

Curriculum Vitae Cees P.M. van der Vleuten

1 January 2014



Addresses

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Personal

Birth : June 6, 1956
Marital Status: Married, four children

Education

1982: M.A. in Psychology (cum laude), University of Tilburg, Tilburg, The Netherlands
1989: Ph.D. in Education, University of Maastricht. Dissertation title: Towards a rational system of student achievement evaluation in problem-based medical education

Professional Experience

1981 - 1982: Assistant Professor, Department of Personality Psychology and Psychometrics, University of Tilburg, Tilburg, The Netherlands
1982 - 1989: Assistant Professor, Department of Educational Development and Research, University of Maastricht, Maastricht, The Netherlands (tenure)
1989 - 1996: Associate Professor, Department of Educational Development and Research, University of Maastricht, Maastricht, The Netherlands (tenure)
1992 - present: Chair of medical school section Department of Educational Development and Research

- 1993 - 2005: Coordinator educational research program Faculty of Medicine and Faculty of Health Science
- 1996 - present: Professor of Education
- 1996 - present: Chair Department of Educational Development and Research, University of Maastricht, Maastricht, The Netherlands
- 2005 – present Scientific Director, School of Health Sciences Education, University of Maastricht (www.maastrichtuniversity.nl/she)
- 2010 – 2012 Research Chair, King Saud University, Riyadh, Kingdom of Saudi Arabia (www.ksu.edu.sa)

Society Memberships

- Dutch Association of Educational Research
- Dutch Association of Medical Education
- Association for the Study of Medical Education (UK)
- Society of Directors of Research in Medical Education
- Association of Medical Education in Europe (AMEE) (Member of Executive Committee, 2006 - present)

Teaching

Educational Activities

- 1982 - present: Member of the Task Force on Student Assessment, University of Maastricht, responsible for the centralized examination system of the medical school, from 1988 to 2006 as chairman
- 1985 - 1992: Member of the "Project on Computer Assisted Instruction", responsible for courseware development
- 1982 - present: Various teaching activities as tutor in the problem-based medical program, lectures and courses in education and psychometrics for medical and health sciences students, tutor in faculty development courses, and teacher in a graduate program in education
- 1991 - 1995: University Committee on Problem-based Learning (for advice and exchange of information between faculties)
- 1992 - 1996: Member of the Education Committee, Faculty of Medicine
- 1996 – 2008: Advisor of the Examination Committee, Faculty of Medicine
- 1996 – present: Program Director Annual International Summercourse on Problem-based learning and Advances in Health Sciences Education
- 1993 - present: Various teaching activities in the Masters Programme of Health Profession Education, University of Maastricht
- 1995 – 2006: Yearly courses in student assessment and research in medical education in national faculty development programme (CMO)
- 1995 – present: Steering Committee on Education (advisory board to the Vice Chancellor)
- 1998 - 2001 present: Board Advisor UNISCENE network (international network of student-centred universities)
- 1998 – 2001: Member Preparation Committee New Curriculum Faculty of Medicine
- 1998 – 2001: Chairman of Taskforce on the preparation of a new assessment program for the Faculty of Medicine
- 2001- 2006: Monitoring Committee New Curriculum, Faculty of Medicine
- 2004-2005: Member Preparation Committee New Graduate Entry Program of Medicine

- 2004 – 2006: Member Preparation Committee New Graduate Entry Program, Faculty of Medicine
2001 – 2005: Scientific Director Masters of Health Profession Education (MHPE).
2008 - 2010: Member Revision Committee Clinical Clerkship Rotations
2009 – 2012: Member Taskforce Innovation Postgraduate Education, Maastricht University Medical Centre

Teaching Workshops

A variety of workshops are regularly given at the local university, and at national and international institutions. Topics include:

- Designing assessment programmes
- Methods of assessment
- Construction of written and performance-based measures
- Designing (electronic) portfolios
- Standard setting
- Designing examination rules
- Statistics to support assessment
- Generalizability theory
- Best Evidence in Education
- Clinical (skills) teaching
- Problem-based learning
- Active learning techniques
- Management of Problem-based learning
- Designing clinical skills teaching
- Assessment as an educational design problem
- Research in Education
- Quality assurance in test development
- Portfolio
- Work-based assessment

Periodic workshops include:

- New Methods in Student Assessment, two-day workshop as part of the summer courses "New Ideas for Health Professions Education", annually organized at Maastricht since 1988; since 1994 also in national winter courses
- Assessment in Problem-based Learning, one-day workshop as part of the International Visitors Workshop, yearly organized by the Department of Educational Development and Research since 1983 until 1987.
- Coordinator of the [Summer course](#) since 1996: a 2 week international program on innovation in education, in collaboration with the University of Nijmegen and the University of Groningen.
- Sheffield Assessment Courses: Annual two day course in assessment at the medical school of Sheffield in the UK (1998-2004)
- St Georges Advanced Course in Medical Education and Assessment, London, University of London, 2007, 2008, 2009, 2010.
- Wintercourse on Problem-Based Learning, Sulaiman AlRahji Colleges, Quassim, Kingdom of Saudi Arabia, 17-21 January 2010.
- Assessment for future learning and research: trends and perspectives for The Dutch Interuniversity Centre for Educational Sciences (ICO), 2009, 2011.

Management

- 1984 - 1988: Associate Director Student Assessment Program (responsible for running the centralized examination program for the Faculty of Medicine)
- 1988 - 2000: Director Student Assessment Program
- 1985 - 1988: Director of the Computer Assisted Instruction Program (responsible for implementing CAI in the curriculum for the Faculty of Medicine)
- 1989 - 1996: Faculty Advisory Group on "Informatics en Computerfacilities" (Director Dr. Ch. Limonard)
- 1989 - present: Chair Department of Educational Development and Research
- 1993 - present: Scientific Director Research Institute on Education
- 1996 – 2000: Member of Management Team of the national research school on education (ICO)
- 2001 – 2005: Scientific Director Masters of Health Professions Education
- 2005 – present: Scientific Director School of Health Professions Education (SHE), Faculty of Health, Medicine and Life Sciences (www.maastrichtuniversity.nl/she)
- 2006 – 2012: Member of the AMEE (Association of Medical Education in Europe) Executive Board
- 2010 – present: Director of the European Board of Medical Assessors (EBMA), Florence/Rome, Italy (founding member)

Professional Activities

Consultancies

1. Dutch Diabetes Association, 1984-1986.
2. Dutch College of General Practitioners, 1985 – 1993.
3. Dutch College of General Practitioners, 1985 –1992.
4. University of Nijmegen, Quality Assurance project in physiotherapy, 1989.
5. Scientific Advisory Board of the Dutch Institute of Marketing certifying examinations, 1990-1994.
6. The Royal Australian College of General Practitioners, Australia, 1990-1994.
7. The Royal Australian College of Anesthesiologists, Australia, 1991.
8. Medical School Thammasat University, Bangkok, Thailand, 1992.
9. National University of Singapore, School of Postgraduate Medical Studies, Singapore, 1992.
10. European Board of Urology, Rotterdam, 1993-1996.
11. Freie Universität Berlin, Berlin, Germany, 1994.
12. Faculty of Medicine, University of Sherbrooke, External Evaluation Review, 1994
13. Royal College of General Practitioners, London, United Kingdom, 1994
14. Irish College of General Practitioners, Dublin, Ireland, 1995.
15. Faculty of Medicine, Dalhousie University, Halifax, Canada, 1996.
16. College of Pharmacy, Dalhousie University, Halifax, Canada, 1996.
17. Royal Australian College of General Practitioners, Melbourne, Australia, 1996.
18. Department of General Practice, University of Brisbane, Townsville, Australia, 1996.
19. Faculty of Medicine, University of Manchester, Manchester, United Kingdom, 1997.
20. Faculty of Medicine, University of Glasgow, Glasgow, Scotland, 1997.
21. Faculty of Medicine, Chinese University of Hong Kong, China, 1997.
22. St. Bartholomew and the Royal London School of Medicine, United Kingdom, 1998.
23. Humboldt Universität, Berlin, Berlin, Germany, 1998.
24. Arabian Gulf University, Bahrain, United Arab Emirates, 1998.

25. Advisor of the Flemish Government, Department of education on innovation in higher education, 1998 – present.
26. St. Bartholomew and the Royal London School of Medicine, United Kingdom, 1999.
27. St. Georges Medical School, London, United Kingdom, 1999.
28. Workshops on Training and Assessment in Postgraduate Medical Education, Danmark, 1999.
29. Royal College of General Practitioners, London, United Kingdom, 1999.
30. Hogeschool van Arnhem en Nijmegen. Assessment in an active learning environment.
Conferentie over Onderwijsontwikkeling georganiseerd door het Netwerk
Onderwijsontwikkeling van de Hogeschool van Arnhem en Nijmegen, November 2000.
31. Vejle Hospital, Evidence and Education: How do people Learn, Veilje, Denmark, September 2001.
32. Dental School, Trinity College Dublin, Consultation on PBL and assessment, June 2001.
33. Chinese University of Hong Kong. Consultation and workshops Faculty of Medicine Chinese University of Hong Kong on Active Learning Techniques, Skills training and Assessment., November 2000.
34. Chinese University of Hong Kong. Consultation on newer teaching methods for the Vice Chancellor and Deans of the Chinese University of Hong Kong, November 2000.
35. Dental School of the Barts and the London School of Medicine and Dentistry January 10th 2001, Workshop on Principles of Assessment
36. University of Tilburg, Faculty of Law and Faculty of Business, February 2001.
37. Hogeschool Limburg Diepenbeek, België, Workshop over toetsing in PGO, Diepenbeek, Belgium, 14 and 18 March 2001.
38. Université de Montréal, Innovations in Problem-based learning, Montreal, Canada 3 October 2001.
39. Chinese University of Hong Kong and University of Hong Kong. External Advisor of the International Consortium for Sharing Student Assessment Banks. Hong Kong, China, December 2001 – present.
40. Postgraduate Medical Institute Danmark, Workshop on assessment in postgraduate medical training, January 2002.
41. Technical University Eindhoven, The Netherlands, Member Board of Advisors Faculty of Chemistry and Chemical Engineering
42. St George's Hospital Medical School, Teaching and Learning Event 2003, Workshop on Theory and Research in Assessment, London, June, 2003.
43. External Advisor, Universities Medical Assessment Partnership (UMAP), Consortium of five UK medical schools developing and sharing item banks, Consortium coordinator, University of Manchester, UK
44. External Advisory of the Centre for the Assessment of Professional Practice, University of Sheffield, UK
45. Toetsing in hoger onderwijs. Katholieke Hogeschool Kempen, België, Januari 2005.
46. Toetsing in competentiegericht onderwijs, Faculteit Gezondheidszorg, Hogeschool van Utrecht, oktober 2005.
47. Toetsing van medische competentie. Universiteit van Antwerpen, Faculteit der Geneeskunde, Februari 2006.
48. Expert Assessor for benchmarking exercise of European university management systems in relation to 'Innovative Teaching and Learning' organised by the European Centre for Strategic Management of Universities, Brussels, June 2006 – January 2007.
49. Member of the Expert Panel on Assessment providing support and advice of the independent inquiry into modernizing medical careers in the UK (final report by Prof John Tookey, Aspiring to Educational Excellence: Findings and recommendations of the independent inquiry into modernizing medical careers, <http://www.mmcinquiry.org.uk/draft.htm>).
50. Royal College of General Practitioners, expert advice on the revised assessment programme for licensure in general practice, December 2007.

51. Advisor to the Postgraduate Medical Education and Training Board, a UK national authority for postgraduate medical education, since 2008.
52. Member of the Expert Advisory Group of The University of Birmingham, Cambridge University [Psychometrics Centre] and The Open University (UK) selection review to postgraduate training in the UK.
53. Review of the new Membership Examination of the Royal College of Physicians in the UK, November 2008.
54. College of Pharmacists of British Columbia, Evaluation of recertification program, 2009.
55. European Board of Urology, Review of European Certification Examinations, Examination Committee Meeting, Schiphol, The Netherlands, 31 March 2009.
56. Faculty of Veterinary Medicine, revision of Master of Veterinary Medicine, 2009-2010.
57. King Saud bin Abdulaziz University, Riyadh, Saudi Arabia, work-based assessment, 4-5 April 2010.
58. College of Medical, Veterinary and Life Sciences, University of Glasgow, September 2010, Research in Education
59. General Medical Council (GMC), UK, advisor to the GMC advice on assessment in undergraduate medical education, Advice supplementary to Tomorrow's Doctors (2009), 2010.
60. School of Medicine, Cardiff University, UK, advisor to new curriculum and its assessment program, 2011.
61. Chair of the Advisory Board for national testing of knowledge of students in teacher-training programs, The Netherlands Association of Universities of Applied Sciences (HBO-raad).
62. Faculty of Veterinary Medicine, introduction of Progress Testing, 2011-2012.
63. Rotterdam University of Applied Sciences, training program on innovation in assessment. October 2011.
64. Dutch Postgraduate Training Program in General Practice, advisor to the development of a new quality assurance system for all Dutch training programs, 2011.
65. Panel Member to the Research Accreditation Review of the Faculty of Psychology, Erasmus University Rotterdam, September 2011.
66. Advisor to the core group on Work Place Based Assessment (WPBA) of the Royal College of General Practitioners, 2011.
67. International advisor to PRACTICUM Foundation, Institute of Applied Research in Health Sciences Education for Life-long learning, Buenos Aires, Argentina. 2011 and onwards.
68. Member of the Higher Education Committee on External Validation of Examinations (Commissie Bruin), Report "Vreemde Ogen Dwingen".
69. Advisor to the Higher Education Council (HBO-raad) "Tien voor de Docent" on a national collaborative approach to assessment.
70. The Royal Australian College of General Practitioners, advisor to a modernization of their licensure assessment.
71. Faculty of Medicine, University of Kuwait, Training and advice on their assessment program in the school.

Research

Scholarship Summary Statistics

Number of peer-reviewed international journal articles:	474
Number of peer-reviewed national journal articles:	83
Number of international books:	7
Number of national books:	9
Number international chapters in books:	87
Number of national chapters in book:	69
Total number of publications:	729
Total grant income:	€ 3.031.200 (14 projects)
Hirsch citation index (Google Scholar):	63
Number of papers > 100 citations:	30
Number of invited addresses/keynotes:	127
Number of PhD students completed:	63 (+ 1 honorary doctorate)
Number of PhD students in supervision:	31
Academic awards and honours	26 (incl. 4 career awards)

Reviewing

- Academic Medicine
- Advances in Health Sciences (Editorial Board Member 1998-2007)
- AMEE guides on theories in medical education
- AMEE PhD reports
- American Association of Medical Colleges for the RIME-conferences
- Anatomical Sciences Education
- Archives of Physical Medicine and Rehabilitation
- Best Evidence in Medical Education (BEME) series
- BMC Medical Education
- BMC Family Practice
- BMC Public Health
- BMC Psychiatry
- British Journal of General Practice
- British Medical Journal (Educational advisor group (2001-2003)
- BMJ Open
- Dutch National Science Foundation (PROO)
- Education Research International
- European Journal of Dental Education
- European Journal of Internal Medicine
- Evaluation & the Health Professions
- Evaluation and Program Planning
- Evidence-based Medicine
- Evidence-Based Complementary and Alternative Medicine
- Instructional Science
- International Journal of Higher Education
- International Journal of Medical Education (Editorial Board Member until 2012)
- International Scholarly Research Network Public Health
- JAMA

- Journal of General Internal Medicine
- Journal of Medical Systems
- Learning & Instruction
- Luxemburg National Research Fund
- Medical Education
- Medical Teacher (Editorial Board Member)
- Military Medicine
- National Board of Medical Examiners (Stemmler Foundation)
- National Council of Canada
- Nature Reviews
- Nederlands Tijdschrift voor de Geneeskunde
- NVMO Congres
- Nursing Research and Practice
- Onderwijsinnovatie (Editorial Board Member until May 2010)
- Pediatrics
- Perspectives in Medical Education (Editorial Board)
- Psychology, Health and Medicine
- Psychological Reports, Perceptual & Motor Skill
- Psychologie
- QJM: An International Journal of Medicine
- Social Science & Medicine
- Stemmler Fund, National board of Medical Examiners, USA
- Studies in Educational Evaluation
- Teacher and Teacher Education
- Teaching and Learning in Medicine
- The Egyption Journal of Medical Education
- The Lancet
- Tijdschrift voor Examens (Editorial Board Member)
- Tijdschrift voor Hoger Onderwijs
- Tijdschrift voor Onderwijsresearch
- Zon-MW (Dutch Health Research Council)

Conference Organisation

- Symposium "Two Decades of Experiences in Problem-based Learning", Maastricht, May 25-26, 1989
- Member of the organizing committee for the annual educational conference of the Dutch Association of Medical Education
- Symposium "Problem-based Learning in Maastricht and McMaster: One Pair or Two of a Kind?", Maastricht, October 28, 1991
- "First International Symposium on Student Assessment" organized by "The Network of Community-Oriented Educational Institutions for Health Sciences", Malaysia, January 1993
- "Sixth International Cambridge Conference on Medical Education" (theme: Quality Assurance in Education), invitational conference, July, 1993.
- Medical Education for the 21-st century, a European conference on medical education, Maastricht, May 1995.
- Conference on Teaching Physiology: Research, Ideas and Experiences, Maastricht, 9 September 1995.

- 7th Ottawa Conference on Clinical Competence Assessment to be held in Maastricht, June 1996.
- Coordinator of the Summer Course on Expanding Horizons in Problem-Based Learning, Annual three week course on innovations in medical education, since 1996 – 2005.
- Organising committee of the 2005 International Conference of the Association of Medical Education in Europe (AMEE), Amsterdam, 30 August - 3 September 2005
- ASME Conference 2006, Medical Education: Its history, current status and future challenges, Maastricht, 5-6 July 2006.

Invitational conferences

- Fourth International Cambridge Conference on Assessment of Clinical Competence, Cambridge, England, June, 1989.
- Fifth International Cambridge Conference on Certification and Recertification, Adelaide, Australia, July 1991.
- Sixth International Cambridge Conference on Quality Assurance in Education and Health Care, Vaalsbroek, juli 1993.

External Expert Review for Promotion Appointments

Review and recommendation letters have been written for promotion appointments or awards for candidates in The Netherlands, United Kingdom, Ireland, Canada, Australia, Hong Kong, Israel, Belgium, Germany and Denmark.

Ph.D. Supervision

Completed

1. J. Rethans, Does Competence Predict Performance (cum laude), Oktober 1991, Universiteit Maastricht
2. P. Frijns, Scoringsmodellen voor open-vraag vormen, Oktober 1992, Universiteit Maastricht
3. S. Bögels, Teaching and Assessing diagnostic interviewing skills, Oktober 1994, Universiteit Maastricht
4. S. van Luijk, Al doende leert men: Enkele studies naar aspecten van betrouwbaarheid en validiteit over de toetsing van vaardigpresent, Oktober 1994, Universiteit Maastricht
5. Y. van Leeuwen, Growth in knowledge of trainees in general practice, December 1995, Universiteit Maastricht
6. Scherpbier, Kwaliteit van vaardigheidsonderwijs gemeten, Juli 1996, Universiteit Maastricht
7. K. Jansen, Toetsing van huisartsgeneeskundige vaardigpresent, Juni 1998, Universiteit Maastricht
8. L. Schuwirth, Computergestuurde Casusgerichte Toetsing, December 1998, Universiteit Maastricht
9. C. van Til, De voortgang van voortgangstoetsen. July 1998, Universiteit Maastricht
10. P. Ram, Comprehensive assessment of general practitioners: A study on validity, reliability and feasibility, December 1998, Universiteit Maastricht
11. R. Remmen, An evaluation of clinical skills training. June 1999, Universiteit van Antwerpen.

12. M. van den Hurk, Individual study in problem-based learning, October 1999, Universiteit Maastricht
13. E. Murray. Teaching internal medicine in general practice: an evaluation. Universiteit Maastricht, May 2001
14. J. van Dalen, Communication Skills: Teaching, Testing and Learning, September 2001, Universiteit Maastricht.
15. B. Charlin, Standardized assessment of ill-defined clinical problems: The Script Concordance Test. Universiteit Maastricht, December 2002.
16. Verhoeven, B. The utility of an assessment concept. Universiteit Maastricht, April 2003.
17. Kramer, A. Acquisition of clinical competence during postgraduate training in general practice, Universiteit Maastricht, May 2003.
18. DeGryse, J. De eindproef huisartsgeneeskunde: Ontwikkeling en evaluatie van een certificatieprocedure voor huisartsen in Vlaanderen. Katholieke Universiteit Leuven, Juli, 2003.
19. Blok, G. Dealing with Grief and Requesting Donation. An international challenge. Universiteit Maastricht, October 2003.
20. C. Ringsted, In-training assessment in a work-based postgraduate medical education context, Universiteit Maastricht, July 2004.
21. Busari, J. The medical resident as a teacher: teaching and learning in the clinical workplace. Universiteit Maastricht, December 2004.
22. Thistlethwaite, J. Informed shared decision making and medical education. Universiteit Maastricht, December 2004.
23. Daemans, H.E.M. In-training assessment in an undergraduate clerkship. Vrije Universiteit Amsterdam, June 2005.
24. Van der Hem-Stokroos, H.H. The clerkship as a learning environment. Vrije Universiteit Amsterdam, June 2005.
25. Hobma, Sj. Directed self-learning as approach to continuing professional development. Universiteit Maastricht, May 2005.
26. Semeijn, J.H. Academic Competences and Labour Market Entry. Universiteit Maastricht, September 2005.
27. Kristina, T.N. Generic objectives for community-based education in undergraduate medical programmes: the perspective from developing countries. Universiteit Maastricht, November 2005.
28. Tigelaar, E.H. Design and evaluation of a teaching portfolio. Universiteit Maastricht, December 2005.
29. Prince, C.J.A.H. Problem-based learning as a preparation for professional practice. Universiteit Maastricht, April 2006.
30. Wass, V. The assessment of clinical competence in high stakes examinations; Are we justified in abandoning old methods in favour of the new?. Universiteit Maastricht, May 2006.
31. Sargeant, J. Multi-source feedback for physician learning & change. Universiteit Maastricht, May 2006.
32. Pleijers, A. Tutorial group discussion in problem-based learning. Universiteit Maastricht, January 2007.
33. Niemantsverdriet, S. Learning from international internships. A reconstruction in the medical domain. Universiteit Maastricht, June 2006.
34. Niessen, T. Emerging epistemologies; making sense of teaching practice. Universiteit Maastricht, November 2007.
35. Baartman, L. Assessing the assessment. University of Utrecht, April 2008.
36. Schoonheim-Klein, M. The use of the Objective Structured Clinical Examination (OSCE) in dental education. University of Amsterdam, June 2008.
37. Driessen, E. The self-critical doctor. Maastricht University, June 2008.
38. Wagenaar, A. Learning in Internships, What and how students learn from experience. Maastricht University, December 2008.

39. Bokken, L. Innovative use of simulated patients for educational purposes. University of Maastricht, March 2009.
40. Teunissen, P. Learning by doing unravelled. Free University Amsterdam, February 2009.
41. Boor, K. 'The clinical learning climate. Free University Amsterdam, February 2009.
42. De Leng, B. University of Maastricht, Wired for learning: how computers can support interaction in medical education. Maastricht University, December 2009.
43. Van Mook, W. Teaching and assessing professional behaviour: Rhetoric and Reality, Maastricht University, May 2011.
44. Van Blankenstein, F. Elaboration during problem-based, small group discussion. A new approach to study collaborative learning, Maastricht University, May 2011.
45. Veldhuijzen, W. Challenging the patient-centred paradigm: designing feasible guidelines for doctor-patient communication. Maastricht University, June 2011.
46. Govaerts, M.J.B. Climbing the pyramid; towards understanding performance assessment. Maastricht University, September 2011. (Cum laude)
47. Durning, S.J. Exploring the Influence of Contextual Factors of the Clinical Encounter on Clinical Reasoning Success. Maastricht University, September 2011.
48. Singaram, S.V. Exploring the impact of diversity factors on problem-based collaborative learning. Maastricht University, December 2011.
49. Pawlikowska, T.R.B. Patient enablement: a living dialogue. Maastricht University, December 2011.
50. De Rijdt, C.C.E. Staff development in higher education: working to improve capabilities and practices of educators. Maastricht University, December 2011.
51. Claramita, M. Doctor-patient communication in a culturally hierarchical context of Southeast Asia: A partnership approach. Maastricht University, March 2012.
52. Leppink, J. Propositional knowledge for conceptual understanding of statistics. Maastricht University, June 2012.
53. Al-Kadri, H. Does Assessment Drive Students Learning? Clinical Context Assessment and Students' Approaches to Learning. Maastricht University, June 2012.
54. Cillier, F. The Pre-assessment Learning Effects of Consequential Assessment: Modelling how the Examination Game is Played. Maastricht University, September 2012.
55. Prescott-Clements, L. Ensuring the competence of dental practitioners through the development of a workplace-based system of assessment. Maastricht University, November 2012.
56. Duvivier, R. Teaching and Learning Clinical Skills, Mastering the Art of Medicine. Maastricht University, December 2012.
57. Jippes, M. Culture matters in medical schools: How values shape a successful curriculum reform. Maastricht University, February 2013.
58. Pelgrim, E. Clarifying observation and assessment feedback in workplace-based learning. Radboud University, September 2013.
59. Junod-Perron, N. Towards a learner-centred approach to postgraduate communication skills teaching. Maastricht University, October, 2013.
60. Alves de Lima, A. Assessment of clinical competence: Reliability, Validity, Feasibility and Educational Impact of the mini-CEX. Maastricht University, October, 2013.
61. Winston, K. Remediation Theory and Practice; Transforming At-Risk Medical Students. Maastricht University, December, 2013.
62. Houwink, I. Training in genetics and genomics for primary health care workers. Free University of Amsterdam, December 2013.

Under supervision (supervisors in brackets)

1. Winslade, N. (McGill University, Canada) Assessment of continuing competence of practising pharmacists, Maastricht University, Expected completion in 2014. (Vander Vleuten, Schuwirth, Tamblyn).

2. Dijkstra, J. Design principles of assessment programmes. Maastricht University, Expected completion in 2014. (Van der Vleuten, Scherpbier, Ringsted).
3. Koops, W. Computer ondersteund samenwerkend leren in participatiestages. Maastricht University, Expected completion in 2014. (Snoeckx, Oeij, Van der Vleuten).
4. Bergman, E. Teaching Anatomy in the Undergraduate Medical Curriculum. Maastricht University, Expected completion in 2014 (Scherpbier, Van der Vleuten).
5. Huwendiek, S. Effective design and curricular integration of virtual patients (VPs) in undergraduate medical education. Maastricht University, Expected completion in 2014 (Van der Vleuten, Dolmans, De Leng).
6. Schlegel, C. The Impact of SPs in Medical Education. Maastricht University, Expected completion in 2014 (Van der Vleuten, Rethans).
7. Frambach, J. Problem-based learning across cultures. Maastricht University, Expected completion in 2014 (van der Vleuten, Stevens, Driessens).
8. Sagasser, G. (Radboud University Nijmegen) Self-directed learning in postgraduate work-based learning. Radboud University Nijmegen, Expected completion in 2014 (Grol, van der Vleuten, Kramer).
9. Tincknell, L. (University of London) Validation of domain-scoring in OSCEs. Expected completion in 2014 (McCrorie, Van der Vleuten)
10. Embo, M. Portfolio in midwifery education. Maastricht University, Expected completion in 2014 (Van der Vleuten, Valcke, Driessens).
11. McGill, D. (Oxford University) Psychometric validation of work-based assessments. Oxford University, University, Expected completion in 2014 (Clarke, Van der Vleuten).
12. Slootweg, I. Understanding the functioning of groups of clinical supervisors. Expected completion in 2014 Maastricht University, (Scherpbier, Van der Vleuten, Lombarts).
13. Bok, H. (Utrecht University) Assessment in the veterinary workplace. Expected completion in 2014, Utrecht University, (Van Beukelen, Jaarsma, Van der Vleuten, Teunissen).
14. Essers, G. A communication model for General Practice, Radboud Universiteit Nijmegen, Expected completion in 2014 (van Weel, van der Vleuten, Kramer, van Dulmen).
15. Jacobs, A. (Free University of Amsterdam) Learning perceptions of teachers. Free University of Amsterdam, Expected completion in 2015 (Scheele, van der Vleuten, Scherbier, van Luijk).
16. Sing, T. Outcomes of faculty development programs and factors influencing them. Maastricht University, Expected completion in 2015 (van der Vleuten, de Grave).
17. Watling, C. An exploration of medical learners' receptivity to feedback within the context of clinical assessment. Maastricht University, Expected completion in 2014 (Van der Vleuten, Lingard, Driessens)
18. Melo, B. Simulation training: how to develop an instructional design oriented scenario aiming at transferability to clinical practice and clinical outcome. Maastricht University, Expected completion in 2015.
19. Eertweg, V. Transfer in training communication skills, Maastricht University, Expected completion in 2015. (Scherpbier, Van der Vleuten, Van Dulmen)
20. Gingerich, A. Rater-based assessments as social judgments: Rethinking the etiology of rater errors. Maastricht University, Expected completion in 2015. (Van der Vleuten, Eva, Regehr)
21. Harrison, C. Feedback after Summative Assessment. Maastricht University, Expected completion in 2015. (Van der Vleuten, Schuwirth, Konings, Wass)
22. Maas, M. (Radboud University Nijmegen) Script Concordance Testing in physiotherapy. Radboud University Nijmegen, Expected completion in 2016. (Nijhuis, Van der Vleuten)
23. Mattheiken, S. E-learning in vascular surgery. Maastricht University, Expected completion in 2016 (van der Vleuten, Verstegen)
24. Oerlemans, M. Video assessment in work-based learning settings. Maastricht University, Expected completion in 2016. (Van der Vleuten, Ram, Maiburg)
25. Gioldi, E. Developing goal-directed guidelines for doctor-patient communication. Expected completion in 2016. (Van der Vleuten, van der Weijden, Veldhuijzen)

26. Sorenson, J. How can we optimize learning by simulation in obstetric training? Expected completion in 2016. (Van der Vleuten)
27. Yanofsky, S. Influence of Rater Characteristics on Rater Performance in Workplace-based Assessment. Expected completion in 2016. (Van der Vleuten, Nyquist, Gold)
28. Berkhout, J. (University of Amsterdam) Self-regulated learning in undergraduate medical education. Expected completion in 2016. (Jaarsma, Van der Vleuten, Helmich, Teunissen),
29. Ginsburg, S. Towards a deeper understanding of evaluator subjectivity: An in-depth exploration of the language used in assessments. Expected completion in 2016. (Van der Vleuten, Eva)
30. Jong, L. Towards a deeper understanding of evaluator subjectivity: An in-depth exploration of the language used in assessments. Expected completion in 2017. (Van der Vleuten, Muris, Timmerman, Kramer)
31. Smirnova, A. On the relationship between quality of training and quality of health care. Expected completion in 2017. (Van der Vleuten, Lombarts, Stalmeijer)

Examiner in Doctoral Dissertation Committee

1. Wolfhagen, I. Kwaliteitsbewaking van stages, Universiteit Maastricht, september. 1992
2. Zuidweg, J. Diabeteskennistoetsen van huisartsen, Universiteit Maastricht, december 1993.
3. Jolly, B. Bedside Manners: Teaching and Learning in the hospital setting, Universiteit Maastricht, november 1994.
4. Magzoub, M. Studies in Community-based Education, Universiteit Maastricht, november 1994.
5. Pollemans, M. Kennistoetsing bij huisartsen, Universiteit Maastricht, december 1994.
6. Goedhuys, J. De kwaliteit van het handelen van huisartsen-in-beroepsopleiding, Universiteit van Leuven, februari 1997.
7. Van de Wiel, M. Knowledge encapsulation. Universiteit Maastricht, september, 1997.
8. Wiesman, F. Information retrieval by graphically browsing meta-information, Universiteit Maastricht, mei 1998
9. De Grave, W. Probleemgestuurd leren als kennisconstructie. Universiteit Maastricht, juni 1998.
10. Mpofu, M. Introducing Problem-based Learning into a traditional medical school; student and staff perceptions of the United Arab Emirates University's innovation, Universiteit Maastricht, november 1999
11. Winants, M. Coassistenten als inwijdingsritueel in de medische beroeps cultuur; Gender studies in het proces van socialisatie tot arts, februari 1999, Universiteit Maastricht
12. Nikkarinen, T. Evaluation model for continuing medical education: A case study, Department of Public Health, University of Helsinki, Finland, November 2002.
13. Maiburg, B. Computer-based instruction on nutrition for general practice. Universiteit Maastricht, June 2004.
14. Gorter, S. Rheumatologists' daily practice performance; a study with incognito standardized patients, Universiteit Maastricht, October 2003.
15. Boltjes, E. VOORBEELDdig ONDERWIJS; voorbeeldgestuurd onderwijs, een opstap naar abstract denken, vooral voor meisjes. Universiteit Maastricht, May 2004.
16. Bruynestein, K. Scoring methods for joint damage on plain radiographs in rheumatoid arthritis: progressive understanding of methodological issues. Universiteit Maastricht, June 2004.
17. Eekelen, I. The way teachers learn. PBL in postgraduate medical training. Universiteit Maastricht, June 2005.
18. Meng, C. Discipline-Specific or Academic ? Acquisition, Role and Value of Higher Education Competencies. Universiteit Maastricht, January 2006.
19. Mamede, S. Reflective Practice in Medicine. Erasmus University Rotterdam, March 2006.

20. Dornan, T. Experience Based Learning. Learning clinical medicine in workplaces. Universiteit Maastricht, May 2006.
21. Gulikers, J. Authenticity is in the eye of the beholder: Beliefs and perceptions of authentic assessment and the influence on student learning. Open Universiteit Nederland, November 2006.
22. Nijhuis, J. Learning strategies, students' characteristics and their perceptions of the learning environment; an integrated study among business students. Universiteit Maastricht, November 2006.
23. Biesman, R. Competences in Public Health. Universiteit Maastricht, April 2007.
24. Tempelaar, D. Expectancy-value based achievement motivations and their role in student learning. Universiteit Maastricht, May 2007.
25. Marambe, K. Patterns of Student learning in medical education – A Sri Lankan study in traditional curriculum. Universiteit Maastricht, June 2007.
26. Budé, L. On the improvement of students' conceptual understanding in statistics education. Universiteit Maastricht, October 2007.
27. Derkx, H. 'For your ears only'. Quality of telephone triage at out-of-hours centres in the Netherlands June 2008.
28. Maiorova, T. The role of gender in medical specialty choice and general practice preferences. Maastricht University, May 2009.
29. Van Hell, A. The clinical learning environment: transition, clerkship activities and feedback. University of Groningen, December 2009.
30. Wetzel, S. Individualised strategies for prior knowledge activation. Open University The Netherlands, December 2009.
31. Lew, M. Student self-assessment in higher education. Erasmus University Rotterdam. October 2010.
32. Rientjes, B. Understanding social interaction in Computer-Supported Collaborative Learning. The role of motivation on social interaction. Maastricht University, May 2010.
33. Stolper, E. Gut feelings in general practice. Maastricht University, February 2010.
34. Stalmeijer, R. Evaluating Clinical Teaching through Cognitive Apprenticeship. Maastricht University, July 2011.
35. Malling, B. Managing work-based postgraduate medical education in clinical departments. Maastricht University, July 2011.
36. Beausaert, S. The use of personal development plans in the workplace: effects, purposes and supporting conditions. Maastricht University, October 2011.
37. Widyandana, D. Integrating pre-clinical skills training in skills laboratory and primary health care centers to prepare medical students for their clerkships. Maastricht University, October 2011.
38. Kloppenburg, R. Inhoud, functie en kwaliteit van competentiegerichte assessments in social work opleidingen (content, function and quality of competency-based assessments in social work training programs). Utrecht University, October 2011.
39. Overeem, K. Doctor performance assessment: development and impact of a new system. Radboud University Nijmegen, November 2011.
40. Ying Liaw, S. Rescuing A Patient In Deteriorating Situations (RAPIDS). A programmatic approach in developing and evaluating a simulation-based educational program. Maastricht University, November 2011.
41. Zundert, M. Conditions of Peer assessment for Complex Learning. Maastricht University, May 2012.
42. Ahmad, A. Development and assessment of nursing competency profile of registered nurses in public teaching hospitals in Malaysia. University of Malaya, Malaysia, July 2012.
43. Van Roermund, T. How do postgraduate medical teachers develop their technical skills? A study about the beliefs of teachers, and feedback of residents in academic day release programmes. Radboud University, Nijmegen, January 2013.

44. Wijnen-Meijer, M. Readiness for clinical practice: Studies about transitions in medical education, the influence of vertically integrated curricula and the assessment of readiness for practice. Utrecht University, February 2013.
45. Ladhani, Z. Community Based Education and Professional Competencies: A study of institutional structures, perspectives and practices in Pakistan. Maastricht University, July 2014.
46. De Kleijn, R. Master's Thesis Supervision: Feedback, interpersonal relationships, and adaptivity. Utrecht University, September 2014.
47. Susilo, A. Learning to be the patient advocate: The development of a communication skills course to enhance nurses' contribution to the informed consent process. Maastricht University, October 2013.
48. Mpotos, N. Achievement and maintenance of high quality resuscitation skills: Automated Learning through an Interactive Virtual Environment (ALIVE). Gent University, November 2013.

Supervisor Honorary Doctorate

Honorary Supervisor for Howard S. Barrows, on the occasion of the 25th anniversary of the University of Maastricht, 12 January 2001.

Software Development

An approximate of 100 computer programmes to score, administer and archive examinations of the medical school.

Grants

- | | |
|--------------|--|
| 1984: | Development of progress testing in Physiotherapy, Grant Organisation: Minister of Education (€100.000) |
| 1989: | Computer-based assessment of clinical reasoning Grant Organization: IBM-Nederland, (€90.000,-) |
| 1993: | Assessment of medical expertise Grant Provider: Profileringsfonds RL (€90.000,-) |
| 1995: | Computerized Problem-based Testing, Grant Organization: European Union (€120.000). |
| 1996 – 1998: | Various studyability funds (national government funds, Ministry of Education) achieved in several faculties of the UM (€350.000) |
| 2000 | Dutch Research Council, Teacher portfolio development (€125.000; ref nr 411-21-202) |
| 2001 | Script Concordance Test and use of expertise (B.Charlin), Royal College of Surgeons in Canada (US\$ 28000) |
| 2001: | Development of Electronic portfolios. Stichting SURF, Utrecht. (€450.000; SURF 02.1271, Un of Utrecht, Higher Education Utrecht) |
| 2004 | European Portfolio Initiatives Coordination Committee, European Union Brussels (€652.185; ref nr 2003- 4719 /001-001 EDU-ELEARN; partners: Eur Inst for Elearning France, Centre for Educ Technology Interoperability Standards UK, Eur School Net Belgium, Giunti Labs UK, Helsinki University of Technology Finland) |
| 2007-2009: | Electronic Virtual Patients, European Union Brussels (€250.000; ECP-2006-EDU-410030; partners: St Georges Un of London, Karolinska Institutet, Ludwig Maximiliaens Clinic Un of Muenchen, Un of Warwick, Fac of Med Heidelberg, Un of Med and Pharm Cluj-Napoca, Un of Jagiellonski) |

2007-2008:	Medical Council of Canada (MCC), Towards a systems-based culture of professional self-regulation through directed self-assessment (Can\$50.000; partners: Un of Dalhousie Can, Un of Calgary Can, McMaster Un Can, Manchester Un UK, Am Board of Int Med USA)
2007-2009:	Demand-driven longitudinal feedback in multisite progress testing, Stichting SURF, Utrecht. (€250.000; ref nr OW07.0422; partners: Un of Groningen, Nijmegen, Leiden)
2010-2012:	AdaPT, adaptieve voortgangstoetsing (adaptive progress testing). Stichting SURF, Utrecht. (€120.000; partners: Cito, Arnhem)
2010-2013:	VGTogether – samenwerken in voortgangstoetsing (collaboration on progrss testing). Stichting SURF, Utrecht. (€396.200; partners: Cito, Arnhem)
2011-2012	Dutch Research Council, Review on effective formative assessment strategies (€50.000; ref nr 411-11-697)

Academic Awards and Honours

1. Thomas Hale Ham Award for New Investigators 1989, American Association for Medical Colleges for Kraan, H.F., Crijnen, A.A.M., Vleuten, C.P.M. van der & Imbos, Tj. (1989) Comparison of self and expert evaluation of medical interviewing skills: A multitrait-multimethod approach. Proceedings of the Twenty-eighth Annual Conference on Research in Medical Education.
2. Outstanding Publication Award 1990, American Educational Research Association Division I, for Vleuten, C.P.M. van der & Swanson, D.B. (1990) Assessment of clinical skills with standardized patients: State of the art. Teaching and Learning in Medicine, 2, 58-76.
3. Cox Lectureship Academic Award 1993 Memorial University, St. John's Newfoundland, Canada for scholarship in medical education.
4. Visiting Professor in 1994, Faculty of Health Sciences, McMaster University.
5. Cudmore Lectureship Academic Award 1996, Dalhousie University, Halifax, Canada; for scholarship in medical education.
6. Visiting Professor of the Royal Society of Medicine, Paediatrics section, 1997, United Kingdom.
7. Thomas Hale Ham Award for New Investigators 1998, American Association for Medical Colleges for Dolmans, D., Wolfhagen, I. & Vleuten, C.P.M. van der (1998) Motivational and cognitive processes influencing tutorial groups. Academic Medicine.
8. Lord Cohen Lectureship, September 1999, Honorary Life Membership of Association for the Study of Medical Education (ASME), United Kingdom
9. Terril A. Mast TLM Excellence Award 1999, for outstanding paper, published in Teaching and Learning in Medicine, that has made a significant contribution to medical education
10. Best Publication Award Dutch College of General Practitioners 1999 for Ram, P., Grol, R., Rethans, JJ. & Vleuten, C.P.M. van der (1999) Videotoetsing van huisartsen in de eigen praktijk (Video assessment of general practitioners in their own practice). Huisarts en Wetenschap, 10, 39-46.

11. Outstanding Publication Award 2002, American Educational Research Association Division I, for Norman, G.R., Van der Vleuten, C.P.M. & Newble, D.I. (Eds.) (2002) International Handbook of Research in Medical Education. Vol I & II. Dordrecht: Kluwer Academic Publishers.
12. Spinoza Professorship 2004, University of Amsterdam.
13. John P. Hubbard Award, for significant contribution to research and development of assessment of medical competence. National Board of Medical Examiners, Philadelphia, USA, NBME Board Meeting, March 2005 (career award).
14. Fox Award for the Best Research Presentation at the Annual Meeting for J. Sargeant, K. Mann, D. Sinclair, C. van der Vleuten, J. Metsemakers, P. Muirhead, Suzanne Ferrier, Family physicians' learning in practice: Experiences of high-scorers. , Society for Academic Continuous Medical Education (SACME), Austin Texas, USA, April 2005.
15. St Georges, University of London, 2007/8 Honorary Visiting Professor.
16. The Richard Farrow Gold Medal awarded by the Association for the Study of Medical Education (ASME) in the UK for outstanding contribution to medical education (later called the ASME Gold Medal Award), ASME Scientific Meeting, Leicester, United Kingdom, September 2008 (career award).
17. Royal College Lecturer of the year 2009, The Royal College of Physicians and Surgeons of Canada.
18. Royal civil decoration: Officer in the Order of Orange-Nassau, in honour of the societal merit of academic achievements, April 2010 (career award).
19. Research Chair, King Saud University, Riyahd, Kingdom of Saudi Arabia, 1 June 2010 until January 2012.
20. Honorary Professor in Assessment in Medical Education, Department of Surgery and Internal Medicine, University of Copenhagen, 1 July 2010 – 1 July 2015.
21. Best paper by a New Investigator Award 2011, American Educational Research Association Division I, for Govaerts, M., Schuwirth, L., Muijtjens, A. & van der Vleuten, C., "Assessing Raters for Workplace-Based Assessment: A Cognitive Approach", April 2011.
22. Honorary Professor, Department of General Practice, Radboud University Nijmegen, 1 September 2011 – present.
23. Maastricht University ranked as number one on scientific productivity based on a literature analysis of publications in medical education 1988-2010 with C.P.M van der Vleuten ranked as the most productive author (Rotgans, J. I. (2011) The themes, institutions, and people of medical education research 1988-2010: content analysis of abstracts from six journals. *Adv Health Sci Educ Theory Pract.* 10.1007/s10459-011-9328-x)
24. Karolinska Institutet Prize for Research in Medical Education for outstanding scholarship in research, Karlinska Institute, Stockholm, October 2012 (carteer award).

25. Honorary Professor, Northumbria University, Newcastle upon Tyne, United Kingdom, December 2012 – December 2015.
26. Adjunct Professor, School of Medicine, University of Western-Sydney, New South-Wales, Australia, October 2013 – October 2015.

Invited addresses/Keynotes/Lectures

1. Van der Vleuten, C.P.M. A programmatic approach to assessment. Invited Address, 10th Asian Pacific Medical Education Conference, Singapore, January 2013.
2. Van der Vleuten, C.P.M. Teacher as an Assessor: Current trends. 8th. Invited Address International Medical Education Conference – IMEC 2013, Kuala Lumpur, March 2013.
3. Van der Vleuten, C.P.M. Experiences with progress testing by medical schools in the Netherlands. Invited Lecture Faculty of Mediccine, Aachen University, April 2013, Aachen, Germany.
4. Van der Vleuten, C.P.M. A Programmatic Approach to Assessment. Keynote Lecture, AMEEMR conference on Medical Education, April 2013, Riyadh, Saudi Arabia.
5. Van der Vleuten, C.P.M. Lessons learned in the assessment of professional competence. Invited Address 4th Conference on Frontiers in Medical Education, May, 2013, Sao Paulo, Brazil.
6. Van der Vleuten, C.P.M. A Programmatic Approach to Assessment. Invited Address 6e Forum International Francophone De Pédagogie Des Sciences De La Santé, Montréal, May 2013.
7. Van der Vleuten, C.P.M. Experiences with progress testing by collaborating medical schools. 17th Annual IAMSE Meeting, St. Andrews Scotland, June 10, 2013.
8. Van der Vleuten, C.P.M. Taking evidence seriously: what would happen to our training programmes? Keynote lecture AMEE Conference, Prague, August 2013.
9. Van der Vleuten, C.P.M. Feedback and assessment. Invited lecture, Postgraduate education meeting University of Rotterdam, September 2013, Rotterdam, The Netherlands.
10. Van der Vleuten, C.P.M. A Programmatic Approach to Assessment. Invited lecture CAMERA Seminar Series, Plymouth University Peninsula Schools of Medicine & Dentistry, Plymouth, United Kingdom, October 2013.
11. Van der Vleuten, C.P.M. Oude mensen en nieuwe dokters: Over de rol van toetsen in opleiding. Invited Address Interstavendag Huisartsopleiding Nederland, October 2013.
12. Van der Vleuten, C.P.M. Assessment: a key tool in health professions education. Keynote Address European Midwife Association (EMA) Education Conference, 29 November 2013.
13. Van der Vleuten, C.P.M. In-house examinations. Evidence on the Assessment of Competence, Invited Lecture, King Saud University, Riyadh, Saudi Arabia, January 2012.

14. Van der Vleuten, C.P.M. How to Assess Students' Clinical Performance. Invited Lecture Medizinische Universität Wien, Vienna, Austria, April 2012.
15. Van der Vleuten, C.P.M. Widening perspectives on assessment. Invited Address 15th Ottawa Conference, Kuala Lumpur, Malaysia, March 2012.
16. Van der Vleuten, C.P.M. General aspects of assessment and progress testing. Invited address Seminar on The Renewal of Undergraduate Medical Education in Sweden, Stockholm, Sweden, May 2012
17. Van der Vleuten, C.P.M. Lessons learned in the assessment of professional competence. Invited lecture, University of Michigan, Ann Arbor, USA, June 2012.
18. Van der Vleuten, C.P.M. Lessons learned in the assessment of professional competence. Invited lecture, Medical Education Grand Rounds, School of Medicine, Vanderbilt University, Nashville, USA, June 2012.
19. Van der Vleuten, C.P.M. Lessons learned in the assessment of professional competence. Invited lecture, Faculty of Pharmaceutical Sciences, University of British Columbia, Vancouver, Canada, October 2012.
20. Van der Vleuten, C.P.M. Programmatic Assessment: Combining optimized choices. 2nd Gordon Page Invited Lecture, CHES Celebration of Scholarship 2012, University of British Columbia, Vancouver, Canada, October 2012.
21. Van der Vleuten, C.P.M. What research has to say about assessment. Symposium on Medical Education, Karolinska Institutet, Stockholm, Sweden, October 2012.
22. Van der Vleuten, C.P.M. Assessment of the future. Symposium on Medical Education, Karolinska Institutet, Stockholm, Sweden, October 2012.
23. Van der Vleuten, C.P.M. Wat als we het nu eens echt anders gingen doen? Onderwijs symposium "Bevlogenheid in het medisch onderwijs", Academisch Medisch Centrum, November 2012
24. Van der Vleuten, C.P.M. Een model voor programmatisch toetsen. Toetsconferentie Fontys Hogeschool "De lat omhoog!", November 2012.
25. Van der Vleuten, C.P.M. Een systemische aanpak van toetsing, Hoofdlezing NVMO-congres, November 2012.
26. Van der Vleuten, C.P.M. Assessment of medical competence: Past, present, and future? Inaugural address as Honorary Professor in Assessment in Medical Education, University of Copenhagen, Denmark, February 2011.
27. Van der Vleuten, C.P.M. Governance, quality and lessons in assessment. Invited lecture, University of Damman, Damman, Kingdom of Saudi Arabia, February 2011.
28. Van der Vleuten, C.P.M. Evidence on the Assessment of Competence. Keynote address, 6th Congress of the Asian Medical Education Association (AMEA), Kuala Lumpur, Malaysia, March 2011.

29. Van der Vleuten, C.P.M. A model for programmatic assessment fit for purpose. Invited address Symposium Implementing Portfolio Systems for Learning and Assessment, Cleveland, Ohio, USA, April 2011.
30. Van der Vleuten, C.P.M. Lessons learned in the assessment of professional competence. Invited lecture, Ross University, Dominica, April 2011.
31. Van der Vleuten, C.P.M. International Trends in Outcomes Assessment, National Assessment Program of the Australian Medical Assessment Collaboration, Brisbane, Australia, May 2011.
32. Van der Vleuten, C.P.M. Trends and Lessons learned in the assessment of professional competence. University of Queensland, Brisbane, May 2011.
33. Van der Vleuten, C.P.M. Experiences with progress testing by medical schools in the Netherlands. Invited lecture Faculty of Veterinary Medicine, Utrecht University, The Netherlands, September 2011.
34. Van der Vleuten, C.P.M. Motivating professionals: Does assessment and supervision work when training residents. 2nd Conference IQ Healthcare, Radboud University, Nijmegen, 10 September 2010.
35. Van der Vleuten, C.P.M. The current state of affairs in assessment of competence: History, Research and Practical Implications. Lección Miriam Friedman, XX Congreso de la Sociedad Espanola de Education Medica, October 2011, Valladolid, Spain.
36. Van der Vleuten, C.P.M. Assessment in the Workplace, Third International Symposium of Medical Deans, Beijing, 21-25 October 2010.
37. Van der Vleuten, C.P.M. Lessons learnt in assessment: Moving beyond the psychometric discourse. The Colleges of Medicine of South Africa, Cape Town, 7 November 2010, Durban 8, 9 November 2010, Johannesburg, 9 November 2010.
38. Van der Vleuten, C.P.M. Moving beyond the psychometric discourse: A model for programmatic assessment. Researching Medical Education, Association for the Study of Medical education, London, 23 November 2010.
39. Van der Vleuten, C.P.M. An update on the assessment of professional competence. Educational Scholarship Meeting, College of Medical, Veterinary and Life Sciences, Glasgow, 26 November 2010.
40. Van der Vleuten, C.P.M. The value of (European) Licensing Exams. ASME Meeting "Examining the Evidence", London, 7 December 2010
41. Van der Vleuten, C.P.M. (Meet)instrumenten voor interne kwaliteitszorg. CBOG Symposium Kwaliteitssysteem, Amsterdam, 12 februari 2009.
42. Van der Vleuten, C.P.M. Medical education research of workplace learning and implications for practice. Symposium Understanding and Applying Workplace Learning in Clinical Practice, VU Medical Centre, Amsterdam, 13 February 2009.
43. Van der Vleuten, C.P.M. Lessons learned in assessment: History, Research and Practical Implications. Invited Address 6th Asia Pacific Medical Education Conference (APMEC), 19-23 February 2009, Singapore.

44. Van der Vleuten, C.P.M. State of the art in assessment of clinical competence. Invited Lecture held at the Instituto de Medicina Integral Professor Fernando Figueira (IMIP), Recife, Brazil, 15 May 2009.
45. Van der Vleuten, C.P.M. Leren en toetsen op de werkplek. Onderwijsdag Diergeneeskunde, Utrecht, 26 mei 2009.
46. Van der Vleuten, C.P.M. An overview of assessment in medical Education. 13th Annual Meeting International Association of Medical Science Educators, Leiden, June 29-July 3, 2009.
47. Van der Vleuten, C.P.M. Lessons learned in assessment: moving beyond the psychometric discourse. Invited Address at the International Conference on Residency Education (ICRE), Victoria BC, Canada, 24 September 2009.
48. Van der Vleuten, C.P.M. New developments in Assessment: Moving beyond the psychometric discourse. Invited Address Medical Education Research Meeting, Taipei, Taiwan, 3-4 October 2009.
49. Van der Vleuten, C.P.M. Five fundamental questions on research in medical Education. Invited Address Medical Education Research Meeting, Taipei, Taiwan, 3-4 October 2009.
50. Van der Vleuten, C.P.M. Problem-based learning and the Maastricht evolutions. Invited Address Medical Education Research Meeting, Taipei, Taiwan, 3-4 October 2009.
51. Van der Vleuten, C.P.M. Lessons learned in assessment. Invited address at the Wilson Centre Research Day, Toronto, Canada, October 2008.
52. Van der Vleuten, C.P.M. State of the art in assessment of clinical competence. Dalhousie University, Halifax, Canada, October 2008.
53. Van der Vleuten, C.P.M. Research in medical education. Plenary ‘Spotlight’ AMEE annual conference, Trondheim, August 2007.
54. Van der Vleuten, C.P.M. Expanding horizons in clinical learning. Invited address Peninsula Medical School Curriculum Conference, Plymouth, UK, May 2007.
55. Van der Vleuten, C.P.M. Onderwijsinnovatie en effect op zorg (Educational innovation and effect of health care). Symposium in honour of Prof E van Veen, Free University of Amsterdam, February 2007.
56. Van der Vleuten, C.P.M. Medical education from a European perspective. Invited address Conference on Frontiers in Medical Education, Hong Kong, December 2007.
57. Van der Vleuten, C.P.M. (2006) Tests drive learning: The importance of Assessments in Medical Education. Train the Trainer Assessment Workshop, Muscat, Sultanate of Oman, January, 2006.
58. Van der Vleuten, C.P.M. (2006) Toetsing in het Hoger Onderwijs. Katholieke Hogeschool Mechelen, Januari 2006.
59. Van der Vleuten, C.P.M. (2006) Standard Setting, Muscat, Sultanate of Oman, January, 2006

60. Van der Vleuten, C.P.M. (2006) An overview of assessment of (clinical) competence. Assessment of clinical competence: from theory to practice, Cardiovascular Foundation Conference. Buenos Aires, Argentina, April 2006.
61. Van der Vleuten, C.P.M. (2006) Research in medical education: methods, trends and future demands. 4th National Conference on Medical Education, Adana, Turkey, May 2006.
62. Van der Vleuten, C.P.M. (2006) Overview of Major Trends and Developments in the 20th Century. ASME Conference on Medical Education: Its history, current status and future challenges. Maastricht University, July 2006.
63. Van der Vleuten, C.P.M. (2006) Assessment: Programmes not Methods. ASME Conference on Medical Education: Its history, current status and future challenges. Maastricht University, July 2006.
64. Van der Vleuten, C.P.M. (2006) An overview of assessment in medical education: reliability, validity, educational consequences. 4th National Conference on Medical Education, Adana, Turkey, May 2006.
65. Van der Vleuten, C.P.M. (2006) Where are we with assessment and where are we going? Invited Address AMEE Conference 2007, Genoa, Italy, September 2006.
66. Van der Vleuten, C.P.M. (2005) Toetsing in hoger onderwijs: Onderzoek en ontwikkelingen, Computer Based Testing conference, Baarn, April 2005.
67. Van der Vleuten, C.P.M. (2005) Assessment: a personal odyssey. National Board of Medical Examiners Board Meeting, Philadelphia, USA, March 2005. Van der Vleuten, C.P.M. (2004) Assessment in Problem-based Learning. Invited Lecture, Diponegoro University, Semarang, Indonesia, March 2004.
68. Van der Vleuten, C.P.M. (2004) David Newble: A raw diamond in the making. Retirement Symposium 30 April 2004, Sheffield, United Kingdom.
69. Van der Vleuten, C.P.M. (2003) Some problems, answers and puzzles in life-long learning. Annual Conference 2003, Consortium of Institutes of Higher Education in Health and Rehabilitation in Europe, Maastricht, March 2003.
70. Van der Vleuten, C.P.M. (2003) De wetenschappelijke onderbouwing van toetsen. Onderwijsdag Faculteit Diergeneeskunde, Papendal, Augustus 2003.
71. Van der Vleuten, C.P.M., Drenthe, A., Driessens, E. (2003) Beoordelen van portfolio's. Surf Symposium Portfolio in het Hoger Onderwijs, Zwolle, Oktober 2003.
72. Van der Vleuten, C.P.M., Elshout-Mohr, M. (2003) Beoordelen met portfolio's. Surf Onderwijsdagen 2003, Den Haag, November 2003.
73. Van der Vleuten, C.P.M. (2002) New Trends in Evaluation. Nouvelles tendances en Enseignement de la santé, Montreal, Canada, 15 February 2002.
74. Borderline approaches to performance assessment. Invited presentation at the Association for Medical Education in Europe, Lissabon, September 2002.

75. Van der Vleuten, C.P.M. (2002) Is there life after the OSCE? Invited presentation at the Association for Medical Education in Europe, Lissabon, September 2002.
76. Van der Vleuten, C.P.M. (2002) Where are we going with assessment and why? Conference on Evaluation in Medical Education, The Danish Medical Association, Copenhagen, 7-8 November 2002.
77. Van der Vleuten, C.P.M. Opleiden, opleiden opleiden..... [Teaching, teaching, teaching.....] Invited closing address Dutch Association of Medical Education Conference 2002, 14-15 November, Egmond aan Zee, The Netherlands
78. Scherpbier, A.J.J.A., Van der Vleuten, C.P.M., Wolfhagen, H.A.P. & Dolmans, D.H.J.M. (2002) Evaluation of clinical teaching. Invited address held at "Evaluation der universitären Lehre, Internationales Symposium zum 30-jährigen Gründungsjubiläum des Instituts für medizinische und pharmazeutische Prüfungsfragen IMPP, Mainz, Germany, 30 October 2002.
79. Van der Vleuten, C.P.M. (2001) Die Vorlesung: Für und Wider im (Medizin) Studium. Invited Lecture Sitzung des Fakultätsrates Humoldt Universität zu Berlin, Berlin, February 2001.
80. Van der Vleuten, C.P.M. (2001) Important Considerations in the Assessment of Clinical Competence. Invited Address Lister International Meeting on the Assessment of Competence in the Health Professions, Scottish Council for Postgraduate Medical and Dental Education, Edinburgh, April 2001.
81. Van der Vleuten, C.P.M. (2001) The Need for Evidence in Education. Invited Address Leiden International Medical Students Congress, Leiden, March 2001.
82. Van der Vleuten, C.P.M. (2001) De rol van de onderwijskunde in de beroepsopleiding tot (huis-)arts. Plenaire voordracht Interstavendag Huisartsgeneeskunde, Amsterdam, Mei 2001.
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84. Van der Vleuten, C.P.M. (2001) 25 jaar UM: Way kan de bijdrage (nog) zijn? Plenaire voordracht "PGO receipt of Concept", Lustrumsymposium ter gelegenheid van 25 jaar Universiteit Maastricht. Maastricht, Juni 2001.
85. Van der Vleuten, C.P.M. (2001) The State of the Art in Student Assessment. Invited Lecture Medical Education Rounds, McGill University Montreal, Montreal, October 2001.
86. Van der Vleuten, C.P.M. (2001) The OSCE, a temporary fashion or an essential tool? Invited Address Colloque de Pédagogie Médicale: Implanter l'Ecos dans son milieu, Montreal, October 2001.
87. Van der Vleuten, C.P.M. (2001) Major Tendencies in Evaluation. Invited Address Colloque de Pédagogie Médicale: Implanter l'Ecos dans son milieu, Montreal, October 2001.
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92. Van der Vleuten, C.P.M. (2000) Problem-based learning: From educational theory to practice. *Think Tank Meeting Teaching and Learning in the New Millennium*, Chinese University of Hong Kong, Hong Kong, April 2000.
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96. Van der Vleuten, C.P.M. (2000) The need for evidence-based education. *Invited Address 10th Seminar on Developing Medical Education*, Helsinki, February 2000.
97. Van der Vleuten, C.P.M. (1999) The role of ICT in student achievement testing. *Invited Address National Conference on ICT and Testing*, Assen, December 1999.
98. Van der Vleuten, C.P.M. (1999) Evidence in education. *Invited Address at Inaugural Meeting of the Danish Society of Medical Education*, November 1999.
99. Van der Vleuten, C.P.M. (1999) Defining and assessing the competencies required by doctors. *Lord Cohen Lecture, ASME Annual Scientific Meeting*, Nottingham, September 1999.
100. Van der Vleuten, C.P.M. (1999) The need for evidence-based education. *Invited Address Annual Conference of the association of Medical Education in Europe (AMEE)*, Linköping, September 1999.
101. Van der Vleuten, C.P.M. (1998). Opportunities and limitations of the OSCE in assessing clinical competence. *Invited Address Core Curriculum Conference*, Leeds, 2 April 1998.
102. Van der Vleuten, C.P.M. (1998) Towards new paradigms in higher education. *Invited Address at the Conference of Rectors in Europe 50th Bi-annual Conference*, London, 21-22 May 1998.
103. Van der Vleuten, C.P.M. (1998) Research issues derived from the 8th Ottawa Conference, *Invited Conference Wrap-up, 8th International Ottawa Conference on Medical Education and Assessment*, Philadelphia, July 12-15.

104. Van der Vleuten, C.P.M. (1998) State of the art in the assessment and evaluation of clinical competence. *Invited address at the Conference on Messages from Educational Research, European Academy of Teachers in General Practice*, Maastricht, 13-14 November.
105. Van der Vleuten, C.P.M. (1998). Learning about Learning. *Invited Address Conference on Education and Labour Market*, Amsterdam, 8 december 1998.
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108. Van der Vleuten, C.P.M. (1997) A rational approach to education. *International Conference on Studying Obstacles Dutch National Union of Students (LSVB)*. Nijmegen, 21 March 1997.
109. Van der Vleuten, C.P.M. (1997) Assessment of medical student's knowledge and skills. *Conference on Postgraduate Training in Europe*. Royal Society of Medicine, London, May 1997.
110. Van der Vleuten, C.P.M. (1997) Measuring Clinical Competence: State of the Art. *Catelan Society of Medicine. Palma de Mallorca*, May 1997.
111. Van der Vleuten, C.P.M. (1997) Assessment in clinical training. *Invited Address National Conference on Medical Education*, 1997. Veldhoven, November 1997.
112. Van der Vleuten, C.P.M. (1996) Competence assessment and the challenge of educational utility. *Inaugural Lecture at the occasion of the Cudmore Lectureship in Medical Education*, Halifax, Canada, January 1996.
113. Van der Vleuten, C.P.M. (1996) Problem-based learning as a method of producing a professional equipped with competency-based skills. *Invited lecture held at the College of Pharmacy, Dalhousie University*, Halifax, Canada, January 1996.
114. Van der Vleuten, C.P.M. (1996) Towards a system of independent learning. *Symposium on Problem-based Learning at the Dental Faculty University of Dublin*, Dublin, April 1996
115. Van der Vleuten, C.P.M. (1996) Evidence on the effectiveness of problem-based learning. *Invited Address at the Workshop on problem-based learning and its implications for medical education in the UK*, Fellowship of Postgraduate Medicine, London, June 1996.
116. Van der Vleuten, C.P.M. (1996) Methods of assessment in certification. *Invited Address 2nd National Conference on Assessment in Medical Education of the Australian Medical Council*, Brisbane, Australia, October/November 1996.
117. Van der Vleuten, C.P.M. (1995) Research issues in clinical competence assessment. *Invited presentation at the Annual Meeting of the Association in Medical Education*, London, December, 1995.
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120. Van der Vleuten, C.P.M. (1995) The assessment of clinical competence in relation to postgraduate training. *Invited address at the symposium on Postgraduate Medical Training, British Medical Association*. London, UK, May 1995.
121. Van der Vleuten, C.P.M. (1995) Techniques of clinical competence assessment. *Invited presentation held at the Refresher/Recycling Course in Urology*, Lisbon, March 1995.
122. Van der Vleuten, C.P.M. (1994) The assessment of clinical competence: a personal testimony. *Invited address at the Tricennial McMaster Conference on Problem-based Learning: the State of the Art*, Hamilton, Canada, June 1994.
123. Van der Vleuten, C.P.M. (1994) Un autre rôle pour les bibliothèque de l'enseignement supérieur: L'expérience d'apprentissage sur la résolution de problèmes, menée avec succès depuis plus de vingt ans dans une Faculté de Médecine. Presenté pour l'Association Belge de Documentation. Gembloux, Belgium, May 1994.
124. Van der Vleuten, C.P.M. (1994) Experience with progress testing at Maastricht. *Invited Lecture held at the Education Rounds McMaster University*, Hamilton, Canada, April 1994.
125. Van der Vleuten, C.P.M. (1994) Beoordelen in stages. *Plenaire Voordracht gehouden op het symposium Buitenschools Leren in Beweging*, Amersfoort, Maart 1994.
126. Van der Vleuten, C.P.M. (1993) Problem-based learning experiences. *Lecture held at the University of Liege*, Liege, Belgium, February 1993.
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128. Van der Vleuten, C.P.M. (1993) *Educational renewal and educational management organization: a different perspective*. Invited Lecture, Memorial University Medica School, St. John's, Canada.
129. Van der Vleuten, C.P.M. (1993) Conference summary: Student assessment in community-oriented medical education. *Invited address held at the First International Symposium on Student Assessment*, Penang, Malaysia, January 1993.
130. Van der Vleuten, C.P.M. (1992) An overview of clinical competence assessment. *Invited lecture held at the School of Postgraduate Medical Studies*, National University of Singapore.
131. Van der Vleuten, C.P.M. (1992) Assessment of Habitual Skills. *Invited lecture held at the School of Postgraduate Medical Studies*, National University of Singapore.
132. Van der Vleuten, C.P.M. (1991) Reliability and validity of competency-based assessment methods. *Invited address at the Australian Medical Council Conference on Competency-based Skills Assessment*, Melbourne, July 1991.

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134. Van der Vleuten, C.P.M. (1990) Toetsing van medische competentie: Stand van zaken en ontwikkelingen *Rede gehouden voor het eerste nationale congres Gezond Onderwijs: Onderwijsdagen voor Opleiders in de Gezondheidszorg*. Oud-Poelgeest, 1990.
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136. Van der Vleuten, C.P.M. (1990) Student assessment in innovative medical curricula. *Presentation held at the University of Witten/Herdecke*. Herdecke, Germany, June 1990.
137. Van der Vleuten, C.P.M. (1990) Van meten naar weten: Over de constructie en de validering van meetsschalen in de sociale wetenschappen. *Research Seminar t.b.v. het Academisch Centrum voor Huisartsgeneeskunde, Katholieke Universiteit Leuven*. Leuven, Belgium, Mei 1990.
138. Van der Vleuten, C.P.M. (1988) How to adapt assessment to educational objectives. *Presentation held at the American Board of Internal Medicine (ABIM) and National Board of Medical Examiners (NBME)*, Philadelphia, October 1988.
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Publications

International Journal Articles

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2. Alves, d. L. A., & Van der Vleuten, C. (2013). Educational Impact of performance appraisal: the case of the Mini-Clinical Evaluation Exercise (Mini-CEX)]. *Medicina*, 73(3), 287.
3. Bergman, E. M., de Bruin, A. B., Herrler, A., Verheijen, I. W., Scherbier, A. J., & Van der Vleuten, C. P. (2013). Students' perceptions of anatomy across the undergraduate problem-based learning medical curriculum: a phenomenographical study. *BMC Medical Education*, 13(1), 152.
4. Bergman-de Bres, E., Sieben, J., Smailbegovic, I., Bruin, A. d., Scherbier, A., & Vleuten, C. (2013). Constructive, collaborative, contextual, and self-directed learning in surface anatomy education. *Anatomical Sciences Education*, 6, 114-124.
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- Holmboe, E., Roy, M. J., Wittich, C. M., & Lipner, R. S. (2013). Functional neuroimaging correlates of burnout among internal medicine residents and faculty members. *Frontiers in psychiatry*, 4.
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18. Frambach, J. M., van der Vleuten, C. P., & Durning, S. J. (2013). AM Last Page: Quality Criteria in Qualitative and Quantitative Research. *Academic Medicine*, 88(4), 552.
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20. Govaerts, M. J., van de Wiel, M. W., & van der Vleuten, C. P. (2013). Quality of feedback following performance assessments: does assessor expertise matter? *European Journal of Training and Development*, 37(1), 105-125.
21. Harrison, C. J., Könings, K. D., Molyneux, A., Schuwirth, L. W., Wass, V., & van der Vleuten, C. P. (2013). Web-based feedback after summative assessment: how do students engage? *Medical Education*, 47(7), 734-744.
22. Hejri, S. M., Jalili, M., Muijtjens, A. M., & Van Der Vleuten, C. P. (2013). Assessing the reliability of the borderline regression method as a standard setting procedure for objective structured clinical examination. *Journal of Research in Medical Sciences*, 887.
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26. Huwendiek, S., Duncker, C., Reichert, F., De Leng, B. A., Dolmans, D., van der Vleuten, C. P., Haag, M., Hoffmann, G. F., & 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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 28. Jippes, M., Driessen, E. W., Broers, N. J., Majoor, G. D., Gijselaers, W. H., & van der Vleuten, C. P. (2013). A Medical School's Organizational Readiness for Curriculum Change (MORC): Development and Validation of a Questionnaire. *Academic Medicine*, 88(9), 1346-1356.
 29. Jippes, M., Driessen, E. W., Majoor, G. D., Gijselaers, W. H., Muijtjens, A. M., & Van Der Vleuten, C. P. (2013). Impact of national context and culture on curriculum change: A case study. *Medical Teacher*(0), 1-10.
 30. Junod Perron, N., Nendaz, M., Louis-Simonet, M., Sommer, J., Gut, A., Baroffio, A., Dolmans, D., & van der Vleuten, C. (2013). Effectiveness of a training program in supervisors' ability to provide feedback on residents' communication skills. *Adv Health Sci Educ Theory Pract*, 18(5), 901-915.
 31. Leppink, J., Broers, N. J., Imbos, T., van der Vleuten, C. P., & Berger, M. P. (2013). The effectiveness of propositional manipulation as a lecturing method in the statistics knowledge domain. *Instructional Science*, 1-14.
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 33. Leppink, J., Paas, F., Van der Vleuten, C. P., Van Gog, T., & Van Merriënboer, J. J. (2013). Development of an instrument for measuring different types of cognitive load. *Behavior research methods*, 1-15.
 34. Moonen-van Loon, J., Overeem, K., Donkers, H., van der Vleuten, C., & Driessen, E. (2013). Composite reliability of a workplace-based assessment toolbox for postgraduate Medical Education. *Advances in Health Sciences Education*, 1-16.
 35. Pelgrim, E., Kramer, A., Mokkink, H., & van der Vleuten, C. (2013). Reflection as a component of formative assessment appears to be instrumental in promoting the use of feedback; an observational study. *Medical Teacher*, 35(9), 772-778.
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 37. Prescott-Clements, L., Schuwirth, L., van der Vleuten, C., Hurst, Y., Whelan, G., Gibb, E., & Rennie, J. (2013). The Cultural Competence of Health Care Professionals Conceptual Analysis Using the Results From a National Pilot Study of Training and Assessment. *Evaluation & the Health Professions*, 36(2), 191-203.
 38. Shaibah, H.S., & van der Vleuten, C.P.M. (2013). The validity of multiple choice practical examinations as an alternative to traditional free response examination formats in gross anatomy. *Anatomical Sciences Education*, 6, 149–156.
 39. Singh, T., de Grave, W., Ganjiwale, J., Supe, A., Burdick, W. P., & van der Vleuten, C. (2013). Impact of a fellowship program for faculty development on the self-efficacy beliefs of health

- professions teachers: A longitudinal study. *Medical Teacher*, 35(5), 359-364.
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 41. Swanson, D. B., & van der Vleuten, C. P. (2013). Assessment of Clinical Skills With Standardized Patients: State of the Art Revisited. *Teaching and Learning in Medicine*, 25(sup1), S17-S25.
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 46. Watling, C., Driessen, E., Vleuten, C. P., Vanstone, M., & Lingard, L. (2013). Music lessons: revealing medicine's learning culture through a comparison with that of music. *Medical Education*, 47(8), 842-850.
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- (2012). Self-assessment and students' study strategies in a community of clinical practice: A qualitative study. *Medical Education Online*, 17.
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