

Medizinische Fakultät der Universität des Saarlandes / Medical Faculty of the University of Saarland

Publikationen zum Themenfeld Prüfungen / Publications in the field of examinations

- Klutmann J, Dietzsch C, Vogt P, Wolf N, Caspar M, Volz-Willems S, Jäger J, Dupont F. Student Reactions to Just-in-Time Formative and Summative Feedback in a Tablet-Based Family Medicine MCQ Exam. International Medical Education. 2025; 4(2):12. <https://doi.org/10.3390/ime4020012>
- Dietzsch, C., Klutmann, J., Junge, H., Jordan, S., Sun, S., Poppleton, A., & Dupont, F. (2026). How Should Doctors Learn Wellbeing? Perspectives from Early-Career General Practitioners Across Europe. International Medical Education, 5(1), 14. <https://doi.org/10.3390/ime5010014>
- Wolf, N., Vogt, P., Durant, S., Volz-Willems, S., Jäger, J., & Dupont, F. (2025). The Use of Podcasts as a Learning Activity During a Year 5 Competency-Based Blended Learning Curriculum at Saarland University. International Medical Education, 4(4), 48. <https://doi.org/10.3390/ime4040048>
- Bopp, C., Salzmann, A., Durant, S., Caspar, M., Volz-Willems, S., Jäger, J., & Dupont, F. (2025). Linking Knowledge Transfer and Competency Development: The Role of Lectures in a Family Medicine Curriculum. International Medical Education, 4(3), 33. <https://doi.org/10.3390/ime4030033>
- Dupont, F. (2024) Zur Unterscheidung von allgemeiner Medizin und Allgemeinmedizin: Kompliment vs. Abwertung – Chance vs. Gefahr für die Allgemeinmedizin. Zeitschrift für Allgemeinmedizin.Springer Medizin.100, 45–46 (2024). <https://doi.org/10.1007/s44266-023-00153-w>
- Junge, H., Schuster, K., Salzmann, A., Volz-Willems, S., Jäger, J., & Dupont, F. (2023) First steps of learning analytics in a blended learning general practice curriculum at Saarland University—a quantitative approach. GMS Journal for Medical Education, 40(6). <https://dx.doi.org/10.3205/zma001653>
- Schuster, K., Junge, H., Caspar, M., Volz-Willems, S., Jäger, J., & Dupont, F. (2023) „Das habe ich in der Praxis erlernt!“. Zeitschrift für Allgemeinmedizin.Springer Medizin <https://doi.org/10.1007/s44266-023-00105-4>
- Bopp, C., Salzmann, A., Ohlmeier, S., Caspar, M., Schmok, E., Volz-Willems, S., Jäger, J., Dupont, F. (2023) How Can Curricular Elements Affect the Motivation to Study? Int. Med. Educ. 2023, 2, 151-160. <https://doi.org/10.3390/ime2030015>

- Junge, H., Poppleton A., Sun S., Janos S., Dupont, F. (2023) What competencies do European general practice trainees value the most? A prioritisation exercise using a Delphi-informed approach. Education for Primary Care. <https://doi.org/10.1080/14739879.2023.2222718>
- Salzmann, A., Bopp, C., Volz-Willems, S., Jäger, J., & Dupont, F. (2022). Can a Family Medicine Curriculum Increase the Attraction of Family Medicine as a Career Choice? Zeitschrift für Allgemeinmedizin, 6/2022. 5 <https://doi.org/10.53180/zfa.2022.0229-0233>
- Salzmann, A., Bopp C., Volz-Willems, S., Jäger, J., Dupont, F. (2022). Motivation to Study in a Family Medicine Curriculum (Year 5) at Saarland University. Zeitschrift für Allgemeinmedizin, 4/2022. <https://doi.org/10.53180/zfa.2022.0143-0147>
- Bopp, C., Salzmann, A., Volz-Willems, S., Jäger, J., & Dupont, F. (2022). The Role of Providing Structure in a Family Medicine Curriculum for Undergraduate Medical Education. Zeitschrift für Allgemeinmedizin 11/2022. <https://doi.org/10.53180/zfa.2022.0396-0401>