Mathieu Albert

List of Publications by Year
in descending order

40 papers	1,710 citations	430874 18 h-index	315739 38 g-index
44 all docs	44 docs citations	44 times ranked	1830 citing authors

#	Article	IF	Citations
1	Grounded theory, mixed methods, and action research. BMJ: British Medical Journal, 2008, 337, a567-a567.	2.3	377
2	Why use theories in qualitative research?. BMJ: British Medical Journal, 2008, 337, a949-a949.	2.3	249
3	Research in Medical Education: Balancing Service and Science*. Advances in Health Sciences Education, 2007, 12, 103-115.	3.3	172
4	Biomedical scientists' perception of the social sciences in health research. Social Science and Medicine, 2008, 66, 2520-2531.	3.8	77
5	Title is missing!. Higher Education, 2003, 45, 147-182.	4.4	70
6	Assessment: do we need to broaden our methodological horizons?. Medical Education, 2007, 41, 1121-1123.	2.1	67
7	The future of medical education: a Canadian environmental scan. Medical Education, 2011, 45, 95-106.	2.1	66
8	Bringing Pierre Bourdieu to Science and Technology Studies. Minerva, 2011, 49, 263-273.	2.4	59
9	Interdisciplinary promises versus practices in medicine: The decoupled experiences of social sciences and humanities scholars. Social Science and Medicine, 2015, 126, 17-25.	3.8	53
10	Understanding the Debate on Medical Education Research: A Sociological Perspective. Academic Medicine, 2004, 79, 948-954.	1.6	52
11	The Origins of the Field of Medical Education Research. Academic Medicine, 2010, 85, 1347-1353.	1.6	52
12	Meanings and perceptions of patient-centeredness in social work, nursing and medicine: A comparative study. Journal of Interprofessional Care, 2012, 26, 484-490.	1.7	44
13	The Legitimation and Dissemination Processes of the Innovation System Approach. Science Technology and Human Values, 2007, 32, 221-249.	3.1	42
14	Boundary-Work in the Health Research Field: Biomedical and Clinician Scientistsâ€™ Perceptions of Social Science Research. Minerva, 2009, 47, 171-194.	2.4	34
15	The Mindsets of Medical Education Leaders: How Do They Conceive of Their Work?. Academic Medicine, 2010, 85, 57-62.	1.6	31
16	Conceptions of Masculinity and of Gender Transgressions in Sport among Adolescent Boys. Men and Masculinities, 1999, 1, 243-267.	2.8	28
17	What do we do? Practices and learning strategies of medical education leaders. Medical Teacher, 2012, 34, 312-319.	1.8	25
18	Criteria for assessing quality in academic research: the views of biomedical scientists, clinical scientists and social scientists. Higher Education, 2012, 64, 661-676.	4.4	22

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19	The CanMEDS role of Collaborator: How is it taught and assessed according to faculty and residents?. Paediatrics and Child Health, 2012, 17, 557-560.	0.6	20
20	Interdisciplinarity in medical education research: myth and reality. Advances in Health Sciences Education, 2020, 25, 1243-1253.	3.3	18
21	Problematizing assumptions about interdisciplinary research: implications for health professions education research. Advances in Health Sciences Education, 2020, 25, 755-767.	3.3	13
22	Perspectives of clinician and biomedical scientists on interdisciplinary health research. Cmaj, 2009, 181, 797-803.	2.0	12
23	AM Last Page. Academic Medicine, 2013, 88, 1189.	1.6	12
24	StratÃ©gies d'adaptation des organismes subventionnaires en sciences humaines et sociales au Canada et au QuÃ©bec aux compressions budgÃ©taires gouvernementales. Canadian Journal of Higher Education, 2000, 30, 1-31.	0.5	12
25	Confronting complexity: medical education, social theory and the â€˜fate of our timesâ€™. Medical Education, 2013, 47, 3-5.	2.1	11
26	Examining grounded theory through the lens of rationalist epistemology. Advances in Health Sciences Education, 2019, 24, 827-837.	3.3	11
27	Confined to a tokenistic status: Social scientists in leadership roles in a national health research funding agency. Social Science and Medicine, 2017, 185, 137-146.	3.8	10
28	Setting some new standards in medical education research. Medical Education, 2010, 44, 638-639.	2.1	8
29	Understanding Change in Academic Knowledge Production in a Neoliberal Era. Political Power and Social Theory, 2014, , 33-57.	0.4	8
30	Barriers to cross-disciplinary knowledge flow: The case of medical education research. Perspectives on Medical Education, 2022, 11, 149-155.	3.5	7
31	La recherche en Ã©ducation mÃ©dicale : entre le service et la science. PÃ©dagogie MÃ©dicale, 2006, 7, 73-81.	0.1	6
32	Asking new questions with qualitative research: A reflection on AMEE 2009. Medical Teacher, 2010, 32, 1-2.	1.8	5
33	The CanMEDS portfolio: a tool for reflection in a fellowship programme. Clinical Teacher, 2011, 8, 151-155.	0.8	5
34	Understanding decisions to scale up: a qualitative case study of three health service intervention evaluations. Journal of Health Services Research and Policy, 2021, 26, 37-45.	1.7	3
35	When all else fails: The (mis)use of qualitative research in the evaluation of complex interventions. Journal of Evaluation in Clinical Practice, 2021, 27, 264-271.	1.8	2
36	A Conceptual Model for Teaching Social Responsibility and Health Advocacy: An Ambulatory/Community Experience (ACE). Canadian Medical Education Journal, 2011, 2, e53-e64.	0.4	1

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37	Understanding Change in Academic Knowledge Production in a Neoliberal Era. Political Power and Social Theory, 2014, 27, 33-57.	0.4	1
38	The Social Scientist as Public Intellectual: Critical Reflections in a Changing World. By Charles F. Gattone. Lanham, Md.: Rowman & Littlefield Publishers, 2006. Pp. xv+169.. American Journal of Sociology, 2007, 113, 260-262.	0.5	0
39	Who Wants to Collaborate with Social Scientists? Biomedical and Clinical Scientistsâ€™ Perceptions of Social Science. , 2016, , 59-80.		0
40	Louvel Severine (2021) The Policies and Politics of Interdisciplinary Research: Nanomedicine in France and in the United States. Science and Technology Studies, 2022, 35, 114-116.	0.7	0