.7 | 2 |
| 33 | Performance-Based Competency Requirements for Student Teachers and How to Assess Them. International Journal of Information and Education Technology, 2017, 7, 190-194. | 1.2 | 13 |
| 34 | Student Teachers' Perceptions About an E-portfolio Enriched with Learning Analytics. Communications in Computer and Information Science, 2017, , 39-46. | 0.5 | 0 |
| 35 | Transforming the learning outcomes of anaesthesiology training into entrustable professional activities. European Journal of Anaesthesiology, 2016, 33, 559-567. | 1.7 | 77 |
| 36 | Eye-Tracking Piaget: Capturing the Emergence of Attentional Anchors in the Coordination of Proportional Motor Action. Human Development, 2015, 58, 218-244. | 2.0 | 45 |

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|---|---------|----|-----------| 
| 37 | Vertically integrated medical education and the readiness for practice of graduates. BMC Medical Education, 2015, 15, 229. | 2.4 | 34 |
| 38 | Curriculum development for the workplace using Entrustable Professional Activities (EPAs): AMEE Guide No. 99. Medical Teacher, 2015, 37, 983-1002. | 1.8 | 485 |
| 39 | Support for External Validity of Radiological Anatomy Tests Using Volumetric Images. Academic Radiology, 2015, 22, 640-645. | 2.5 | 10 |
| 40 | Volumetric and Two-Dimensional Image Interpretation Show Different Cognitive Processes in Learners. Academic Radiology, 2015, 22, 632-639. | 2.5 | 24 |
| 41 | Teachers' Questions and Responses during Teacher-Student Feedback Dialogues. Scandinavian Journal of Educational Research, 2015, 59, 231-254. | 1.7 | 4 |
| 42 | Assessing student teachers' reflective writing through quantitative content analysis. European Journal of Teacher Education, 2014, 37, 348-373. | 3.7 | 28 |
| 43 | NOVICE AND EXPERIENCED TEACHERS' VIEWS ON PROFESSIONALISM. Trames, 2014, 18, 327. | 0.5 | 13 |
| 44 | An argument-based approach to the validation of UHTRUST: can we measure how recent graduates can be trusted with unfamiliar tasks?. Advances in Health Sciences Education, 2013, 18, 1009-1027. | 3.3 | 41 |
| 45 | Feedback Dialogues That Stimulate Students' Reflective Thinking. Scandinavian Journal of Educational Research, 2013, 57, 227-245. | 1.7 | 49 |
| 46 | Essential Facets of Competence That Enable Trust in Graduates: A Delphi Study Among Physician Educators in the Netherlands. Journal of Graduate Medical Education, 2013, 5, 46-53. | 1.3 | 50 |
| 47 | Graduates from vertically integrated curricula. Clinical Teacher, 2013, 10, 155-159. | 0.8 | 24 |
| 48 | Exploring the role of assessment criteria during teachers' collaborative judgement processes of students' portfolios. Assessment and Evaluation in Higher Education, 2012, 37, 847-860. | 5.6 | 19 |
| 49 | Construct validation of progress testing to measure knowledge and visual skills in radiology. Medical Teacher, 2012, 34, 1047-1055. | 1.8 | 20 |
| 50 | The impact of various transitions in the medical education continuum on perceived readiness of trainees to be entrusted with professional tasks. Medical Teacher, 2012, 34, 929-935. | 1.8 | 16 |
| 51 | Teacher Competences required for developing reflection skills of nursing students. Journal of Advanced Nursing, 2011, 67, 1568-1579. | 3.3 | 18 |
| 52 | Construct Validation of Content Standards for Teaching. Scandinavian Journal of Educational Research, 2011, 55, 273-289. | 1.7 | 23 |
| 53 | Vertical integration in medical school: effect on the transition to postgraduate training. Medical Education, 2010, 44, 272-279. | 2.1 | 81 |
| 54 | The influence of a vertically integrated curriculum on the transition to postgraduate training. Medical Teacher, 2009, 31, e528-e532. | 1.8 | 37 |

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|---|---------|-----|-----------|
| 55 | Cognitive representations in raters' assessment of teacher portfolios. Studies in Educational Evaluation, 2005, 31, 27-55. | 2.3 | 16 |
| 56 | Supervisorsâ€™ untrained postgraduate rubric use for formative and summative purposes. Assessment and Evaluation in Higher Education, 0, , 1-14. | 5.6 | 0 |