

SHE Publications 2017

WI-1 Publications

- Al-Rumayyan, A., Van Mook, W., Magzoub, M., Al-Eraky, M., Ferwana, M., Khan, M., & Dolmans, D. (2017). Medical professionalism frameworks across non-western cultures: A narrative overview. *Medical teacher*, 39(sup1), S8-S14.
- Amalba, A., Abantanga, F., Scherpbier, A., & van Mook, W. (2017). Community-based education: The influence of role modeling on career choice and practice location. *Medical teacher*, 39(2), 174-180.
- Baars, M., van Gog, T., de Bruin, A., & Paas, F. (2017). Effects of problem solving after worked example study on secondary school children's monitoring accuracy. *Educational Psychology*, 37(7), 810-834.
- Barrett, A., Galvin, R., Scherpbier, A. J., Teunissen, P. W., O'shaughnessy, A., & Horgan, M. (2017). Is the learning value of workplace-based assessment being realised? A qualitative study of trainer and trainee perceptions and experiences. *Postgraduate medical journal*, 93(1097), 138-142.
- Bendermacher, G. W. G., oude Egbrink, M. G. A., Wolffhagen, I. H. A. P., & Dolmans, D. H. J. M. (2017). Unravelling quality culture in higher education: A realist review. *Higher Education*, 73(1), 39-60. doi:10.1007/s10734-015-9979-2
- Berkhout, J. J., Helmich, E., Teunissen, P. W., Vleuten, C. P., & Jaarsma, A. D. C. (2017). How clinical medical students perceive others to influence their self-regulated learning. *Medical education*, 51(3), 269-279.
- Berkhout, J. J., Teunissen, P. W., Helmich, E., van Exel, J., van der Vleuten, C. P., & Jaarsma, D. A. (2017). Patterns in clinical students' self-regulated learning behavior: A q-methodology study. *Advances in Health Sciences Education*, 22(1), 105-121.
- Berkhout, J., Slotweg, I., Helmich, E., Teunissen, P., van der Vleuten, C., & Jaarsma, A. (2017). How characteristic routines of clinical departments influence students' self-regulated learning: A grounded theory study. *Medical teacher*, 39(11), 1174-1181.
- Blume, L. H. K., van Weert, N. J. H. W., Busari, J. O., Stoopendaal, A. M. V., & Delnoij, D. M. J. (2017). What hospitals need to know about guidelines—a mixed-method analysis of guideline implementation in dutch hospitals. *Journal of Evaluation in Clinical Practice*, 23(6), 1266-1273. doi:10.1111/jep.12775
- Bolander Laksov, K., Dornan, T., & Teunissen, P. W. (2017). Making theory explicit - an analysis of how medical education research(ers) describe how they connect to theory. *BMC medical education*, 17(1), 18. doi:10.1186/s12909-016-0848-1

- Budhathoki, S. S., Zwanikken, P. A. C., Pokharel, P. K., & Scherpbier, A. J. (2017). Factors influencing medical students; motivation to practise in rural areas in low-income and middle-income countries: A systematic review. *BMJ open*, *7*, e013501.
- Caverzagie, K. J., Nousiainen, M. T., Ferguson, P. C., ten Cate, O., Ross, S., Harris, K. A., Busari, J., Bould, M. D., Bouchard, J., Iobst, W. F., Carraccio, C., & Frank, J. R. (2017). Overarching challenges to the implementation of competency-based medical education. *Medical teacher*, *39*(6), 588-593. doi:10.1080/0142159X.2017.1315075
- Chew, K. S., van Merriënboer, J. J., & Durning, S. J. (2017). Investing in the use of a checklist during differential diagnoses consideration: What's the trade-off? *BMC medical education*, *17*(1), 234.
- Dankbaar, M. E., Richters, O., Kalkman, C. J., Prins, G., Ten Cate, O. T., van Merriënboer, J. J., & Schuit, S. C. (2017). Comparative effectiveness of a serious game and an e-module to support patient safety knowledge and awareness. *BMC medical education*, *17*(1), 30.
- Dankbaar, M. E., Roozeboom, M. B., Oprins, E. A., Rutten, F., van Merriënboer, J. J., van Saase, J. L., & Schuit, S. C. (2017). Preparing residents effectively in emergency skills training with a serious game. *Simulation in Healthcare*, *12*(1), 9-16.
- de Bruin, A. B. H., & van Merriënboer, J. J. G. (2017). Bridging cognitive load and self-regulated learning research: A complementary approach to contemporary issues in educational research. *Learning and Instruction*, *51*, 1-9. doi:<https://doi.org/10.1016/j.learninstruc.2017.06.001>
- de Bruin, A. B. H., Dunlosky, J., & Cavalcanti, R. B. (2017). Monitoring and regulation of learning in medical education: The need for predictive cues. *Medical education*, *51*(6), 575-584.
- de Bruin, A. B., Kok, E. M., Lobbestael, J., & de Grip, A. (2017). The impact of an online tool for monitoring and regulating learning at university: Overconfidence, learning strategy, and personality. *Metacognition and Learning*, *12*(1), 21-43.
- De Groot, R., Van Dijk, M., Savelberg, H., Van Acker, F., & Kirschner, P. (2017). Physical activity and school absenteeism due to illness in adolescents. *Journal of School Health*, *87*(9), 658-664.
- de Jong, L. H., Favier, R. P., van der Vleuten, C. P. M., & Bok, H. G. J. (2017). Students' motivation toward feedback-seeking in the clinical workplace. *Medical teacher*, *39*(9), 954-958. doi:10.1080/0142159X.2017.1324948
- De Jong, N., Krumeich, J., & Verstegen, D. (2017). To what extent can pbl principles be applied in blended learning: Lessons learned from health master programs. *Medical teacher*, *39*(2), 203-211.
- De Jonge, L. P., Timmerman, A. A., Govaerts, M. J., Muris, J. W., Muijtjens, A. M., Kramer, A. W., & van der Vleuten, C. P. (2017). Stakeholder perspectives on workplace-based performance assessment: Towards a better understanding of assessor behaviour. *Advances in Health Sciences Education*, *22*(5), 1213-1243.

- de Melo, B. C. P., Falbo, A. R., Muijtjens, A. M. M., van der Vleuten, C. P. M., & van Merriënboer, J. J. G. (2017). The use of instructional design guidelines to increase effectiveness of postpartum hemorrhage simulation training. *International Journal of Gynecology & Obstetrics*, *137*(1), 99-105. doi:10.1002/ijgo.12084
- Destan, N., Spiess, M. A., van Loon, M., Roebbers, C. M., & de Bruin, A. (2017). 6- and 8-year-olds' performance evaluations: Do they differ between self and unknown others? *Metacognition and Learning*, *12*(3), 315-336.
- Ditton-Phare, P., Loughland, C., Duvivier, R., & Kelly, B. (2017). Communication skills in the training of psychiatrists: A systematic review of current approaches. *Australian & New Zealand Journal of Psychiatry*, *51*(7), 675-692. doi:10.1177/0004867417707820
- Driessen, E. (2017). Do portfolios have a future? *Advances in Health Sciences Education*, *22*(1), 221-228.
- Duvivier, B. M., Schaper, N. C., Hesselink, M. K., van Kan, L., Stienen, N., Winkens, B., Koster, A., & Savelberg, H. H. (2017). Breaking sitting with light activities vs structured exercise: A randomised crossover study demonstrating benefits for glycaemic control and insulin sensitivity in type 2 diabetes. *Diabetologia*, *60*(3), 490-498.
- Duvivier, R. J., Abdou, M. H., Ishak, R. S., Wiley, E., & Alwan, M. B. (2017). Implications of a travel ban on us medical education and training. *The Lancet*, *389*(10079), 1603.
- Duvivier, R. J., Burch, V. C., & Boulet, J. R. (2017). A comparison of physician emigration from africa to the united states of america between 2005 and 2015. *Human resources for health*, *15*(1), 41. doi:10.1186/s12960-017-0217-0
- Ellaway, R. H., Bates, J., & Teunissen, P. W. (2017). Ecological theories of systems and contextual change in medical education. *Medical education*, *51*(12), 1250-1259.
- Favier, R. P., van der Vleuten, C. P., & Ramaekers, S. P. (2017). Applicability of progress testing in veterinary medical education. *Journal of veterinary medical education*, *44*(2), 351-357.
- Feilchenfeld, Z., Dornan, T., Whitehead, C., & Kuper, A. (2017). Ultrasound in undergraduate medical education: A systematic and critical review. *Medical education*, *51*(4), 366-378.
- Gegenfurtner, A., Kok, E., van Geel, K., de Bruin, A., Jarodzka, H., Szulewski, A., & van Merriënboer, J. J. (2017). The challenges of studying visual expertise in medical image diagnosis. *Medical education*, *51*(1), 97-104.
- Gingerich, A., Ramlo, S. E., van der Vleuten, C. P., Eva, K. W., & Regehr, G. (2017). Inter-rater variability as mutual disagreement: Identifying raters' divergent points of view. *Advances in Health Sciences Education*, *22*(4), 819-838.
- Ginsburg, S., van der Vleuten, C. P., & Eva, K. W. (2017). The hidden value of narrative comments for assessment: A quantitative reliability analysis of qualitative data. *Academic Medicine*, *92*(11), 1617-1621.
- Ginsburg, S., Vleuten, C. P., Eva, K. W., & Lingard, L. (2017). Cracking the code: Residents' interpretations of written assessment comments. *Medical education*, *51*(4), 401-410.

- Giroldi, E., Veldhuijzen, W., Geelen, K., Muris, J., Bareman, F., Bueving, H., van der Weijden, T., & van der Vleuten, C. (2017). Developing skilled doctor–patient communication in the workplace: A qualitative study of the experiences of trainees and clinical supervisors. *Advances in Health Sciences Education*, 22(5), 1263-1278. doi:10.1007/s10459-017-9765-2
- Guerreiro, M. J., & Van Gerven, P. W. (2017). Disregarding hearing loss leads to overestimation of age-related cognitive decline. *Neurobiology of aging*, 56, 180-189.
- Harrison, C. J., Könings, K. D., Schuwirth, L. W., Wass, V., & van der Vleuten, C. P. (2017). Changing the culture of assessment: The dominance of the summative assessment paradigm. *BMC medical education*, 17(1), 73.
- Heeneman, S., & de Grave, W. (2017). Tensions in mentoring medical students toward self-directed and reflective learning in a longitudinal portfolio-based mentoring system—an activity theory analysis. *Medical teacher*, 39(4), 368-376.
- Heeneman, S., Schut, S., Donkers, J., van der Vleuten, C., & Muijtjens, A. (2017). Embedding of the progress test in an assessment program designed according to the principles of programmatic assessment. *Medical teacher*, 39(1), 44-52.
- Helmes, E., & Van Gerven, P. W. (2017). Urban residence and higher education do not protect against cognitive decline in aging and dementia: 10-year follow-up of the canadian study of health and aging. *Educational Gerontology*, 43(11), 552-560.
- Huwendiek, S., Reichert, F., Duncker, C., de Leng, B. A., van der Vleuten, C. P., Muijtjens, A. M., Bosse, H.-M., Haag, M., Hoffmann, G. F., & Tönshoff, B. (2017). Electronic assessment of clinical reasoning in clerkships: A mixed-methods comparison of long-menu key-feature problems with context-rich single best answer questions. *Medical teacher*, 39(5), 476-485.
- Ignacio, J., Scherpbier, A., Dolmans, D., Rethans, J.-J., & Liaw, S. Y. (2017). Mental rehearsal strategy for stress management and performance in simulations. *Clinical Simulation In Nursing*, 13(7), 295-302.
- Janssen-Brandt, X. M., Muijtjens, A. M., & Sluijsmans, D. M. (2017). Toward a better judgment of item relevance in progress testing. *BMC medical education*, 17(1), 151.
- Janssen, F. J., Könings, K. D., & van Merriënboer, J. J. (2017). Participatory educational design: How to improve mutual learning and the quality and usability of the design? *European Journal of Education*, 52(3), 268-279.
- Kasch, J., Van Rosmalen, P., & Kalz, M. (2017). A framework towards educational scalability of open online courses. *Journal of Universal Computer Science*, 23(9), 845-867.
- Kasch, J., Van Rosmalen, P., & Kalz, M. (2017). A framework towards educational scalability of open online resources. *Journal of Universal Computer Science*, 23(9), 845-867.
- Keuning, T., Geel, M., & Visscher, A. (2017). Why a data- based decision- making intervention works in some schools and not in others. *Learning disabilities research & practice*, 32(1), 32-45.

- Keuning, T., van Geel, M., Frèrejean, J., van Merriënboer, J., Dolmans, D., & Visscher, A. (2017). Differentiëren bij rekenen: Een cognitieve taakanalyse van het denken en handelen van basisschoolleerkrachten. *Pedagogische Studiën*, *94*(3), 160-181.
- Kikukawa, M., Stalmeijer, R. E., Okubo, T., Taketomi, K., Emura, S., Miyata, Y., Yoshida, M., Schuwirth, L., & Scherpbier, A. J. (2017). Development of culture-sensitive clinical teacher evaluation sheet in the Japanese context. *Medical teacher*, *39*(8), 844-850.
- Kok, E. M., & Jarodzka, H. (2017). Before your very eyes: The value and limitations of eye tracking in medical education. *Medical education*, *51*(1), 114-122.
- Kok, E. M., Abed, A., & Robben, S. G. (2017). Does the use of a checklist help medical students in the detection of abnormalities on a chest radiograph? *Journal of Digital Imaging*, *30*(6), 726-731.
- Kok, E. M., Aizenman, A. M., Vö, M. L.-H., & Wolfe, J. M. (2017). Even if I showed you where you looked, remembering where you just looked is hard. *Journal of vision*, *17*(12), 2-2.
- Kok, E. M., van Geel, K., van Merriënboer, J. J. G., & Robben, S. G. F. (2017). What we do and do not know about teaching medical image interpretation. *Frontiers in Psychology*, *8*, 309. doi:10.3389/fpsyg.2017.00309
- Könings, K. D., & McKenney, S. (2017). Participatory design of (built) learning environments. *European Journal of Education*, *52*(3), 247-252.
- Könings, K. D., Bovill, C., & Woolner, P. (2017). Towards an interdisciplinary model of practice for participatory building design in education. *European Journal of Education*, *52*(3), 306-317.
- Koutamanis, A., Heuer, J., & Könings, K. D. (2017). A visual information tool for user participation during the lifecycle of school building design: Bim. *European Journal of Education*, *52*(3), 295-305.
- Lafleur, A., Laflamme, J., Leppink, J., & Côté, L. (2017). Task demands in OSCEs influence learning strategies. *Teaching and Learning in Medicine*, *29*(3), 286-295. doi:10.1080/10401334.2017.1282863
- Leenen, L. A. M., Wijnen, B. F. M., van Haastregt, J. C. M., de Kinderen, R. J. A., Evers, S. M. A. A., Majoie, M. H. J. M., & van Heugten, C. M. (2017). Process evaluation of a multi-component self-management intervention for adults with epilepsy (Zmile study). *Epilepsy & Behavior*, *73*, 64-70. doi:https://doi.org/10.1016/j.yebeh.2017.05.023
- Leppink, J. (2017). When I say... time on task. *Medical education*, *51*(11), 1101-1102.
- Maas, M. J., Nijhuis-van der Sanden, M. W., Driehuis, F., Heerkens, Y. F., van der Vleuten, C. P., & van der Wees, P. J. (2017). Feasibility of peer assessment and clinical audit to self-regulate the quality of physiotherapy services: A mixed methods study. *BMJ open*, *7*(2), e013726.
- Mak-van der Vossen, M., van Mook, W., van der Burgt, S., Kors, J., Ket, J. C. F., Croiset, G., & Kusurkar, R. (2017). Descriptors for unprofessional behaviours of medical students: A systematic review and categorisation. *BMC medical education*, *17*(1), 164. doi:10.1186/s12909-017-0997-x

- Malau-Aduli, B. S., Teague, P.-A., D'Souza, K., Heal, C., Turner, R., Garne, D. L., & van der Vleuten, C. (2017). A collaborative comparison of objective structured clinical examination (osce) standard setting methods at Australian medical schools. *Medical teacher*, 39(12), 1261-1267.
- Marei, H. F., Donkers, J., Al-Eraky, M. M., & van Merrienboer, J. J. (2017). The effectiveness of sequencing virtual patients with lectures in a deductive or inductive learning approach. *Medical teacher*, 39(12), 1268-1274.
- McBee, E., Ratcliffe, T., Picho, K., Schuwirth, L., Artino, A. R., Yepes-Rios, A. M., Masel, J., van der Vleuten, C., & Durning, S. J. (2017). Contextual factors and clinical reasoning: Differences in diagnostic and therapeutic reasoning in board certified versus resident physicians. *BMC medical education*, 17(1), 211.
- Nair, B. K. R., Moonen-van Loon, J. M., Parvathy, M., Jolly, B. C., & van der Vleuten, C. P. (2017). Composite reliability of workplace-based assessment of international medical graduates. *The Medical Journal of Australia*, 207(10), 453.
- Oerlemans, M., Dielissen, P., Timmerman, A., Ram, P., Maiburg, B., Muris, J., & van der Vleuten, C. (2017). Should we assess clinical performance in single patient encounters or consistent behaviors of clinical performance over a series of encounters? A qualitative exploration of narrative trainee profiles. *Medical teacher*, 39(3), 300-307.
- Olmos-Vega, F. M., Dolmans, D. H., Vargas-Castro, N., & Stalmeijer, R. E. (2017). Dealing with the tension: How residents seek autonomy and participation in the workplace. *Medical education*, 51, 699-707.
- Prescott-Clements, L., Voller, V., Bell, M., Nestors, N., & van der Vleuten, C. P. (2017). Rethinking remediation: A model to support the detailed diagnosis of clinicians' performance problems and the development of effective remediation plans. *Journal of Continuing Education in the Health Professions*, 37(4), 245-254.
- Ramani, S., Könings, K., Mann, K. V., & van der Vleuten, C. (2017). Uncovering the unknown: A grounded theory study exploring the impact of self-awareness on the culture of feedback in residency education. *Medical teacher*, 39(10), 1065-1073.
- Ramani, S., Post, S. E., Könings, K., Mann, K., Katz, J. T., & van der Vleuten, C. (2017). "It's just not the culture": A qualitative study exploring residents' perceptions of the impact of institutional culture on feedback. *Teaching and learning in medicine*, 29(2), 153-161.
- Sagasser, M. H., Fluit, C. R., van Weel, C., van der Vleuten, C. P., & Kramer, A. W. (2017). How entrustment is informed by holistic judgments across time in a family medicine residency program: An ethnographic nonparticipant observational study. *Academic Medicine*, 92(6), 792-799.
- Sagasser, M. H., Kramer, A. W., Fluit, C. R., van Weel, C., & van der Vleuten, C. P. (2017). Self-entrustment: How trainees' self-regulated learning supports participation in the workplace. *Advances in Health Sciences Education*, 22(4), 931-949.
- Sanchez, A. A., Southgate, E., Rogers, G., & Duvivier, R. J. (2017). Inclusion of lesbian, gay, bisexual, transgender, queer, and intersex health in Australian and New Zealand medical education. *LGBT health*, 4(4), 295-303.

- Schneider, J., Börner, D., Rosmalen, P., & Specht, M. (2017). Presentation trainer: What experts and computers can tell about your nonverbal communication. *Journal of Computer Assisted Learning*, 33(2), 164-177.
- Silkens, M. E. W. M., Lombarts, K. M. J. M. H., Scherpbier, A. J. J. A., Heineman, M. J., & Arah, O. A. (2017). Towards healthy learning climates in postgraduate medical education: Exploring the role of hospital-wide education committees. *BMC medical education*, 17(1), 241. doi:10.1186/s12909-017-1075-0
- Smirnova, A., Lombarts, K. M. J. M. H., Arah, O. A., & van der Vleuten, C. P. M. (2017). Closing the patient experience chasm: A two-level validation of the consumer quality index inpatient hospital care. *Health Expectations*, 20(5), 1041-1048. doi:10.1111/hex.12545
- Smirnova, A., Ravelli, A. C., Stalmeijer, R. E., Arah, O. A., Heineman, M. J., van der Vleuten, C. P., van der Post, J. A., & Lombarts, K. M. (2017). The association between learning climate and adverse obstetrical outcomes in 16 nontertiary obstetrics–gynecology departments in the netherlands. *Academic Medicine*, 92(12), 1740-1748.
- Solarte, I., & Könings, K. D. (2017). Discrepancies between perceptions of students and deans regarding the consequences of restricting students' use of electronic medical records on quality of medical education. *BMC medical education*, 17(1), 55.
- Sørensen, J. L., Østergaard, D., LeBlanc, V., Ottesen, B., Konge, L., Dieckmann, P., & Van der Vleuten, C. (2017). Design of simulation-based medical education and advantages and disadvantages of in situ simulation versus off-site simulation. *BMC medical education*, 17(1), 20.
- Sørensen, J. L., van der Vleuten, C. P. M., Rosthøj, S., Ostergaard, D., LeBlanc, V., & Ottesen, B. (2017). Correction: Simulation-based multiprofessional obstetric anaesthesia training conducted in situ versus off-site leads to similar individual and team outcomes: A randomised educational trial. *BMJ open*, 7, e008344corr008341.
- Stokes-Parish, J. B., Duvivier, R., & Jolly, B. (2017). Does appearance matter? Current issues and formulation of a research agenda for moulage in simulation. *Simulation in Healthcare*, 12(1), 47-50.
- Sunita, M., Singh, A. K., Rogye, A., Sonawane, M., Gaonkar, R., Srinivasan, R., Natarajan, S., Stevens, F. C., Scherpbier, A., Kumaramanickavel, G., & McCarthy, C. (2017). Prevalence of diabetic retinopathy in urban slums: The aditya jyot diabetic retinopathy in urban mumbai slums study—report 2. *Ophthalmic epidemiology*, 24(5), 303-310.
- Szulewski, A., Gegenfurtner, A., Howes, D. W., Sivilotti, M. L., & van Merriënboer, J. J. (2017). Measuring physician cognitive load: Validity evidence for a physiologic and a psychometric tool. *Advances in Health Sciences Education*, 22(4), 951-968.
- Taylor, T. S., Teunissen, P. W., Dornan, T., & Lingard, L. (2017). Fatigue in residency education: Understanding the influence of work hours regulations in europe. *Academic Medicine*, 92(12), 1733-1739.

- Tremblay, M.-L., Lafleur, A., Leppink, J., & Dolmans, D. H. (2017). The simulated clinical environment: Cognitive and emotional impact among undergraduates. *Medical teacher, 39*(2), 181-187.
- van den Berg, J. W., Verberg, C. P. M., Scherpbier, A. J. J. A., Jaarsma, A. D. C., & Lombarts, K. M. J. M. H. (2017). Is being a medical educator a lonely business? The essence of social support. *Medical education, 51*(3), 302-315. doi:10.1111/medu.13162
- van der Aa, J. E., Tancredi, A., Goverde, A. J., Velebil, P., Feyereisl, J., Benedetto, C., Teunissen, P. W., & Scheele, F. (2017). What european gynaecologists need to master: Consensus on medical expertise outcomes of pan-european postgraduate training in obstetrics & gynaecology. *European Journal of Obstetrics and Gynecology and Reproductive Biology, 216*, 143-152.
- van der Meulen, M. W., Boerebach, B. C. M., Smirnova, A., Heeneman, S., oude Egbrink, M. G. A., van der Vleuten, C. P. M., Arah, O. A., & Lombarts, K. M. J. M. H. (2017). Validation of the incept: A multisource feedback tool for capturing different perspectives on physicians' professional performance. *Journal of Continuing Education in the Health Professions, 37*(1), 9-18. doi:10.1097/ceh.0000000000000143
- van der Meulen, M. W., Boerebach, B. C., Smirnova, A., Heeneman, S., oude Egbrink, M. G., van der Vleuten, C. P., Arah, O. A., & Lombarts, K. M. (2017). Validation of the incept: A multisource feedback tool for capturing different perspectives on physicians' professional performance. *Journal of Continuing Education in the Health Professions, 37*(1), 9-18.
- van der Schaaf, M., Donkers, J., Slof, B., Moonen-van Loon, J., van Tartwijk, J., Driessen, E., Badii, A., Serban, O., & Ten Cate, O. (2017). Improving workplace-based assessment and feedback by an e-portfolio enhanced with learning analytics. *Educational Technology Research and Development, 65*(2), 359-380.
- van der Velde, J. H., Savelberg, H. H., van der Berg, J. D., Sep, S. J., van der Kallen, C. J., Dagnelie, P. C., Schram, M. T., Henry, R. M., Reijven, P. L., van Geel, T. A., Stehouwer, C., Koster, A., & Schaper, N. (2017). Sedentary behavior is only marginally associated with physical function in adults aged 40–75 years—the maastricht study. *Frontiers in physiology, 8*, 242.
- van Geel, K., Kok, E. M., Dijkstra, J., Robben, S. G., & van Merriënboer, J. J. (2017). Teaching systematic viewing to final-year medical students improves systematicity but not coverage or detection of radiologic abnormalities. *Journal of the American College of Radiology, 14*(2), 235-241.
- van Geel, M., Keuning, T., Visscher, A., & Fox, J.-P. (2017). Changes in educators' data literacy during a data-based decision making intervention. *Teaching and teacher education, 64*, 187-198.
- Van Gerven, P. W., Hurks, P. P., & Adam, J. J. (2017). Both facilitatory and inhibitory impairments underlie age-related differences of proactive cognitive control across the adult lifespan. *Acta Psychologica, 179*, 78-88.
- van Loon, M., de Bruin, A., Leppink, J., & Roebbers, C. (2017). Why are children overconfident? Developmental differences in the implementation of accessibility cues when judging concept learning. *Journal of Experimental Child Psychology, 158*(1), 77-94.

- van Loon, M., Destan, N., Spiess, M. A., de Bruin, A., & Roebers, C. M. (2017). Developmental progression in performance evaluations: Effects of children's cue-utilization and self-protection. *Learning and Instruction, 51*, 47-60. doi:<https://doi.org/10.1016/j.learninstruc.2016.11.011>
- van Merriënboer, J. J., McKenney, S., Cullinan, D., & Heuer, J. (2017). Aligning pedagogy with physical learning spaces. *European Journal of Education, 52*(3), 253-267.
- Varpio, L., Gruppen, L., Hu, W., O'Brien, B., Ten Cate, O., Humphrey-Murto, S., Irby, D. M., van der Vleuten, C., Hamstra, S. J., & Durning, S. J. (2017). Working definitions of the roles and an organizational structure in health professions education scholarship: Initiating an international conversation. *Academic Medicine, 92*(2), 205-208.
- Varpio, L., O'Brien, B., Hu, W., ten Cate, O., Durning, S. J., Vleuten, C., Gruppen, L., Irby, D., Humphrey- Murto, S., & Hamstra, S. J. (2017). Exploring the institutional logics of health professions education scholarship units. *Medical education, 51*(7), 755-767.
- Varpio, L., O'Brien, B., J Durning, S., van der Vleuten, C., Gruppen, L., ten Cate, O., Humphrey-Murto, S., Irby, D. M., Hamstra, S. J., & Hu, W. (2017). Health professions education scholarship unit leaders as institutional entrepreneurs. *Academic Medicine, 92*(8), 1189-1195.
- Waterval, D., Tinnemans-Adriaanse, M., Meziani, M., Driessen, E., Scherpbier, A., Mazrou, A., & Frambach, J. (2017). Exporting a student-centered curriculum: A home institution's perspective. *Journal of Studies in International Education, 21*(3), 278 - 290.
- Wilby, K. J., Govaerts, M. J., Austin, Z., & Dolmans, D. H. (2017). Exploring the influence of cultural orientations on assessment of communication behaviours during patient-practitioner interactions. *BMC medical education, 17*(1), 61.
- Zaidi, Z., Vyas, R., Verstegen, D., Morahan, P., & Dornan, T. (2017). Medical education to enhance critical consciousness: Facilitators' experiences. *Academic Medicine, 92*(11S), S93-S99.

WI-2/WI-NL Publications

- Asante, I., Andoh, I., Muijtjens, A. M., & Donkers, J. (2017). Stakeholders' perceptions on competency and assessment program of entry-level pharmacists in developing countries. *Currents in Pharmacy Teaching and Learning*, 9(3), 360-368.
- Asoodar, M., Atai, M. R., & Baten, L. (2017). Successful erasmus experience: Analysing perceptions before, during and after erasmus. *Journal of Research in International Education*, 16(1), 80-97.
- Bank, L., Jippes, M., Leppink, J., Scherpbier, A. J., den Rooyen, C., van Luijk, S. J., & Scheele, F. (2017). Are they ready? Organizational readiness for change among clinical teaching teams. *Advances in medical education and practice*, 8, 807-815.
- Barnhoorn, P. C., Bolk, J. H., Ottenhoff- de Jonge, M. W., van Mook, W. N. K. A., & de Beaufort, A. J. (2017). Causes and characteristics of medical student referrals to a professional behaviour board. *International Journal of Medical Education*, 8, 19-24. doi:10.5116/ijme.584b.d591
- Blume, L. H. K., van Weert, N. J. H. W., Busari, J. O., & Delnoij, D. M. J. (2017). Good intentions getting out of hand – is there a future for health care guidelines? *Risk Management and Healthcare Policy*, 10, 81-85. doi:10.2147/RMHP.S134835
- Busari, J. O., Moll, F. M., & Duits, A. J. (2017). Understanding the impact of interprofessional collaboration on the quality of care: A case report from a small-scale resource limited health care environment. *Journal of Multidisciplinary Healthcare*, 10, 227-234. doi:10.2147/JMDH.S140042
- Collazo, N. A. J., Elen, J., & Clarebout, G. (2017). The unraveling of tool use: Answering the unanswered? *International Journal of Global Research in Computer Science (UGC Approved Journal)*, 6(7), 1-10.
- Dlungwane, T., Voce, A., Searle, R., & Stevens, F. (2017). Master of public health programmes in south africa: Issues and challenges. *Public Health Reviews*, 38(1), 5.
- Frambach, J. M., & Martimianakis, M. A. T. (2017). The discomfort of an educator's critical conscience: The case of problem-based learning and other global industries in medical education. *Perspectives on medical education*, 6(1), 1-4.
- Frambach, J. M., Manuel, B. A., Fumo, A. M., Groosjohan, B., Van Der Vleuten, C. P., & Driessen, E. W. (2017). How innovative and conventional curricula prepare medical students for practice in sub-saharan africa: A comparative study from mozambique. *Education for Health*, 30(1), 3.
- Gegenfurtner, A., & van Merriënboer, J. J. (2017). Methodologies for studying visual expertise. *Frontline Learning Research*, 5(3), 1-13.
- Gegenfurtner, A., Kok, E. M., van Geel, K., de Bruin, A. B., & Sorger, B. (2017). Neural correlates of visual perceptual expertise: Evidence from cognitive neuroscience using functional neuroimaging. *Frontline Learning Research*, 5(3), 95-111.
- Heeneman, S., & Driessen, E. W. (2017). The use of a portfolio in postgraduate medical education – reflect, assess and account, one for each or all in one? *GMS journal for medical education*, 34(5), Doc57. doi:10.3205/zma001134

- Könings, K. D., Scherpbier, A. J., Wright, P., Luu, H. N., & Merriënboer, J. J. (2017). Preventive medicine as a first-or second-choice course: A cross-sectional survey into students' motivational differences and implications for information provision. *BMC research notes*, 10(1), 383.
- Leppink, J. (2017). Cognitive load theory: Practical implications and an important challenge. *Journal of Taibah University Medical Sciences*, 12(5), 385-391.
- Leppink, J. (2017). Evaluating the strength of evidence in research and education: The theory of anchored narratives. *Journal of Taibah University Medical Sciences*, 12(4), 284-290.
- Leppink, J. (2017). Managing the load on a learner's mind: A cognitive load theory perspective. *Medical Science Educator*, 27(Suppl 1), S5-S7. doi: 10.1007/s40670-017-0439-8
- Leppink, J. (2017). Revisiting the quantitative–qualitative-mixed methods labels: Research questions, developments, and the need for replication. *Journal of Taibah University Medical Sciences*, 12(2), 97-101.
- Leppink, J., & Pérez-Fuster, P. (2017). We need more replication research—a case for test-retest reliability. *Perspectives on medical education*, 6, 158-164.
- Leppink, J., O'Sullivan, P., & Winston, K. (2017). Are differences between groups different at different occasions? *Perspectives on medical education*, 6, 413-417.
- Leppink, J., O'Sullivan, P., & Winston, K. (2017). Evidence against vs. In favour of a null hypothesis. *Perspectives on medical education*, 6(2), 115-118.
- Leppink, J., O'Sullivan, P., & Winston, K. (2017). The bridge between design and analysis. *Perspectives on medical education*, 6(4), 265-269.
- Lucardie, A. T., Berkenbosch, L., van den Berg, J., & Busari, J. O. (2017). Flipping the classroom to teach millennial residents medical leadership: A proof of concept. *Advances in medical education and practice*, 8, 57-61. doi:10.2147/AMEP.S123215
- Lucardie, T. A., & Busari, O. J. (2017). The flipped classroom as a pedagogical tool for leadership development in postgraduate medical education. *Education Sciences*, 7(2), 63. doi:10.3390/educsci7020063
- Mogre, V., Aryee, P. A., Stevens, F. C., & Scherpbier, A. J. A. (2017). Future doctors' nutrition-related knowledge, attitudes and self-efficacy regarding nutrition care in the general practice setting: A cross-sectional survey. *Medical Science Educator*, 27(3), 481-488.
- Nguyen, V. A. T., Könings, K. D., Scherpbier, A. J. J. A., Wright, P., Luu, H. N., & van Merriënboer, J. J. G. (2017). Preventive medicine as a first- or second-choice course: A cross-sectional survey into students' motivational differences and implications for information provision. *BMC research notes*, 10(1), 383. doi:10.1186/s13104-017-2706-6
- Paternotte, E., van Dulmen, S., Bank, L., Seeleman, C., Scherpbier, A., & Scheele, F. (2017). Intercultural communication through the eyes of patients: Experiences and preferences. *Int J Med Educ*, 8, 170-175. doi:10.5116/ijme.591b.19f9
- Peters, S., Clarebout, G., Diemers, A., Delvaux, N., Verburch, A., Aertgeerts, B., & Roex, A. (2017). Enhancing the connection between the classroom and the clinical workplace: A systematic review. *Perspectives on medical education*, 6(3), 148-157. doi:10.1007/s40037-017-0338-0

- Peters, S., Clarebout, G., Van Nuland, M., Aertgeerts, B., & Roex, A. (2017). How to connect classroom and workplace learning. *The clinical teacher*, 14(5), 313-318.
- Ratcliffe, T. A., McBee, E., Schuwirth, L., Picho, K., van der Vleuten, C. P. M., Artino, A. R., van Merriënboer, J. J. G., Leppink, J., & Durning, S. J. (2017). Exploring implications of context specificity and cognitive load in residents. *MedEdPublish*, 6(1), 48. doi:10.15694/mep.2017.000048
- Schuwirth, L., van der Vleuten, C., & Durning, S. (2017). What programmatic assessment in medical education can learn from healthcare. *Perspectives on medical education*, 6, 211-215.
- Sehlbach, C., Thomson, C., Bennett, J., de Llano, L. P., Smeenk, F., Yokoyama, A., Horváth, I., Driessen, E., & Rohde, G. (2017). Re-certification of respiratory professionals: Current practice and the future—educational forum report. *Breathe*, 13(2), 77.
- Silkens, M. E. W. M., Slootweg, I. A., Scherpbier, A. J. J. A., Heineman, M. J., & Lombarts, K. M. J. M. H. (2017). Hospital-wide education committees and high-quality residency training. *Perspectives on medical education*, 6(6), 396-404. doi:10.1007/s40037-017-0390-9
- Taylor, T., Teunissen, P., Dornan, T., & Lingard, L. (2017). O-edu-151 work hour regulations complicate residency education: Lessons about the social construct of fatigue in europe. *Journal of Obstetrics and Gynaecology Canada*, 39(5), 404.
- Teunissen, P. W., & Eppich, W. (2017). Workplace learning: Promoting strengths, addressing weaknesses. *ABC of Learning and Teaching in Medicine*, 49.
- Zwaan, L., Kok, E. M., & van der Gijp, A. (2017). Radiology education: A radiology curriculum for all medical students? *Diagnosis*, 4(3), 185-189.

Books

- Bastiaens, E., van Tilburg, J., & van Merriënboer, J. (Eds.). (2017). *Research based learning: Case studies from maastricht university*. Cham: Springer. ISBN 978-3-319-50991-4.

Book chapters

- Szulewski, A., Brindley, P. G., & Van Merriënboer, J. J. G. (2017). Decision making in acute care medicine. In P. Brindley & P. Cardinal (Eds.), *Optimizing crisis resource management to improve patient safety and team performance* (pp. 13-20). Toronto, Canada: Royal College of Physicians and Surgeons of Canada. ISBN 978-1-926588-40-7.
- Van Merriënboer, J. J. G. (2017). Instructional design. In J. Dent & R. M. Harden (Eds.), *A practical guide for medical teachers* (5th ed., pp. 162-169). Edinburgh, UK: Elsevier. ISBN 9780702068911.
- Van der Vleuten, C., & Joosten-ten Brinke, D. (2017). Competence assessment as learner support in education. In M. Mulder (Ed.), *Competence-based vocational and professional education* (5th ed., pp. 607-630). Amsterdam: Springer International Publishing Switzerland. ISBN 978-3-319-41711-0.
- van der Vleuten, C., Sluijsmans, D., & Joosten-ten Brinke, D. (2017). Competence assessment as learner support in education. In M. Mulder (Ed.), *Competence-based vocational and professional education* (pp. 607-630). Cham: Springer. ISBN 978-3-319-41711-0.
- Kelchtermans, G., & Vanassche, E. (2017). Micropolitics in the education of teachers: Power, negotiation, and professional development. In D. Jean Clandinin & J. Husu (Eds.), *The sage handbook of research on teacher education* (pp. 441-456). ISBN 1526415461.
- Schuwirth, L., & van der Vleuten, C. (2017). Written assessment. In P. Cantillon, D. Wood, & S. Yardley (Eds.), *Abc of learning and teaching in medicine* (3rd edition ed., pp. 65-69). Hoboken: Wiley Blackwell. ISBN 978-1-118-89216-9.
- Bastiaens, E., van Merriënboer, J., & van Tilburg, J. (2017). Three educational models for positioning the maastricht research-based learning programme. In E. Bastiaens, J. van Merriënboer, & J. van Tilburg (Eds.), *Research-based learning: Case studies from maastricht university* (pp. 35-41). Cham: Springer. ISBN 978-3-319-50991-4.
- Bastiaens, E., Leppink, J., & van Merriënboer, J. (2017). The effectiveness of the marble programme: Evaluation findings. In E. Bastiaens, J. van Tilburg, & J. van Merriënboer (Eds.), *Research-based learning: Case studies from maastricht university* (pp. 175-183). Cham: Springer. ISBN 978-3-319-50991-4.
- Bastiaens, E., van Merriënboer, J., & van Tilburg, J. (2017). Reflection and lessons learned. In E. Bastiaens, J. van Merriënboer, & J. van Tilburg (Eds.), *Research-based learning: Case studies from maastricht university* (pp. 185-199). Cham: Springer. ISBN 978-3-319-50991-4.
- Dornan, T., Gormley, G. J., & Yardley, S. (2017). Educational theory: An overview. In P. Cantillon, D. Wood, & S. Yardley (Eds.), *Abc of learning and teaching in medicine* (3rd edition ed., pp. 7-10). Hoboken: Wiley. ISBN 978-1-118-89216-9.
- Driessen, E., Heeneman, S., & van der Vleuten, C. (2017). Portfolios, projects and theses. In J. Dent, R. M. Harden, & D. Hunt (Eds.), *A practical guide for medical teachers* (5th edition ed., pp. 274-280). Amsterdam: Elsevier. ISBN 0702068934.

- Kok, E. M., & de Bruin, A. B. (2017). The neuroscience of motor expertise in real-world tasks. In D. Hambrick, G. Campitelli, & B. Macnamara (Eds.), *The science of expertise: Behavioral, neural, and genetic approaches to complex skill* (pp. 206-238). New York: Routledge. ISBN 1351624830.
- Norcini, J., McKinley, D., Schuwirth, L., van der Vleuten, C., Etheridge, L., Boursicot, K., Driessen, E., Heeneman, S., Krackov, S., & Pohl, H. (2017). Concepts in assessment including standard setting. In J. Dent, R. M. Harden, & D. Hunt (Eds.), *A practical guide for medical teachers* (pp. 251-259). Amsterdam: Elsevier. ISBN 0702068934.
- van der Vleuten, C., Heeneman, S., & Schuwirth, L. (2017). Programmatic assessment. In J. Dent, R. M. Harden, & D. Hunt (Eds.), *A practical guide for medical teachers* (5th ed., pp. 295-303). Amsterdam: Elsevier Ltd. ISBN 0702068934.
- van Leuven, A., Lansu, W., Muijtjens, A., & Joosten-ten Brinke, D. (2017). Samenwerken bij toetsontwikkeling. In H. van Berkel, A. Bax, & D. Joosten-ten Brinke (Eds.), *Toetsen in het hoger onderwijs* (pp. 65-74). Houten: Bohn Stafleu van Loghum. ISBN 978-90-368-0238-3.
- van Tilburg, J., van Merriënboer, J., & Bastiaens, E. (2017). The road to maastricht research-based learning *Research-based learning: Case studies from maastricht university* (pp. 23-33). Cham: Springer. ISBN 978-3-319-50991-4.