

Mathieu Albert

List of Publications by Year in descending order

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Version: 2024-02-01

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	Barriers to cross-disciplinary knowledge flow: The case of medical education research. Perspectives on Medical Education, 2022, 11, 149-155.	3.5	7
2	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
3	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
4	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
5	Problematizing assumptions about interdisciplinary research: implications for health professions education research. Advances in Health Sciences Education, 2020, 25, 755-767.	3.3	13
6	Interdisciplinarity in medical education research: myth and reality. Advances in Health Sciences Education, 2020, 25, 1243-1253.	3.3	18
7	Examining grounded theory through the lens of rationalist epistemology. Advances in Health Sciences Education, 2019, 24, 827-837.	3.3	11
8	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
9	Who Wants to Collaborate with Social Scientists? Biomedical and Clinical Scientists's Perceptions of Social Science. , 2016, , 59-80.		0
10	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
11	Understanding Change in Academic Knowledge Production in a Neoliberal Era. Political Power and Social Theory, 2014, , 33-57.	0.4	8
12	Understanding Change in Academic Knowledge Production in a Neoliberal Era. Political Power and Social Theory, 2014, 27, 33-57.	0.4	1
13	Confronting complexity: medical education, social theory and the "fate of our times". Medical Education, 2013, 47, 3-5.	2.1	11
14	AM Last Page. Academic Medicine, 2013, 88, 1189.	1.6	12
15	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
16	What do we do? Practices and learning strategies of medical education leaders. Medical Teacher, 2012, 34, 312-319.	1.8	25
17	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
18	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

#	ARTICLE	IF	CITATIONS
19	The future of medical education: a Canadian environmental scan. <i>Medical Education</i> , 2011, 45, 95-106.	2.1	66
20	The CanMEDS portfolio: a tool for reflection in a fellowship programme. <i>Clinical Teacher</i> , 2011, 8, 151-155.	0.8	5
21	Bringing Pierre Bourdieu to Science and Technology Studies. <i>Minerva</i> , 2011, 49, 263-273.	2.4	59
22	A Conceptual Model for Teaching Social Responsibility and Health Advocacy: An Ambulatory/Community Experience (ACE). <i>Canadian Medical Education Journal</i> , 2011, 2, e53-e64.	0.4	1
23	The Mindsets of Medical Education Leaders: How Do They Conceive of Their Work?. <i>Academic Medicine</i> , 2010, 85, 57-62.	1.6	31
24	The Origins of the Field of Medical Education Research. <i>Academic Medicine</i> , 2010, 85, 1347-1353.	1.6	52
25	Setting some new standards in medical education research. <i>Medical Education</i> , 2010, 44, 638-639.	2.1	8
26	Asking new questions with qualitative research: A reflection on AMEE 2009. <i>Medical Teacher</i> , 2010, 32, 1-2.	1.8	5
27	Perspectives of clinician and biomedical scientists on interdisciplinary health research. <i>Cmaj</i> , 2009, 181, 797-803.	2.0	12
28	Boundary-Work in the Health Research Field: Biomedical and Clinician Scientists' Perceptions of Social Science Research. <i>Minerva</i> , 2009, 47, 171-194.	2.4	34
29	Biomedical scientists' perception of the social sciences in health research. <i>Social Science and Medicine</i> , 2008, 66, 2520-2531.	3.8	77
30	Grounded theory, mixed methods, and action research. <i>BMJ: British Medical Journal</i> , 2008, 337, a567-a567.	2.3	377
31	Why use theories in qualitative research?. <i>BMJ: British Medical Journal</i> , 2008, 337, a949-a949.	2.3	249
32	The Legitimation and Dissemination Processes of the Innovation System Approach. <i>Science Technology and Human Values</i> , 2007, 32, 221-249.	3.1	42
33	<i>The Social Scientist as Public Intellectual: Critical Reflections in a Changing World</i>. By Charles F. Gattone. Lanham, Md.: Rowman & Littlefield Publishers, 2006. Pp. xv+169.. <i>American Journal of Sociology</i> , 2007, 113, 260-262.	0.5	0
34	Assessment: do we need to broaden our methodological horizons?. <i>Medical Education</i> , 2007, 41, 1121-1123.	2.1	67
35	Research in Medical Education: Balancing Service and Science*. <i>Advances in Health Sciences Education</i> , 2007, 12, 103-115.	3.3	172
36	La recherche en Éducation médicale : entre le service et la science. <i>Pédagogie Médicale</i> , 2006, 7, 73-81.	0.1	6

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37	Understanding the Debate on Medical Education Research: A Sociological Perspective. Academic Medicine, 2004, 79, 948-954.	1.6	52
38	Title is missing!. Higher Education, 2003, 45, 147-182.	4.4	70
39	Stratégies d'adaptation des organismes subventionnaires en sciences humaines et sociales au Canada et au Québec aux compressions budgétaires gouvernementales. Canadian Journal of Higher Education, 2000, 30, 1-31.	0.5	12
40	Conceptions of Masculinity and of Gender Transgressions in Sport among Adolescent Boys. Men and Masculinities, 1999, 1, 243-267.	2.8	28