

Curriculum Vitae Diana HJM Dolmans

July, 18th, 2022



1 Personal details

Full Name	Diana <i>Henriëtte Josephina Maria</i> Dolmans
Date & place of birth	June 3, 1966, Hulsberg
Nationality	Dutch

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 30/26
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).
2019 - 2021	Member course planning group Unit 4 Assessment and Evaluation, MHPE program.
2011 - 2016	Coordinator Advanced Course Writing a PhD research proposal
2010 - 2014	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

2020 - Present	Chair of the Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences (FHML), Maastricht University, the Netherlands.
2016 - 2022	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, till Sept 1, 2022. 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 - 2019	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.
2015 - 2019	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.
- 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** **Adapt@work: Flexible higher education; the development of adaptive expertise in work-related contexts. NRO Project. Research program higher education. Project leaders: Loek Nieuwenhuis HAN and Lia Fluit RadboudUMC. NRO project number 40.5.199945.601. Maastricht participants: Hans Savelberg WP3 and WP4, Diana Dolmans WP4, Roy Erkens WP 4.**
- Period: 2020-2022; 1-7-2020 till 31-12-2022
- Detail: NWO – NRO Grant – Research Program Higher Education
- Project coordinator: Hogeschool Arnhem Nijmegen
- Total sum: € 40.500,- (sum for Maastricht University)
- Name project:** **To kill two birds with one stone: Learning and Teaching Communities to support autonomous related and competent students and teachers. Comenius project. NWO-NRO, projectnummer 405.19865.483 Comenius by Hans Savelberg, Diana Dolmans, Leo Koehler en Piet Leroy.**
- Period: 2019-2021; 1-5-2019 t/m 31-10-2021
- Detail: NWO – NRO Grant – Comenius Beurs Senior Fellow
- Project coordinator: Maastricht University
- Total sum: € 100.000,-
- 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
- Detail: NWO-Zon-Mw Grant
- Project Coordinator: Maastricht University
- Total sum: € 971.817,-
- 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
 Detail: NWO – NRO Grant
 Project coordinator: University of Twente
 Total sum: € 98.835,- for Maastricht University out of total of € 491.256,-

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: **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: **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 theme

Her line of research deals with key success factors of innovative curricula within higher education in general and problem-based learning in specific. She is internationally well acknowledged for her line of research within problem-based learning; an approach that is successfully implemented all over the world in various disciplines. Problem-based learning belongs to a family of related student-centered, task-centered/problem-driven instructional approaches to learning. Problem-based learning aligns well with principles of contextual, constructive, collaborative and self-directed learning. Her line of research strongly relates 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.

9 Memberships

a. Associations/Societies

2020 - Present	Member of the AERA, American Education Research Association.
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

2019 – Present	Member of the Scientific Committee of the NVMO (WECO; Dutch association for medical education).
2018 - Present	Member AMEE Faculty Development committee – involved in the selection of AMEE FD research grant and co-editor of a special issue for Medical

	Teacher on Faculty Development
2018 – Present	Member AMEE Faculty Development committee – research grant selection and co-editor of a special issue for Medical Teacher on Faculty Development.
2011 - 2019	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 - 2018	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 – 2017	Member committee Uitwerking Sectorplan Onderwijswetenschappen ingesteld door de Decanen Sociale Wetenschappen (DSW) in 2015.
2016 - 2017	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 onderwijsonderzoek 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. <i>Medical Teacher</i> , 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 – 2019 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, scholarly prizes and start/end honorary appointments**
- 2018 – 2023 Dolmans, D. Honorary Academic Appointment as Adjunct Professor in the School of Medicine with Western Sydney University for 5 years, period November 2018 – November 2023, Staff ID 30053723.
- 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 (25)

- J. Pieters PhD-candidate, Maastricht University, defence 2022, Let's talk about it: Palliative care education in undergraduate medical curricula. Supervisors: M. van den Beuken-van Everdingen, D. Dolmans, D. Verstegen.
- J. Beuken PhD-candidate, Maastricht University, defence 2022, Waves towards Harmony: Learning to collaborate in healthcare across borders. Supervisors: D. Dolmans, D. Verstegen, M. Bouwmans.
- S. Martens PhD-candidate, Maastricht University, defence 2021, Building student-staff partnerships in higher education. Supervisors: D. Dolmans, I. Wolfhagen, J. Whittingham.
- A. Atherley PhD candidate, Maastricht University, defence 2021, Beyond the struggles: Using social-developmental lenses on the transition to clinical training. Supervisors: D. Dolmans, W. Hu, P. Teunissen, I. Hegazi. A double doctorate degree Western Sydney University and Maastricht University.
- M. Schillings PhD candidate, Maastricht University, defence 2021, Talking about peer-feedback: Face-to-face peer dialogue about written feedback. Supervisors: D. Dolmans, H. Savelberg, R. Roebertsen
- G. Bendermacher PhD-candidate, Maastricht University, defence 2021, Navigating from Quality Management to Quality culture. Cum Laude.

L. Dominguez	Supervisors: M. oude Egbrink, D. Dolmans, I, Wolfhagen. PhD-candidate, Maastricht University, defence 2021. Persistence in surgical training: The role of job crafting and leadership.
K. Wilby	Supervisors: L. Stassen, D. Dolmans & W. de Grave. PhD-candidate, Maastricht University, defence 2019, When numbers become words: Assessors' processing of performance data within OSCES. Supervisors: Dolmans, Govaerts and Austin.
F. Olmos Vega	PhD-candidate, Maastricht University, defence 2018. Workplace Learning Through Interaction. Supervisors: D. Dolmans, P. Teunissen and R. Stalmeijer.
J. Ignacio	PhD-candidate, Maastricht University, defence 2017 Stress Management in Crisis Event Simulations for Enhancing Performance. Date of defence: Feb 9 th , 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 9 th , 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 3 th , 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 24 th , 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 (10)

M-L.Tremblay	PhD-candidate, Maastricht University
C. Behrens	PhD-candidate, Maastricht University
M. Khan	PhD-candidate, Maastricht University
T. Claeys	PhD-candidate, Maastricht University
M. Daniel	PhD-candidate, Maastricht University
S. Meuser	PhD-candidate, Maastricht University
M. Levis	PhD-candidate, Maastricht University
Y. Zhu	PhD-candidate, Maastricht University
R. Hari	PhD-candidate, Maastricht University
L. Roossien	PhD-candidate, Amsterdam, VU

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, Sept 12 th , 2018
Dr. M. Kikukawa	PhD-candidate, Maastricht University, Dec 17 th , 2019
Dr. H. Nishigori	PhD-candidate, Maastricht University, Nov 17 th , 2020
Dr. M. Zafar Iqbal	PhD-candidate, Maastricht University, Dec 15 th , 2020

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. Taminiua	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
Dr. M. Vereijken	PhD-candidate, Leiden University, May 2018
Dr. S. van Ginkel	PhD-candidate, Wageningen University, Oct 2019
Dr. E. Gheyssens	PhD-candidate, Free University Brussels, Belgium, March, 2020
Dr. T. Tran Quang	PhD-candidate, Maastricht University, Dec, 2020
Dr. T. van Woezik	PhD-candidate, Radboud University Nijmegen, Dec, 2020

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. Dirx	PhD-candidate, Open University, April 11 th 2014
Dr. E. Kok	PhD-candidate, Maastricht University, April 11 th 2014
Dr. K. Bohle Carbonell	PhD-candidate, Maastricht University, Sept 2016
Dr. W. Eppich	Maastricht University, October 10, 2018
Dr. S. von Helden	Maastricht University, October 10, 2018
Dr. H. Stokhof	Open University Heerlen, June 1, 2018
Dr. A. Smirnova	Maastricht University, April 4, 2018
Dr. M. Wijnen	Erasmus University, Feb 1, 2019

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 Dolmans, D. H. (2019). How theory and design-based research can mature PBL practice and research. *Advances in Health Sciences Education*, 24(5), 879-891.
- 3 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.
- 4 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.

Listed as top 2% scientist, including all scientists within the top 2% of scientists of their main subfield discipline assessing scientists for career-long citation impact up until the end of 2019. Loannidis, J. P., Boyack, K. W., & Baas, J. (2020). Updated science-wide author databases of standardized citation indicators. *PLoS Biology*, 18(10), e3000918.

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.

Innovative designs

Dolmans, D.H.J.M. – Problem-based learning – Four learning principles - <https://www.maastrichtuniversity.nl/four-modern-learning-principles-pbl>

Citation Index Google Scholar	All	Since 2017
Citities	14942	6648
h-index	61	36

16 Contributions to meetings, seminars and lectures as invited speaker

Visiting professor

Visiting professor at the University of Western Sydney, Sydney, Australia, School of Medicine, during a two-month visit in **2018**. The consultation dealt medical program and research program.

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

Dolmans, D. (2021, August). The future of PBL: How to move to customized PBL alternatives. Invited Keynote, presented at the **2021** PANPBL conference: Transforming PBL through hybrid learning models, Aalborg, Denmark.

Dolmans, D. & Sehlbach, C. Workshop: Active Learning Methodologies: Principles and Practice. United Arab Emirates University, College of Medicine and Health Sciences, UAE, January 15, **2020**.

Sehlbach C & Dolmans, D. Workshop: Rethinking the facilitator role in Problem-based Learning. United Arab Emirates University, College of Medicine and Health Sciences, UAE, January 16, **2020**.

Dolmans D. Podcast: Problem-based learning and Team-based learning: Your new educational super strategy. Podcast, June 5, **2020**. Mayo Clinic Educator's Central Podcast. Mayo Clinic USA. <https://mayocliniceducatorscentral.blubrry.net/2020/06/05/problem-based-learning-and-team-based-learning-your-new-educational-super-strategy-ep16/>

Dolmans, D. Is there a future of PBL. 25th Anniversary of the Unit of Development and Research in Medical Education (UDREM), Faculty of Medicine of the University of Geneva, Swiss, June, 27, **2019**

Dolmans, D. Hung, D. & Loyens, S. To P9j)BL, or not to P(j)BL? Perspectives of Paul Kirschner, Henk Schmidt, teachers and students. PBL2019 Immersive Virtual International Conference. PANPBL association, 12-13 July, **2019**

Dolmans, D. What is Design-Based Research? Symposium: How conceptual frameworks can inform educational practices and program evaluation. By Clare Morris, Diana Dolmans, Olanrewaju Sorinola, Karen Lesie and Ivan Silver. AMEE, Vienna, August, August, 24-28 **2019**.

Dolmans, D. Workshop: How to design PBL problems that enhance deep learning? International Conference: PBL for the next generation. February 16-19, 2018, Santa Clara University, California, USA. PANPBL Association of Problem-based Learning and Active Learning Methodologies, Feb 17, **2018**.

Dolmans, D. Lecture: Innovations in Problem-Based Learning at Maastricht University. Symposium on Team-Based Learning organized by Chris Roberts and Annette Burgess. University of Sydney, Medical School, Australia, Nov 6, **2018**.

Dolmans, D. Lecture: Faculty Development: How to move forward? University of Western Sydney, Australia, Nov 19, **2018**.

Dolmans, D. Workshop Quality Assurance: Enhancing a Quality Culture. University of Western Sydney, Australia, Nov 19, **2018**.

Dolmans, D. and Atherley, A. Workshop Planning and Conducting Design-Based Educational Research. University of Western Sydney, Australia, Nov 20, **2018**.

Faculty Development: Quo Vadis? Interactive online lecture. Virtual Grand Rounds session. American College of Surgeons, Division of Education, Chicago-Maastricht, Sept 14, **2017**.

Does problem-based learning enhance deep learning? Webinar PANPBL Association, San-Paulo-Maastricht, December 5th, **2017**.

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**.

Webinar, AMEE, Why and under which conditions does problem-based learning enhance deep learning? Webinar, November 17, **2015**.

Lecture, AMEE, Advancing Clinical Education through longitudinal Integrated Clerkships, Milan, Italy, September 2, **2014**.

Lecture, AMEE, New Perspectives in Curriculum and Course Design: The End of PBL? Milan, Italy, September 1, **2014**.

Workshop Scientific Writing, Mini-SHE Academy, Milan, Italy, August 30, **2014**.

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**.

Keynote – Lecture and workshops on Innovations in Medical Curricula, University of Helsinki, Faculty of Medicine, March 28, **2014**.

Keynote – Lecture on Building bridges between medical education research and practice, Association of Medical Education in Finland, Helsinki, March 27, **2014**.

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**.

Lecture about ICO, visit NATED Norway, Utrecht, January 28th, **2014**.

Invited lecture: Implementing Integrated Curricula. Higher School of Economics. Moscow, Russia, September 26, **2013**.

Lecture: Should we choose problem-based learning or team-based learning? Second international conference on faculty development. Prague, Czech, August 24-28, **2013**.

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**.

Invited lecture: Clinical teaching. AMEE-MR conference, Riyadh, SA, April 9, 2013.

Encouraging the establishment of programs of research, AMEE conference, August 28, **2012**.

Problem-based learning: The rationale and its evidence. Conference on PBL in Colombia, July 4, **2012**. Symposium: Does feedback in problem-based learning enhance student learning? AERA, SIG PBL, Vancouver, Canada, April 13-17, **2012**.

Researching problem-based learning: Future Challenges. Webinar Med Ed World, March 27, **2012**.

Program Evaluation Workshop, Medical School of the King Saud bin Abdulaziz University for Health Sciences (KSAU), Riyadh, Saudi-Arabia, **2010**.

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**.

Recent Advances in Problem Design, Medical School of the King Saud bin Abdulaziz University for Health Sciences (KSAU), Riyadh, Saudi-Arabia, **2008**.

Problem-based learning within the Maastricht Medical School. University of Sydney, Australia, **2006**.

National invited lectures or workshops

1. Dolmans D. Workshop: Department Day O&O, Department of Educational development and research: Let us Connect! Maastricht, September 17, **2020**.
2. Dolmans D & Gijbels D. Podcast: Research Integrity and Data Management. Introductory course for PhD candidates at the Interuniversity Centre for Educational Sciences, the Netherlands. April 20, **2020**.
3. Dolmans, D. Workshop: Design-Based Research: Bridging theory and practice. Online: New York University, School of Medicine, Master of Health Professions Education. July 7, **2020**.
4. Dolmans, D & Bokhoven, L. Workshop: Conducting Design-based educational research. Maastricht University, Jan 11, 2019.
5. Dolmans, D, & de Groot, E. Workshop: Reviews in Education Research. Radboud University, Nijmegen, Sept 6, 2019.
6. Dolmans, D. Het succes van probleemgestuurd onderwijs. Het Onderwijscongres, Eindhoven, May 16, 2019.
7. Dolmans, D. Lecture: Leren aan de hand van beroepstaken in probleemgestuurd onderwijs. Facility Management, Hogeschool Zuyd, Heerlen, 11 juni 2019.
8. Dolmans, D. Leren aan de hand van authentieke leertaken. Symposium Universiteit Leiden, May 22, 2018
9. Dolmans, D. Lecture: How to build a teaching quality culture to optimize teaching. ECCO, Maastricht University, March 29, 2018.
10. Dolmans, D. Atherley, A. Workshop literature reviews, NVMO, PhD day, April 20, 2018.
11. Dolmans, D. Workshop Design-based research. Scientific committee NVMO, Utrecht, June 18, together with Lia Fluit and Anneke Kramer.
12. Design-based research. SafePAT meeting, Maastricht, December 7, **2017**.
13. Workshop Design-based Research. Scientific committee NVMO, Utrecht, June 14, **2017** and October 11, **2017**, together with Lia Fluit and Anneke Kramer.
14. Educational Innovation. Basic Teaching Qualification Workshop. Dolmans. Oct 3 **2017**.
15. Differentieren middels opdrachtsgestuurd leren. Docenten Voortgezet Onderwijs, Heerlen. Beckers en Dolmans, 26 juni, **2016**.
16. Educational Innovation. Basic Teaching Qualification Workshop. Dolmans and Clarebout. May 25, **2016**.
17. Optimizing deep learning. Education Seminar, FHML, UM. Dolmans and Schneider, April 13, **2016**.
18. Creeëren van een kwaliteitscultuur. Waarom en hoe? Training FHML OC leden. Dolmans en Whittingham. 3 maart **2016**.
19. Problem-based Learning: Introduction. Faculty Development Workshop, FHML, UM. January 12, **2016**.
20. Probleemgestuurd onderwijs: Hoe en waarom? Lezing NOVUM. 2 oktober **2015**.
21. Lezing over PBL voor docenten VMBO Reeshof College Tilburg, Maastricht, 3 oktober, **2014**.
22. Lezing over PBL voor Educatieve Minor van de Teacher Academy. UM. 17 september, **2013**.
23. Lecture: Interactive lecturing. FHS, Maastricht, 18 juni **2013**.
24. Lezing: Valkuilen en tips bij onderwijsonderzoek. Radboud Universiteit Nijmegen, 11 juni, **2013**.
25. Lecture: Rethinking the tutor role. FPN, Maastricht, February 26, **2013**.
26. Lezing: Masteropleiding nieuwe stijl: Integratie theorie en praktijk. FHML, Maastricht, NH hotel, 19 februari, **2013**.
27. Lezing over PBL voor Master of Evidence Based Innovation in Teaching (MEBIT) van de Teacher Academy. UM. 8 februari, **2013**.
28. Lezing/workshop NVAO: Actieve betrokkenheid van studenten bij het creëren van een kwaliteitscultuur: Waarom en hoe? Utrecht, 6 februari, **2013**.
29. Masteropleiding nieuwe stijl: Integratie theorie en praktijk, FHML, Maastricht, 1 februari **2013**.
30. Innoveren om beter te leren. Inaugurele rede. Universiteit Maastricht, 27 juni, **2012**.
31. Bevindingen proefvisitatie Onderwijswetenschappen OU, Heerlen, 29 februari, **2012**.
32. Probleemgestuurd onderwijs: Leerprincipes en evidentie. Master Evidence-Based Innovation in Teaching, **2010-2012**

33. Probleemgestuurd onderwijs: Waarom en hoe te verbeteren? Hogere Agrarische School (HAS), Den Bosch, **2010**.
34. The rationale of problem-based learning. Invited closing plenary. Summercourse on problem-based learning, Maastricht University, **2009**. \Research in Medical Education: Some trends and developments. Mini-symposium Medical School AMC-UvA, Amsterdam, **2007**.
35. Verdere professionalisering van medisch onderwijsonderzoek. Further development of medical education research. PhD meeting of the Dutch Medical Education Association, Utrecht, **2007**.
36. Probleemgestuurd onderwijs: Leerprincipes en evidentie. PBL: Learning principles and its evidence. Pharmacy, Utrecht, **2006**.
37. Lezing over PBL voor Educatieve Minor van Teacher Academy, UM.
38. Lezing over PBL voor Master of Evidence Based Innovation in Teaching(MEBIT) van de Teacher Academy, UM.

Interviews/opinions published in newsletters

39. Dolmans, Driessen, Frambach (2019). Probleemgestuurd onderwijs is meer dan een facilitator voor de klas. Zijn leer- en ontwerpprincipes goede raadgevers voor onderwijs? Science Guide, 3 dec. 2019.
40. Dolmans, D. (2019). PBL: it sounds nice in theory, but ... SHE Newsletter, September 2019.
41. Dolmans, D. (2019). To DBR or not DBR? SHE Newsletter, Summer.
42. SHE Investigates: Are research and teaching related or not? SHE Newsletter, Spring Edition, 2018.
43. Sustainable Educational Change: Is there really no scientific evidence? SHE Newsletter, April 2017.
44. Four key messages on how to move forward in faculty development. SHE Newsletter, September 2017
45. 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. Inaugurele 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.

WI-1: International refereed publications in journals over the period 1994-2020 (202 in total)

a. WI-1: International refereed publications in journals 1a (69 in the period 2018-2021)

2022

1. de Nooijer, J., Dolmans, D. H., & Stalmeijer, R. E. (2022). Applying landscapes of practice principles to the design of interprofessional education. *Teaching and Learning in Medicine*, *34*(2), 209-214.
2. Atherley, A., Hu, W. C. Y., Dolmans, D., Teunissen, P. W., & Hegazi, I. (2022). Medical Students' Socialization Tactics When Entering a New Clinical Clerkship: A Mixed Methods Study of Proactivity. *Academic Medicine*, *97*(6), 884-893.

3. Ten Haven, A., Pragt, E., Luijk, S. J. V., Dolmans, D. H., & van Mook, W. N. A. (2022). Creativity: A viable and valuable competency in medicine? A qualitative exploratory study. *Medical Teacher*, 1-7.
4. Stalmeijer, R. E., Whittingham, J. R., Bendermacher, G. W., Wolfhagen, I. H., Dolmans, D. H., & Sehlbach, C. (2022). Continuous enhancement of educational quality—fostering a quality culture: AMEE Guide No. 147. *Medical Teacher*, 1-11.
5. Claeys, T., Dolmans, D. H., & de Nooijer, J. (2022). Design and evaluation of a team-based interprofessional practice placement: A design-based research approach. *Medical Teacher*, 1-6.
6. Duijn, S., Van Dijk-de Vries, A., Scherpbier-de Haan, N. D., Dolmans, D., Muris, J., & van Bokhoven, M. (2022). Consensus about GP interprofessional competencies: A nominal group study. *BJGP open*.
7. Lech, C. A., Betancourt, E., Shapiro, J., Dolmans, D. H., & Pusic, M. (2022). Creation and evaluation of a novel, interdisciplinary debriefing program using a design-based research approach. *AEM Education and Training*, 6(1), e10719.

2021

8. Atherley, A. E., Nimmon, L., Teunissen, P. W., Dolmans, D., Hegazi, I., & Hu, W. (2021). Students' social networks are diverse, dynamic and deliberate when transitioning to clinical training. *Medical Education*, 55(3), 376-386.
9. Atherley, A., Hu, W., Teunissen, P. W., Hegazi, I., & Dolmans, D. (2021). Appraising the use of smartphones and apps when conducting qualitative medical education research: AMEE Guide No. 130. *Medical Teacher*, 43(1), 68-74.
10. Beckers, J., Dolmans, D., & van Merriënboer, J. (2021). Student, direct thyself! Facilitating self-directed learning skills and motivation with an electronic development portfolio. *Journal of Research on Technology in Education*, 1-17.
11. Behrens, C. C., Driessen, E. W., Dolmans, D. H., & Gormley, G. J. (2021). 'A roller coaster of emotions': a phenomenological study on medical students lived experiences of emotions in complex simulation. *Advances in Simulation*, 6(1), 1-9.
12. Beuken, J. A., Bouwmans, M. E., Verstegen, D. M., & Dolmans, D. H. (2021). Out of sight, out of mind? A qualitative study of patients' perspectives on cross-border healthcare in a European border region. *Patient Education and Counseling*, 104(10), 2559-2564.
13. Bouwmans, M. E., Beuken, J. A., Verstegen, D. M., van Kersbergen, L., Dolmans, D. H., Vogt, L., & Sopka, S. (2021). Patient handover in a European border region: Cross-sectional survey study among healthcare workers to explore the status quo, potential risks, and solutions. *International Journal of Care Coordination*, 24(2), 72-81.
14. Domínguez, L. C., Dolmans, D., Restrepo, J., de Grave, W., Sanabria, A., & Stassen, L. (2021). How Surgical Leaders Transform Their Residents to Craft Their Jobs: Surgeons' Perspective. *Journal of Surgical Research*, 265, 233-244.
15. Frerejean, J., van Geel, M., Keuning, T., Dolmans, D., van Merriënboer, J. J., & Visscher, A. J. (2021). Ten steps to 4C/ID: training differentiation skills in a professional development program for teachers. *Instructional Science*, 49(3), 395-418.
16. Khan, M. N. A., Verstegen, D. M., Shahid, A., Dolmans, D. H., & van Mook, W. N. A. (2021). The impact of interprofessional task-based training on the prevention of surgical site infection in a low-income country. *BMC medical education*, 21(1),
17. Pieters, J., Verstegen, D. M., Dolmans, D. H., Warmenhoven, F. C., & van den Beuken-van Everdingen, M. (2021). Design and evaluation of a learning assignment in the undergraduate medical curricula on the four dimensions of care: a mixed method study. *BMC medical education*, 21(1), 1-10.
18. Pieters, J., Verstegen, D., Dolmans, D., Neis, E., Warmenhoven, F., & van den Beuken-van Everdingen, M. (2021). Spiritual dimension in palliative medicine: a qualitative study of learning tasks: medical students, teachers, educationalists. *BMJ Supportive & Palliative Care*.
19. Schillings, M., Roebertsen, H., Savelberg, H., van Dijk, A., & Dolmans, D. (2021). Improving the understanding of written peer feedback through face-to-face peer dialogue: Students' perspective. *Higher Education Research & Development*, 40(5), 1100-1116

20. Steinert, Y., Irby, D. M., & Dolmans, D. (2021). Reframing faculty development practice and research through the lens of adaptive expertise. *Medical Teacher*, 43(8), 865-867.
21. Khan, M. N. A., Verstegen, D. M., Shahid, A., Dolmans, D. H., & van Mook, W. N. A. (2021). The impact of interprofessional task-based training on the prevention of surgical site infection in a low-income country. *BMC Medical Education*, 21(1), 1-9.

2020

22. Ommering, B. W., Wijnen-Meijer, M., Dolmans, D. H., Dekker, F. W., & van Blankenstein, F. M. (2020). Promoting positive perceptions of and motivation for research among undergraduate medical students to stimulate future research involvement: a grounded theory study. *BMC Medical Education*, 20(1), 1-12.
23. Atherley, A. E., Nimmon, L., Teunissen, P. W., Dolmans, D., Hegazi, I., & Hu, W. (2020). Students' social networks are diverse, dynamic and deliberate when transitioning to clinical training. *Medical Education*.
24. Atherley, A., Hu, W., Teunissen, P. W., Hegazi, I., & Dolmans, D. (2020). Appraising the use of smartphones and apps when conducting qualitative medical education research: AMEE Guide No. 130. *Medical Teacher*, 1-7.
25. Bendermacher, G. W., De Grave, W. S., Wolfhagen, I. H., Dolmans, D. H., & oude Egbrink, M. G. (2020). Shaping a culture for continuous quality improvement in undergraduate medical education. *Academic Medicine*, 95(12).
26. Pires, E. M. S. G., Daniel-Filho, D. A., de Nooijer, J., & Dolmans, D. H. (2020). Collaborative learning: Elements encouraging and hindering deep approach to learning and use of elaboration strategies. *Medical Teacher*, 42(11), 1261-1269.
27. Schillings, M., Roebertsen, H., Savelberg, H., Whittingham, J., & Dolmans, D. (2020). Peer-to-peer dialogue about teachers' written feedback enhances students' understanding on how to improve writing skills. *Educational Studies*, 46(6), 693-707.
28. Schillings, M., Roebertsen, H., Savelberg, H., van Dijk, A., & Dolmans, D. (2020). Improving the understanding of written peer feedback through face-to-face peer dialogue: students' perspective. *Higher Education Research & Development*, 1-17.
29. Dominguez, LC, D., Dolmans, D., Wd, G., Donkers, J., Sanabria, A., & Stassen, L. (2020). Transformational leadership encourages residents' job crafting in surgical training: A mixed-methods study of residents' perceptions.
30. Beuken, J. A., Verstegen, D. M., Dolmans, D. H., Van Kersbergen, L., Losfeld, X., Sopka, S., Vogt, L. & Bouwmans, M. E. (2020). Going the extra mile—cross-border patient handover in a European border region: qualitative study of healthcare professionals' perspectives. *BMJ Quality & Safety*.
31. Beuken, J. A., Verstegen, D. M., Dolmans, D., Van Kersbergen, L., Losfeld, X., Sopka, S., Vogt, L. & Bouwmans, M. E. (2020). Response to: Overly optimistic picture of current state of cross-border patient care in 'Going the extra mile' by Beuken JA, Verstegen DML, Dolmans D, et al. *BMJ Quality & Safety*.
32. Martens, S. E., Wolfhagen, I. H., Whittingham, J. R., & Dolmans, D. H. M. (2020). Mind the gap: Teachers' conceptions of student-staff partnership and its potential to enhance educational quality. *Medical Teacher*, 42(5), 529-535.
33. Levis-Peralta, M., del Rosario González, M., Stalmeijer, R., Dolmans, D., & de Nooijer, J. (2020). Organizational Conditions That Impact the Implementation of Effective Team-Based Models for the Treatment of Diabetes for Low Income Patients—A Scoping Review. *Frontiers in Endocrinology*, 11.
34. Pieters, J., Dolmans, D. H., van den Beuken-van Everdingen, M., Warmenhoven, F. C., Westen, J. H., & Verstegen, D. M. (2020). A National, Palliative Care Competency Framework for Undergraduate Medical Curricula. *International Journal of Environmental Research and Public Health*, 17(7), 2396.

2019

35. Pieters, J., Dolmans, D. H., Verstegen, D. M., Warmenhoven, F. C., Courtens, A. M., & van den Beuken-van, M. H. (2019). Palliative care education in the undergraduate medical curricula: students' views on the importance of, their confidence in, and knowledge of palliative care. *BMC palliative care*, 18(1), 72.
36. Servant-Miklos, V.F.C., Woods, N.N. & Dolmans, D.H.J.M. Celebrating 50 years of problem-based learning: progress, pitfalls and possibilities. *Adv in Health Sci Educ* 24, 849–851 (2019). <https://doi.org/10.1007/s10459-019-09947-9>.

37. Olmos-Vega, F. M., Dolmans, D. H., Guzmán-Quintero, C., Echeverri-Rodriguez, C., Teunissen, P. W., & Stalmeijer, R. E. (2019). Disentangling residents' engagement with communities of clinical practice in the workplace. *Advances in Health Sciences Education*, 24(3), 459-475.
38. Beckers, J., Dolmans, D. H., Knapen, M. M., & Van Merriënboer, J. J. (2019). Walking the tightrope with an e-portfolio: imbalance between support and autonomy hampers self-directed learning. *Journal of Vocational Education & Training*, 71(2), 260-288.
39. Tremblay, M. L., Leppink, J., Leclerc, G., Rethans, J. J., & Dolmans, D. H. (2019). Simulation-based education for novices: complex learning tasks promote reflective practice. *Medical education*, 53(4), 380-389.
40. Duitsman, M. E., Fluit, C. R., de Visser, M., ten Kate-Booij, M., Dolmans, D. H., Jaarsma, D. A., & de Graaf, J. (2019). Design and evaluation of a clinical competency committee. *Perspectives on medical education*, 8(1), 1-8.
41. van Geel, M., Keuning, T., Frèrejean, J., Dolmans, D., van Merriënboer, J., & Visscher, A. J. (2019). Capturing the complexity of differentiated instruction. *School effectiveness and school improvement*, 30(1), 51-67.
42. Behrens, C. C., Dolmans, D. H., Gormley, G. J., & Driessen, E. W. (2019). Exploring undergraduate students achievement emotions during ward round simulation: a mixed-method study. *BMC medical education*, 19(1), 1-7.
43. Dolmans, D. H. (2019). How theory and design-based research can mature PBL practice and research. *Advances in Health Sciences Education*, 24(5), 879-891.
44. Hung, W., Dolmans, D. H., & van Merriënboer, J. J. (2019). A review to identify key perspectives in PBL meta-analyses and reviews: Trends, gaps and future research directions. *Advances in Health Sciences Education*, 1-15.
45. Masson, V., Snell, L., Dolmans, D., & Sun, N. Z. (2019). Exploring the evolving concept of 'patient ownership' in the era of resident duty hour regulations—experience of residents and faculty in an internal medicine night float system. *Perspectives on medical education*, 1-7.
46. Wilby, K. J., Dolmans, D. H., Austin, Z., & Govaerts, M. J. (2019). Assessors' interpretations of narrative data on communication skills in a summative OSCE. *Medical education*, 53(10), 1003-1012.
47. Adema, M., Dolmans, D. H., Raat, J. A., Scheele, F., Jaarsma, A. D. C., & Helmich, E. (2019). Social Interactions of Clerks: The Role of Engagement, Imagination, and Alignment as Sources for Professional Identity Formation. *Academic Medicine*, 94(10), 1567-1573.
48. Abraham, R. R., Frambach, J. M., Verheggen, M., & Dolmans, D. H. (2019). Exploring the Dimensions of Group Discussion in Problem-based Learning among a Diverse Group of International Students: A Qualitative Study. *Journal of Clinical & Diagnostic Research*, 13(9).
49. Martens, S. E., Spruijt, A., Wolfhagen, I. H., Whittingham, J. R., & Dolmans, D. H. (2019). A students' take on student-staff partnerships: experiences and preferences. *Assessment & Evaluation in Higher Education*, 44(6), 910-919.
50. Schillings, M., Roebertsen, H., Savelberg, H., Whittingham, J., & Dolmans, D. (2019). Peer-to-peer dialogue about teachers' written feedback enhances students' understanding on how to improve writing skills. *Educational Studies*, 1-15.
51. Beckers, J., Dolmans, D. H., & van Merriënboer, J. J. (2019). PERFLECT: Design and Evaluation of an Electronic Development Portfolio Aimed at Supporting Self-Directed Learning. *TechTrends*, 63(4), 420-427.
52. Dominguez, L. C., Dolmans, D., de Grave, W., Sanabria, A., & Stassen, L. P. (2019). Job Crafting to Persist in Surgical Training: A Qualitative Study From the Resident's Perspective. *Journal of Surgical Research*, 239, 180-190.
53. Atherley, A., Dolmans, D., Hu, W., Hegazi, I., Alexander, S., & Teunissen, P. W. (2019). Beyond the struggles: a scoping review on the transition to undergraduate clinical training. *Medical education*, 53(6), 559-570.
54. Wilby, K. J., Govaerts, M. J., Dolmans, D. H., Austin, Z., & van der Vleuten, C. (2019). Reliability of narrative assessment data on communication skills in a summative OSCE. *Patient education and counseling*, 102(6), 1164-1169.
55. Martens, S. E., Meeuwissen, S. N. E., Dolmans, D. H. J. M., Bovill, C., & Könings, K. D. (2019). Student participation in the design of learning and teaching: Disentangling the terminology and approaches. *Medical teacher*, 1-3.

56. Bsiso, M. M., Dolmans, D. H. M., & Alamro, A. S. (2019). Students' perceptions of problem-based learning tutors, topics, and examinations and their hindrance or promotion of deep and surface learning: A mixed-methods study. *Saudi Journal for Health Sciences*, 8(2), 69.
57. Polansky, M. N., Govaerts, M. J., Stalmeijer, R. E., Eid, A., Bodurka, D. C., & Dolmans, D. H. (2019). Exploring the effect of PAs on physician trainee learning: An interview study. *Journal of the American Academy of PAs*, 32(5), 47-53.
58. Bendermacher, G. W. G., oude Egbrink, M. G. A., Wolfhagen, H. A. P., Leppink, J., & Dolmans, D. H. J. M. (2019). Reinforcing pillars for quality culture development: a path analytic model. *Studies in Higher Education*, 44(4), 643-662.

2018

59. Beckers, J., Dolmans, D. H., Knapen, M. M., & van Merriënboer, J. J. (2018). Walking the tightrope with an e-portfolio: imbalance between support and autonomy hampers self-directed learning. *Journal of Vocational Education & Training*, 1-29.
60. Behrens, C., Dolmans, D. H., Leppink, J., Gormley, G. J., & Driessen, E. W. (2018). Ward round simulation in final year medical students: Does it promote students learning?. *Medical Teacher*, 40(2), 199-204.
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62. Huwendiek, S., Reichert, F., Duncker, C., De Leng, B. A., van der Vleuten, C. P., Muijtjens, A. M., Bosse, H. Haag, M. Hoffman, G.F. & 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.
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70. LE: Letters to the Editor

2017

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2016

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71. **WN: Scientific publication in national journal with referee system**

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2019

Verstegen, D. M., Fonteijn, H. T., Dolmans, D. H., de Rijdt, C. C., de Grave, W. S., & van Merriënboer, J. J. (2019). An Exploration of Problem-Based Learning in a MOOC. In M. Moallem, W. Hung, & N. Dabbagh (Eds.), *The Wiley handbook of problem-based learning* (pp. 667-689). Hoboken, NJ: Wiley-Blackwell.

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