

Curriculum Vitae Diana HJM Dolmans

Jan, 8th, 2018



1 Personal details

Full Name	Diana <i>Henriëtte Josephina Maria</i> Dolmans
Address	Diepestraat 24 6336 VW Hulsberg, the Netherlands +31 (0)45 405 3899 / +31 (0)6-83255170
Date & place of birth	June 3, 1966, Hulsberg
Nationality	Dutch
Sex	Female
Marital status	Married, 3 children

2 Professional address

Name Institute	Maastricht University, FHML
Department	Educational Development and Educational Research (O&O) School of Health Professions Education (SHE)
Address	PO Box 616, 6200 MD Maastricht, the Netherlands
Phone	043 388 57 30
E-mail	d.dolmans@maastrichtuniversity.nl

3 Education/training

1994	PhD in Educational Sciences, Maastricht University, the Netherlands. Promotor and co-promotor: Prof.dr. H. Schmidt and Dr. W. Gijsselaers. Title of thesis: How students learn in problem-based learning.
1989	Master of Science (MSc) in Educational Sciences, University of Nijmegen, the Netherlands
1984	VWO diploma, St. Jans College Hoensbroek, the Netherlands

4 Professional appointments

2012 - Present	Full professor (HGL) Maastricht University
2003 - 2011	Associate professor (UHD) Maastricht University
1994 - 2003	Assistant professor (UD) Maastricht University
1989 - 1994	PhD student Maastricht University

5 Teaching experience

2012 - Present	Lecturer PhD-introductory course, Interuniversity Centre for Educational Sciences (ICO).
2011 - 2016	Coordinator Advanced Course Writing a PhD research proposal
2010 - Present	Lecturer Advanced Course Curriculum and Course Design in Medical Education/Four-Component Instructional Design, Maastricht University
2010 - 2011	Coordinator theme 3 Domain-specific Instruction, Interuniversity Centre for Educational Sciences (ICO)
2006 - 2016	Master Thesis coordinator, Master of Health Professions Education, Maastricht University.
2006 - Present	Member block planning group Research Unit, Master of Health Professions Education, Maastricht University.
2001 - 2004	Tutor and lecturer in Master of Educational Sciences, Faculty of Psychology
1994 - Present	Master Thesis supervisor, Master of Health Professions Education, Maastricht University.
1994 - Present	Member of the Taskforce Programme Evaluation, Maastricht University.
1994 - Present	Lecturer in various courses, such as Summer course on problem-based learning, and the advanced course on curriculum design, offered by School of Health Professions Education.
1989 - 2006	Tutor and communication skills trainer.

6 Management positions

2016 – now	Scientific Director of the Interuniversity Centre for Educational Sciences (ICO). Maastricht University is the hosting partner (penvoerder) since September 1, 2016 for a period of six years. ICO is recognized as a national research school by the Royal Netherlands Academy of Arts and Sciences (KNAW) till 2018. In total 15 Dutch and Flemish Universities participate in ICO (155 PhDs, 39 Postdocs, 236 Staff members). ICO offers a post-graduate/PhD training program in the field of educational sciences in a strong research-based environment and enables community building among PhDs, post-docs and staff members.
1998 – Present	Member of the Management Team of the Research Program entitled Research in Education – School of Health Professions Education (SHE). Providing support to the scientific director (prof.dr. Jeroen van Merriënboer) of this research program with policy and management issues.
2016-2017	From Nov 1st 2016 till March 1st 2017 deputy chair of Research in Education, because of a sabbatical of the director of Research in Education.
2006 - 2017	Member of the Management Team of the Master of Health Profession Education (MHPE) program; an international master program in distance education offered by the University of Maastricht, School of Health Professions Education.
2016 – 2017	Member of the Management Team of the School of Health Professions Education (SHE), responsible for Education.
2015 - Present	Member of the Management Team of the Department of Educational Development & Research.
2015 - 2016	Chair of Best-evidence in Medical Education (BEME) Review Editorial Committee (BREC).
2014 – Present	BICC leader Maastricht BEME since September 2014.

2012 - 2016	Educational Director of the Interuniversity Centre for Educational Sciences (ICO), recognized as a national research school by the Royal Netherlands Academy of Arts and Sciences (KNAW).
2006 - 2011	Member of the Management Team of the Interuniversity Centre for Educational Sciences Research (ICO), as a delegate from Maastricht University.
2006 – 2009	Member of the Management Team of the School of Health Professions Education (SHE).
2003 – 2016	Member of the Board of the Stichting voor Voortgezet Onderwijs Parkstad Limburg in Heerlen (SVO-PL), lid Raad van Toezicht; 6 schools for secondary education in Parkstad Heerlen, the Netherlands (praktijkonderwijs-VMBO-HAVO-VWO-Gymnasium).
2001 – 2004	Member of the Management Team of the Master of Educational Sciences, Faculty of Psychology, Maastricht University.

7 Funding

Name project:	NWO-NRO Knowledge utilization plus. Differentiation in the classroom: Teachers innovate and evaluate. Kennisbenutting plus. Differentiëren in de klas: Docenten gaan innoveren en evalueren. Projectnummer 405-16-835 period 1-3-2017 till 1-3-2018 by Dolmans and Verstegen. Als vervolgsubsidie op Differentiëren in de klas middels opdrachtgestuurd leren 405-15-501 by Dolmans, van Merrienboer, Verstegen.
Period:	2017 - 2018; 12 maanden
Details:	NWO - NRO Grant
Project Coordinator:	Maastricht University
Total sum:	€ 10.000,-
Name project:	Het gebruik van de Diagnostische Tussentijdse Toets Data voor gedifferentieerd leren: Een analyse van de mogelijkheden. Maastricht University, SBE, 1-10-2017 t/m 31-12-2017 by Andrea Oudkerk Pool and Diana Dolmans.
Period:	2017 - 2017; 3 months
Details:	Maastricht University - SBE
Project Coordinator:	Maastricht University - SHE
Total sum:	€ 10.448,-
Name project:	SWOL Maastricht University, International Conference March 2018, Kerkrade Rolduc
Period:	2018
Details:	Micro-grant Maastricht University
Total sum:	€ 4.000,-
Name project:	Development and Evaluation of a Multi-Purpose Toolbox Offering an Integrated Blended Program for Palliative Care in Undergraduate Medical Curricula. Palliantie. Meer dan zorg. NWO-Zon-Mw, Projectnummer 84400.1101 by Verstegen, Dolmans, Scherpbier, van den Beuken-van Everdingen, van den Brand, Courtens.
Period:	2016 - 2020; 48 maanden
Details:	NWO-Zon-Mw Grant
Project Coordinator:	Maastricht University
Total sum:	€ 971.817,-

Name project: **Differentiated Instruction. Differentiëren in de klas middels opdrachtgestuurd leren' in de subsidieronde van de Programmaraad Praktijkgericht Onderzoek (PPO) voor Kortlopend onderwijsonderzoek van het Nationaal Regieorgaan Onderwijsonderzoek (NRO) NWO. Projectnummer 405-15-501 by Dolmans, van Merrienboer, Verstegen.**

Period: 2015 - 2016; 12 maanden
 Details: NWO - NRO Grant
 Project Coordinator: Maastricht University
 Total sum: € 99.975,-

Name project: **Equipping primary school teachers in traditional and ICT-supported schools for differentiating mathematics instruction: a design and evaluation study. In de subsidieronde Differentiatie in het Onderwijs van het National Regieorgaan Onderwijsonderzoek (NRO) NWO. Projectnummer 405-15-733. By Visscher, van Merrienboer, Dolmans, van Geel.**

Period: 2015-2019
 Details: NWO – NRO Grant
 Project coordinator: University of Twente
 Total sum: € 98.835,- for Maastricht University out of total of € 491.256,-

Name project: **PhD research project dealing with an electronic development portfolio with self-coaching protocols within secondary vocational education; Effects on domain specific competencies, motivation and self-regulated learning**

Period: 2011-2015
 Details: Kennisnet Grant
 Project coordinator: Maastricht University; van Merriënboer, Dolmans.
 Total sum: € 287.000,-

Name project: **Leading in Learning project Maastricht University: Interactive small group computer-based histology and anatomy practicals by, Koehler, von Rango, Roebertsen and Dolmans**

Period: 2013 – 2014
 Details: Micro-grant Maastricht University
 Project Coordinator: Maastricht University
 Total sum: € 5.000,-

Name project: **SWOL Maastricht University, Literature review on problem-based learning and deep learning**

Period: 2013
 Details: Micro-grant Maastricht University
 Total sum: € 1.500,-

Name project: **Co-promotor of a research project aimed at investigating the development of a teaching portfolio for teachers in student-centred higher education. The research proposal was written by D. Dolmans and externally funded by NWO. The research project is entitled: “An instrument for the evaluation of teaching competencies in higher education” (490-23-054). This project was completed in 2005 without any delay.**

Period: 2000-2005
 Details: NWO grant
 Total sum: € 100.000,-
 Results: The project has resulted in five papers, that all have been accepted for publication by international journals.

Name project: **A proposal on stimulating a career in education at the Faculty of Medicine was written, which was funded by the steering group on Human Resources Management within Maastricht University**

Period: 2003-2004

Details: Grant by Maastricht University

Total sum: € 50.000,-

8 Main research themes

Her line of research deals with key success factors of innovative curricula within higher education in general and problem-based learning in specific. Her studies focus on the role of tasks/problems, the role of the teacher and the role of students within innovative curricula. Problem-based learning, in which students learn by discussing professionally relevant problems, does seem to enhance deep learning and the effects seems to be stronger in curriculum wide implementations as compared to an implementation within a single course. Studies on the use real patient problems demonstrate that students improve the quality of their knowledge networks and their diagnostic accuracy. Results of studies on the role of the teacher show that teachers in innovative curricula should know how to deal with subject matter expertise and how to facilitate the learning process. Studies on the role of the teacher within workplace settings demonstrate that effectively tailoring supervision to the learner's level of learning is the key to successful learning. Finally, studies on the role of the students demonstrate that active participation in a group discussion facilitates deep learning and leads to better knowledge retention on the long term. In conclusion, her line of research is strongly related to student and teacher learning in innovative curricula in higher education. Her research contributes to bridge-building between educational theory and practice and yields guidelines for designing innovative learning environments in general and problem-based learning in specific. She is internationally well acknowledged for her line of research within problem-based learning.

9 Memberships

a. Associations/Societies

2000 - Present Member of the international Association for Medical Education (AMEE).

1999 - Present Member of the Dutch Association for Medical Education (NVMO) since 1999. Principal organizer of their annual national conference in 2001.

1999 - Present Member of the Dutch Educational Research Association (VOR). Member organizing committee ORD 2011 in Maastricht.

1997 - Present Member of the Interuniversity Centre for Educational Sciences Research (ICO).

b. Committees

2011 - Present Member of the AMEE Research committee; chair selection of PhD report abstracts to be presented at the AMEE conference till 2016; from 2017 on member selection PhD report abstract and research abstracts.

2017 - 2018 Member of the NWO review committee Research Talent 2018.

2017 - Present Member International Advisory Board PANPBL Association of Problem-based learning and active methodologies.

2015 - 2017 Member review committee NWO ZonMw Onderzoek van Onderwijs Huisartsgeneeskunde en Ouderengeneeskunde.

2016 - Present Member Advisory Board LEAD, Graduate School, University of Tuebingen, Germany.

2017 Member of the midterm review committee Medical school, UvA, Amsterdam, which implemented team-based learning, March 16, 2017.

2016 Member of the Committee in charge of the nomination procedure for Dr. Anne Baroffio as a Professor in Medical Education. Attendance of the presentation of Dr. Baroffio on May 18, 2016 as well as participation in the interview and the discussion afterwards because of her nomination.

2015 - Present Member committee Uitwerking Sectorplan Onderwijswetenschappen ingesteld door de Decanen Sociale Wetenschappen (DSW) in 2015.

- 2016 - Present Chair of the jury for the AMEE PhD thesis Award 2016. Member of the thesis award since 2017. An award that is offered by the Association for Medical Education in Europe (AMEE).
- 2015 Beoordelingscommissie NWO. Twee beoordelingscommissies voor aanmeldingen voor Langlopend onderzoek van de Programmaraad Praktijkgericht Onderzoek(PPO), 8 en 9 januari 2015.
- 2012 - 2015 Member of the Wetenschapscommissie Maastricht UMC+, including selectie Kootstra Talent Fellowship.
- 2012 Chair and member of the jury for the Han Moll penning of the NVMO awarded once in five years by the Dutch Association for Medical Education in 2012.
- 2012 - 2016 Member of an international Best Evidence in Medical Education review group on Faculty Development II led by Prof.dr. Y. Steinert in the period 2012-now, which resulted in the following publication: Steinert, Y., Mann, K., Anderson, B., Barnett, B. M., Centeno, A., Naismith, L., Prideaux, D., Spencer, J., Tullo, E., Viggiano, Th., Ward, H. & Dolmans, D. (2016). A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40. *Medical Teacher*, 38(8), 769-786.
- 2011 Member review committee for NWO (Dutch Association for Scientific Research) for PhD project grants for Dutch teachers (NWO promotiebeurzen voor leraren), 2011.
- 2011 Member review committee for NWO (Dutch Association for Scientific Research) for PROO review studies 2011.
- 2011 Member of the review committee of the QANU (Quality Assurance Netherlands Universities) for the Faculty of Law, Open University Heerlen, the Netherlands, February 2011.
- 2000 - Present Reviewer for various international scientific journals and associations: Academic Medicine, Medical Education, Teaching and Learning in Medicine, Advances in Health Sciences Education, National Board of Medical Examiners, International Journal for Academic Development, JAMA, BMC Medical Education, Medical Teacher, Instructional Science, Studies in Higher Education.
- 2010 + 2012 Member of the Jury for the best dissertation in medical education research, organized by the Dutch Association for Medical Education in 2010 and 2012.
- 2010 Member of the midterm review committee for the Faculty of Psychology, Erasmus University Rotterdam, June 2010.
- 2006 - 2007 Reviewer for NWO (Dutch Association for Scientific Research) for both PROO and BOPO research (educational research). BOPO deals with policy-related research proposals for elementary education. PROO deals with scientific educational research proposals. Both are organized by the Dutch Association for Scientific Research. Member NWO-PROO review committee 2006-2007.
- 2000 – 2006 Member of an international Best Evidence in Medical Education review group on Faculty Development led by Prof.dr. Y. Steinert of the McGill University in Canada in the period 2000-2006, which resulted in the following publication: Steinert, Y. Mann, K. Centeno, A., Dolmans, D., Spencer, J., Gelula, M. & Prideaux D. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME guide no 8. *Medical Teacher*, 28, 6, 497-526.

c. Editorial Boards

- 2015 – Present Member of the International board of GMS Zeitschrift für Medizinische Ausbildung.
- 2015 – 2016 Chair BREC BEME Best Evidence in Medical Education
- 2006 – Present Associate editor of the international journal Advances in Health Sciences Education.
- 2003 – Present Member of the International Editorial Board of Medical Teacher.
- 2001 – Present Member of the International Editorial Board of Medical Education.

- d. Awards**
- 2014 Medical Education Choice Critics Award 2014, acknowledging the outstanding contributions in providing high quality reviews and feedback on papers to Medical Education.
- 2000 Thomas Hale Ham Award for New Investigators. Awarded by the Research in Medical Education Conference Program Planning Committee of the AAMC for the article: Dolmans, D.H.J.M., Wolfhagen, H.A.P. & van der Vleuten, C.P.M. (1998). Motivational and cognitive processes influencing tutorial groups. *Academic Medicine*, 73, 8, S22-S24.

10 Thesis promotorship and supervision

Promotor or co-promotor of dissertations that have been finished (16)

- J. Ignacio PhD-candidate, Maastricht University, defence 2017
Stress Management in Crisis Event Simulations for Enhancing Performance. Date of defence: Feb 9th, 2017. Supervisors: D. Dolmans, J.J. Rethans, A. Scherpbier, L. Sok Ying.
- S. Huwendiek PhD-candidate, Maastricht University, defence 2016
Soeren Huwendiek. Virtual patients for learning of clinical reasoning. Date of defence: November 25, 2016. Supervisors: D.H.J.M. Dolmans, C.P.M. van der Vleuten, B. de Leng.
- J. Beckers PhD-candidate, Maastricht University, Maastricht, defence 2016.
Jorrick Beckers. With a little help from my e-portfolio. Supporting students' self-directed learning in senior vocational education. Date of defence: Dec 9th, 2016. Supervisors: J. van Merriënboer, D. Dolmans.
- A. Diemers PhD-candidate, Maastricht University, defence 2014.
Agnes Diemers. Learning from preclinical patient contacts. Date of defence: October 3th, 2014. Supervisors: D.H.J.M Dolmans, A.J.A. Scherpbier, M.W.J. van de Wiel
- N. Junod PhD-candidate, Maastricht University, defence 2013
Noelle Junod Perron, N. Towards a learner-centred approach to postgraduate communication skills teaching. Date of defence: October 24th, 2013. Supervisors: D.H.J.M. Dolmans, C.P.M. van der Vleuten, M. Nendaz.
- R. Kamp PhD-candidate, Maastricht University, defence Nov. 2013
(defended and prepared at Maastricht University) Rachelle Kamp. Peer feedback to enhance learning in problem-based tutorial groups. Date of defence: November 28, 2013. Supervisors: D.H.J.M Dolmans, H.G. Schmidt, H. van Berkel.
- J. Kleijnen PhD-candidate, Maastricht University, defence 2012
- V. Singaram PhD-candidate, Maastricht University, defence, 2011
- T. Boerboom PhD-candidate, Utrecht University, defence 2011
- R. Stalmeijer PhD-candidate, Maastricht University, defence 2011
- F. van Blankenstein PhD-candidate, Maastricht University, defence 2010
- B. de Leng PhD-candidate, Maastricht University, defence 2009
- D. Jaarsma PhD-candidate, Utrecht University, defence 2008
- A. Visschers-Pleijers PhD-candidate, Maastricht University, defence 2007
- D. Tigelaar PhD-candidate, Maastricht University, defence 2005
NWO-project 490-23-054
- M. van den Hurk PhD-candidate, Maastricht University, defence 1999

Promotor/Co-promotor of dissertations under preparation (15)

- F. Olmos Vega PhD-candidate, Maastricht University
- G. Bendermacher PhD-candidate, Maastricht University
- M. Schillings PhD-candidate, Maastricht University
- M-L. Tremblay PhD-candidate, Maastricht University
- L. Carlos Dominquez PhD-candidate, Maastricht University

K. Wilby	PhD-candidate, Maastricht University
C. Behrens	PhD-candidate, Maastricht University
M. Polansky	PhD-candidate, Maastricht University
M. Adema	PhD-candidate, Groningen University
J. Pieters	PhD-candidate, Maastricht University
S. Martens	PhD-candidate, Maastricht University
M. Khan	PhD-candidate, Maastricht University
A. Atherley	PhD-candidate, Maastricht University
J. Beuken	PhD-candidate, Maastricht University
G. Heyenrath	PhD-candidate, Maastricht University

Chair PhD review committee

Dr. J. Leppink	PhD-candidate, Maastricht University, May 4, 2012
Dr. F. Cilliers	PhD-candidate, Maastricht University, Jan 19, 2012
Dr. I. Spanjers	PhD-candidate, Maastricht University, May 29, 2012
Dr. M. Sibbald	PhD-candidate, Maastricht University, October 9 th 2013
Dr. J. van der Zwet	PhD-candidate, Maastricht University, Jan. 30 th 2014
Dr. J. Hommes	PhD-candidate, Maastricht University, Feb. 26 th 2014
Dr. J. Frambach	PhD-candidate, Maastricht University, March 26 th 2014
Dr. M. Al-Eraky	PhD-candidate, Maastricht University, May, 21 th , 2015
Dr. Z. Zareen	PhD-candidate, Maastricht University, June 15 th , 2017
Dr. M. Wenrich	PhD-candidate, Maastricht University, date unknown

Member of PhD review committees

Dr. D. Mpofu	PhD-candidate, Maastricht University
Dr. T. Kristina	PhD-candidate, Maastricht University
Dr. J. van Dalen	PhD-candidate, Maastricht University
Dr. J. Arts	PhD-candidate, Maastricht University
Dr. L. Bude	PhD-candidate, Maastricht University
Dr. J. Gulikers	PhD-candidate, Open University Heerlen
Dr. E. Yew	PhD-candidate, Erasmus University Rotterdam
Dr. D. Widyandana	PhD-candidate, Maastricht University
Dr. Th. Balslev	PhD-candidate, Maastricht University
Dr. B. Taminiou	PhD-candidate, Open University, May 24 th 2013
Dr. S. Janssen	PhD-candidate, Open University, June 7 th 2013
Dr. L. van Meeuwen	PhD-candidate, Open University, September 6 th 2013
Dr. J. Batista Cisne Tomaz	PhD-candidate, Erasmus University Rotterdam, Nov. 29 th 2013
Dr. E. Chng	PhD-candidate, Erasmus University Rotterdam, Dec 19 th 2013
Dr. S. Choo	PhD-candidate, Erasmus University Rotterdam, Dec 19 th 2013
Dr. G. Servant	PhD-candidate, Erasmus University Rotterdam, Nov 2016
Dr. M. Olde Bekkink	PhD-candidate, Radboud University Nijmegen, Dec 2016
Dr. A. Kool	PhD-candidate, Utrecht University, Dec 2016
Dr. R. Backhaus	PhD-candidate, Maastricht University, April 2017
Dr. J. van Dongen	PhD-candidate, Maastricht University, Dec 2017

Opposition in PhD defence

Dr. P. van den Bossche	PhD-candidate, Maastricht University
Dr. N. Sockalingam	PhD-candidate, Erasmus University Rotterdam
Dr. G. Fastré	PhD-candidate, Open University Heerlen
Dr. S. Ying Law	PhD-candidate, Maastricht University
Dr. M. Westerman	PhD-candidate, Utrecht University
Dr. L. Fluit	PhD-candidate, Radboud University, Oct. 8 th 2013
Dr. A. Susilo	PhD-candidate, October 24 th 2013
Dr. K. Dirkx	PhD-candidate, Open University, April 11 th 2014
Dr. E. Kok	PhD-candidate, Maastricht University, April 1 st 2016
Dr. K. Bohle Carbonell	PhD-candidate, Maastricht University, Sept 2016

15 List of most important publications (IF)

The publications are in the field of: Education, Scientific Disciplines with a median impact factor of 1.329. The average impact factor 2016 of the journals *Academic Medicine*, *Medical Education*, *Medical Teacher* and *Advances in Health Sciences Education* are respectively 5.255, 4.005, 2.502, 1.852. Some publications are in the field of Education & Educational Research with a median impact factor of 1.329. The average impact factor 2016 of the journals *Studies in Higher Education* and *Assessment and Evaluation in Higher Education* are respectively 1.527 and 1.391. Top cited papers:

- 1 Dolmans, DHJM, De Grave, W., Wolfhagen, IHAP & van der Vleuten, CPM. (2005). Problem-based learning: Future challenges for educational practice and research. *Medical Education*, 39, 732-741.
- 2 Steinert, Y. Mann, K. Centeno, A., Dolmans, D., Spencer, J., Gelula, M. & Prideaux D. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME guide no 8. *Medical Teacher*, 28, 6, 497-526.
- 3 Steinert, Y., Mann, K., Anderson, B., Barnett, B. M., Centeno, A., Naismith, L., Prideaux, D., Spencer, J., Tullo, E., Viggiano, Th., Ward, H. & Dolmans, D. (2016). A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40. *Medical Teacher*, 38(8), 769-786.

Top 5 author in terms of numbers of articles published in the field of medical education 1988-2010. Rotgans, J. (2012). The themes, institutions, and people of medical education research 1988–2010: content analysis of abstracts from six journals. *Advances in Health Sciences Education*, 17, 4, 515-527.

Citation Index Google Scholar	All	Since 2013
Citities	9198	4429
h-index	51	33
i10-index	120	98

16 Contributions to meetings, seminars and lectures as invited speaker

Visiting professor

1. Visiting professor at the University of Sydney, Sydney, Australia, at the Office of Teaching and Learning in Medicine (OTLM) during a two month visit in **2006**. The consultation dealt with their Graduate Medical Program, an innovative problem-based curriculum; 2006.

International invited lectures and workshops for scientific audiences

1. Faculty Development: Quo Vadis? Interactive online lecture. Virtual Grand Rounds session. American College of Surgeons, Division of Education, Chicago-Maastricht, Sept 14, **2017**.
2. Does problem-based learning enhance deep learning? Webinar PANPBL Association, San-Paulo-Maastricht, December 5th, **2017**.
3. Faculty Development and its impact on developing a community of practice by Dolmans and Steinert, presentation during the third workshop of the international scientific research community Developing competencies in learners, entitled "Beyond the cognitive side of expertise", October 12 until 14 2016 at the Irish College, Leuven, October 14, **2016**.
4. Webinar, AMEE, Why and under which conditions does problem-based learning enhance deep learning? Webinar, November 17, **2015**.
5. Lecture, AMEE, Advancing Clinical Education through longitudinal Integrated Clerkships, Milan, Italy, September 2, **2014**.
6. Lecture, AMEE, New Perspectives in Curriculum and Course Design: The End of PBL? Milan, Italy, September 1, **2014**.

7. Workshop Scientific Writing, Mini-SHE Academy, Milan, Italy, August 30, **2014**.
8. Lecture/discussion Wimba, Diana Dolmans & Larry Michaelsen, Problem-based learning – Team-based learning: Where the 'L' are we; and how do we know it? Interview live stream video AMEE, May 22, **2014**.
9. Keynote – Lecture and workshops on Innovations in Medical Curricula, University of Helsinki, Faculty of Medicine, March 28, **2014**.
10. Keynote – Lecture on Building bridges between medical education research and practice, Association of Medical Education in Finland, Helsinki, March 27, **2014**.
11. Workshops on Clinical Teacher, Faculty Development & PBL Problem and unit design. King Saud University, Department of Medical Education, College of Medicine, Riyadh, Saudi-Arabia, February 23-25, **2014**.
12. Lecture about ICO, visit NATED Norway, Utrecht, January 28th, **2014**.
13. Invited lecture: Implementing Integrated Curricula. Higher School of Economics. Moscow, Russia, September 26, **2013**.
14. Lecture: Should we choose problem-based learning or team-based learning? Second international conference on faculty development. Prague, Czech, August 24-28, **2013**.
15. Invited lectures: Design of PBL problems. Preparing staff, students and the organization for a curriculum innovation. PBL conference for Dentist. Malmö, Sweden, May 16-17, **2013**.
16. Invited lecture: Clinical teaching. AMEE-MR conference, Riyadh, SA, April 9, **2013**.
17. Encouraging the establishment of programs of research, AMEE conference, August 28, **2012**.
18. Problem-based learning: The rationale and its evidence. Conference on PBL in Colombia, July 4, **2012**.
19. Symposium: Does feedback in problem-based learning enhance student learning? AERA, SIG PBL, Vancouver, Canada, April 13-17, **2012**.
20. Researching problem-based learning: Future Challenges. Webinar Med Ed World, March 27, **2012**.
21. Program Evaluation Workshop, Medical School of the King Saud bin Abdulaziz University for Health Sciences (KSAU), Riyadh, Saudi-Arabia, **2010**.
22. PBL: Does it work and Why. Closing lecture during the Summercourse Program offered at the Maastricht University; an international course on problem-based learning, **2010**.
23. Recent Advances in Problem Design, Medical School of the King Saud bin Abdulaziz University for Health Sciences (KSAU), Riyadh, Saudi-Arabia, **2008**.
24. Problem-based learning within the Maastricht Medical School. University of Sydney, Australia, **2006**.

National invited lectures or workshops

25. Design-based research. SafePAT meeting, Maastricht, December 7, **2017**.
26. Workshop Design-based Research. Scientific committee NVMO, Utrecht, June 14, **2017** and October 11, **2017**, together with Lia Fluit and Anneke Kramer.
27. Educational Innovation. Basic Teaching Qualification Workshop. Dolmans. Oct 3 **2017**.
28. Differentieren middels opdrachtgestuurd leren. Docenten Voortgezet Onderwijs, Heerlen. Beckers en Dolmans, 26 juni, **2016**.
29. Educational Innovation. Basic Teaching Qualification Workshop. Dolmans and Clarebout. May 25, **2016**.
30. Optimizing deep learning. Education Seminar, FHML, UM. Dolmans and Schneider, April 13, **2016**.
31. Creëren van een kwaliteitscultuur. Waarom en hoe? Training FHML OC leden. Dolmans en Whittingham. 3 maart **2016**.
32. Problem-based Learning: Introduction. Faculty Development Workshop, FHML, UM. January 12, **2016**.
33. Probleemgestuurd onderwijs: Hoe en waarom? Lezing NOVUM. 2 oktober **2015**.
34. Lezing over PBL voor docenten VMBO Reeshof College Tilburg, Maastricht, 3 oktober, **2014**.
35. Lezing over PBL voor Educatieve Minor van de Teacher Academy. UM. 17 september, **2013**.
36. Lecture: Interactive lecturing. FHS, Maastricht, 18 juni **2013**.

37. Lezing: Valkuilen en tips bij onderzoek. Radboud Universiteit Nijmegen, 11 juni, **2013**.
38. Lecture: Rethinking the tutor role. FPN, Maastricht, February 26, **2013**.
39. Lezing: Masteropleiding nieuwe stijl: Integratie theorie en praktijk. FHML, Maastricht, NH hotel, 19 februari, **2013**.
40. Lezing over PBL voor Master of Evidence Based Innovation in Teaching (MEBIT) van de Teacher Academy. UM. 8 februari, **2013**.
41. Lezing/workshop NVAO: Actieve betrokkenheid van studenten bij het creëren van een kwaliteitscultuur: Waarom en hoe? Utrecht, 6 februari, **2013**.
42. Masteropleiding nieuwe stijl: Integratie theorie en praktijk, FHML, Maastricht, 1 februari **2013**.
43. Innoveren om beter te leren. Inaugurale rede. Universiteit Maastricht, 27 juni, **2012**.
44. Bevindingen proefvisite Onderwijswetenschappen OU, Heerlen, 29 februari, **2012**.
45. Probleemgestuurd onderwijs: Leerprincipes en evidentie. Master Evidence-Based Innovation in Teaching, **2010-2012**
46. Probleemgestuurd onderwijs: Waarom en hoe te verbeteren? Hogere Agrarische School (HAS), Den Bosch, **2010**.
47. The rationale of problem-based learning. Invited closing plenary. Summercourse on problem-based learning, Maastricht University, **2009**.
48. Research in Medical Education: Some trends and developments. Mini-symposium Medical School AMC-UvA, Amsterdam, **2007**.
49. Verdere professionalisering van medisch onderzoek. Further development of medical education research. PhD meeting of the Dutch Medical Education Association, Utrecht, **2007**.
50. Probleemgestuurd onderwijs: Leerprincipes en evidentie. PBL: Learning principles and its evidence. Pharmacy, Utrecht, **2006**.
51. Lezing over PBL voor Educatieve Minor van Teacher Academy, UM.
52. Lezing over PBL voor Master of Evidence Based Innovation in Teaching(MEBIT) van de Teacher Academy, UM.

Interviews/opinions published in newsletters

53. Sustainable Educational Change: Is there really no scientific evidence? SHE Newsletter, April 2017.
54. Four key messages on how to move forward in faculty development. SHE Newsletter, September 2017
55. The Ph.D. trajectory: Is it only about counting papers or also about personal academic growth? SHE Newsletter, December 2017.

List of Publications

Diana HJM Dolmans, PhD

Inaugural address

2012

Dolmans, D.H.J.M. (2012). Innoveren om beter te leren. Inaugurale rede bij de benoeming tot hoogleraar aan de Universiteit Maastricht per 1 januari 2012, 27 juni 2012.

Dissertation

1994

Dolmans, D. (1994). *How Students Learn in a Problem-based Curriculum*. Thesis. University of Maastricht. Maastricht: University Press.

a. WI-1: International refereed publications in journals

2017

- 1 Bendermacher, G. W. G., oude Egbrink, M. G. A., Wolfhagen, H. A. P., Leppink, J., & Dolmans, D. H. J. M. (2017). Reinforcing pillars for quality culture development: a path analytic model. *Studies in Higher Education*, 1-20.
- 2 Bendermacher, G. W. G., oude Egbrink, M. G. A., Wolfhagen, 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.
- 3 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.
- 4 Huwendiek, S., Reichert, F., Duncker, C., de Leng, B. A., van der Vleuten, C. P., Muijtjens, A. M., Bosse, H., Haag, H. Hoffmann, G.F., Tönshoff, B. & Dolmans, D. (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.
- 5 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.
- 6 Al-Rumayyan, A., Van Mook, W. N. K. A., Magzoub, M. E., Al-Eraky, M. M., Ferwana, M., Khan, M. A., & Dolmans, D. (2017). Medical professionalism frameworks across non-Western cultures: A narrative overview. *Medical Teacher*, 39(sup1), S8-S14.
- 7 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.
- 8 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, 160-181.
- 9 Van Lierop, M., de Jonge, L., Metsemakers, J., & Dolmans, D. (2017). Peer group reflection on student ratings stimulates clinical teachers to generate plans to improve their teaching. *Medical Teacher*, 1-8.
- 10 Behrens, C., Dolmans, D. H., Leppink, J., Gormley, G. J., & Driessen, E. W. (2017). Ward round simulation in final year medical students: Does it promote students learning? *Medical Teacher*, 1-6.
- 11 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*.

2016

- 12 Dolmans, D. H., Loyens, S. M., Marcq, H., & Gijbels, D. (2016). Deep and surface learning in problem-based learning: a review of the literature. *Advances in Health Sciences Education*, 21(5), 1087-1112.

- 13 Steinert, Y., Mann, K., Anderson, B., Barnett, B. M., Centeno, A., Naismith, L., Prideaux, D., Spencer, J., Tullo, E., Viggiano, Th., Ward, H. & Dolmans, D. (2016). A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40. *Medical Teacher*, 38(8), 769-786.
- 14 Ignacio, J., Dolmans, D., Scherpbier, A., Rethans, J. J., Lopez, V., & Liaw, S. Y. (2016). Development, implementation, and evaluation of a mental rehearsal strategy to improve clinical performance and reduce stress: A mixed methods study. *Nurse Education Today*, 37, 27-32.
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- 16 Torre, D. M., Van Der Vleuten, C., & Dolmans, D. (2016). Theoretical perspectives and applications of group learning in PBL. *Medical teacher*, 38(2), 189-195.
- 17 Stalmeijer, R., Whittingham, J., de Grave, W., & Dolmans, D. (2016). Strengthening internal quality assurance processes: facilitating student evaluation committees to contribute. *Assessment & Evaluation in Higher Education*, 41(1), 53-66.
- 18 Sun, N. Z., Gan, R., Snell, L., & Dolmans, D. (2016). Use of a night float system to comply with resident duty hours restrictions: Perceptions of workplace changes and their effects on professionalism. *Academic Medicine*, 91(3), 401-408.
- 19 Beckers, J., Dolmans, D., & van Merriënboer, J. (2016). e-Portfolios enhancing students' self-directed learning: A systematic review of influencing factors. *Australasian Journal of Educational Technology*, 32(2), 2.
- 20 Schreurs, M. L., Huveneers, W., & Dolmans, D. (2016). Communities of teaching practice in the workplace: Evaluation of a faculty development programme. *Medical Teacher*, 38(8), 808-814.

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- 21 Dolmans, D., Michaelsen, L., Van Merriënboer, J., & van der Vleuten, C. (2015). Should we choose between problem-based learning and team-based learning? No, combine the best of both worlds!. *Medical Teacher*, 37(4), 354-359.
- 22 Boerboom, T. B., Stalmeijer, R. E., Dolmans, D. H., & Jaarsma, D. A. (2015). How feedback can foster professional growth of teachers in the clinical workplace: A review of the literature. *Studies in Educational Evaluation*, 46, 47-52.
- 23 Diemers, A. D., Wiel, M. W., Scherpbier, A. J., Baarveld, F., & Dolmans, D. H. (2015). Diagnostic reasoning and underlying knowledge of students with preclinical patient contacts in PBL. *Medical Education*, 49(12), 1229-1238.
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- 25 Olmos-Vega, F., Dolmans, D., Donkers, J., & Stalmeijer, R. E. (2015). Understanding how residents' preferences for supervisory methods change throughout residency training: a mixed-methods study. *BMC Medical Education*, 15(1), 177.
- 26 Ignacio, J., Dolmans, D., Scherpbier, A., Rethans, J. J., Chan, S., & Liaw, S. Y. (2015). Comparison of standardized patients with high-fidelity simulators for managing stress and improving performance in clinical deterioration: A mixed methods study. *Nurse Education Today*, 35(12), 1161-1168.

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- 27 Kamp, R. J., van Berkel, H. J., Popeijus, H. E., Leppink, J., Schmidt, H. G., & Dolmans, D. H. (2014). Midterm peer feedback in problem-based learning groups: the effect on individual contributions and achievement. *Advances in Health Sciences Education*, 19(1), 53-69.
- 28 Perron, N. J., Cullati, S., Hudelson, P., Nendaz, M., Dolmans, D., & van der Vleuten, C. (2014). Impact of a faculty development programme for teaching communication skills on participants' practice. *Postgraduate Medical Journal*, 90(1063), 245-250.
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- 33 Huwendiek, S., Duncker, C., Reichert, F., De Leng, B. A., Dolmans, D., van der Vleuten, C. P. & Tönshoff, B. (2013). Learner preferences regarding integrating, sequencing and aligning virtual patients with other activities in the undergraduate medical curriculum: A focus group study. *Medical teacher*, 35(11), 920-929.
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- 35 Stalmeijer, R. E., Dolmans, D. H., Snellen-Balendong, H. A., van Santen-Hoeufft, M., Wolfhagen, I. H., & Scherpbier, A. J. (2013). Clinical Teaching Based on Principles of Cognitive Apprenticeship: Views of Experienced Clinical Teachers. *Academic Medicine*, 88(6), 861-865.
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- 41 Boerboom, T.B.B., Mainhard, M.T., Dolmans, D.H.J.M., Scherpbier, A.J.J.A., van Beukelen, P. & Jaarsma, A.D.C. (2012). Evaluating clinical teachers with the Maastricht Clinical Teaching Questionnaire: How much 'teacher' is in student ratings? *Medical Teacher*, 34, 4, 320-326.
- 42 Dolmans, D. H. J. M. & Tigelaar, D. (2012). Building bridges between theory and practice in medical education using a design-based research approach: AMEE Guide No. 60. *Medical Teacher*, 34, 1, 1-10.
- 43 Durning, S.J., Dolmans, D.H.J.M., Cleland, J., Mennin, S., Amin, Z. Gibbs, T.J. (2012). The AMEE Research Committee: Initiatives to stimulate research and practice. *Medical Teacher*, 34, 6, 458-461.
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- 45 Singaram, V. S., van der Vleuten, C. P., Muijtjens, A. M., & Dolmans, D. H. (2012). Relationships between Language Background, Secondary School Scores, Tutorial Group Processes, And Students' Academic Achievement in PBL: Testing a Causal Model. *Interdisciplinary Journal of Problem-based Learning*, 6(1), 9.
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- 46 Van Blankenstein, F.M., Dolmans, D.H.J.M., Vleuten, van der, C.P.M. & Schmidt, H.G. (2011). Which cognitive processes support learning during small-group discussion? The role of providing explanations and listening to others. *Instructional Science*, 39, 189-204.
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- 49 Diemers, A.D., van de Wiel, M.W.J., Scherpbier, A.J.J.A., Heineman, E. & Dolmans, D.H.J.M. (2011). Preclinical patient contacts and the application of biomedical and clinical knowledge. *Medical Education*, 45, 280-288.
- 50 Singaram, V.S, Vleuten, van der, C.P.M., Stevens, F. & Dolmans, D.H.J.M. (2011). "For most of us Africans, we don't just speak": A Qualitative Investigation into Collaborative Heterogeneous PBL Group Learning. *Advances in Health Sciences Education*, 19, 2, 141-155.
- 51 Dolmans, D.H.J.M. & Wilkerson, L. (2011). Reflection on studies on the learning process in problem-based learning. *Advances in Health Sciences Education*, 16, 437-441.
- 52 Boerboom, T.B.B., Jaarsma, D., Dolmans, D.H.J.M., Scherpbier, A.J.J.A., Mastenbroek, N.J.J.M. & Van Beukelen, P. (2011). Peer group reflection helps clinical teachers to critically reflect on their teaching. *Medical Teacher*, 33, e615-e623.

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- 55 Stalmeijer, R.E., Dolmans, D.H.J.M., Wolfhagen, I.H.A.P., Muijtjens, A.M.M. & Scherpbier, A.J.J.A. (2010). The Maastricht Clinical Teaching Questionnaire (MTCQ) as a valid and reliable instrument for the evaluation of clinical teachers. *Academic Medicine*, 85, 11, 1732-1738.
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- 61 Boerboom, T.B.B., Dolmans, D.H.J.M., Muijtjens, A.M.M., Jaarsma, A.D.C., Beukelen, van, P. & Scherpbier, A.J.J.A. (2009). Does a faculty development programme improve teachers' perceived competence in different teacher roles? *Medical Teacher*, 31, 1030-1031.
- 62 Leng, de, B. Dolmans, D.H.J.M., Jobsis, R., Muijtjens, A. & Vleuten van der, C. (2009). Exploration of an e-learning model to foster critical thinking on basic science concepts during work placements. *Computers & Education*, 53, 1, 1-13.

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c. LE: Letters to the Editor

2017

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d. WN: Scientific publication in national journal with referee system

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e. WB/WBC: International contributions to books

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