

Margaret Bearman

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5680241/publications.pdf>

Version: 2024-02-01

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	Exploring the notion of teacher feedback literacies through the theory of practice architectures. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 201-213.	5.6	19
2	How is theory used in assessment and feedback research? A critical review. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 77-94.	5.6	10
3	Feedback encounters: towards a framework for analysing and understanding feedback processes. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 121-134.	5.6	8
4	Designing assessment in a digital world: an organising framework. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 291-304.	5.6	19
5	How are examinations inclusive for students with disabilities in higher education? A sociomaterial analysis. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 390-402.	5.6	4
6	Designing the digital in authentic assessment: is it fit for purpose?. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 529-543.	5.6	14
7	Assessment for inclusion: rethinking contemporary strategies in assessment design. <i>Higher Education Research and Development</i> , 2023, 42, 483-497.	2.9	25
8	Feedback that works: a realist review of feedback interventions for written tasks. <i>Studies in Higher Education</i> , 2022, 47, 1343-1356.	4.5	26
9	Trust, power and learning in workplace-based assessment: The trainee perspective. <i>Medical Education</i> , 2022, 56, 280-291.	2.1	21
10	How Trainees Come to Trust Supervisors in Workplace-Based Assessment: A Grounded Theory Study. <i>Academic Medicine</i> , 2022, 97, 704-710.	1.6	13
11	Learning to recognise what good practice looks like: how general practice trainees develop evaluative judgement. <i>Advances in Health Sciences Education</i> , 2022, 27, 215-228.	3.3	7
12	Creating and sustaining collaborative connections: tensions and enabling factors in joint international programme development. <i>Higher Education</i> , 2022, 84, 827-844.	4.4	1
13	The utility of new technologies in the future of sport education. , 2022, , 75-83.		1
14	Digital ethnography in higher education teaching and learning—a methodological review. <i>Higher Education</i> , 2022, 84, 1143-1162.	4.4	7
15	â€ˆ™d struggle to see it as cheatingâ€™: the policy and regulatory environments of study drug use at universities. <i>Higher Education Research and Development</i> , 2021, 40, 234-246.	2.9	5
16	How conceptualising respect can inform feedback pedagogies. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 68-79.	5.6	9
17	How a centralised approach to learning design influences students: a mixed methods study. <i>Higher Education Research and Development</i> , 2021, 40, 692-705.	2.9	10
18	The hidden labours of designing the Objective Structured Clinical Examination: a Practice Theory study. <i>Advances in Health Sciences Education</i> , 2021, 26, 637-651.	3.3	7

#	ARTICLE	IF	CITATIONS
19	Can a rubric do more than be transparent? Invitation as a new metaphor for assessment criteria. <i>Studies in Higher Education</i> , 2021, 46, 359-368.	4.5	38
20	Performing standards: a critical perspective on the contemporary use of standards in assessment. <i>Teaching in Higher Education</i> , 2021, 26, 728-741.	2.6	18
21	Engaging young people as simulated patients: a qualitative description of health professional educators's perspectives. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021, 7, bmjstel-2020-000807.	0.7	0
22	Invoking culture in medical education research: A critical review and metaphor analysis. <i>Medical Education</i> , 2021, 55, 903-911.	2.1	20
23	Longing for connection: University educators creating meaning through sharing experiences of teaching online. <i>British Journal of Educational Technology</i> , 2021, 52, 2077-2092.	6.3	8
24	Understanding feedback in online learning – A critical review and metaphor analysis. <i>Computers and Education</i> , 2021, 173, 104271.	8.3	43
25	Feedback That Helps Trainees Learn to Practice Without Supervision. <i>Academic Medicine</i> , 2021, 96, 205-209.	1.6	9
26	“You should see a doctor”, said the robot: Reflections on a digital diagnostic device in a pandemic age. <i>Scandinavian Journal of Public Health</i> , 2021, 49, 33-36.	2.3	12
27	The conundrum of low achievement and feedback for learning. <i>Assessment and Evaluation in Higher Education</i> , 2020, 45, 239-250.	5.6	30
28	Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. <i>Medical Education</i> , 2020, 54, 33-39.	2.1	63
29	Shadow systems in assessment: how supervisors make progress decisions in practice. <i>Advances in Health Sciences Education</i> , 2020, 25, 131-147.	3.3	25
30	Approaching culture in medical education: Three perspectives. <i>Medical Education</i> , 2020, 54, 289-295.	2.1	38
31	Bringing reality to assessment: Lessons from clinical simulation. <i>Medical Education</i> , 2020, 54, 870-872.	2.1	2
32	Listening to young voices: The lived experiences of adolescent simulated patients in health professional education. <i>Nurse Education Today</i> , 2020, 91, 104476.	3.3	3
33	“Getting it wrong to get it right” Faculty perspectives of learning non-technical skills via virtual patient interactions. <i>Nurse Education Today</i> , 2020, 88, 104381.	3.3	7
34	Working with underperformance in surgical training: Educational strategies for supervisors. <i>Seminars in Pediatric Surgery</i> , 2020, 29, 150908.	1.1	0
35	Preparing University Assessment for a World with AI: Tasks for Human Intelligence. <i>The Enabling Power of Assessment</i> , 2020, , 49-63.	0.5	19
36	Conceptualizations and Measures of Student Engagement: A Worked Example of Systematic Review. , 2020, , 91-110.		7

#	ARTICLE	IF	CITATIONS
37	New Directions for Assessment in a Digital World. The Enabling Power of Assessment, 2020, , 7-18.	0.5	6
38	Digitally Mediated Assessment in Higher Education: Ethical and Social Impacts. The Enabling Power of Assessment, 2020, , 23-36.	0.5	3
39	Power and adolescent simulated patients: A qualitative exploration. Nurse Education in Practice, 2020, 48, 102871.	2.6	3
40	Emotion and spontaneity as part of intellectual candour. Medical Education, 2019, 53, 747-747.	2.1	0
41	Exploring undergraduate nursing student interactions with virtual patients to develop "non-technical skills"™ through case study methodology. Advances in Simulation, 2019, 4, 2.	2.3	19
42	Theory, a lost character? As presented in general practice education research papers. Medical Education, 2019, 53, 443-457.	2.1	20
43	Trainees'™ perspectives of assessment messages: a narrative systematic review. Medical Education, 2019, 53, 221-233.	2.1	11
44	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
45	Embracing the tension between vulnerability and credibility: "intellectual candour"™ in health professions education. Medical Education, 2019, 53, 32-41.	2.1	104
46	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
47	Keeping mum in clinical supervision: private thoughts and public judgements. Medical Education, 2019, 53, 133-142.	2.1	33
48	The power of simulation: a large-scale narrative analysis of learners'™ experiences. Medical Education, 2019, 53, 369-379.	2.1	31
49	Clinician Peer Exchange Groups (C-PEGs): Augmenting Medical Students'™ Learning on Clinical Placement. Professional and Practice-based Learning, 2019, , 95-120.	0.4	6
50	How Debriefing Can Inform Feedback: Practices That Make a Difference. , 2019, , 165-188.		5
51	Unpacking the Social Dimensions of Research: How to Get Started in Healthcare Simulation Research. , 2019, , 333-340.		1
52	Beware the Simple Impact Measure: Learning from the Parallels with Student Engagement. , 2019, , 37-50.		1
53	Key Concepts in Qualitative Research Design. , 2019, , 73-78.		1
54	Patients and Surgical Education: Rethinking Learning, Practice and Patient Engagement. Innovation and Change in Professional Education, 2019, , 197-207.	0.2	2

#	ARTICLE	IF	CITATIONS
55	Reframing assessment research: through a practice perspective. <i>Studies in Higher Education</i> , 2018, 43, 1107-1118.	4.5	51
56	What should we teach the teachers? Identifying the learning priorities of clinical supervisors. <i>Advances in Health Sciences Education</i> , 2018, 23, 29-41.	3.3	37
57	Group interventions to promote mental health in health professional education: a systematic review and meta-analysis of randomised controlled trials. <i>Advances in Health Sciences Education</i> , 2018, 23, 413-447.	3.3	39
58	Actor-network theory and the OSCE: formulating a new research agenda for a post-psychometric era. <i>Advances in Health Sciences Education</i> , 2018, 23, 1037-1049.	3.3	17
59	Physiotherapy clinical educators™ perspectives on a fitness to practice initiative. <i>Physiotherapy Theory and Practice</i> , 2018, 34, 41-53.	1.3	4
60	In-training assessments: “The difficulty is trying to balance reality and really tell the truth”™. <i>Australasian Journal of Dermatology</i> , 2018, 59, e15-e22.	0.7	2
61	From “Seeing Through” to “Seeing With”: Assessment Criteria and the Myths of Transparency. <i>Frontiers in Education</i> , 2018, 3, .	2.1	16
62	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. <i>BMJ Open</i> , 2018, 8, e020799.	1.9	12
63	Prefigured, identities and agency. , 2018, , 147-155.		8
64	Problematizing standards. , 2018, , 41-50.		11
65	How technology shapes assessment design: Findings from a study of university teachers. <i>British Journal of Educational Technology</i> , 2017, 48, 672-682.	6.3	70
66	Physiotherapy clinical educators™ perceptions of student fitness to practise. <i>BMC Medical Education</i> , 2017, 17, 16.	2.4	19
67	Intellectual streaking: The value of teachers exposing minds (and hearts). <i>Medical Teacher</i> , 2017, 39, 1284-1285.	1.8	23
68	Attributes of the complete dental record: a Delphi approach to standards. <i>Australian Dental Journal</i> , 2017, 62, 426-432.	1.5	2
69	How university teachers design assessments: a cross-disciplinary study. <i>Higher Education</i> , 2017, 74, 49-64.	4.4	45
70	Contextual Influences on Feedback Practices: An Ecological Perspective. <i>The Enabling Power of Assessment</i> , 2017, , 129-143.	0.5	21
71	Supervisor perspectives on the summative in-training assessment. <i>Australasian Journal of Dermatology</i> , 2016, 57, 128-134.	0.7	2
72	Experiences of Physical Therapists Working in the Acute Hospital Setting: Systematic Review. <i>Physical Therapy</i> , 2016, 96, 1317-1332.	2.4	23

#	ARTICLE	IF	CITATIONS
73	“Thinking on your feet” a qualitative study of debriefing practice. <i>Advances in Simulation</i> , 2016, 1, 12.	2.3	43
74	Virtual Patients and Nontechnical Skills in Undergraduate Health Professional Education: An Integrative Review. <i>Clinical Simulation in Nursing</i> , 2016, 12, 400-410.	3.0	51
75	A national training program for simulation educators and technicians: evaluation strategy and outcomes. <i>BMC Medical Education</i> , 2016, 16, 25.	2.4	42
76	A systematic review: Children & Adolescents as simulated patients in health professional education. <i>Advances in Simulation</i> , 2016, 1, 1.	2.3	45
77	Quality and literature reviews: beyond reporting standards. <i>Medical Education</i> , 2016, 50, 382-384.	2.1	10
78	Clinical supervision training across contexts. <i>Clinical Teacher</i> , 2016, 13, 262-266.	0.8	14
79	Support for assessment practice: developing the Assessment Design Decisions Framework. <i>Teaching in Higher Education</i> , 2016, 21, 545-556.	2.6	65
80	Learning Empathy Through Simulation. <i>Simulation in Healthcare</i> , 2015, 10, 308-319.	1.2	124
81	Evidence Regarding Teaching and Assessment of Record-Keeping Skills in Training of Dental Students. <i>Journal of Dental Education</i> , 2015, 79, 1222-1229.	1.2	6
82	Theory and Simulation-Based Education: Definitions, Worldviews and Applications. <i>Clinical Simulation in Nursing</i> , 2015, 11, 349-354.	3.0	35
83	Expert Practice of Video-Assisted Debriefing: An Australian Qualitative Study. <i>Clinical Simulation in Nursing</i> , 2015, 11, 180-187.	3.0	35
84	Evidence Regarding Teaching and Assessment of Record-Keeping Skills in Training of Dental Students. <i>Journal of Dental Education</i> , 2015, 79, 1222-9.	1.2	1
85	Proactive Student Engagement with Fitness to Practise. <i>Journal of Biomedical Education</i> , 2014, 2014, 1-8.	0.6	1
86	Simulated family and healthcare professionals: consent for organ transplantation. , 2014, , 139-144.		0
87	Advanced nursing practice in aged care: developing communication and management skills in patients with Alzheimer's disease. , 2014, , 130-133.		1
88	Board #234 - Program Innovation The NHET-Sim program. <i>Simulation in Healthcare</i> , 2014, 9, 462.	1.2	1
89	Qualitative synthesis and systematic review in health professions education. <i>Medical Education</i> , 2013, 47, 252-260.	2.1	230
90	“Is there a Plan B?”™: clinical educators supporting underperforming students in practice settings. <i>Teaching in Higher Education</i> , 2013, 18, 531-544.	2.6	35

#	ARTICLE	IF	CITATIONS
91	Avoiding tokenism in health professional education. <i>Medical Education</i> , 2013, 47, 9-11.	2.1	12
92	Simulation-based medical education. , 2013, , 186-197.		17
93	Assessment Might Dictate the Curriculum, but What Dictates Assessment?. <i>Teaching and Learning Inquiry</i> , 2013, 1, 107-111.	0.4	13
94	Systematic review methodology in higher education. <i>Higher Education Research and Development</i> , 2012, 31, 625-640.	2.9	143
95	Clinical Psychology Studentsâ€™ Experiences of a Pilot Objective Structured Clinical Examination. <i>Australian Psychologist</i> , 2012, 47, 165-173.	1.6	41
96	Learning Surgical Communication, Leadership and Teamwork Through Simulation. <i>Journal of Surgical Education</i> , 2012, 69, 201-207.	2.5	54
97	Sociomateriality matters to family practitioners as supervisors. <i>Medical Education</i> , 2012, 46, 1145-1147.	2.1	12
98	Can wikis be used to support case-based learning in paramedic education?. <i>Journal of Paramedic Practice: the Clinical Monthly for Emergency Care Professionals</i> , 2011, 3, 388-392.	0.1	3
99	A pilot training program in surgical communication, leadership and teamwork. <i>ANZ Journal of Surgery</i> , 2011, 81, 213-215.	0.7	9
100	Participation and progression: new medical graduates entering professional practice. <i>Advances in Health Sciences Education</i> , 2011, 16, 627-642.	3.3	20
101	Educating Australian pharmacists about the use of online information in community pharmacy practice. <i>International Journal of Pharmacy Practice</i> , 2010, 13, 109-115.	0.6	6
102	Improving Australian pharmacists' attitudes to internet use in community pharmacy practice. <i>International Journal of Pharmacy Practice</i> , 2010, 13, 117-121.	0.6	6
103	Looking for the child's perspective. <i>Medical Education</i> , 2005, 39, 757-759.	2.1	8
104	Is Virtual the Same as Real? Medical Students's Experiences of a Virtual Patient. <i>Academic Medicine</i> , 2003, 78, 538-545.	1.6	61
105	Random comparison of 'virtual patient' models in the context of teaching clinical communication skills. <i>Medical Education</i> , 2001, 35, 824-832.	2.1	78