Margaret Bearman

List of Publications by Year
in descending order

105 papers	2,507 citations	201674 27 h-index	254184 43 g-index
132 all docs	132 docs citations	132 times ranked	2264 citing authors

#	Article	IF	Citations
1	Qualitative synthesis and systematic review in health professions education. Medical Education, 2013, 47, 252-260.	2.1	230
2	Systematic review methodology in higher education. Higher Education Research and Development, 2012, 31, 625-640.	2.9	143
3	Learning Empathy Through Simulation. Simulation in Healthcare, 2015, 10, 308-319.	1.2	124
4	Embracing the tension between vulnerability and credibility: â€˜intellectual candourâ€™ in health professions education. Medical Education, 2019, 53, 32-41.	2.1	104
5	Random comparison of 'virtual patient' models in the context of teaching clinical communication skills. Medical Education, 2001, 35, 824-832.	2.1	78
6	How technology shapes assessment design: Findings from a study of university teachers. British Journal of Educational Technology, 2017, 48, 672-682.	6.3	70
7	Support for assessment practice: developing the Assessment Design Decisions Framework. Teaching in Higher Education, 2016, 21, 545-556.	2.6	65
8	Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. Medical Education, 2020, 54, 33-39.	2.1	63
9	Is Virtual the Same as Real? Medical StudentsÊ¼ Experiences of a Virtual Patient. Academic Medicine, 2003, 78, 538-545.	1.6	61
10	Learning Surgical Communication, Leadership and Teamwork Through Simulation. Journal of Surgical Education, 2012, 69, 201-207.	2.5	54
11	Virtual Patients and Nontechnical Skills in Undergraduate Health Professional Education: An Integrative Review. Clinical Simulation in Nursing, 2016, 12, 400-410.	3.0	51
12	Reframing assessment research: through a practice perspective. Studies in Higher Education, 2018, 43, 1107-1118.	4.5	51
13	A systematic review: Children & Adolescents as simulated patients in health professional education. Advances in Simulation, 2016, 1, 1.	2.3	45
14	How university teachers design assessments: a cross-disciplinary study. Higher Education, 2017, 74, 49-64.	4.4	45
15	Development of non-technical skills through virtual patients for undergraduate nursing students: An exploratory study. Nurse Education Today, 2019, 73, 94-101.	3.3	44
16	â€œThinking on your feetâ€â€”a qualitative study of debriefing practice. Advances in Simulation, 2016, 1, 12.	2.3	43
17	Understanding feedback in online learning â€“ A critical review and metaphor analysis. Computers and Education, 2021, 173, 104271.	8.3	43
18	A national training program for simulation educators and technicians: evaluation strategy and outcomes. BMC Medical Education, 2016, 16, 25.	2.4	42

#	ARTICLE	IF	CITATIONS
19	Clinical Psychology Students' Experiences of a Pilot Objective Structured Clinical Examination. Australian Psychologist, 2012, 47, 165-173.	1.6	41
20	Group interventions to promote mental health in health professional education: a systematic review and meta-analysis of randomised controlled trials. Advances in Health Sciences Education, 2018, 23, 413-447.	3.3	39
21	Approaching culture in medical education: Three perspectives. Medical Education, 2020, 54, 289-295.	2.1	38
22	Can a rubric do more than be transparent? Invitation as a new metaphor for assessment criteria. Studies in Higher Education, 2021, 46, 359-368.	4.5	38
23	What should we teach the teachers? Identifying the learning priorities of clinical supervisors. Advances in Health Sciences Education, 2018, 23, 29-41.	3.3	37
24	'Is there a Plan B?': clinical educators supporting underperforming students in practice settings. Teaching in Higher Education, 2013, 18, 531-544.	2.6	35
25	Theory and Simulation-Based Education: Definitions, Worldviews and Applications. Clinical Simulation in Nursing, 2015, 11, 349-354.	3.0	35
26	Expert Practice of Video-Assisted Debriefing: An Australian Qualitative Study. Clinical Simulation in Nursing, 2015, 11, 180-187.	3.0	35
27	Keeping mum in clinical supervision: private thoughts and public judgements. Medical Education, 2019, 53, 133-142.	2.1	33
28	The power of simulation: a large‐scale narrative analysis of learners' experiences. Medical Education, 2019, 53, 369-379.	2.1	31
29	The conundrum of low achievement and feedback for learning. Assessment and Evaluation in Higher Education, 2020, 45, 239-250.	5.6	30
30	Feedback that works: a realist review of feedback interventions for written tasks. Studies in Higher Education, 2022, 47, 1343-1356.	4.5	26
31	Shadow systems in assessment: how supervisors make progress decisions in practice. Advances in Health Sciences Education, 2020, 25, 131-147.	3.3	25
32	Assessment for inclusion: rethinking contemporary strategies in assessment design. Higher Education Research and Development, 2023, 42, 483-497.	2.9	25
33	Experiences of Physical Therapists Working in the Acute Hospital Setting: Systematic Review. Physical Therapy, 2016, 96, 1317-1332.	2.4	23
34	Intellectual streaking: The value of teachers exposing minds (and hearts). Medical Teacher, 2017, 39, 1284-1285.	1.8	23
35	Trust, power and learning in workplace‐based assessment: The trainee perspective. Medical Education, 2022, 56, 280-291.	2.1	21
36	Contextual Influences on Feedback Practices: An Ecological Perspective. The Enabling Power of Assessment, 2017, , 129-143.	0.5	21

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37	Participation and progression: new medical graduates entering professional practice. Advances in Health Sciences Education, 2011, 16, 627-642.	3.3	20
38	Theory, a lost character? As presented in general practice education research papers. Medical Education, 2019, 53, 443-457.	2.1	20
39	Invoking culture in medical education research: A critical review and metaphor analysis. Medical Education, 2021, 55, 903-911.	2.1	20
40	Physiotherapy clinical educatorsâ€™ perceptions of student fitness to practise. BMC Medical Education, 2017, 17, 16.	2.4	19
41	Exploring undergraduate nursing student interactions with virtual patients to develop â€˜non-technical skillsâ€™ through case study methodology. Advances in Simulation, 2019, 4, 2.	2.3	19
42	Exploring the notion of teacher feedback literacies through the theory of practice architectures. Assessment and Evaluation in Higher Education, 2023, 48, 201-213.	5.6	19
43	Preparing University Assessment for a World with AI: Tasks for Human Intelligence. The Enabling Power of Assessment, 2020, , 49-63.	0.5	19
44	Designing assessment in a digital world: an organising framework. Assessment and Evaluation in Higher Education, 2023, 48, 291-304.	5.6	19
45	Performing standards: a critical perspective on the contemporary use of standards in assessment. Teaching in Higher Education, 2021, 26, 728-741.	2.6	18
46	Actor-network theory and the OSCE: formulating a new research agenda for a post-psychometric era. Advances in Health Sciences Education, 2018, 23, 1037-1049.	3.3	17
47	Simulation-based medical education. , 2013, , 186-197.		17
48	From â€œSeeing Throughâ€•to â€œSeeing Withâ€• Assessment Criteria and the Myths of Transparency. Frontiers in Education, 2018, 3, .	2.1	16
49	Clinical supervision training across contexts. Clinical Teacher, 2016, 13, 262-266.	0.8	14
50	Designing the digital in authentic assessment: is it fit for purpose?. Assessment and Evaluation in Higher Education, 2023, 48, 529-543.	5.6	14
51	Assessment Might Dictate the Curriculum, but What Dictates Assessment?. Teaching and Learning Inquiry, 2013, 1, 107-111.	0.4	13
52	How Trainees Come to Trust Supervisors in Workplace-Based Assessment: A Grounded Theory Study. Academic Medicine, 2022, 97, 704-710.	1.6	13
53	Sociomateriality matters to family practitioners as supervisors. Medical Education, 2012, 46, 1145-1147.	2.1	12
54	Avoiding tokenism in health professional education. Medical Education, 2013, 47, 9-11.	2.1	12

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55	What non-technical skills competencies are addressed by Australian standards documents for health professionals who work in secondary and tertiary clinical settings? A qualitative comparative analysis. BMJ Open, 2018, 8, e020799.	1.9	12
56	â€˜You should see a doctorâ€™, said the robot: Reflections on a digital diagnostic device in a pandemic age. Scandinavian Journal of Public Health, 2021, 49, 33-36.	2.3	12
57	Traineesâ€™ perspectives of assessment messages: a narrative systematic review. Medical Education, 2019, 53, 221-233.	2.1	11
58	Problematising standards. , 2018, , 41-50.		11
59	Quality and literature reviews: beyond reporting standards. Medical Education, 2016, 50, 382-384.	2.1	10
60	How a centralised approach to learning design influences students: a mixed methods study. Higher Education Research and Development, 2021, 40, 692-705.	2.9	10
61	How is theory used in assessment and feedback research? A critical review. Assessment and Evaluation in Higher Education, 2023, 48, 77-94.	5.6	10
62	A pilot training program in surgical communication, leadership and teamwork. ANZ Journal of Surgery, 2011, 81, 213-215.	0.7	9
63	How conceptualising respect can inform feedback pedagogies. Assessment and Evaluation in Higher Education, 2021, 46, 68-79.	5.6	9
64	Feedback That Helps Trainees Learn to Practice Without Supervision. Academic Medicine, 2021, 96, 205-209.	1.6	9
65	Looking for the child's perspective. Medical Education, 2005, 39, 757-759.	2.1	8
66	Longing for connection: University educators creating meaning through sharing experiences of teaching online. British Journal of Educational Technology, 2021, 52, 2077-2092.	6.3	8
67	Prefiguration, identities and agency. , 2018, , 147-155.		8
68	Feedback encounters: towards a framework for analysing and understanding feedback processes. Assessment and Evaluation in Higher Education, 2023, 48, 121-134.	5.6	8
69	â€œGetting it wrong to get it rightâ€• Faculty perspectives of learning non-technical skills via virtual patient interactions. Nurse Education Today, 2020, 88, 104381.	3.3	7
70	The hidden labours of designing the Objective Structured Clinical Examination: a Practice Theory study. Advances in Health Sciences Education, 2021, 26, 637-651.	3.3	7
71	Conceptualizations and Measures of Student Engagement: A Worked Example of Systematic Review. , 2020, , 91-110.		7
72	Learning to recognise what good practice looks like: how general practice trainees develop evaluative judgement. Advances in Health Sciences Education, 2022, 27, 215-228.	3.3	7

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73	Digital ethnography in higher education teaching and learning—a methodological review. Higher Education, 2022, 84, 1143-1162.	4.4	7
74	Educating Australian pharmacists about the use of online information in community pharmacy practice. International Journal of Pharmacy Practice, 2010, 13, 109-115.	0.6	6
75	Improving Australian pharmacists' attitudes to internet use in community pharmacy practice. International Journal of Pharmacy Practice, 2010, 13, 117-121.	0.6	6
76	Evidence Regarding Teaching and Assessment of Record-Keeping Skills in Training of Dental Students. Journal of Dental Education, 2015, 79, 1222-1229.	1.2	6
77	Clinician Peer Exchange Groups (C-PEGs): Augmenting Medical Students' Learning on Clinical Placement. Professional and Practice-based Learning, 2019, , 95-120.	0.4	6
78	New Directions for Assessment in a Digital World. The Enabling Power of Assessment, 2020, , 7-18.	0.5	6
79	'I'd struggle to see it as cheating': the policy and regulatory environments of study drug use at universities. Higher Education Research and Development, 2021, 40, 234-246.	2.9	5
80	How Debriefing Can Inform Feedback: Practices That Make a Difference. , 2019, , 165-188.		5
81	Physiotherapy clinical educators' perspectives on a fitness to practice initiative. Physiotherapy Theory and Practice, 2018, 34, 41-53.	1.3	4
82	How are examinations inclusive for students with disabilities in higher education? A sociomaterial analysis. Assessment and Evaluation in Higher Education, 2023, 48, 390-402.	5.6	4
83	Can wikis be used to support case-based learning in paramedic education?. Journal of Paramedic Practice: the Clinical Monthly for Emergency Care Professionals, 2011, 3, 388-392.	0.1	3
84	Listening to young voices: The lived experiences of adolescent simulated patients in health professional education. Nurse Education Today, 2020, 91, 104476.	3.3	3
85	Digitally Mediated Assessment in Higher Education: Ethical and Social Impacts. The Enabling Power of Assessment, 2020, , 23-36.	0.5	3
86	Power and adolescent simulated patients: A qualitative exploration. Nurse Education in Practice, 2020, 48, 102871.	2.6	3
87	Supervisor perspectives on the summative in-training assessment. Australasian Journal of Dermatology, 2016, 57, 128-134.	0.7	2
88	Attributes of the complete dental record: a Delphi approach to standards. Australian Dental Journal, 2017, 62, 426-432.	1.5	2
89	In-training assessments: 'The difficulty is trying to balance reality and really tell the truth'. Australasian Journal of Dermatology, 2018, 59, e15-e22.	0.7	2
90	Along the Axes of Difference: Setting Scholarship and Practice Agendas for Faculty Development. Journal of Continuing Education in the Health Professions, 2019, 39, 260-264.	1.3	2

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91	Bringing reality to assessment: Lessons from clinical simulation. Medical Education, 2020, 54, 870-872.	2.1	2
92	Patients and Surgical Education: Rethinking Learning, Practice and Patient Engagement. Innovation and Change in Professional Education, 2019, , 197-207.	0.2	2
93	Proactive Student Engagement with Fitness to Practise. Journal of Biomedical Education, 2014, 2014, 1-8.	0.6	1
94	Advanced nursing practice in aged care: developing communication and management skills in patients with Alzheimer's disease. , 2014, , 130-133.		1
95	Board #234 - Program Innovation The NHET-Sim program. Simulation in Healthcare, 2014, 9, 462.	1.2	1
96	Unpacking the Social Dimensions of Research: How to Get Started in Healthcare Simulation Research. , 2019, , 333-340.		1
97	Beware the Simple Impact Measure: Learning from the Parallels with Student Engagement. , 2019, , 37-50.		1
98	Key Concepts in Qualitative Research Design. , 2019, , 73-78.		1
99	Creating and sustaining collaborative connections: tensions and enabling factors in joint international programme development. Higher Education, 2022, 84, 827-844.	4.4	1
100	The utility of new technologies in the future of sport education. , 2022, , 75-83.		1
101	Evidence Regarding Teaching and Assessment of Record-Keeping Skills in Training of Dental Students. Journal of Dental Education, 2015, 79, 1222-9.	1.2	1
102	Simulated family and healthcare professionals: consent for organ transplantation. , 2014, , 139-144.		0
103	Emotion and spontaneity as part of intellectual candour. Medical Education, 2019, 53, 747-747.	2.1	0
104	Working with underperformance in surgical training: Educational strategies for supervisors. Seminars in Pediatric Surgery, 2020, 29, 150908.	1.1	0
105	Engaging young people as simulated patients: a qualitative description of health professional educatorsâ€™ perspectives. BMJ Simulation and Technology Enhanced Learning, 2021, 7, bmjstel-2020-000807.	0.7	0