**Refereed international impact-factor journal papers**

1. Durning SJ, Artino A, Van der Vleuten CPM, Schuwirth LWT. Clarifying Assumptions to Enhance Our Understanding and Assessment of Clinical Reasoning. *Academic Medicine* accepted for publication.

2. Harrison CJ, Könings KD, Molyneux A, Schuwirth LWT, Wass V, Van der Vleuten CPM. Web-based feedback after summative assessment: how do students engage? . *Medical Education* accepted.

3. Durning SJ, Garner S, Artino AR, Pangaro LN, Beckman T, Holmboe E, et al. Using functional neuro-imaging comined with a think-aloud protocol to explore clinical reasoning expertise in internal medicine. *Military Medicine* accepted.

4. Schuwirth LWT. Making the horse drink; use of mini-CEX in an assessment for learning view (Lead editorial). *advances in health sciences education* 2013;18(1).

5. Schuwirth LWT. Emotions in learning are more than learning of emotions. *Medical Education* 2013;47(1):3-17.

6. Hu WCY, McColl G, Thistlethwaite J, Schuwirth L, Wilkinson T. Where's the next generation of medical educators? (Editorial). *The Medical Journal of Australia* 2013;198(1):8-9.

7. Walters L, Greenhill J, Richards J, Ward H, Campbell N, Ash J, et al. Outcomes of Longitudinal Integrated Clinical Placements for students, clinicians and society. *Medical Education* 2012;46:1028–41.

8. Van Mook WNKA, SL G, Kieboom W, Castermans M, De Feijter J, De Grave WS, et al. Poor professionalism identified through investigation of unsolicited health care complaints. *postgraduate medical journal* 2012.

9. Van Mook WNKA, Schuwirth LWT, Bion J, on behalf of The Cobatrice Collaboration. Workplace based assessment: how to use it in the ICU. *Netherlands Journal of Critical Care* 2012;16(5):171-80.

10. Van Mook WNKA, Muijtjens AMM, Gorter SL, Zwaveling JH, Schuwirth LWT, CPM VdV. Web-assisted assessment of professional behaviour: novel yet no improvement! *advances in health sciences education* 2012;17:81-93.

11. Van der Vleuten CPM, Schuwirth LWT, Driessen EW, Dijkstra J, Tigelaar D, Baartman LKJ, et al. A model for programmatic assessment fit for purpose. *Medical Teacher* 2012;34:205-14.

12. Schuwirth LWT, Van der Vleuten CPM. Programmatic assessment and Kane’s validity perspective. *Medical Education* 2012;46(1):38-48.

13. Prescott-Clements L, Schuwirth L, Van der Vleuten C, Hurst Y, Whelan G, Gibb E, et al. 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* 2012;online first.

14. LaRochelle JS, Durning SJ, Pangaro LN, Artino AR, Van der Vleuten CPM, Schuwirth LWT. Impact of Increased Authenticity in Instructional Format on Preclerkship Students’ Performance: A Two-Year, Prospective, Randomized Study. *Academic Medicine* 2012;87(10):xxx.

15. Hommes J., Rienties B, De Grave W, Bos G, Schuwirth L, Scherpbier A. Visualising the invisible: a network approach to reveal the informal social side of student learning. *Advances in Health Sciences Education* 2012;17(5):743–57.

16. Govaerts MJB, Van de Wiel MWJ, Schuwirth LWT, Van der Vleuten CPM, Muijtjens AMM. Workplace-based assessment: raters’ performance theories and constructs. *advances in health sciences education* 2012:1-22.

17. Eikelboom JI, ten Cate ThJ, Jaarsma ADC, Raat AN, Schuwirth LWT, van Delden JJM. A Framework for the ethical review of educational research. *Medical Education* 2012;46:728-37.

18. Durning SJ, Artino AR, Boulet JR, Dorrance K, Van der Vleuten C, Schuwirth L. The impact of selected contextual factors on experts’ clinical reasoning performance (does context impact clinical reasoning performance in experts?). *advances in health sciences education* 2012;17:65-79.

19. Durning SJ, Artino A, Boulet J, La Rochelle J, Van der Vleuten C, Arze B, et al. The feasibility, reliability, and validity of a post-encounter form for evaluating clinical reasoning. *Medical Teacher* 2012;34(1):30-37.

20. Dijkstra J, Galbraith R, Hodges B, McAvoy P, McCrorie P, Southgate L, et al. Expert validation of fit-for-purpose guidelines for designing programmes of assessment. *BMC Medical Education* 2012;12(20).

21. Cilliers FJ, Schuwirth LWT, Van der Vleuten CPM. A model of the pre-assessment learning effects of assessment is operational in an undergraduate clinical context. *BMC Medical Education* 2012;12(9).

22. Cilliers FJ, Schuwirth LWT, Van der Vleuten CPM. Modeling the pre-assessment learning effects of assessment: Evidence in the validity chain. *Medical Education* 2012;46(11):1087–98.

23. Cilliers FJ , Schuwirth LWT, Herman N, Adendorff HJ, Van der Vleuten CPM. A model of the pre-assessment learning effects of summative assessment in medical education. *advances in health sciences education* 2012;17:39-53.

24. Berendonk C, Stalmeijer RE, Schuwirth LWT. Assessors’ perspectives on assessment: ‘I think you call it expertise’. *advances in health sciences education* 2012.

25. Winslade N, Taylor L, Shi S, Schuwirth L, Van der Vleuten C, Tamblyn R. Monitoring Community Pharmacist’s Quality of Care: A feasibility study of using pharmacy claims data to assess performance. *BMC Health Services Research* 2011;11(12).

26. van Mook WNKA, de Grave WS, Gorter SL, Zwaveling JH, LWT S, van der Vleuten CPM. Intensive care medicine trainees’ perception of professionalism: a qualitative study. *Anesthesia and Intensive Care* 2011;39(1):107-15.

27. Van Mook WNKA, Bion J, Van der Vleuten CPM, LWT S. Integrating education, training and assessment: competency-based intensive care medicine training. *Netherlands Journal of Critical Care* 2011;15(4):192-8.

28. The CoBaTrICE Collaboration. International standards for programmes of training in intensive care medicine in Europe. *Intensive Care Medicine* 2011;37(3):385-93.

29. Schuwirth LWT, Gruppen L, Mennin S, Onishi H, Pangaro L, Ringsted C, et al. Research in assessment: Consensus statement and recommendation from the Ottawa 2010 conference. *Medical Teacher* 2011;33(3):224-33.

30. Schuwirth LWT, Van der vleuten CPM. AMEE Guide No: 57: General overview of the theories used in assessment. *Medical Teacher* 2011;33:783-97.

31. Schuwirth LWT, Van der Vleuten CPM. Programmatic assessment: from assessment of learning to assessment for learning. *Medical Teacher* 2011;33(6):478-85.

32. Prescott-Clements LE, Gibb E, Van der Vleuten CPM, Schuwirth LWT, Hurst Y, Rennie JS. Measuring the Development of Insight by Health Professionals in Training using Workplace-Based Assessment. *European Journal of Dental Education* 2011;15(3):159-64.

33. La Rochelle JS, Durning SJ, Pangaro LN, Artino AR, Van der Vleuten CPM, Schuwirth LWT. Authenticity of instruction and student performance: a prospective randomised trial. *Medical Education* 2011;45(8):807-17.

34. Govaerts MJB, Schuwirth LWT, Van der Vleuten CPM, Muijtjens AMM. Workplace-Based Assessment: Effects of Rater Expertise. *Advances in health sciences education* 2011;16(2):151-65.

35. Durning SJ, Artino Jr AR, Pangaro L, Van der Vleuten CPM, Schuwirth LWT. Context and clinical reasoning: understanding the perspective of the expert’s voice. *Medical Education* 2011;45(9):927 - 38.

36. Dijksterhuis M, Schuwirth LWT, Braat D.D.M., Scheele F. What's the problem with the mini-CEX (Letter to the editor). *Medical Education* 2011;45(3):318-9.

37. Bullock A, Wilde J, Bion J, Clutton-Brock T, Flaatten H, Mathy B, et al. International standards for programmes of training in intensive care medicine in Europe. *Intensive Care Medicine* 2011;37(3):385-93.

38. Durning SJ, Artino A, Pangaro L, Van der Vleuten C, Schuwirth L. Redefining Context in the Clinical Encounter: Implications for Research and Training in Medical Education *academic medicine* 2010 85(5):894-901.

39. Van Mook WNKA, Van Luijk SJ, Fey-Schoenmakers MJG, Tans G, Rethans JJE, LWT S, et al. Combined formative and summative professional behaviour assessment approach in the bachelor phase of medical school: a Dutch perspective. *Medical Teacher* 2010;32(12):e517-e31.

40. Van Mook WNKA, Gorter SL, De Grave W, Van Luijk SJ, Wass V, Zwaveling JH, et al. Bad apples spoil the barrel: Addressing unprofessional behaviour. *Medical Teacher* 2010;32:891-8.

41. Van Mook WNKA, De Grave WS, Gorter SL, Muijtjens AMM, Zwaveling JH, Schuwirth LWT, et al. Fellows' in intensive care medicine views on professionalism and how they learn it. *Int Care Med* 2010;36:296-303.

42. Van der Vleuten CPM, Schuwirth LWT, T, Scheele F, Driessen EW, B. H. The assessment of professional competence: building blocks for theory development. *Best practice & research Clinical Obstetrics and Gynaecology* 2010;24:703-19.

43. Schuwirth LWT, van der Vleuten CPM. How to design a useful test: the principles of assessment. *Understanding Medical Education* 2010:195-207.

44. Schuwirth LWT. Medical education and other disciplines. *Medical Education* 2010;44(1):13-4.

45. Schuwirth L, Bosman G, Henning RH, Rinkel R, Wenink ACG. Collaboration on progress testing in medical schools in the Netherlands. *Medical Teacher* 2010;32(6):476-79.

46. Schuwirth L. From assessment of learning to assessment for learning. *IAMSE on the Web www. iamse. org* 2010:170.

47. Schuwirth L. Medical education and other disciplines. *Medical Education* 2010;44(1):13-14.

48. Schuwirth LWT, Bosman G, Henning RH, Rinkel R, Wenink AC. Collaboration on progress testing in medical schools in the Netherlands. *Medical Teacher* 2010;32(6):476-9.

49. Grijpink-van den Biggelaar K, Drop SLS, Schuwirth LWT. Development of an e-learning portal for paediatric endocrinology: Educational considerations. *Hormone Research* 2010;230(73):223–30.

50. Durning SJ, Artino AR, Holmboe E, Beckman TJ, van der Vleuten C, L S. Aging and Cognitive Performance: Challenges and Implications for Physicians Practicing in the 21st Century *Journal of continuing education in the health professions* 2010;30(3):153-60.

51. Durning SJ, Artino A, Boulet J, van der Vleuten CPM, La Rochelle J, Arze B, et al. Making use of contrasting participant views of the same encounter. *Medical Education* 2010;44(10):953-61.

52. Dijkstra J, Van der Vleuten CPM, Schuwirth LWT. A new framework for designing programmes of assessment. *Advances in health sciences education* 2010;15. :379–93.

53. Cilliers FJ, Schuwirth LWT, Adendorff HJ, Herman N, Van der Vleuten CPM. The mechanisms of impact of summative assessment on medical students' learning. *advances in health sciences education* 2010;15:695-715.

54. Van Mook WNKA, Van Luijk SJ, O’Sullivan H, Wass V, Zwaveling JH, Schuwirth LWT, et al. The concepts of professionalism and professional behaviour: conflicts in both definition and learning outcomes *European Journal of Internal Medicine* 2009;20(4):e85-9.

55. Van Mook WNKA, Van Luijk SJ, O’Sullivan H, Wass V, Schuwirth LWT, Van der Vleuten CPM. General considerations regarding assessment of professional behaviour *European Journal of Internal Medicine* 2009;20(4):e90-5.

56. Van Mook WNKA, van Luijk SJ, De Grave W, O'Sullivan H, Wass V, Schuwirth LW, et al. Teaching and learning professional behavior in practice. *European journal of Internal medicine* 2009;20(5):e105-11.

57. Van Mook WNKA, Gorter SL, O’Sullivan H, Wass V, Schuwirth LWT, Van der Vleuten CPM. Approaches to professional behaviour assessment: tools in the professionalism toolbox. *European Journal of Internal Medicine* 2009;20(8):e153-7.

58. Van Mook WNKA, Gorter SL, De Grave WS, Van Luijk SJ, O’Sullivan H, Wass V, et al. Professionalism beyond medical school: an educational continuum? *European Journal of Internal Medicine* 2009;20(8):e148-52.

59. Van Mook WNKA, De Grave WS, Wass V, O’Sullivan H, Zwaveling JH, Schuwirth LWT, et al. Professionalism: evolution of the concept. *European Journal of Internal Medicine* 2009;20(4):e81-4.

60. Van Mook WNKA, De Grave WS, Van Luijk SJ, O’Sullivan H, Wass V, Schuwirth LWT, et al. Training and learning professionalism in the medical school curriculum: current considerations. *European Journal of Internal Medicine* 2009;20(4):e96-e100.

61. Van der Veken J, Valcke M, De Maeseneer J, Schuwirth L, Derese A. Impact on knowledge acquisition of the transition from a conventional to an integrated contextual medical curriculum. *Medical Education* 2009;43(7):704-13.

62. The CoBaTrICE Collaboration. The educational environment for training in intensive care medicine: structures, processes, outcomes and challenges in the European region. *Intensive Care Medicine* 2009;DOI 10.1007/s00134-009-1514-4.

63. Schuwirth LWT. What costs complexity and what price simplicity? *Medical Teacher* 2009;31(6):475 -6.

64. Schuwirth LWT. Is assessment of clinical reasoning still the Holy Grail? *Medical Education* 2009;43(4):298-9.

65. Schuwirth L. Medical education and other disciplines. *Medical Education* 2009;22(1):13.

66. Dijksterhuis MGK, Voorhuis M., Teunissen P.W, Schuwirth LWT, T, en Cate Th. J., Braat D.D.M., et al. Assessment of competence and progressive independence in postgraduate clinical training. *Medical Education* 2009;43(12):1156-65.

67. Dijksterhuis MG, Scheele F, Schuwirth LW, Essed GG, Nijhuis JG, DD B. Progress testing in postgraduate medical education. *Medical Teacher* 2009;31(10):e464-8.

68. Verheggen MM, Muijtjens AMM, Van Os J, Schuwirth LWT. Is an Angoff standard an indication of minimal competence of examinees or of judges? *Advances in health sciences education* 2008;13(2):203-11.

69. Schuwirth L.W.T. The use of computer-based assessment (commentary). *Medical Teacher* 2008;30(7):651-1.

70. Prescott-Clements L, Van der Vleuten CPM, Schuwirth LWT, Hurst Y, Rennie JS. Evidence for Validity within Workplace Assessment: Longitudinal Evaluation of Performance (LEP). *Medical Education* 2008;42(5):488-95.

71. Muijtjens AMM, Schuwirth LWT, Cohen-Schotanus J, Van der Vleuten CPM. Differences in knowledge development exposed by multi-curricular progress test data *Advances in Health Sciences Education* 2008;13:593–605.

72. Muijtjens AMM, Schuwirth LWT, Cohen-Schotanus J, Thoben AJNM, Van der Vleuten CPM. Benchmarking by cross-institutional comparison of student achievement in a progress test. *Medical Education* 2008;42(1):82-8.

73. McKinley RK, Strand J, Gray T, Schuwirth L, Alun-Jones T, Miller H. Development of a tool to support holistic generic assessment of clinical procedure skills. *Medical Education* 2008;42(6):619-27.

74. Winslade NE, Tamblyn RM, Taylor LK, Schuwirth LWT, Van der Vleuten CPM. Integrating Performance Assessment, Maintenance of Competence, and Continuing Professional Development of Community Pharmacists. *American Journal of Pharmaceutical Education* 2007;71(1):1-9.

75. Van Mook WNKA, De Grave WS, Huijssen-Huisman E, De Witt-Luth M, Dolmans DHJM, Muijtjens AMM, et al. Factors inhibiting assessment of students’ professional behaviour in the tutorial group during problem-based learning. *Medical Education* 2007;41:849-56.

76. Schuwirth LWT. The need for national licensing examinations (editorial). *Medical Education* 2007;41(11):1021-1.

77. Muijtjens AM, Schuwirth LWT, Cohen-Schotanus J, van-der-Vleuten CPM. Origin bias of test items compromises the validity and fairness of curriculum comparisons. *Medical Education* 2007;41(12):1217-23.

78. Govaerts MJB, Van der Vleuten CPM, Schuwirth LWT, Muijtjens AMM. Broadening Perspectives on Clinical Performance Assessment: Rethinking the Nature of In-training Assessment. *advances in health sciences education* 2007;12(2):239-60.

79. Crossley J, Russell J, Jolly B, Ricketts C, Roberts C, Schuwirth L, et al. 'I'm pickin' up good regressions': the governance of generalisability analyses. *Medical Education* 2007;41(10):926-34.

80. Van der Vleuten CPM, Schuwirth LWT, Muijtjens AMM, Thoben AJNM, Cohen-Schotanus J, Van Boven CPA. Progress Testing (letter to the editor). *Medical Teacher* 2006;12(1):92-3.

81. Schuwirth LWT, Vleuten CPM. A plea for new psychometric models in educational assessment. *Medical Education* 2006;40(4):296-300.

82. Schuwirth LWT, Van der Vleuten CPM. Challenges for educationalists. *British Medical Journal* 2006;333(7567):544-6.

83. Schuwirth LWT, Van der Vleuten CPM. A plea for new psychometrical models in educational assessment. *Medical Education* 2006;40(4):296-300.

84. McLeod PJ, Steinert Y, Meagher T, Schuwirth LWT, Tabatabai D, McLeod AH. The acquisition of tacit knowledge in medical education: learning by doing. *Medical Education* 2006;40(2):146 - 9.

85. Van der Vleuten CPM, Schuwirth LWT. Assessing professional competence: from methods to programmes. *Medical Education* 2005;39(3):309-17.

86. Schuwirth LWT, Gorter SL, Van der Heijde D, Rethans JJ, Brauer J, Houben H, et al. The role of a computerised case-based testing procedure in practice performance assessment. *Advances in Health Sciences Education* 2005;10:145-55.

87. Schuwirth LWT, Cantillon P. The need for outcome measures in medical education (editorial). *British Medical Journal* 2005;331:977 - 8.

88. Schuwirth LWT. What the educators are saying. *British Medical Journal* 2005;331(7513):392.

89. Govaerts MJ, Van der Vleuten CPM, Schuwirth LWT, Muijtjens AM. The use of observational diaries in in-training evaluation: student perceptions. *Advances in Health Sciences Education* 2005;10(3):171-88.

90. Driessen E, Van der Vleuten CPM, Schuwirth LWT, Van Tartwijk J, Vermunt J. The use of qualitative research criteria for portfolio assessment as an alternative to reliability evaluation: a case study. *Medical Education* 2005;39(2):214-20.

91. Baars MJH, Scherpbier AJJA, Schuwirth LWT, Henneman L, Beemer FA, Cobben JM, et al. Deficient knowledge of genetics relevant for daily practice among medical students nearing graduation. *Genetics in Medicine* 2005;7(5):295-301.

92. Van der Vleuten CPM, Schuwirth LWT, Muijtjens AMM, Thoben A, Cohen-Schotanus J, Van Boven CPA. Cross institutional collaboration in assessment: a case on progress testing. *Medical Teacher* 2004;26(8):719-25.

93. Van der Vleuten CPM, Dolmans DHJM, De Grave WS, Van Luijk SJ, Muijtjens AM, Scherpbier AJJA, et al. Education Research at the Faculty of Medicine, University of Maastricht:

Fostering the Interrelationship between Professional and Education Practice. *Academic Medicine* 2004;79(10):990 - 6.

94. Schuwirth LWT, Van der Vleuten CPM. Different written assessment methods: what can be said about their strengths and weaknesses. *Medical Education* 2004;38(9):974 - 9.

95. Schuwirth LWT, Van der Vleuten CPM. Merging views on assessment (Editorial). *Medical Education* 2004;38(12):1208 - 10.

96. Schuwirth LWT, Van der Vleuten CPM. Changing education, changing assessment, changing research? *Medical Education* 2004;38(8):805 - 12.

97. Schuwirth LWT. What the educators are saying. *British Medical Journal* 2004;328(7450):1244.

98. Schuwirth LWT. Learning by scar formation (Editorial). *Medical Education* 2004;38(8):796-9.

99. Schuwirth L, Van Der Vleuten C. Merging views on assessment. *Medical Education* 2004;38(12):1208-10.

100. McLeod P, Meagher T, Steinert Y, Schuwirth L, McLeod A. Clinical Teachers' Tacit Knowledge of Basic Pedagogic Principles. *Medical Teacher* 2004;26(1):23-8.

101. Hoos MB, Westerterp KR, Schuwirth LWT, Gerver WJ. Physical activity as measured by accelerometry in children receiving growth hormone therapy. *Acta Paediatrica* 2004;93(10):1307-11.

102. Schuwirth LWT, Van der Vleuten CPM. The use of clinical simulations in assessment. *Medical Education* 2003;37 (Suppl. 1):65-71.

103. Schuwirth LWT, Van der Vleuten CPM. Assessment: written techniques. *British Medical Journal* 2003;326(7390):643-5.

104. Schuwirth LWT. ABC of learning and teaching in medicine - Written assessment. *British Medical Journal* 2003;326(7390):643-5.

105. Maiburg BHJ, Rethans JJE, Schuwirth LWT, Mathus-Vliegen LMH, Van Ree JW. Controlled trial of effect of computer-based nutrition course on knowledge and practice of general practitioners. *American Journal of Clinical Nutrition* 2003;77 (supplement):1019s-24s.

106. Baars MJH, Scherpbier AJJA, Schuwirth LWT. Knowledge of genetics relevant for daily practice among nearly graduated MDs. *AMERICAN JOURNAL OF HUMAN GENETICS* 2003;73(5):364-64.

107. Schuwirth LWT. Can clinical reasoning be taught or can it only be learned? (Commentary). *Medical Education* 2002;36(8):695 - 6.

108. Schuwirth LWT. Professional development in undergraduate medical curricula from an assessment point of view. (Commentary). *Medical Education* 2002;36(4):312-3.

109. Schuwirth L.W.T, Southgate L, Page G.G, Paget NS, Lescop J.M.J, Lew S.R, et al. When enough is enough: a conceptual basis for fair and defensible practice performance assessment. *Medical Education* 2002;36:925-30.

110. Lew S, Page G, Schuwirth L, Barón-Maldonado M, Lescop J, Paget N, et al. Procedures for Establishing Defensible Programs for Assessing Practice Performance. *Medical Education* 2002;36:936-41.

111. Hoos MB, Theunissen C, Schuwirth LWT, Westerterp KR. Endurance time and grip strength in children receiving growth hormone therapy. *Pediatric Research* 2002;52(5):818.

112. Hays RB, Davies HA, Beard JD, Caldon LJM, Farmer EA, Finucane PM, et al. Selecting performance assessment methods for experienced physicians. *Medical Education* 2002;36(10):910-7.

113. Govaerts MJB, Van der Vleuten CPM, Schuwirth LWT. Optimising the reproducibility of a performance-based assessment test in Midwivery Education. *Advances in Health Sciences Education* 2002;7(2):133-45.

114. Schuwirth LWT, Verheggen MM, Van der Vleuten CPM, Boshuizen HPA, Dinant GJ. Do short cases elicit different thinking processes than factual knowledge questions do? *Medical Education* 2001;35(4):348-56.

115. Govaerts MJB, Schuwirth LWT, Pin AK, Clement MEJ, Van der vleuten CPM. Objective assessment is needed to ensure competence. *British Journal of Midwifery* 2001;9(3):156-61.

116. Van der Vleuten CPM, Scherpbier A, Dolmans DHJM, Schuwirth LWT, Verwijnen GM, Wolfhagen HAP. Clerkship assessment assessed. *Medical Teacher* 2000;22(6):592 - 600.

117. Verhoeven BH, Verwijnen GM, Scherpbier AJJA, Schuwirth LWT, Van der Vleuten CPM. Quality assurance in test construction: The approach of a multidisciplinary central test committee. *Education for Health* 1999;12(1):49-60.

118. Schuwirth LWT, Verhoeven BH, Scherpbier AJJA, Mom EMA, Cohen-Schotanus J, Van Rossum H, et al. An inter- and intra-university comparison in clinical problem-solving skills. *Advances for Health Sciences Education* 1999;4(3):233-44.

119. Schuwirth LWT, Blackmore DB, Mom EMA, Van den Wildenberg F, Stoffers HEJM, Van der Vleuten CPM. How to write short cases for assessing problem-solving skills. *Medical Teacher* 1999;21(2):144 - 50.

120. Schuwirth L, Verhoeven B, Scherpbier A, Mom E, Cohen-Schotanus J, Van Rossum H, et al. An inter-and intra-university comparison with short case-based testing. *advances in health sciences education* 1999;4(3):233-44.

121. Albano MG, Cavallo F, Hoogenboom R, Magni F, Majoor G, Manetti F, et al. Un Confronto Internazionale dei Livelli di Conoscenzaq degli Studienti in Medicina: il Progress Test di Maastricht. [Comparing medical students' knowledge using the Maastricht progress test]. *Medic* 1998;6(1):17 - 21.

122. Schuwirth LWT, Van der Vleuten CPM, Stoffers HEJM, Peperkamp AGW. Computerized long-menu questions as an alternative to open-ended questions in computerized assessment. *Medical Education* 1996;30:50-55.

123. Schuwirth LWT, Van der Vleuten CPM, Donkers HHLM. A closer look at cueing effects in multiple-choice questions. *Medical Education* 1996;30:44 - 9.

124. Schuwirth LWT, Van der Vleuten CPM, De Kock CA, Peperkamp AGW, Donkers HHLM. Computerized case-based testing: a modern method to assess clinical decision making. *Medical Teacher* 1996;18(4):295 - 300.

125. Schuwirth L, Vleuten CPM, Donkers H. A closer look at cueing effects in multiple‐choice questions. *Medical Education* 1996;30(1):44-49.

126. Albano MG, Cavallo F, Hoogenboom R, Magni F, Majoor G, Manenti F, et al. An international comparison of knowledge levels of medical students: the Maastricht Progress Test. *Medical Education* 1996;30:239-45.

127. Blaauw AAM, Schuwirth LWT, Van der Vleuten CPM, Smits F, Van der Linden SJ. Assessing clinical competence: recognition of case descriptions of rheumatic diseases by general practitioners. *Britisch Journal of Rheumatology* 1995;34:375 - 9.

128. Blaauw AAM, Schuwirth LWT, Van der Vleuten CPM, De Rooij MJM, Smits F, Van der Linden SJ. Do General Practitioners Recognize Cases of Lyme Borreliosis in the Netherlands? *Journal of spirochetal and Tick-Borne Diseases* 1994;1(3):68 - 73.

129. Blaauw AAM, Schuwirth LWT, Van der Vleuten CPM, Smits F, Van der Linden SJ. How well do general practitioners recognize cases of rheumatic diseases? *Arthritis and Rheumatism* 1993;36:s143.

130. Blaauw AAM, Schuwirth LWT, Van der Vleuten CPM, Smits F, Van der Linden SJ. How well do general practitioners recognize cases of rheumatic diseases? *Revista Espagnola de reumatologica* 1993;20:S1.

131. Blaauw AAM, Schuwirth LWT, De Rooy MJM, Van der Vleuten CPM, Van der Linden SJ. How well do general practitioners, rheumatologists and dermatologist recognize Lyme borreliosis? *Arthritis and Rheumatism* 1992;35:S177.

132. Hage JJ, Reinders JF, Schuwirth LWT. Simultaneous dislocation of both interphalangeal joints in a finger. *Arch. Orthop Trauma Surg* 1990;109(3):179-80.

**Refereed international non-impact-factor journal papers**

1. Schuwirth LWT, Van der Vleuten CPM. The use of progress testing. *Perspectives on Medical Education* 2012;1(1):24 -30.

2. Schuwirth LWT. From Assessment of Learning to Assessment for Learning. *JIAMSE* 2010;20(2s):170-72.

3. Plass H, Schuwirth L, Killer M, Prodinger W, Reibnegger G, Künzel W, et al. Assessment at Austrian Medical Schools – Results of a 2007 Survey. *Zeitschrift für Hochschulentwicklung* 2007;2(3):41-56.

4. Schuwirth LWT. Assessing medical competence: finding the right answers. *The Clinical Teacher* 2004;1(1):14 - 8.

5. Schuwirth LWT, Van der Vleuten CPM, Verheggen MM. Assessment of medical problem-solving - What can be learned from recent history? *Zeitschrift für Hochschuldidaktik* 1997;21(3):69 - 79.

6. Schuwirth LWT, Van der Vleuten CPM. Quality Control: Assessment and Examinations. *Zeitschrift für Hochschuldidaktik* 1996;20(1-2):66 - 76.

7. Schuwirth LWT, März R. Reliability and Validity of the Final Examination in Medical Chemistry (Teilrigorosum Medizinische Chemie). *Zeitschrift für Hochschuldidaktik* 1996;20(3/4):156 - 66.

**Book chapters**

1. Schuwirth LWT, Ash J. Principles of assessment. In: Walsh K, editor. *Oxford Textbook of Medical Education*. Oxford: Oxford University Press, in press.

2. Schuwirth LWT, Ward H, Heeneman S. Assessment for Learning. In: Higgs Joy, Baldry-Currens Julie, Jensen Gail, Letts Will, Sheehan Dale, editors. *Realising ExemplaryPractice-based Education*. Rotterdam: Sense Publishers, 2012:143-50.

3. Schuwirth LWT, Van der Vleuten CPM. Assessing Competence: Extending the Approaches to Reliability. In: Hodges BD, Lingard L, editors. *The Question of Competence.* Ithaka New York US: Cornell University Press 2012.

4. Schuwirth LWT, Van der Vleuten CPM. Written assessment. In: Dent JA, Harden RM, editors. *A practical guide for medical teachers* fourth ed: Churchill-Livingstone, 2012.

5. Schuwirth L, Colliver J, Gruppen L, Kreiter C, Mennin S, Onishi H, et al. Research on Assessment Practices. In: McGaghie WC, editor. *International Best Practices for Evaluation in the Health Professions*. Abingdon UK: Radcliffe Publishing, Ltd., 2012.

6. Schuwirth LWT, Van der Vleuten CPM. Conceptualising surgical education assessment. In: Fry H, Kneebone R, editors. *Surgical Education, theorising an emerging domain*. Dordrecht: Springer, 2011:75-90.

7. Schuwirth LWT, Van der Vleuten CPM. Written assessment. In: Cantillon P, Wood D, editors. *ABC of Learning and Teaching in Medicine*. West Sussex: BMJ Books Wiley-Blackwell, 2010:38 - 41.

8. Schuwirth LWT, Van der Vleuten CPM. How to design a useful test: the principles of assessment. In: Swanwick T, editor. *Understanding Medical Education*. Oxford: Wiley-Blackwell, 2010:195-207.

9. Schuwirth LWT, Van der Vleuten CPM. Assessment in problem-based learning. In: Van Berkel H SA, Hillen H. and Van der Vleuten C., editor. *Lessons from Problem-based learning*. Oxford: Oxford University Press, 2010:193 - 201.

10. Schuwirth LWT, Van der Vleuten CPM. Cost-effective assessment. In: K. W, editor. *Cost-effectiveness in medical education*. Oxford: Radcliffe Publishing, 2010:94-100.

11. Schuwirth LWT, Van der Vleuten CPM. Written assessment. In: Dent JA, Harden RM, editors. *A practical guide for medical teachers*. third ed: Churchill-Livingstone, 2009.

12. Schuwirth L, CPM VdV. Written assessment. In: Dent JA, Harden RM, editors. *A practical guide for medical teachers*. Edinburgh London New York Oxford Philadelphia St Louis Sydney Toronto: Churchill Livingstone Elsevier, 2009.

13. Van der Vleuten CPM, Norman GR, Schuwirth LWT. Assessing clinical reasoning. In: Higgs J, Jones MA, Loftus S, Christensen N, editors. *Clinical reasoning in the health professions*. Amsterdam, Boston, Oxford: Elsevier, 2008:413-21.

14. Schuwirth LWT, Van der Vleuten CPM. Written assessment. In: Dent JA, Harden RM, editors. *A practical guide for medical teachers*. second ed: Churchill-Livingstone, 2005.

15. Schuwirth LWT. Toetsing met korte casus. In: Van Berkel H, Bax A, editors. *Toetsen in het hoger onderwijs*. Houten/Diegem, The Netherlands: Bohn Stafleu Van Loghum, 2002.

16. Clauser BE, Schuwirth LWT. The use of computers in assessment. *International handbook of research in medical education*. Dordrecht, The Netherlands: Kluwer Academic publishers, 2002.

17. Van der Vleuten CPM, Schuwirth L, Muijtjens A, Driesen E. De rol van ICT in studietoetsen: een verkenning. In: Heijnen G, Meerder S, editors. *Toetsen en ICT in het hoger onderwijs*. Utrecht: Surf Nederland, 2000:7-15.

18. Schuwirth LWT, Van der Vleuten CPM. Toetsing van probleemoplossend vermogen; computergestuurde casusgerichte toetsing. In: Heijnen G, Meerder S, editors. *Toetsen en ICT in het hoger onderwijs*. Utrecht: Surf Nederland, 2000:155-61.

19. Schuwirth L, Van der Vleuten C. Toetsing van probleemoplossend vermogen, computergestuurde casusgerichte toetsing. In: Heijnen G, Meerder S, editors. *Toetsen en ICT in het hoger onderwijs*. Utrecht: Surf Nederland, 2000:155 - 61.

20. Schuwirth LWT. Betrouwbaarheid en validiteit van toetsen. In: De Jong PGM, Bloemendaal PM, editors. *Toetsing in de basisopleiding en het postacademisch onderwijs*. Leiden, Nederland: Boerhaave Commissie voor Postacademisch onderwijs in de Geneeskunde, 1997:67 - 77.

21. Schuwirth LWT. Grundsätze zur Evaluation und deren Implementierung in den Lehralltag. In: Koebke J, Neugebauer E, Lefering R, editors. *Die Qualität der Lehre in der Medizin*. München, Duitsland: Urban und Schwarzenberg, 1996:371 - 78.

22. Schuwirth LWT. Casustoetsing. In: Metz JCM, Scherpbier AJJA, Van der Vleuten CPM, editors. *Handboek Medisch Onderwijs in de Praktijk*. Assen, Nederland: Van Gorcum, 1995:189 - 95.

**Non-English publications (Dutch)**

1. Schuwirth L. Toetsen van studenten en opleiders [Evaluation of students and teachers]. *Nederlands Tijdschrift voor Geneeskunde (Dutch medical journal)* 2010;154(7):294-5.

2. Guyaux J, oude Egbrink MGA, Heeneman S, Houben AJHM, Willekes C, Schuwirth LWT, et al. Selectie op een combinatie van cognitieve en non-cognitieve eigenschappen. Keuzes en ervaringen in de onderzoeksmaster Arts-Klinisch Onderzoeker (A-KO) te Maastricht. [Selection based on a combination of cognitive and non-cognitive qualities. Choices and experiences with the research master Physician-Clinical Investigator (A-KO) at Maastricht.]. *Tijdschrift voor Medisch Onderwijs [Netherlands Journal of Medical Education]* 2010;29 (6):328-36.

3. Van Mook WNKA, Van Luijk SJ, Oudhuis GJAPM, Gulikers MTH, Schuwirth LWT, Van der Vleuten CPM. Professioneel gedrag in de opleiding geneeskunde [Professional begahviour during medical training]. *Tijdschrift voor Medisch Onderwijs (Netherlands journal of medical education)* 2007;26(4):174-83.

4. Schuwirth LWT, Van der Vleuten CPM. Ontwikkelingen in medisch onderwijs en in toetsing van medische competentie [Developments in medical Education and the assessment of medical competence]. *Onderzoek van Onderwijs (educational research)* 2005;34(3):41 - 5.

5. Schuwirth LWT, Van der Vleuten CPM. Competentiegerichte toetsing in het klinisch onderwijs [competency-based assessment in clinical training]. *Nederlands Tijdschrift voor Geneeskunde (Dutch medical Journal)* 2005;149(49):2752-5.

6. Van der Heijden I, Schuwirth LWT. Veranderingen in patiëntencontacten na centralisatie van huisartsenzorg op een spoedeisendehulpafdeling

[Changes in patient contact after centralisation of general practice case at an emergency department]. *Huisarts & Wetenschap* 2003;46(9):493 - 5.

7. Dijcks R, Verwijnen GM, Schuwirth LWT, Van Mameren H, Prince CJAH , Scherpbier AJJA, et al. Context in toetsing: Een onderzoek naar de effecten van klinische context in een anatomietoets [Context in assessment: a study on the effects of clinical context in an anatomy test]. *Tijdschrift voor Medisch Onderwijs (Netherlands journal of medical education)* 2002;21(6):259-66.

8. Verheggen MM, Schuwirth LWT, Boshuizen HPA, Dinant GJ, Van der Vleuten CPM. Leiden korte-casustoetsen tot andere denkprocessen dan feitenkennisvragen? [Do short case-based tests lead to different congitive operations than factual knowledge tests?]. *Tijdschrift voor Medisch Onderwijs (Netherlands journal of medical education)* 2001;20(1):8-16.

9. Ter Burg J, Emons WHM, Mol SSL, Schuwirth LWT. Bepaling van de referentiewaarde bij screenende kennistoetsen door het NHG met de methode van Angoff [Determination of the cut-off score for screening test using the Anogff procedure] *Tijdschrift voor Medisch Onderwijs (Netherlands journal of medical education)* 2001;20(1):17 - 24.

10. Bruining A, Verheggen MM, Schuwirth LWT. Een beter inzicht in de aard van het cueing effect (abstract) [A closer look into the nature of the cueing effect]. *Tijdschrift voor Medisch Onderwijs (Netherlands journal of medical education)* 2001;20(5):183.

11. Schuwirth LWT. De student te slim af, naar een goede toetsing van medische competentie [Outsmarting the student, toward soudn assessment of medical competence]. *Medisch Contact (Journal of the dutch medical society)* 2000;36(8):1237-9.

12. Govaerts MJB, Schuwirth LWT, Van der Vleuten CPM, Pin AK, Clement MEJ. Een toets voor de beoordeling van verloskundige competentie [A test for midwifery competence]. *Tijdschrift voor Medisch Onderwijs (Netherlands journal of medical education)* 2000;19(4):118-27.

13. Schuwirth LWT. Onderwijs over het voorschrijven van Morfine (referaat) [Educational in prescribing morfine] *Pijn en pijnbestrijding (Pain and pain mamagement)* 1999;19(1):11 - 2.

14. Verhoeven BH, Verwijnen GM, Scherpbier AJJA, Schuwirth LWT, Van der Vleuten CPM. Kwaliteitszorg bij toetsconcstructie. De werkwijze van een multidisciplinaire centrale toetscommissie (Quality control in assessment). *Bulletin Medisch Onderwijs (Netherlands Journal of Medical Education )* 1998;17(2):62 - 72.

15. Van der Vleuten CPM, Scherpbier AJJA, Dolmans DHJM, Schuwirth LWT, Verwijnen GM, Wolfhagen HAP. Het artsexamen getoetst [An assessment of the certification examination] *Bulletin Medisch Onderwijs (Netherlands Journal of Medical Education )* 1998;17(2):78 - 93.

16. Boumans MTA, Scherpbier AJJA, Van Ooy A, Van der Vleuten CPM, Hoogenboom RJJ, Schuwirth LWT. Het effect van een observatortraining [The effect of examiner training] *Bulletin Medisch Onderwijs (Netherlands Journal of Medical Education)* 1998;17(3):118 - 24.

17. Schuwirth LWT, Verhoeven BH, Scherpbier AJJA, Mom EMA, Cohen-Schotanus J, Van Rossum HJM, et al. Een interfacultaire vergelijking van probleem-oplossende vaardigheden [An internuniversity comparison of problem-solving skills] *Bulletin Medisch Onderwijs (Netherlands Journal of Medical Education )* 1997;16(4):166 - 72.

18. Schuwirth LWT, Van der Vleuten CPM. Computergestuurde casusgerichte toetsing als toetsmethode voor de meting van hogere cognitieve vaardigheden [Computerise case-based testing to assess higher order cogitnive skills). *Onderzoek van Onderwijs (educational research)* 1997;26(4):60-62.

19. Schuwirth LWT, Van der Vleuten CPM, Scherpbier AJJA. Toetsing van medische competentie, historie en implicaties voor huidige examenopzet [Assessment of medical competence, history and implication for current practice]. *Medisch Contact* 1995;50(35):1088 - 90.

20. Schrander JJP, Schuwirth LWT. Assistententoets kindergeneeskunde III 1994 [The national test on pedicatrics]. *Nederlands Tijdschrift voor Kindergeneeskunde (Dutch journal of pediatrics)* 1995;63(6):269 - 73.

21. Schrander JJP, Schuwirth LWT. Assistententoets kindergeneeskunde II 1994 [The national test on pedicatrics]. *Nederlands Tijdschrift voor Kindergeneeskunde (Dutch journal of pediatrics)* 1995;63(5):224 - 7.

22. Schrander JJP, Schuwirth LWT. Assistententoets kindergeneeskunde I 1994 [The national test on pedicatrics]. *Nederlands Tijdschrift voor Kindergeneeskunde (Dutch journal of pediatrics)* 1995;63(4):169 - 73.

23. De Kock CA, Stoffers HEJH, Op 't Root JMH, Schuwirth LWT, Van der Vleuten CPM. De ontwikkeling van een computergestuurde casusgerichte toets [Devloping a computerised case-based test). *Medisch Contact* 1995;50(35):1092 - 4.

24. Van der Vleuten CPM, Van Luijk SJ, Schuwirth LWT. Toetsing en toetsontwikkeling in het medisch onderwijs [Assessment and its development in medical education]. *Nederlands Tijdschrift voor Geneeskunde (Dutch medical Journal)* 1994;138(25):1288 - 92.

25. Schuwirth LWT. De bepaling van de steekproefgrootte: Power-analyse [Determining the sample size: power analysis]. *Bulletin Medisch Onderwijs (Netherlands Journal of Medical Education )* 1994;13(4):167-72.

26. Schuwirth LWT, Schrander JJP, Van der Vleuten CPM. Assistententoets kindergeneeskunde: een beschrijving van de psychometrische eigenschappen [The national test on pedicatrics, psychometric properties]. *Bulletin Medisch Onderwijs (Netherlands Journal of Medical Education )* 1993;12(4):146-51.

**Books**

1. Schuwirth LWT, Van der vleuten CPM. *AMEE Guide No: 57 General overview of the theories used in assessment*. Dundee, 2012.

2. Schuwirth LWT, Van der Vleuten CPM. *How to design a useful test: principles of assessment*. Edinburgh: Association for the Study of Medical Education, 2006.

3. Schuwirth LWT, Verwijnen GM. *De constructie van juist/onjuist vragen*. Maastricht, Nederland: Datawyse Universitaire Pers, 2000.

4. Schuwirth LWT. An approach to the assessment of medical problem solving: Computerised Case-based Testing. University of Maastricht, 1998.

**Conference papers**

1. Hommes J, et al. Unveiling group processes when students collaborate in small groups; an attempt to increase effectiveness of group learning in higher education. *AMEE 2013*. Prague, 2013.

2. Walters L, Greenhill J, Richards J, Ward H, Campbell N, Ash J, et al. Outcomes of Longitudinal Integrated Clinical Placements for students, clinicians and society. *Rendez Vous*. Thunder bay, Ontario, Canada, 2012.

3. Walters L, Greenhill J, Richards J, Ward H, Campbell N, Ash J, et al. Outcomes of Longitudinal Integrated Clinical Placements: what is the evidence to date? *Rendez Vous*. Thunder bay Ontario Canada, 2012.

4. Muijtjens A, Van Onna M, Eggen T, Van Berlo J, Krommenhoek T, Schuwirth L. Item-groeipatronen en item-relevantie bij adaptieve voortgangstoetsing. *NVMO congres*. Maastricht, The Netherlands, 2012.

5. Item growth patterns and item relevance in relation to adaptive progress testing. AMEE 2012; 2012; Lyon France.

6. LaRochelle J, Durning S, Pangaro L, Artino A, Van der Vleuten C, Schuwirth L. Authenticity of Instruction and Pre-clerkship Performance: A Two-Year, Prospective, Randomized Trial. *RIME*. San Francisco, 2012.

7. McLeod P, Meagher T, Steinert Y, McLeod A, Schuwirth L. Tacit Knowledge Of Basic Pedagogic Principles. *Canadian Association of Medical Education meeting* 2004.

8. Verheggen MM, Schuwirth LWT, Van Os J, Mom EMA, Van der Vleuten CPM. Is a standard an indication of examinees' or judge competency? *The ninth Ottawa Conference on Medical Education* 2000.

9. Van den Wildenberg FJ, Schuwirth LWT. The development of a key-feature approach surgery examination. *The ninth Ottawa Conference on Medical Education* 2000.

10. Schuwirth LWT, Verheggen MM, Van der Vleuten CPM. An investigation of the nature of the cueing effect. *The ninth Ottawa Conference on Medical Education* 2000.

11. Schuwirth LWT, Verheggen MM, Boshuizen HPA, Van de Waart THAM, Van der Vleuten CPM. Validation of key-feature assessment using think aloud protocols, first results. *The eighth Ottawa Conference on Medical Education* 2000.

12. Schuwirth LWT, Van den Wildenberg F, Van der Vleuten CPM. A computerized surgery examination using short cases. *The eighth Ottawa Conference on Medical Education* 2000.

13. Schuwirth LWT, Van der Vleuten CPM, MM. V. Hoe stabiel zijn Angoff-grenzen zonder consensusronde bij casusgerichte toetsing? *GOC 8* 1999:267-9.

14. Muijtjens AMM, Hoogenboom RJJ, Schuwirth LWT, Verwijnen GM, Wijnen WHFW. Gokcorrectie rekening houdend met itemeigenschappen: effect op de betrouwbaarheid van de voortgangstoets. *GOC 8* 1999:224-7.

15. Van der Vleuten CPM, Dolmans DHJM, Scherpbier AJJA, Schuwirth LWT, Wolfhagen HAP. Het artsexamen getoetst. *GOC 7* 1998:13 - 6.

16. Schuwirth LWT, Verheggen MM, Mom E, Van der Vleuten CPM. Een directe en indirecte validering van computergestuurde casusgerichte toetsing. *GOC 7* 1998:261 - 3.

17. Schuwirth LWT, Verheggen MM, Boshuizen HPA, Van der Waart T, Van der Vleuten CPM. Validering van de key-feature approach door middel van hardop denkprotocollen. *GOC 7* 1998:311 - 2.

18. Schuwirth LWT. Caesuurbepaling. *GOC 7* 1998:265 - 7.

19. Majoor G, Forget P, Gaudin O, Hoogenboom R, Schuwirth LWT. Vergelijking van kennisontwikkeling bij studenten geneeskunde van een Franse en een Nederlandse faculteit. *GOC 6* 1997:164 - 8.

20. Van der Vleuten CPM, Schuwirth LWT, Ronteltap CFM. A cognitive psychological interpretation of a few remarkable psychometric findings. *The sixth Ottawa Conference on Medical Education* 1995:506 - 8.

21. Schuwirth LWT, Van der Vleuten CPM, Donkers HHLM. Computerized long-menu questions, an acceptable un-cue-version. *The sixth Ottawa Conference on Medical Education* 1995:178 - 81.

22. Schuwirth LWT, Van der Vleuten CPM, De Kock CA, Op 't Root JMH. De betrouwbaarheid van Computergestuurde Casusgerichte Toetsing. *GOC 5* 1995:367 - 72.

23. Albano MG, Cavallo F, Hoogenboom R, Magni F, Majoor G, Manetti F, et al. Internationale vergelijking van kennisontwikkeling bij studenten geneeskunde. *GOC 5* 1995:249 - 54.

24. Schuwirth LWT, Van der Vleuten CPM, Stoffers HEJH. Computergestuurde Long-Menu vragen, een alternatief voor korte open vragen in computergestuurde toetsing. *GOC 4* 1994:239 - 46.

25. De Kock CA, Stoffers HEJH, Op 't Root JMH, Schuwirth LWT, Van der Vleuten CPM. De ontwikkeling van een computergestuurde casusgerichte toets voor het praktisch medisch onderwijs in de huisartsgeneeskunde CCT-PMOH). *GOC 4* 1994:103 - 9.

26. Houtkoop E, Pols J, Pollemans MC, Scherpbier AJJA, Verwijnen GM, editors. Problem-Analysis Questions, een korte casusvorm voor het preklinische domein. GOC 3; 1993. Haagse Hogeschool, Den Haag, Nederland.

27. Schuwirth LWT, Van der Vleuten CPM, Donkers HHLM, Van Leeuwen YD. Open vragen versus multiple choice; een analyse van cueing effecten. *GOC 2* 1992:139 - 44.

28. Schuwirth LWT, Van der Vleuten CPM, Donkers HHLM. Open-Ended Questions versus Multiple Choice Questions. *Approaches tot the Assessment of Clinical Competence, Fifth Ottawa conference* 1992:486 -91.

29. Schuwirth LWT, Van der Vleuten CPM, Donkers HHLM. Het gebruik van open en gesloten vragen: Effecten van cueing en nauwkeurigheid van computergestuurde scoring. *GOC 1* 1991:312 - 8.

30. Donkers HHLM, Van der Vleuten CPM, Schuwirth LWT. Computergestuurd casusgericht toetsen. *GOC 1* 1991:138 -43.

31. Alle W, Leven FJ, Riefel J, R. S, editors. The implementation of a computerised examination in a Problem-Based Learning (PBL curriculum. Computerunterstützte Ausbildung in der Medizin; 1990; Heidelberg. Aachen: Shaker Verlag.

**Invited addresses**

1. Schuwirth LWT. Medical education research: the coming of age of a discipline. Plenary address at the 10th APMEC conference, Singapore, 2013.

2. schuwirth LWT. Encouraging the establishment of programs of research programmes: why would we? AMEE Conference, Lyon, France, 2012.

3. schuwirth LWT. In competency-based education only a radically different holistic method of assessment will work. AMEE Conference, Lyon, France, 2012.

4. Schuwirth LWT. Assessment for professionalism ANZAHPE, Roturoa, New Zealand 2012.

5. Schuwirth LWT. Research in assessment. Kuala Lumpur: Ottawa conference on assessment, 2012.

6. Schuwirth LWT. Sense and nonsense of workplace-based assessment. Brisbane: Annual Congress for the Royal Australasian College of Physicians 2012.

7. Schuwirth LWT. Not a paradigm shift but a change in culture: from assessment of learning to assessment for learning. Alice Springs: Health Professionals Teaching & Learning Conference 2012.

8. Schuwirth LWT. Current developments in assessment. On-line: AGPT Research week, 2011.

9. Schuwirth LWT. Fundamentals of assessment for learning. Alice springs: ANZAPHE, 2011.

10. Schuwirth LWT. Spotlight on research in medical education. Glasgow: AMEE conference, 2010.

11. Schuwirth LWT. The future of assessment. New Orleans: IAMSE conference, 2010.

12. Schuwirth LWT. Leren op de werkplek [workplace-based learning]. NVMO Medisch Onderwijs Congres, Egmond aan Zee, 2005.

13. Schuwirth LWT, Van der Vleuten CPM. Developments in assessment: where do we go from here? Invited seminar at the National Board of Medical Examiners, Philadelphia USA, 2004.

14. Schuwirth LWT, Van der Vleuten CPM. Portfolio assessment: where are we and where are we going? Edinburgh: AMEE conference on medical education, 2004.

15. Schuwirth LWT. Nearer the doing, simulations in assessment. Londen, ASME Simulations in education conference, 2004.

16. Schuwirth LWT. New challenges in assessment of clinical competence. Barcelona: Opening plenary at the 11th international Ottawa conference on Medical Education, 2004.

17. Schuwirth LWT. Measuring and maintaining the quality of our doctors. Melbourne, ANZAME conference on medical education, 2003.

18. Schuwirth LWT. Assessment of medical competence. Dublin, invitational conference, 2003.

19. Schuwirth LWT. Changing education, changing assessment, changing research? Edinburgh, ASME Conference, 2003.

20. Schuwirth LWT. Waarom nieuwe toetsvormen. Ede-Wageningen, opleidersdag concilium kindergeneeskunde, 2002.

21. Schuwirth LWT. Future of assessment of competence and performance. Dublin, 2002.

22. Schuwirth LWT. Toetsing: mogelijkheden en beperkingen. Ede-Wageningen, opleidersdag concilium kindergeneeskunde, 2001.

23. Schuwirth LWT. Where do we go from here, the future of assessment. Adelaide: Australia, 2001.

24. Schuwirth LWT. Standard setting. Adelaide: Australia, 2001.

25. Schuwirth LWT. Progress testing. Adelaide: Australia, 2001.

26. Schuwirth LWT. Assessment in the early years of the medical curriculum. Adelaide: Australia, 2001.

27. Schuwirth LWT. Assessment during clerkships. Adelaide: Australia, 2001.

28. Schuwirth LWT. What can tests really test. Graz, Conference:"Qualität der Lehre", 2000.

29. Schuwirth LWT. The use of ICT in assessment. Heidelberg, conference on IT in medical education, 2000.

30. Schuwirth LWT. Assessment of medical competence. Graz: Austria, 2000.

31. Schuwirth LWT. Toetsing in het medisch onderwijscontinuum. Nijmegen: Nederland, 2000.

32. Schuwirth LWT, Van der Vleuten CPM. The implementation of a computerised examination in a Problem-Based Learning (PBL) curriculum: The other way around?? Heidelberg: Germany, 1999.

33. Schuwirth LWT, Van der Vleuten CPM. Progress Testing as a different approach to assessment. AMEE conference. Prague: Tsjechie, 1998.

34. Schuwirth LWT. State of the art in computer-based assessment. Brussels: Belgium, 1997.

35. Schuwirth LWT. Cesuur bepalen: grenzen aan grenzen. Veldhoven: Nederland, 1997.

36. Schuwirth LWT. Assessment of the learning of medical students. Graz: Austria, 1997.

37. Schuwirth LWT. Examinierung und Fragenkonstruktion. Innsbruck: Austria, 1997.

38. Schuwirth LWT. Betrouwbaarheid en validiteit van toetsen. Leiden: Nederland, 1997.

39. Schuwirth LWT, Van der Vleuten CPM. Computergestuurde Casusgerichte Toetsing. Drienerloo Twente: Nederland, 1995.

40. Schuwirth LWT. Evaluation der Lehre - Prüfungen im Medizinstudium. Vienna: Austria, 1995.

41. Schuwirth LWT. Grundlagen der Evaluation - Prüfungsevaluation. Graz: Austria, 1995.

42. Schuwirth LWT. Grundsätze zur Evaluation und deren Implementierung in den Lehralltag. Colone: Germany, 1995.

43. Schuwirth LWT. Assessment of medical competence. St Johns, Newfoundland: Canada, 1994.

44. Schuwirth LWT. Die konstruktion von Examina für Problem Orientiertes Lernen in dem Medizinischen Unterricht. München: Germany, 1994.

45. Schuwirth LWT. Examina und Produktevaluation ergebnisse von Studien in de letzten 40 Jahren. München: Germany, 1994.