

Curriculum Vitae Diana HJM Dolmans

May, 17th, 2026



1 Personal details

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

2 Professional address

Name Institute	Maastricht University, FHML
Department	Educational Development and Educational Research (O&O) School of Health Professions Education (SHE)
Address	PO Box 616, 6200 MD Maastricht, the Netherlands
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3 Education/training

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

4 Professional appointments

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

5 Teaching experience

2024 - Present	Member of the Taskforce Faculty Development, Maastricht University.
1994 - Present	Member of the Taskforce Programme Evaluation, Maastricht University.
1994 - Present	Master Thesis supervisor, Master of Health Professions Education, Maastricht University.
2025 - Present	University Teaching Qualification (UTQ), Faculty Developer.
2023 - Present	Elective Bachelor Medicine on How to educate health professionals, co-coordinator.
2006 - 2025	Member block planning group Research Unit, Master of Health Professions Education, Maastricht University.
2012 - 2022	Lecturer PhD-introductory course, Interuniversity Centre for Educational Sciences (ICO).
2019 - 2021	Member course planning group Unit 4 Assessment and Evaluation, MHPE program.
2011 - 2016	Coordinator Advanced Course Writing a PhD research proposal
2010 - 2014	Lecturer Advanced Course Curriculum and Course Design in Medical Education/Four-Component Instructional Design, Maastricht University
2010 - 2011	Coordinator theme 3 Domain-specific Instruction, Interuniversity Centre for Educational Sciences (ICO)
2006 - 2016	Master Thesis coordinator, Master of Health Professions Education, Maastricht University.
2001 - 2004	Tutor and lecturer in Master of Educational Sciences, Faculty of Psychology
1989 - 2006	Tutor and communication skills trainer.

6 Management positions

2020 - 2025	Chair of the Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences (FHML), Maastricht University, the Netherlands. From January 2020 till December 2025 (a period of 6 years).
2016 - 2022	Scientific Director of the Interuniversity Centre for Educational Sciences (ICO). Maastricht University was the hosting partner (penvoerder) since September 1, 2016 for a period of six years, till Sept 1, 2022. ICO offers a post-graduate/PhD training program in the field of educational sciences in a strong research-based environment and enables community building among PhDs, post-docs and staff members.
1998 - 2019	Member of the Management Team of the Research Program entitled Research in Education – School of Health Professions Education (SHE). Providing support to the scientific director (prof.dr. Jeroen van Merriënboer) of this research program with policy and management issues.
2016 - 2017	From Nov 1st 2016 till March 1st 2017 deputy chair of Research in Education, because of a sabbatical of the director of Research in Education.
2006 - 2017	Member of the Management Team of the Master of Health Profession Education (MHPE) program; an international master program in distance education offered by the University of Maastricht, School of Health Professions Education.
2015 - 2019	Member of the Management Team of the Department of Educational Development & Research.
2015 - 2016	Chair of Best-evidence in Medical Education (BEME) Review Editorial Committee (BREC).

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

7 Funding

Name project	Connects: NRO Grote vragen voor het hoger onderwijs. Transdisciplinary education for transforming society. Maastricht participants in one WP: Hans Savelberg and Diana Dolmans
Period:	2023-2026
Detail:	NRO Grant Grote vragen voor het hoger onderwijs
Project coordinator:	Irene Visscher-Voerman and Klaasjan Visscher
Total sum:	€ 3.500,- (sum for Maastricht University)
Name project	AMEE Faculty Development Research Grant Boukje on Teacher Identity, Boukje Compen is the main applicant, Diana Dolmans is one of the supervisors and co-authors
Period:	2023-2025
Detail:	AMEE grant
Project coordinator:	Boukje Compen
Total sum:	€ 10.000,- (sum for Maastricht University)
Name project	Skills4you: WP3 Lead Differentiated Instruction. Interreg project number EMR 202. Maastricht participants: Lead WP 3: Diana Dolmans, others involved: Danielle Verstegen, Jeroen van Merrienboer
Period:	2021-2023; 1-5-2021 till 31-12-2023
Detail:	Interreg – EU Grant –
Project coordinator:	Cecotepe Liege Belgium
Total sum:	€ 369.000,- (sum for Maastricht University)
Name project	Compas. WP4 Lead Patient safety. Interreg project number EMR 208. Maastricht participants: Lead WP 4: Danielle Verstegen, others involved: Jeroen van Merrienboer, Diana Dolmans
Period:	2021-2023; 1-5-2021 till 31-12-2023
Detail:	Interreg – EU Grant –
Project coordinator:	Aachen Germany
Total sum:	€ 138.000,- (sum for Maastricht University)
Name project	Learning and Innovation: How teachers deal with differences between students. Maastricht participants: Boukje Compen, Simon Beusaert and Diana Dolmans
Period:	2022-2022; 1-1-2022 till 31-12-2022
Detail:	Learning and Innovation grant Maastricht University
Project coordinator:	Boukje Compen
Total sum:	€ 10.000,- (sum for Maastricht University)

Name project **Learning and Innovation: Learning in the Wild. Maastricht participants: Alice Pan, Hans Savelberg, Arie van der Lugt, Diana Dolmans**
Period: 2022-2022; 1-1-2021 till 1-6-2023
Detail: Learning and Innovation grant Maastricht University
Project coordinator: Alice Pan
Total sum: € 10.000,- (sum for Maastricht University)

Name project **Adapt@work: Flexible higher education; the development of adaptive expertise in work-related contexts. NRO Project. Research program higher education. Project leaders: Loek Nieuwenhuis HAN and Lia Fluit RadboudUMC. NRO project number 40.5.199945.601. Maastricht participants: Hans Savelberg WP3 and WP4, Diana Dolmans WP4, Roy Erkens WP 4.**
Period: 2020-2022; 1-7-2020 till 31-12-2022
Detail: NWO – NRO Grant – Research Program Higher Education
Project coordinator: Hogeschool Arnhem Nijmegen
Total sum: € 52.500,- (sum for Maastricht University)

Name project: **To kill two birds with one stone: Learning and Teaching Communities to support autonomous related and competent students and teachers. Comenius project. NWO-NRO, projectnummer 405.19865.483 Comenius by Hans Savelberg, Diana Dolmans, Leo Koehler en Piet Leroy.**
Period: 2019-2021; 1-5-2019 t/m 31-10-2021
Detail: NWO – NRO Grant – Comenius Beurs Senior Fellow
Project coordinator: Maastricht University
Total sum: € 100.000,-

Name project: **Development and Evaluation of a Multi-Purpose Toolbox Offering an Integrated Blended Program for Palliative Care in Undergraduate Medical Curricula. Palliantie. Meer dan zorg. NWO-Zon-Mw, Projectnummer 84400.1101 by Verstegen, Dolmans, Scherpbier, van den Beuken-van Everdingen, van den Brand, Courtens.**
Period: 2016 - 2020; 48 maanden
Detail: NWO-Zon-Mw Grant
Project Coordinator: Maastricht University
Total sum: € 971.817,-

Name project: **Equipping primary school teachers in traditional and ICT-supported schools for differentiating mathematics instruction: a design and evaluation study. In de subsidieronde Differentiatie in het Onderwijs van het National Regieorgaan Onderwijsonderzoek (NRO) NWO. Projectnummer 405-15-733. By Visscher, van Merrienboer, Dolmans, van Geel.**
Period: 2015-2019
Detail: NWO – NRO Grant
Project coordinator: University of Twente
Total sum: € 98.835,- for Maastricht University out of total of € 491.256,-

Name project: **NWO-NRO Knowledge utilization plus. Differentiation in the classroom: Teachers innovate and evaluate. Kennisbenutting plus. Differentiëren in de klas: Docenten gaan innoveren en evalueren. Projectnummer 405-16-835 period 1-3-2017 till 1-3-2018 by Dolmans and Verstegen. Als vervolgsubsidie op Differentiëren in de klas middels opdrachtgestuurd leren 405-15-501 by Dolmans, van Merrienboer, Verstegen.**
Period: 2017 - 2018; 12 maanden

Details: NWO - NRO Grant
Project Coordinator: Maastricht University
Total sum: € 10.000,-

Name project: **Het gebruik van de Diagnostische Tussentijdse Toets Data voor gedifferentieerd leren: Een analyse van de mogelijkheden.**
Maastricht University, SBE, 1-10-2017 t/m 31-12-2017 by Andrea Oudkerk Pool and Diana Dolmans.

Period: 2017 - 2017; 3 months
Details: Maastricht University - SBE
Project Coordinator: Maastricht University - SHE
Total sum: € 10.448,-

Name project: **SWOL Maastricht University, International Conference March 2018, Kerkrade Rolduc**

Period: 2018
Details: Micro-grant Maastricht University
Total sum: € 4.000,-

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

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

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

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

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

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

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

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

Name project: **Co-promotor of a research project aimed at investigating the development of a teaching portfolio for teachers in student-centred higher education. The research proposal was written by D. Dolmans and externally funded by NWO. The research project is entitled: "An instrument for the evaluation of teaching**

competencies in higher education” (490-23-054). This project was completed in 2005 without any delay.

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

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

Period: 2003-2004
Details: Grant by Maastricht University
Total sum: € 50.000,-

8 Main research theme

Diana Dolmans is a full professor of Educational Sciences specializing in health professions education. Her research focuses on key success factors in innovative higher education curricula, with particular attention to optimizing learning environments. Her main areas of interest include problem-based learning, faculty development, and quality culture in education. She is affiliated with the Department of Educational Development and Research and the School of Health Professions Education (SHE) at the Faculty of Health, Medicine and Life Sciences Maastricht University, the Netherlands. She serves as an associate editor for *Advances in Health Sciences Education*, has supervised thirty-one PhD candidates to completion, and is author of many scientific articles. She was director/chair of the Department of Educational Development and Research for six years (2020-2025), and she is a board member of the PANPBL Association.

9 Memberships

a. Associations/Societies

2026 - Present Secretary of the board of the Association for Medical Education (NVMO).
2023 - 2026 Board member of the Association for Medical Education (NVMO).
2020 - Present Board member of the PANPBL Association of Problem-Based Learning and Active Methodologies.
2020 - Present Member of the AERA, American Education Research Association.
2000 - Present Member of the international Association for Medical Education (AMEE).
1999 - Present Member of the Dutch Association for Medical Education (NVMO) since 1999. Principal organizer of their annual national conference in 2001.
1999 - Present Member of the Dutch Educational Research Association (VOR). Member organizing committee ORD 2011 in Maastricht.
1997 - Present Member of the Interuniversity Centre for Educational Sciences Research (ICO).

b. Committees

2026 - 2026 Member of the AMEE nominations committee – nominations AMEE governing board.
2025 - 2026 Member of the Evaluation Committee of the IAS PBL, Denmark, Aalborg. The Institute for Advanced Study in PBL, visit November 2025.
2025 - 2025 Member of the Dutch Accreditation Panel Nursing Programs, Applied University of Zuyd, November, December 2025.
2025 - 2026 Member of the NRO group who developed a theme page with evidence-informed design principles on adaptive expertise development.
2019 - 2023 Member of the Scientific Committee of the NVMO (WECO; Dutch association for medical education).
2018 - 2024 Member AMEE Faculty Development committee – research grant selection and co-editor of a special issue for Medical Teacher on Faculty

	Development.
2017 - Present	Member International Advisory Board PANPBL Association of Problem-based learning and active methodologies.
2011 - 2019	Member of the AMEE Research committee, chair selection of PhD report abstracts to be presented at the AMEE conference till 2016; from 2017 on member selection PhD report abstract and research abstracts.
2017 - 2018	Member of the NWO review committee Research Talent 2018.
2015 - 2017	Member review committee NWO ZonMw Onderzoek van Onderwijs Huisartsgeneeskunde en Ouderengeneeskunde.
2016 - 2018	Member Advisory Board LEAD, Graduate School, University of Tuebingen, Germany.
2017	Member of the midterm review committee Medical school, UvA, Amsterdam, which implemented team-based learning, March 16, 2017.
2016	Attendance of the presentation of Dr. Baroffio on May 18, 2016 as well as participation in the interview and the discussion afterwards because of her nomination.
2015 – 2017	Member committee Uitwerking Sectorplan Onderwijswetenschappen ingesteld door de Decanen Sociale Wetenschappen (DSW) in 2015.
2016 - 2017	Chair of the jury for the AMEE PhD thesis Award 2016. Member of the thesis award since 2017. An award that is offered by the Association for Medical Education in Europe (AMEE).
2015	Beoordelingscommissie NWO. Twee beoordelingscommissies voor aanmeldingen voor Langlopend onderwijsonderzoek van de Programmaraad Praktijkgericht Onderzoek(PPO), 8 en 9 januari 2015.
2012 - 2015	Member of the Wetenschapscommissie Maastricht UMC+, including selectie Kootstra Talent Fellowship.
2012	Chair and member of the jury for the Han Moll penning of the NVMO awarded once in five years by the Dutch Association for Medical Education in 2012.
2012 - 2016	Member of an international Best Evidence in Medical Education review group on Faculty Development II led by Prof.dr. Y. Steinert in the period 2012-2016, which resulted in the following publication: Steinert, Y., Mann, K., Anderson, B., Barnett, B. M., Centeno, A., Naismith, L., Prideaux, D., Spencer, J., Tullo, E., Viggiano, Th., Ward, H. & Dolmans, D. (2016). A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40. <i>Medical Teacher</i> , 38(8), 769-786.
2011	Member review committee for NWO (Dutch Association for Scientific Research) for PhD project grants for Dutch teachers (NWO promotiebeurzen voor leraren), 2011.
2011	Member review committee for NWO (Dutch Association for Scientific Research) for PROO review studies 2011.
2011	Member of the review committee of the QANU (Quality Assurance Netherlands Universities) for the Faculty of Law, Open University Heerlen, the Netherlands, February 2011.
2000 - Present	Reviewer for various international scientific journals and associations: Academic Medicine, Medical Education, Teaching and Learning in Medicine, Advances in Health Sciences Education, National Board of Medical Examiners, International Journal for Academic Development, BMC Medical Education, Medical Teacher, Instructional Science, Studies in Higher Education.
2010 + 2012	Member of the Jury for the best dissertation in medical education research, organized by the Dutch Association for Medical Education in 2010 and 2012.
2010	Member of the midterm review committee for the Faculty of Psychology, Erasmus University Rotterdam, June 2010.
2006 - 2007	Reviewer for NWO (Dutch Association for Scientific Research) for both PROO and BOPO research (educational research). BOPO deals with policy-related research proposals for elementary education. PROO deals with scientific educational research proposals. Both are organized by the

Dutch Association for Scientific Research. Member NWO-PROO review committee 2006-2007.

c. Editorial Boards

2006 - Present Associate editor of the international journal Advances in Health Sciences Education.
2003 - 2025 Member of the International Editorial Board of Medical Teacher.
2001 - 2024 Member of the International Editorial Board of Medical Education.
2015 - 2016 Chair BREC Beme Beste Evidence in Medical Education.
2015 – 2026 Member of the BEME Association of the AMEE.
2015 - 2019 Member of the international board of GMS Zeitschrift fur Medizinisch Ausbildung.

d. Awards, scholarly prizes and start/end honorary appointments

2026 - now Honorary appointment. Expert on Innovation and Research in Education, for five years at the Northeast Normal University, at the Changchun Normal University in Changchun, Jilin Province, China, starting May 2026.
2022 Aera Fellow since 2022. The American Educational Research Association (AERA) awarded Diana Dolmans the AERA Fellowship. The AERA Fellows program honours education researchers for their exceptional contributions to, and excellence in, education research. The prestigious award is given to highly meritorious scholars widely known for their exceptional contributions in education research.
2018 - 2023 Dolmans, D. Honorary Academic Appointment as Adjunct Professor in the School of Medicine with Western Sydney University for 5 years, period November 2018 – November 2023, Staff ID 30053723.
2014 Medical Education Choice Critics Award 2014, acknowledging the outstanding contributions in providing high quality reviews and feedback on papers to Medical Education.
2000 Thomas Hale Ham Award for New Investigators. Awarded by the Research in Medical Education Conference Program Planning Committee of the AAMC for the article: Dolmans, D.H.J.M., Wolfhagen, H.A.P. & van der Vleuten, C.P.M. (1998). Motivational and cognitive processes influencing tutorial groups. Academic Medicine, 73, 8, S22-S24.

10 Thesis promotorship and supervision

Promotor or co-promotor of dissertations that have been finished (31)

R. Hari PhD-candidate, Maastricht University, defense Sept 5, 2025, Near-Peer Teaching in Undergraduate Skills Training: Exploring Teaching Strategies and Implementation. Supervisors: D.H.J. M. Dolmans, S. Huwendiek, R. Stalmeijer. (31)
L. Leatemala PhD-candidate, Maastricht University, defense June 26, 2025, Strengthening Student-Centeredness in Teachers in Problem-based Learning. Supervisors: D.H.J.M. Dolmans, A. Susilo and B. Compen (30).
Y. Zhu PhD-candidate, Maastricht University, defense May 28, 2025, Driven to Learn: Understanding and supporting student autonomous motivation in health professions education. Supervisors: H. Savelberg, D.H.J.M. Dolmans, L. Khoeler, R. Kusurkar (29).
C. Behrens PhD-candidate, Maastricht University, defense January 31, 2024, Medical Students' Emotions in Complex Simulations. Supervisors: D.H.J.M. Dolmans, E. Driessen, G. Gormley (28).
M. Khan PhD-candidate, Maastricht University, defense May 16, 2023, Overcoming barriers in the prevention of surgical site infection. A master plan employing task-based interprofessional training. Supervisors: W. van Mook, D. Dolmans, D. Verstege (27).
M.L. Tremblay PhD-candidate, Maastricht University, defense May 8, 2023, Lights.

- Camera. Action. Debrief. Designing immersive simulation for novices to promote learning. Supervisors: D. Dolmans, J.J. Rethans (26)
- J. Pieters PhD-candidate, Maastricht University, defense April 1, 2023, Let's talk about it: Palliative care education in undergraduate medical curricula. Supervisors: M. van den Beuken-van Everdingen, D. Dolmans, D. Verstegen. (25)
- J. Beuken PhD-candidate, Maastricht University, defense March 25, 2022, Waves towards Harmony: Learning to collaborate in healthcare across borders. Supervisors: D. Dolmans, D. Verstegen, M. Bouwmans. (24)
- S. Martens PhD candidate, Maastricht University, defense Oct 15, 2021, Building student-staff partnerships in higher education. Supervisors: Dolmans, Wolfhagen, Whittingham. (23)
- A. Atherley PhD candidate, Maastricht University, defense Sept 27, 2021, Beyond the Struggles: Using social-developmental lenses on the transition to clinical training. Supervisors: Dolmans, Hu, Teunissen, Hegazi. Double Doctoral Degree Maastricht University- Western Sydney University – Australia. (22) AMEE Dissertation Award.
- M. Schillings PhD candidate, Maastricht University, defense July 6, 2021, Talking about feedback: Face-to-face peer dialogue about written feedback. Supervisors: Dolmans, Savelberg, Roebertsen. Supervisors: D. Dolmans, H. Savelberg, R. Roebertsen. (21)
- G. Bendermacher PhD candidate, Maastricht University, defense July 2, 2021, Navigating from Quality Management to Quality Culture. Supervisors: oude Egbrink, Dolmans, Wolfhagen - CUM LAUDE. (20)
- L. Dominguez Maastricht University, defense Feb 23, 2021, Persistence in surgical training: The role of job crafting and leadership. Supervisors: Stassen, Dolmans, de Grave. Supervisors: L. Stassen, D. Dolmans & W. de Grave. (19)
- K. Wilby PhD-candidate, Maastricht University, defence 2019, When numbers become words: Assessors' processing of performance data within OSCES. Supervisors: Dolmans, Govaerts and Austin. (18)
- F. Olmos Vega PhD-candidate, Maastricht University, defence 2018. Workplace Learning Through Interaction. Supervisors: D. Dolmans, P. Teunissen and R. Stalmeijer. (17)
- J. Ignacio PhD-candidate, Maastricht University, defence 2017 Stress Management in Crisis Event Simulations for Enhancing Performance. Date of defence: Feb 9th, 2017. Supervisors: D. Dolmans, J.J. Rethans, A. Scherpbier, L. Sok Ying. (16)
- S. Huwendiek PhD-candidate, Maastricht University, defence 2016 Soeren Huwendiek. Virtual patients for learning of clinical reasoning. Date of defence: November 25, 2016. Supervisors: D.H.J.M. Dolmans, C.P.M. van der Vleuten, B. de Leng. (15)
- J. Beckers PhD-candidate, Maastricht University, Maastricht, defence 2016. Jorrick Beckers. With a little help from my e-portfolio. Supporting students' self-directed learning in senior vocational education. Date of defence: Dec 9th, 2016. Supervisors: J. van Merriënboer, D. Dolmans. (14)
- A. Diemers PhD-candidate, Maastricht University, defence 2014. Agnes Diemers. Learning from preclinical patient contacts. Date of defence: October 3th, 2014. Supervisors: D.H.J.M Dolmans, A.J.A. Scherpbier, M.W.J. van de Wiel (13)
- N. Junod PhD-candidate, Maastricht University, defence 2013 Noelle Junod Perron, N. Towards a learner-centred approach to postgraduate communication skills teaching. Date of defence: October 24th, 2013. Supervisors: D.H.J.M. Dolmans, C.P.M. van der Vleuten, M. Nendaz. (12)

R. Kamp	PhD-candidate, Maastricht University, defence Nov. 2013 (defended and prepared at Maastricht University) Rachele Kamp. Peer feedback to enhance learning in problem-based tutorial groups. Date of defence: November 28, 2013. Supervisors: D.H.J.M Dolmans, H.G. Schmidt, H. van Berkel. (11)
J. Kleijnen	PhD-candidate, Maastricht University, defence 2012 (10)
V. Singaram	PhD-candidate, Maastricht University, defence, 2011(9)
T. Boerboom	PhD-candidate, Utrecht University, defence 2011 (8)
R. Stalmeijer	PhD-candidate, Maastricht University, defence 2011 (7)
F. van Blankenstein	PhD-candidate, Maastricht University, defence 2010 (6)
B. de Leng	PhD-candidate, Maastricht University, defence 2009 (5)
D. Jaarsma	PhD-candidate, Utrecht University, defence 2008 (4)
A. Visschers-Pleijers	PhD-candidate, Maastricht University, defence 2007 (3)
D. Tigelaar	PhD-candidate, Maastricht University, defence 2005 NWO-project 490-23-054 (2)
M. van den Hurk	PhD-candidate, Maastricht University, defence 1999 (1)

Promotor of dissertations under preparation

T. Claeys	PhD-candidate, Maastricht University
S. Meuser	PhD-candidate, Maastricht University
M. Levis	PhD-candidate, Maastricht University
L. Roossien	PhD-candidate, Amsterdam, VU
W. de Vries	PhD-candidate, Maastricht University
L. Mommers	PhD-candidate, Maastricht University
Z. Li	PhD-candidate, Maastricht University
X. Liu	PhD-candidate, Maastricht University
J. Hennissen	PhD-candidate, Maastricht University
S. Sayin	PhD-candidate, Maastricht University
M. Gillet	PhD-candidate, Maastricht University
R. Reynolds	PhD-candidate, Maastricht University
M. Liebisch	PhD-candidate, Maastricht University
T. Therdopong-Tongseiratch	PhD-candidate, Maastricht University
M. Feher	PhD-candidate, Maastricht University

Chair PhD review committee

Dr. J. Leppink	PhD-candidate, Maastricht University, May 4, 2012
Dr. F. Cilliers	PhD-candidate, Maastricht University, Jan 19, 2012
Dr. I. Spanjers	PhD-candidate, Maastricht University, May 29, 2012
Dr. M. Sibbald	PhD-candidate, Maastricht University, October 9 th 2013
Dr. J. van der Zwet	PhD-candidate, Maastricht University, Jan. 30 th 2014
Dr. J. Hommes	PhD-candidate, Maastricht University, Feb. 26 th 2014
Dr. J. Frambach	PhD-candidate, Maastricht University, March 26 th 2014
Dr. M. Al-Eraky	PhD-candidate, Maastricht University, May, 21 th , 2015
Dr. Z. Zareen	PhD-candidate, Maastricht University, June 15 th , 2017
Dr. M. Wenrich	PhD-candidate, Maastricht University, Sept 12 th , 2018
Dr. M. Kikukawa	PhD-candidate, Maastricht University, Dec 17 th , 2019
Dr. H. Nishigori	PhD-candidate, Maastricht University, Nov 17 th , 2020
Dr. M. Zafar Iqbal	PhD-candidate, Maastricht University, Dec 15 th , 2020
Dr. N. van der Baan	PhD-candidate, Maastricht University, Jan 29 th , 2024
Dr. I. Shimizu	PhD-candidate, Maastricht University, Dec 18 th , 2024
Dr. M. Van Lierop	PhD-candidate, Maastricht University, Jan 21 th , 2025

Member of PhD review committees

Dr. D. Mpofu	PhD-candidate, Maastricht University
Dr. T. Kristina	PhD-candidate, Maastricht University
Dr. J. van Dalen	PhD-candidate, Maastricht University
Dr. J. Arts	PhD-candidate, Maastricht University
Dr. L. Bude	PhD-candidate, Maastricht University
Dr. J. Gulikers	PhD-candidate, Open University Heerlen

Dr. E. Yew	PhD-candidate, Erasmus University Rotterdam
Dr. D. Widyandana	PhD-candidate, Maastricht University
Dr. Th. Balslev	PhD-candidate, Maastricht University
Dr. B. Taminiou	PhD-candidate, Open University, May, 2013
Dr. S. Janssen	PhD-candidate, Open University, June, 2013
Dr. L. van Meeuwen	PhD-candidate, Open University, September, 2013
Dr. J. Batista Tomaz	PhD-candidate, Erasmus University Rotterdam, Nov, 2013
Dr. E. Chng	PhD-candidate, Erasmus University Rotterdam, Dec, 2013
Dr. S. Choo	PhD-candidate, Erasmus University Rotterdam, Dec, 2013
Dr. G. Servant	PhD-candidate, Erasmus University Rotterdam, Nov, 2016
Dr. M. Olde Bekkink	PhD-candidate, Radboud University Nijmegen, Dec, 2016
Dr. A. Kool	PhD-candidate, Utrecht University, Dec, 2016
Dr. R. Backhaus	PhD-candidate, Maastricht University, April, 2017
Dr. J. van Dongen	PhD-candidate, Maastricht University, Dec, 2017
Dr. M. Vereijken	PhD-candidate, Leiden University, May, 2018
Dr. S. van Ginkel	PhD-candidate, Wageningen University, Oct, 2019
Dr. E. Gheysens	PhD-candidate, Free University Brussels, Belgium, March, 2020
Dr. T. Tran Quang	PhD-candidate, Maastricht University, Dec, 2020
Dr. T. van Woezik	PhD-candidate, Radboud University Nijmegen, Dec, 2020
Dr. Y. Zhou	PhD-candidate, University of Groningen, June, 2022
Dr. M. Barry	PhD-candidate, Open University Heerlen, October, 2022
Dr. T Kremer	PhD-candidate, Erasmus University Rotterdam, Nov, 2022
Dr. P. Lambriex	PhD-candidate, Maastricht University, SBE, March, 2023
Dr. J. Moffet	PhD-candidate, Maastricht University, Sept, 2024
Dr. E Hammoen	PhD-candidate, University of Leiden, Sept, 2024
Dr. E. Gerretsen	PhD-candidate, Maastricht University, Oct, 2025
Dr. U. Sattarova	PhD-candidate, Maastricht University, Oct, 2025

Opposition in PhD defence

Dr. P. van den Bossche	PhD-candidate, Maastricht University
Dr. N. Sockalingam	PhD-candidate, Erasmus University Rotterdam
Dr. G. Fastré	PhD-candidate, Open University Heerlen
Dr. S. Ying Law	PhD-candidate, Maastricht University
Dr. M. Westerman	PhD-candidate, Utrecht University
Dr. L. Fluit	PhD-candidate, Radboud University
Dr. A. Susilo	PhD-candidate, Maastricht University
Dr. K. Dirkx	PhD-candidate, Open University
Dr. E. Kok	PhD-candidate, Maastricht University
Dr. K. Bohle Carbonell	PhD-candidate, Maastricht University
Dr. W. Eppich	PhD-candidate, Maastricht University
Dr. S. von Helden	PhD-candidate, Maastricht University
Dr. H. Stokhof	PhD-candidate, Open University Heerlen
Dr. A. Smirnova	PhD-candidate, Maastricht University
Dr. M. Wijnen	PhD-candidate, Erasmus University
Dr. H. Smeets	PhD-candidate, Maastricht University

15 List of most important publications (IF)

Top cited papers:

1. Dolmans, DHJM, De Grave, W., Wolfhagen, IHAP & van der Vleuten, CPM. (2005). Problem-based learning: Future challenges for educational practice and research. *Medical Education*, 39, 732-741.
2. Dolmans, D. H. (2019). How theory and design-based research can mature PBL practice and research. *Advances in Health Sciences Education*, 24(5), 879-891.
3. Steinert, Y. Mann, K. Centeno, A., Dolmans, D., Spencer, J., Gelula, M. & Prideaux D. (2006). A systematic review of faculty development initiatives designed to improve

teaching effectiveness in medical education: BEME guide no 8. *Medical Teacher*, 28, 6, 497-526.

4. Steinert, Y., Mann, K., Anderson, B., Barnett, B. M., Centeno, A., Naismith, L., Prideaux, D., Spencer, J., Tullo, E., Viggiano, Th., Ward, H. & Dolmans, D. (2016). A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40. *Medical Teacher*, 38(8), 769-786.
5. Dolmans, D. H., Loyens, S. M., Marcq, H., & Gijbels, D. (2016). Deep and surface learning in problem-based learning: a review of the literature. *Advances in health sciences education*, 21(5), 1087-1112.
6. Tigelaar, D. E., Dolmans, D. H., Wolfhagen, I. H., & Van Der Vleuten, C. P. (2004). The development and validation of a framework for teaching competencies in higher education. *Higher education*, 48(2), 253-268.
7. Bendermacher, G. W. G., oude Egbrink, M. G., Wolfhagen, I. H. A. P., & Dolmans, D. H. (2017). Unravelling quality culture in higher education: a realist review. *Higher education*, 73(1), 39-60.

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

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

Innovative designs

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

Citation Index Google Scholar	All	Since 2021
Citities	23023	9472
h-index	73	43

16 Contributions to meetings, seminars and lectures as invited speaker

Visiting professor

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

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

International invited lectures and workshops for scientific audiences

Dolmans, D. (**2025**, May). Invited Speaker at two conferences on Values Education and Problem-Based Learning and Active Methodologies, organized by the PANPBL Association in close collaboration with (May 9-16, 2026) the Tsinghua University in Beijing and the Changchun Normal University in Changchun, Jilin Province, China. Lecture about PBL.

Dolmans, D. (**2025**, November). Invited Speaker on the PANPBL conference in Belo

Horizonte, Brasil. Lecture about PBL and Transdisciplinary Education.

Dolmans, D. (2025, August). Invited Speaker at the AMEE Faculty Development conference in Lecture: Shaping the Future of Faculty Development Research. Barcelona, Spain.

Dolmans, D. (2023, April). The future of PBL Research. Invited lecture. Insitute for Advanced Studies- PBL, Aalborg, Denmark.

Dolmans, D. & Roossien, L. (2023, January). PBL and TBL: How to combine the best of both worlds? Invited Workshop, College of Medicine and Health Sciences, Al Ain, UAE.

Steinert, Y., Findyartini, A., Sorinola, L. & Dolmans, D. (2022, August). Thinking differently to advance research in faculty development. Beyond skills development. Invited Symposium, AMEE conference, Lyon, France.

Dolmans, D. (2022, May). How to nurture a quality culture? Invited lecture. AMEEMR conference. May 2022.

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

Fluit, L., Dolmans, D. (2021, Oct). How can we support the development of a teacher identity? AMEE FACDEV Journal club meeting. AMEE, online.

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty Development and its impact on developing a community of practice by Dolmans and Steinert, presentation during the third workshop of the international scientific research community Developing competencies in learners, entitled "Beyond the cognitive side of expertise", October 12 until 14 2016 at the Irish College, Leuven, October 14, **2016**.

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

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

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

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

Lecture/discussion Wimba, Diana Dolmans & Larry Michaelsen, Problem-based learning – Team-based learning: Where the 'L' are we; and how do we know it? Interview live stream video AMEE, May 22, **2014**.

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

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

Workshops on Clinical Teacher, Faculty Development & PBL Problem and unit design. King Saud University, Department of Medical Education, College of Medicine, Riyadh, Saudi-Arabia, February 23-25, **2014**.

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

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

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

Invited lectures: Design of PBL problems. Preparing staff, students and the organization for a curriculum innovation. PBL conference for Dentist. Malmö, Sweden, May 16-17, **2013**.

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

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

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

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

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

PBL: Does it work and Why. Closing lecture during the Summercourse Program offered at the Maastricht University; an international course on problem-based learning, **2010**.

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

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

National invited lectures or workshops

1. Groot, de E. & Dolmans D. Workshop: Different types of reviews. NVMO promovendiday, Utrecht, March **2023**
2. Dolmans D. Workshop: Department Day O&O, Department of Educational development and research: Let us Connect! Maastricht, September 17, **2020**.
3. Dolmans D & Gijbels D. Podcast: Research Integrity and Data Management. Introductory course for PhD candidates at the Interuniversity Centre for Educational Sciences, the Netherlands. April 20, **2020**.
4. Dolmans, D. Workshop: Design-Based Research: Bridging theory and practice. Online: New York University, School of Medicine, Master of Health Professions Education. July 7, **2020**.
5. Dolmans, D & Bokhoven, L. Workshop: Conducting Design-based educational research. Maastricht University, Jan 11, 2019.
6. Dolmans, D, & de Groot, E. Workshop: Reviews in Education Research. Radboud University, Nijmegen, Sept 6, 2019.
7. Dolmans, D. Het succes van probleemgestuurd onderwijs. Het Onderwijscongres, Eindhoven, May 16, 2019.
8. Dolmans, D. Lecture: Leren aan de hand van beroepstaken in probleemgestuurd onderwijs. Facility Management, Hogeschool Zuyd, Heerlen, 11 juni 2019.
9. Dolmans, D. Leren aan de hand van authentieke leertaken. Symposium Universiteit Leiden, May 22, 2018
10. Dolmans, D. Lecture: How to build a teaching quality culture to optimize teaching. ECCO, Maastricht University, March 29, 2018.
11. Dolmans, D. Atherley, A. Workshop literature reviews, NVMO, PhD day, April 20, 2018.
12. Dolmans, D. Workshop Design-based research. Scientific committee NVMO, Utrecht, June 18, together with Lia Fluit and Anneke Kramer.
13. Design-based research. SafePAT meeting, Maastricht, December 7, **2017**.
14. Workshop Design-based Research. Scientific committee NVMO, Utrecht, June 14, **2017** and October 11, **2017**, together with Lia Fluit and Anneke Kramer.
15. Educational Innovation. Basic Teaching Qualification Workshop. Dolmans. Oct 3 **2017**.
16. Differentieren middels opdrachtsgestuurd leren. Docenten Voortgezet Onderwijs, Heerlen. Beckers en Dolmans, 26 juni, **2016**.
17. Educational Innovation. Basic Teaching Qualification Workshop. Dolmans and Clarebout. May 25, **2016**.
18. Optimizing deep learning. Education Seminar, FHML, UM. Dolmans and Schneider, April 13, **2016**.
19. Creeëren van een kwaliteitscultuur. Waarom en hoe? Training FHML OC leden. Dolmans en Whittingham. 3 maart **2016**.

20. Problem-based Learning: Introduction. Faculty Development Workshop, FHML, UM. January 12, **2016**.
21. Probleemgestuurd onderwijs: Hoe en waarom? Lezing NOVUM. 2 oktober **2015**.
22. Lezing over PBL voor docenten VMBO Reeshof College Tilburg, Maastricht, 3 oktober, **2014**.
23. Lezing over PBL voor Educatieve Minor van de Teacher Academy. UM. 17 september, **2013**.
24. Lecture: Interactive lecturing. FHS, Maastricht, 18 juni **2013**.
25. Lezing: Valkuilen en tips bij onderwijsonderzoek. Radboud Universiteit Nijmegen, 11 juni, **2013**.
26. Lecture: Rethinking the tutor role. FPN, Maastricht, February 26, **2013**.
27. Lezing: Masteropleiding nieuwe stijl: Integratie theorie en praktijk. FHML, Maastricht, NH hotel, 19 februari, **2013**.
28. Lezing over PBL voor Master of Evidence Based Innovation in Teaching (MEBIT) van de Teacher Academy. UM. 8 februari, **2013**.
29. Lezing/workshop NVAO: Actieve betrokkenheid van studenten bij het creëren van een kwaliteitscultuur: Waarom en hoe? Utrecht, 6 februari, **2013**.
30. Masteropleiding nieuwe stijl: Integratie theorie en praktijk, FHML, Maastricht, 1 februari **2013**.
31. Innoveren om beter te leren. Inaugurele rede. Universiteit Maastricht, 27 juni, **2012**.
32. Bevindingen proefvisitatie Onderwijswetenschappen OU, Heerlen, 29 februari, **2012**.
33. Probleemgestuurd onderwijs: Leerprincipes en evidentie. Master Evidence-Based Innovation in Teaching, **2010-2012**
34. Probleemgestuurd onderwijs: Waarom en hoe te verbeteren? Hogere Agrarische School (HAS), Den Bosch, **2010**.
35. The rationale of problem-based learning. Invited closing plenary. Summercourse on problem-based learning, Maastricht University, **2009**. \Research in Medical Education: Some trends and developments. Mini-symposium Medical School AMC-UvA, Amsterdam, **2007**.
36. Verdere professionalisering van medisch onderwijsonderzoek. Further development of medical education research. PhD meeting of the Dutch Medical Education Association, Utrecht, **2007**.
37. Probleemgestuurd onderwijs: Leerprincipes en evidentie. PBL: Learning principles and its evidence. Pharmacy, Utrecht, **2006**.
38. Lezing over PBL voor Educatieve Minor van Teacher Academy, UM.
39. Lezing over PBL voor Master of Evidence Based Innovation in Teaching (MEBIT) van de Teacher Academy, UM.

Interviews/opinions published in newsletters

1. Dolmans, Frambach, Gijsselaers (2026). Probleemgestuurd onderwijs: al 50 jaar de identiteit van de Universiteit Maastricht, Maastricht University, Maart 2026.
2. Dolmans, Driessen, Frambach (2019). Probleemgestuurd onderwijs is meer dan een facilitator voor de klas. Zijn leer- en ontwerpprincipes goede raadgevers voor onderwijs? Science Guide, 3 dec. 2019.
3. Dolmans, D. (2019). PBL: it sounds nice in theory, but ... SHE Newsletter, September 2019.
4. Dolmans, D. (2019). To DBR or not DBR? SHE Newsletter, Summer.
5. SHE Investigates: Are research and teaching related or not? SHE Newsletter, Spring Edition, 2018.
6. Sustainable Educational Change: Is there really no scientific evidence? SHE Newsletter, April 2017.
7. Four key messages on how to move forward in faculty development. SHE Newsletter, September 2017
8. The Ph.D. trajectory: Is it only about counting papers or also about personal academic growth? SHE Newsletter, December 2017.

List of Publications

Diana HJM Dolmans, PhD

Inaugural address

2012

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

Dissertation

1994

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

International refereed publications in journals or books period 1994-2026 280 in total)

WI-1: International refereed publications in journals 1a (118 in the period 2018-2026)

2026

1. Claeys, T., Dolmans, D. H., & de Nooijer, J. (2026). A Team-Based Interprofessional Practice Placement in primary care to promote students' interprofessional collaborative competences. *Journal of Interprofessional Education & Practice*, 100803.
2. Elhassan, Y. H., Sieben, J. M., Köhler, S. E., Brinke, D. J. T., & Dolmans, D. H. (2026). Staged-release problem-based learning revitalizes medical students' intrinsic motivation and clinical reasoning. *Medical Teacher*, 1-13.
3. Hari, R., Huwendiek, S., Alt, L., Dolmans, D. H., & Stalmeijer, R. E. (2026). Course directors' reflections on educational design choices for incorporating near-peer teaching into clinical skills teaching. *Medical Teacher*, 48(1), 150-157.
4. Liu, X., Dolmans, D., Asoodar, M., Joosten-Ten Brinke, D., & Verstegen, D. (2026). Enhancing feedback practice in programmatic assessment: A workshop for health professions education teachers. *Asia Pacific Scholar*, 11.
5. Zhu, Y., Kusurkar, R. A., Dolmans, D., Köhler, S. E., Abidi, L., Erkens, R. H., & Savelberg, H. (2026). Evaluating and understanding undergraduate students' basic psychological needs satisfaction and motivation across different learning environments: a mixed-methods study. *Learning Environments Research*, 29(1), 9.

2025

6. Albanese, I., Drummond, K., Tardio, V., & Dolmans, D. (2025). Faculty perspectives on supervising endocrinology residents in the longitudinal clinic setting. *Journal of Clinical & Translational Endocrinology*, 40, 100385.
7. Behrens, C. C., Dolmans, D. H., Driessen, E. W., & Gormley, G. J. (2025). 'Dancing with emotions': An Interpretive Descriptive study of facilitators recognition and response to students' emotions during simulation. *Medical Education*, 59(4), 439-448.
8. Compen, B., Verstegen, D., Maussen, I., Hülsmann, C., & Dolmans, D. (2025). Good practices for differentiated instruction in vocational education: the combined perspectives of educational researchers and teachers. *International Journal of Inclusive Education*, 29(6), 1017-1034.
9. Grijpma, J. W., de la Croix, A., Dolmans, D. H., Meeter, M., Grooten, R. H., & Kusurkar, R. A. (2025). Preparing Medical Teachers for Small-Group Active Learning: A Design-based Research Study. *Perspectives on Medical Education*, 14(1), 578.
10. Hari, R., Oppliger, S., Dolmans, D. H., Huwendiek, S., & Stalmeijer, R. E. (2025). Comparison of practical skills teaching by near-peers and faculty. *Academic Medicine*, 100(7), 820-827.
11. Leatemia, L. D., Compen, B., Dolmans, D. H., van Merriënboer, J. J., & Susilo, A. P. (2025). Situations that prompt teachers in problem-based curricula to reflect on their beliefs, identity and mission. *Medical Teacher*, 47(1), 64-72.

12. Liu, X., Dolmans, D., Asoodar, M., Li, Z., & Verstegen, D. (2025). How to close the learning circle? Students' perspectives on how programmatic assessment influences self-regulated learning in a global online programme. *Assessment & Evaluation in Higher Education*, 50(8), 1207-1222.
13. Roossien, L., van Klaveren, L. M., de Vos, R., Dolmans, D. H., & Boerboom, T. B. (2025). Team-based learning (TBL) in health professions education: A systematic review on its conceptual elements and outcomes. *Medical Teacher*, 47(12), 1933-1947.
14. Sayin, S., Roebertsen, H., Whittingham, J., Hennissen, J., Steinert, Y., & Dolmans, D. (2025). Faculty members' perceptions of how faculty development initiatives could contribute to developing their adaptive expertise. *Medical Teacher*, 1-10.
15. Zhu, Y., Dolmans, D., Kusurkar, R. A., Köhler, S. E., Abidi, L., & Savelberg, H. (2025). Promoting students' autonomous motivation for the ongoing curriculum using a 'Societal Impact Project' with basic psychological needs characteristics. *Medical Teacher*, 47(6), 955-962.
16. Van Der Baan, N. A., Hennemann, T. P., Stalmeijer, R. E., Dolmans, D. H., & Sehlbach, C. (2025). Teachers' continuing professional development: using student evaluations to start a dialogue. *Assessment & Evaluation in Higher Education*, 1-16.
17. Van Schalkwyk, S., Amaral, E., Anakin, M., Chen, R., Dolmans, D., Findyartini, A., Fobian, N., Leslie, K., Muller, J., O'Sullivan, P., Ramani, S., Sorionola, O., Vakani, F.S. & Steinert, Y. (2025). Disentangling faculty development: A scoping review towards a rich description of the concept and its practice. *Medical Teacher*, 47(8), 1304-1325.

2024

18. Beuken, J. A., Bouwmans, M. E., Dolmans, D. H., Hoven, M. F., & Verstegen, D. M. (2024). Qualitative expert evaluation of an educational intervention outline aimed at developing a shared understanding of cross-border healthcare. *GMS Journal for Medical Education*, 41(2), Doc17.
19. Chim, H. Q., Dolmans, D. H., Oude Egbrink, M. G., & Savelberg, H. H. (2024). Experiences of face-to-face and online collaborative learning tutorials: A qualitative community of inquiry approach. *Education and Information Technologies*, 29(14), 18561-18589.
20. Gordon, M., Daniel, M., Ajiboye, A., Uraiby, H., Xu, N. Y., Bartlett, R., Hanson, J., Haas, M., Spadafore, M., Grafton-Clarke, C., Gasiea, R.Y., Michie, C., Corral, J., Kwan, B. Dolmans, D. & Thammasitboon, S. (2024). A scoping review of artificial intelligence in medical education: BEME Guide No. 84. *Medical teacher*, 46(4), 446-470.
21. Hari, R., Caprez, R., Dolmans, D., Huwendiek, S., Robbiani, S., & Stalmeijer, R. E. (2024). Describing ultrasound skills teaching by near-peer and faculty tutors using cognitive apprenticeship. *Teaching and learning in medicine*, 36(1), 33-42.
22. Li, Z., Asoodar, M., de Jong, N., Keulers, T., Liu, X., & Dolmans, D. (2024). Perception of enhanced learning in medicine through integrating of virtual patients: an exploratory study on knowledge acquisition and transfer. *BMC Medical Education*, 24(1), 647.
23. Meuser, S., Borgestig, M., Lidström, H., Hennissen, P., Dolmans, D., & Piskur, B. (2024). Experiences of dutch and swedish occupational therapists and teachers of their context-based collaboration in elementary education. *Journal of Occupational Therapy, Schools, & Early Intervention*, 17(1), 37-53.
24. Zhu, Y., Abidi, L., Savelberg, H., Köhler, S. E., Kusurkar, R. A., & Dolmans, D. (2024). Fostering university students' autonomous motivation through a societal impact project: a qualitative study of students' and teachers' perspectives. *BMC Medical Education*, 24(1), 1503.
25. Zhu, Y., Dolmans, D., Köhler, S. E., Kusurkar, R. A., Abidi, L., & Savelberg, H. (2024). Paths to Autonomous Motivation and Well-being: Understanding the Contribution of Basic Psychological Needs Satisfaction in Health Professions Students. *Medical Science Educator*, 34(6), 1331-1342

2023

26. Atherley, A., Teunissen, P., Hegazi, I., Hu, W., & Dolmans, D. (2023). Longitudinal exploration of students' identity formation during the transition from pre-clinical to clinical training using research poetry. *Medical Education*, 57(7), 637-647.
27. Khan, M. N. A., van Mook, W. N. A., Bhatti, A. B. H., Dolmans, D. H., & Verstegen, D. M. (2023). Stakeholders' perceptions about a surgical site infection master training plan for a low-middle income country. *International Journal of Infection Control*, 19.
28. Meuser, S., Piskur, B., Hennissen, P., & Dolmans, D. (2023). Targeting the school environment to enable participation: A scoping review. *Scandinavian Journal of Occupational Therapy*, 30(3), 298-310.
29. Mommers, L., Verstegen, D., Dolmans, D., & van Mook, W. N. (2023). Observation of behavioural skills by medical simulation facilitators: a cross-sectional analysis of self-reported importance, difficulties, observation strategies and expertise development. *Advances in Simulation*, 8(1), 28.
30. Servant-Miklos, V., Dolmans, D., & Ryberg, T. (2023). PBL, change or risk irrelevance: a friendly warning. *Health Professions Education*, 9(1), 2.
31. Schillings, M., Roebertsen, H., Savelberg, H., & Dolmans, D. (2023). A review of educational dialogue strategies to improve academic writing skills. *Active Learning in Higher Education*, 24(2), 95-108.
32. Stalmeijer, R. E., Whittingham, J. R., Bendermacher, G. W., Wolfhagen, I. H., Dolmans, D. H., & Sehlbach, C. (2023). Continuous enhancement of educational quality—fostering a quality culture: AMEE Guide No. 147. *Medical Teacher*, 45(1), 6-16.
33. Tremblay, M. L., Rethans, J. J., & Dolmans, D. (2023). Task complexity and cognitive load in simulation-based education: A randomised trial. *Medical Education*, 57(2), 161-169.
34. Tremblay, M. L., Lafleur, A., Dieckmann, P., Rethans, J. J., & Dolmans, D. (2023). Collaboration Scripts or Checklists to Engage Novice Observers in Immersive Simulation?. *Simulation in Healthcare*, 10-1097.

2022

35. de Nooijer, J., Dolmans, D. H., & Stalmeijer, R. E. (2022). Applying landscapes of practice principles to the design of interprofessional education. *Teaching and Learning in Medicine*, 34(2), 209-214.
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WI-1: International refereed publications in journals 1b (131 period 1993-2017)

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127. Dolmans, D. & Schmidt, H.G. (1994). What Drives the Student in Problem-based Learning? *Medical Education*, 28, 5, 372-380.
128. Dolmans, D., Wolfhagen, H.A.P. & Snellen-Balendong, H.A.M. (1994). Improving the Effectiveness of Tutors in Problem-based Learning. *Medical Teacher*, 16, 4, 359-367.

129. Dolmans, D.H.J.M., Wolfhagen, H.A.P., Schmidt, H.G. & Vleuten, van der, C.P.M. (1994). A Rating Scale for Tutor Evaluation in a Problem-based Curriculum: Validity and Reliability. *Medical Education*, 28, 550-558.

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WI II: International refereed publications in journals period 1991-2014 (23 in total)

2014

1. Kleijnen, J., Dolmans, D., Willems, J., & van Hout, H. (2014). Effective quality management requires a systematic approach and a flexible organisational culture: a qualitative study among academic staff. *Quality in Higher Education*, 20(1), 103-126.

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2. Kleijnen, J., Dolmans, D., Willems, J., van Hout, H. (2011). Does internal quality management contribute to more control or to improvement of higher education? A survey on faculty's perceptions. *Quality Assurance in Education*, 19, 2, 141-155.

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3. Dolmans, D.H.J.M., Wolfhagen, I.H.A.P. & Ginns, P. (2010). Measuring approaches to learning in a problem-based contact. *International Journal of Medical Education*, 1, 55-60.
4. Van Blankenstein, F.M., Dolmans, D.H.J.M., Van der Vleuten, C.P.M., & Schmidt, H.G. (2010). *The Effect of Small Group Discussion and Explaining on Subsequent Learning: An Experimental Approach*. Paper presented at the annual meeting of the American Educational Research Association (AERA), 2010 April 30 –May 4, Denver, Colorado.
5. Stalmeijer, R.E., Dolmans, D.H.J.M., Wolfhagen, H.A.P., Muijtjens, A., Van Merriënboer, J. & Scherpbier, A.J.J.A. (2010). *Validity and reliability of the Maastricht Clinical Teaching Questionnaire: Factors influencing effective clinical teaching*. Paper presented at the annual meeting of the American Educational Research Association (AERA), 2010 April 30 –May 4, Denver, Colorado.
6. Kamp, R. J. A., Dolmans, D. H. J. M., Van Berkel, H. J. M., & Schmidt, H. G. (2010). *Can students adequately evaluate the activities of their peers in PBL?* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), 2010 April 30 –May 4, Denver, Colorado.
7. Dolmans, D.H.J.M., Wolfhagen, I.H.A.P. & Van Merriënboer, J.J.G. (2010). *Does problem-based learning enhance lifelong learning?* Paper presented at The 5th EARL SIG 14 Learning and Professional Development Conference, August 25-27, 2010, Munich, Germany.

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8. Kleijnen, J., Dolmans, D., Muijtjens, A., Willems, J., van Hout, H. (2009). Organisational Values in Higher Education: Perceptions and Preferences of Staff. *Quality in Higher Education*, 15, 3, 233-249.
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11. Van Blankenstein, F.M., Dolmans, D.H.J.M., Van der Vleuten, C.P.M., & Schmidt, H.G. (2009). *Which Cognitive Processes support Learning during Small-group Discussion? The role of providing explanations and listening to others*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

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12. Tigelaar, D.E.H., Dolmans, D.H.J.M., Wolfhagen I.H.A.P. & Vleuten van der C. (2004). Using a conceptual framework and the opinions of portfolio experts to develop a teaching portfolio prototype. *Studies in Educational Evaluation*, 30, 305-321.

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13. Grave, de W.S., Dolmans, D.H.J.M. & Vleuten, C.P.M. (2002). Student perspectives on critical incidents in the tutorial group. *Advances in Health Sciences Education*, 7, 201-209.

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19. Dolmans, D., Wolfhagen, I., & Schmidt, H. G. (1993, April). *Validation of a Rating Scale for Tutor Evaluation in a Problem-Based Medical Curriculum*. Paper presented at the Annual Meeting of the American Educational Research Association. Atlanta, GA. (ERIC Document Reproduction Service No. TM020241)

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21. Dolmans, D.H.J.M., Gijsselaers, W.H. & Schmidt, H.G. (1992, April). *Assessing Test Validity Through the Use of Teachers' Judgments*. (Report No. TM 018 166). Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 343 956).
22. Dolmans, D.H.J.M., Gijsselaers, W.H., Schmidt, H.G., & Meer, van der, S.B. (1992, June). Students' learning activities beyond teachers' objectives. In: T.J. Plomp, J.M. Pieters, & A. Feteris. *Book of summaries. European Conference on Educational Research* (pp. 1133-1137). The Netherlands: University of Twente.

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LE: Letters to the Editor (6)

2017

1. Cleland, J., & Dolmans, D. (2017). Looking beyond the individual: Quality research requires supportive environments. *Medical Teacher*, 39(9), 904-905.

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2. Dolmans, D. H. (2016). Balancing student-and tutor-guidance in problem-based curricula—Response to “Is the PBL generation of medical students reliant on Dr Google?”. *Medical teacher*, 38(1), 102-103.

2015

3. Dolmans, D. (2015). When I say... whole-task curricula. *Medical Education*, 49(5), 457-458.
4. Dolmans, D. (2015). When I say... whole-task curricula... *continued*. My response to the letter that questions whole-task curricula. *Medical Education*, 49(10), 1050-1050.

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6. Dolmans, D.H.J.M. (2013). Self-assessment and dialogue: can it improve learning? Commentary. *Advances in Health Sciences Education*. 18, 2, 193-195.

WN: Scientific publications in national journal with referee system (2)

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1. Erkens, R., Savelberg, H., Dolmans, D., Helfenrath, K., & Swennenhuis, P. B. (2023). De Maastrichtse aanpak: leren in vrijheid en complexiteit. *Onderzoek van onderwijs*, 52(3), 20-23.
2. Beuken, J. A., Verstegen, D. M., Bouwmans, M. E., & Dolmans, D. H. (2023). Op weg naar harmonie. Leren samenwerken in zorg over de grens: Reflectie op het proefschrift “Waves towards harmony. Learning to collaborate in healthcare across borders.”. *Tijdschrift voor Hoger Onderwijs*, 41(4).

WB/WBC: International contributions to books (20)

1. O’Sullivan, P. S., Dolmans, D., & Irby, D. M. (2025). Promoting Research in Faculty Development: Relevant Paradigms and Methodologies. In *Faculty Development in the Health Professions: A Focus on Research and Practice* (pp. 457-479). Singapore: Springer Nature Singapore.
2. Verstegen, D. M., Fonteijn, H. T., Dolmans, D. H., de Rijdt, C. C., de Grave, W. S., & van Merriënboer, J. J. (2019). An Exploration of Problem-Based Learning in a MOOC. In M. Moallem, W. Hung, & N. Dabbagh (Eds.), *The Wiley handbook of problem-based learning* (pp. 667-689). Hoboken, NJ: Wiley-Blackwell.
3. Fonteijn, H. T., & Dolmans, D. H. (2019). Group Work and Group Dynamics in PBL. In M. Moallem, W. Hung, & N. Dabbagh (Eds.), *The Wiley handbook of problem-based learning* (pp. 199-220). Hoboken, NJ: Wiley-Blackwell.
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7. Dolmans, D.H.J.M., Zumbach, J., Wijnia, L., Korin, T., Niculescu, A., Kamp, R., Wilkerson, L. (2012). *Does Feedback in Problem-based Learning Enhance Student Learning?* Symposium organized at the annual meeting of the American Educational Research Association (AERA), 2012 April 13 – April 17, Vancouver, Canada.
 8. Kamp, R. J. A., Dolmans, D. H. J. M., Van Berkel, H. J. M., & Schmidt, H. G. (2012, April). The effect of peer feedback on student functioning in problem-based learning tutorials. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 13 – April 17, Vancouver, Canada.
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 13. Diemers, A., Heineman, E. & Dolmans, D. (2010). *The introduction of real (ambulatory) patients early in the curriculum*. In H. van Berkel, A. Scherpbier, H., Hillen, & C. van der Vleuten (Eds.) *Lessons from Problems-based Learning* (pp. 67-74). UK: Oxford.
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19. Dolmans, D.H.J.M., Wolfhagen, H.A.P., Vleuten, C.P.M. van der & Schmidt, H.G. (1997). Programme evaluation in pre-clinical years at the Maastricht Medical School. In: G. D. Majoor, et al., (Eds.). *Initiatives for Change in Medical Education in Europe for the 21st Century* (pp. 219-227). Amsterdam: Thesis.

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20. Wolfhagen, H.A.P., Dolmans, D.H.J.M. & Wijnen, W.H.F.W. (1994). *Mass Education and Doability of Study Programmes: A Paradox?* In: Bolle, C.M. (Ed.). *Higher Education: mass enrolment and quality?* (pp. 163-170). Groningen: Sikkema.

National refereed publications (53)**2012**

1. Kleijnen, J., Dolmans, D., Willems, J. & Van Hout, H. (2012). Effectieve kwaliteitszorg vereist een systematische werkwijze en een cultuur van flexibiliteit en open communicatie. *Onderzoek van Onderwijs*, 41, 7-11.

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3. Van Boxtel, C., Dolmans, D.H.J.M., Bijker, M., Favier, T., Logtenberg, A., Kock, Z-J, Boshuizen, E & Rijlaarsdam, G. (2011). *Domeinspecifieke en generieke inzichten uit onderzoek naar leren en instructie in de schoolvakken aardrijkskunde, geschiedenis en natuurkunde*. Symposium georganiseerd ten behoeve van ICO thema 3: Domeinspecifieke instructie op de ORD conferentie, 8 – 10 Juni, 2011. Maastricht: NL.

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4. Dolmans, D.H.J.M. & Van der Vleuten, C.P.M. (2010). Research in Medical Education: Practical impact on medical training and future challenges. *Netherlands Journal of Medical Education*, 29, 1, 3-9.
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6. Dolmans, DHJM, Stalmeijer, RE, Wolfhagen, HAP (2006). Feedback ter bevordering van de professionele ontwikkeling van docenten. *Tijdschrift voor Medisch Onderwijs*, 25, 6, 267-272.
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2003

8. Fluit, L., Dolmans, DHJM, Jong, de, PGM, Room, P, et al. (red). (2003). NVMO-congres 2002: een congres met uitzicht, *Tijdschrift voor Medisch Onderwijs*, 22, 4, 151-153.
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10. Ziada, S., Dolmans, D.H.J.M., Wolfhagen, H.A.P., Scherpbier, A.J.J.A., Vleuten van der, C.P.M. (2002). De ontwikkeling van een tutorfeedbacklijst. *Tijdschrift voor Medisch Onderwijs*, 21, 1, 9-17.
11. Oosterhof, I., Grave, de W., Dolmans, D., Vleuten, van der C. (2002). De ontwikkeling van een instrument om het functioneren van begeleiders van de klinische onderwijsgroep te meten. *Tijdschrift voor Medisch Onderwijs*, 21, 3, 122-130
12. Dolmans D, Fluit L, Jong de P., Remmen R, Room P. en Sterman-Vleeschdrager (2002). *Tijdschrift voor Medisch Onderwijs*, Special NVMO-congres 2001, 21, 4, 143-145.
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