

Rola Ajjawi

List of Publications by Year in descending order

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Version: 2024-02-01

96
papers

3,436
citations

218677

26
h-index

175258

52
g-index

100
all docs

100
docs citations

100
times ranked

2595
citing authors

#	ARTICLE	IF	CITATIONS
1	Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. <i>Medical Education</i> , 2017, 51, 40-50.	2.1	487
2	The "Educational Alliance" as a Framework for Reconceptualizing Feedback in Medical Education. <i>Academic Medicine</i> , 2015, 90, 609-614.	1.6	379
3	Developing evaluative judgement: enabling students to make decisions about the quality of work. <i>Higher Education</i> , 2018, 76, 467-481.	4.4	336
4	Researching feedback dialogue: an interactional analysis approach. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 252-265.	5.6	172
5	Feedback and the educational alliance: examining credibility judgements and their consequences. <i>Medical Education</i> , 2016, 50, 933-942.	2.1	158
6	Examining the nature and effects of feedback dialogue. <i>Assessment and Evaluation in Higher Education</i> , 2018, 43, 1106-1119.	5.6	99
7	Learning to Reason: A Journey of Professional Socialisation. <i>Advances in Health Sciences Education</i> , 2008, 13, 133-150.	3.3	97
8	A qualitative synthesis of video feedback in higher education. <i>Teaching in Higher Education</i> , 2019, 24, 157-179.	2.6	78
9	Aligning assessment with the needs of work-integrated learning: the challenges of authentic assessment in a complex context. <i>Assessment and Evaluation in Higher Education</i> , 2020, 45, 304-316.	5.6	77
10	Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. <i>Medical Education</i> , 2020, 54, 33-39.	2.1	63
11	When I say "feedback". <i>Medical Education</i> , 2019, 53, 652-654.	2.1	56
12	Autoethnography: introducing "I" into medical education research. <i>Medical Education</i> , 2015, 49, 974-982.	2.1	48
13	Exploring the tensions of being and becoming a medical educator. <i>BMC Medical Education</i> , 2017, 17, 62.	2.4	48
14	The construction of power in family medicine bedside teaching: a video observation study. <i>Medical Education</i> , 2013, 47, 154-165.	2.1	42
15	Balancing health care education and patient care in the UK workplace: a realist synthesis. <i>Medical Education</i> , 2017, 51, 787-801.	2.1	41
16	What really matters for successful research environments? A realist synthesis. <i>Medical Education</i> , 2018, 52, 936-950.	2.1	40
17	Family Physician Preceptors' Conceptualizations of Health Advocacy. <i>Academic Medicine</i> , 2014, 89, 1502-1509.	1.6	39
18	Approaching culture in medical education: Three perspectives. <i>Medical Education</i> , 2020, 54, 289-295.	2.1	38

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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	Belonging as situated practice. <i>Studies in Higher Education</i> , 2022, 47, 1386-1396.	4.5	37
21	â€˜Is there a Plan B?â€™: clinical educators supporting underperforming students in practice settings. <i>Teaching in Higher Education</i> , 2013, 18, 531-544.	2.6	35
22	Undertaking and reporting qualitative research. <i>Clinical Teacher</i> , 2016, 13, 175-182.	0.8	35
23	The influence of postgraduate qualifications on educational identity formation of healthcare professionals. <i>Advances in Health Sciences Education</i> , 2018, 23, 567-585.	3.3	35
24	Persisting studentsâ€™ explanations of and emotional responses to academic failure. <i>Higher Education Research and Development</i> , 2020, 39, 185-199.	2.9	35
25	The applicability of generalisability and bias to health professions education's research. <i>Medical Education</i> , 2021, 55, 167-173.	2.1	35
26	Core components of communication of clinical reasoning: a qualitative study with experienced Australian physiotherapists. <i>Advances in Health Sciences Education</i> , 2012, 17, 107-119.	3.3	32
27	Actor-network theory and ethnography: Sociomaterial approaches to researching medical education. <i>Perspectives on Medical Education</i> , 2022, 8, 177-186.	3.5	32
28	Identifying Feedback That Has Impact. , 2019, , 15-34.		32
29	Marginalisation of dental students in a shared medical and dental education programme. <i>Medical Education</i> , 2009, 43, 238-245.	2.1	30
30	How do postgraduate qualifications in medical education impact on health professionals?. <i>Medical Teacher</i> , 2016, 38, 162-167.	1.8	30
31	Thinking Sociomaterially: Why Matter Matters in Medical Education. <i>Academic Medicine</i> , 2020, 95, 851-855.	1.6	30
32	An autoethnographic exploration of the use of goal oriented feedback to enhance brief clinical teaching encounters. <i>Advances in Health Sciences Education</i> , 2017, 22, 91-104.	3.3	29
33	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
34	Promoting clinical reasoning in general practice trainees: role of the clinical teacher. <i>Clinical Teacher</i> , 2011, 8, 176-180.	0.8	25
35	Measuring what matters: the positioning of students in feedback processes within national student satisfaction surveys. <i>Studies in Higher Education</i> , 2022, 47, 1524-1536.	4.5	25
36	Assessment for inclusion: rethinking contemporary strategies in assessment design. <i>Higher Education Research and Development</i> , 2023, 42, 483-497.	2.9	25

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37	“You kind of want to fix it don’t you?” Exploring general practice trainees’ experiences of managing patients with medically unexplained symptoms. <i>BMC Medical Education</i> , 2016, 16, 27.	2.4	24
38	Learning clinical skills during bedside teaching encounters in general practice. <i>Journal of Workplace Learning</i> , 2015, 27, 298-314.	1.7	21
39	Contextual Influences on Feedback Practices: An Ecological Perspective. <i>The Enabling Power of Assessment</i> , 2017, , 129-143.	0.5	21
40	An exploration of contextual dimensions impacting goals of care conversations in postgraduate medical education. <i>BMC Palliative Care</i> , 2016, 15, 34.	1.8	20
41	Translating evidence-based guidelines to improve feedback practices: the interACT case study. <i>BMC Medical Education</i> , 2016, 16, 53.	2.4	20
42	Using video reflexive ethnography to understand complexity and change practice. <i>Medical Education</i> , 2020, 54, 908-914.	2.1	20
43	Clinical reasoning of junior doctors in emergency medicine: a grounded theory study. <i>Emergency Medicine Journal</i> , 2017, 34, 70-75.	1.0	19
44	Designing assessment in a digital world: an organising framework. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 291-304.	5.6	19
45	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
46	Emotion as reflexive practice: A new discourse for feedback practice and research. <i>Medical Education</i> , 2022, 56, 480-488.	2.1	18
47	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
48	From “Seeing Through” to “Seeing With”: Assessment Criteria and the Myths of Transparency. <i>Frontiers in Education</i> , 2018, 3, .	2.1	16
49	Promoting inclusivity in health professions education publishing. <i>Medical Education</i> , 2022, 56, 252-256.	2.1	16
50	Fellowship training: a qualitative study of scope and purpose across one department of medicine. <i>BMC Medical Education</i> , 2017, 17, 223.	2.4	15
51	How do students experience inclusive assessment? A critical review of contemporary literature. <i>International Journal of Inclusive Education</i> , 0, , 1-18.	2.6	14
52	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
53	A novel approach to needs assessment in curriculum development: Going beyond consensus methods. <i>Medical Teacher</i> , 2014, 36, 422-429.	1.8	13
54	Enriching medical trainees’ learning through practice: a video reflexive ethnography study protocol. <i>BMJ Open</i> , 2019, 9, e031577.	1.9	13

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55	The Decision to Prescribe: Influences and Choice. <i>InnovAiT</i> , 2010, 3, 237-243.	0.0	12
56	Sociomateriality matters to family practitioners as supervisors. <i>Medical Education</i> , 2012, 46, 1145-1147.	2.1	12
57	Avoiding tokenism in health professional education. <i>Medical Education</i> , 2013, 47, 9-11.	2.1	12
58	Attending to Emotion in Feedback. , 2019, , 83-105.		12
59	Palliative and end of life care communication as emerging priorities in postgraduate medical education. <i>Canadian Medical Education Journal</i> , 2016, 7, e4-e21.	0.4	12
60	What are the perceived learning needs of Australian general practice registrars for quality prescribing?. <i>BMC Medical Education</i> , 2010, 10, 92.	2.4	11
61	“You’re Not Trying to Save Somebody From Death” Learning as “Becoming” in Palliative Care. <i>Academic Medicine</i> , 2018, 93, 929-936.	1.6	11
62	The problem with solutions. <i>Medical Education</i> , 2021, 55, 2-3.	2.1	11
63	Problematizing standards. , 2018, , 41-50.		11
64	How Do Students Adapt in Response to Academic Failure?. <i>Student Success</i> , 2019, 10, 84-91.	0.8	11
65	Clinical reasoning sessions: back to the patient. <i>Clinical Teacher</i> , 2011, 8, 13-16.	0.8	9
66	Designing Feedback for Impact. , 2019, , 267-285.		9
67	Feedback That Helps Trainees Learn to Practice Without Supervision. <i>Academic Medicine</i> , 2021, 96, 205-209.	1.6	9
68	Navigating feedback practices across learning contexts: implications for feedback literacy. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 1330-1344.	5.6	8
69	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
70	Conceptualizations and Measures of Student Engagement: A Worked Example of Systematic Review. , 2020, , 91-110.		7
71	Educating Health Professionals. , 2013, , .		7
72	Designing assessment for inclusion: an exploration of diverse students’ assessment experiences. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 403-417.	5.6	7

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73	Assessment and feedback dialogue in online distance learning. <i>Medical Education</i> , 2013, 47, 527-528.	2.1	6
74	Developing a national dental education research strategy: priorities, barriers and enablers. <i>BMJ Open</i> , 2017, 7, e013129.	1.9	6
75	New Directions for Assessment in a Digital World. <i>The Enabling Power of Assessment</i> , 2020, , 7-18.	0.5	6
76	Going beyond "received and understood"™ as a way of conceptualising feedback. <i>Medical Education</i> , 2012, 46, 1018-1019.	2.1	5
77	Ethnography, methodology: Striving for clarity. <i>Medical Education</i> , 2020, 54, 284-286.	2.1	5
78	Improving Feedback Research in Naturalistic Settings. , 2019, , 245-265.		5
79	Repositioning Assessment-as-Portrayal: What Can We Learn from Celebrity and Persona Studies?. <i>The Enabling Power of Assessment</i> , 2020, , 65-78.	0.5	5
80	Understanding Realist Reviews for Medical Education. <i>Journal of Graduate Medical Education</i> , 2022, 14, 274-278.	1.3	5
81	Balancing student/trainee learning with the delivery of patient care in the healthcare workplace: a protocol for realist synthesis. <i>BMJ Open</i> , 2016, 6, e011145.	1.9	4
82	The service/teaching tension: a window into the soul of a hospital. <i>Medical Education</i> , 2018, 52, 678-678.	2.1	4
83	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
84	Selecting, training and assessing new general practice community teachers in UK medical schools. <i>Education for Primary Care</i> , 2015, 26, 297-304.	0.6	3
85	An empirical study of student action from ipsative design of feedback processes. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 801-815.	5.6	3
86	How Do Homeopaths Reason and Make Decisions? Integrating Theory, Practice, and Education. <i>Journal of Alternative and Complementary Medicine</i> , 2010, 16, 1321-1327.	2.1	2
87	Problematising standards in an era of increasing transparency. <i>Medical Education</i> , 2017, 51, 885-887.	2.1	2
88	Harmony or dissonance? The affordances of palliative care learning for emerging professional identity. <i>Perspectives on Medical Education</i> , 2020, 9, 350-358.	3.5	2
89	Introduction. <i>Medical Education</i> , 2014, 48, 520-521.	2.1	1
90	Hero, survivor or stuck: a narrative analysis of student constructions of persistence after failure. <i>Teaching in Higher Education</i> , 2024, 29, 1-15.	2.6	1

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91	Beware the Simple Impact Measure: Learning from the Parallels with Student Engagement. , 2019, , 37-50.		1
92	Researching in Surgical Education: An Orientation. Innovation and Change in Professional Education, 2019, , 341-352.	0.2	1
93	The relationship between feedback and evaluative judgement in undergraduate nursing and midwifery education: An integrative review. Nurse Education in Practice, 2022, 58, 103255.	2.6	1
94	409: NEEDS ASSESSMENTS IN CRITICAL CARE: A COMPARISON OF SIMULATION DEBRIEFS TO TRADITIONAL METHODS. Critical Care Medicine, 2016, 44, 179-179.	0.9	0
95	Comparison of simulation debriefs with traditional needs assessment methods: a qualitative exploratory study in a critical care community setting. BMJ Open, 2018, 8, e020570.	1.9	0
96	Surfacing tensions through making explicit our evaluative judgements of research. Medical Education, 2019, 53, 11-12.	2.1	0