

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	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
2	Designing assessment in a digital world: an organising framework. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 291-304.	5.6	19
3	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
4	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
5	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
6	Assessment for inclusion: rethinking contemporary strategies in assessment design. <i>Higher Education Research and Development</i> , 2023, 42, 483-497.	2.9	25
7	Actor-network theory and ethnography: Sociomaterial approaches to researching medical education. <i>Perspectives on Medical Education</i> , 2022, 8, 177-186.	3.5	32
8	Belonging as situated practice. <i>Studies in Higher Education</i> , 2022, 47, 1386-1396.	4.5	37
9	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
10	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
11	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
12	The relationship between feedback and evaluative judgement in undergraduate nursing and midwifery education: An integrative review. <i>Nurse Education in Practice</i> , 2022, 58, 103255.	2.6	1
13	Emotion as reflexive practice: A new discourse for feedback practice and research. <i>Medical Education</i> , 2022, 56, 480-488.	2.1	18
14	Promoting inclusivity in health professions education publishing. <i>Medical Education</i> , 2022, 56, 252-256.	2.1	16
15	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
16	Understanding Realist Reviews for Medical Education. <i>Journal of Graduate Medical Education</i> , 2022, 14, 274-278.	1.3	5
17	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
18	The applicability of generalisability and bias to health professions education's research. <i>Medical Education</i> , 2021, 55, 167-173.	2.1	35

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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	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	Feedback That Helps Trainees Learn to Practice Without Supervision. <i>Academic Medicine</i> , 2021, 96, 205-209.	1.6	9
22	The problem with solutions. <i>Medical Education</i> , 2021, 55, 2-3.	2.1	11
23	Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. <i>Medical Education</i> , 2020, 54, 33-39.	2.1	63
24	Persisting students'™ explanations of and emotional responses to academic failure. <i>Higher Education Research and Development</i> , 2020, 39, 185-199.	2.9	35
25	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
26	Thinking Sociomaterially: Why Matter Matters in Medical Education. <i>Academic Medicine</i> , 2020, 95, 851-855.	1.6	30
27	Approaching culture in medical education: Three perspectives. <i>Medical Education</i> , 2020, 54, 289-295.	2.1	38
28	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
29	Using video'™reflexive ethnography to understand complexity and change practice. <i>Medical Education</i> , 2020, 54, 908-914.	2.1	20
30	Ethnography, methodology: Striving for clarity. <i>Medical Education</i> , 2020, 54, 284-286.	2.1	5
31	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
32	Conceptualizations and Measures of Student Engagement: A Worked Example of Systematic Review. , 2020, , 91-110.		7
33	New Directions for Assessment in a Digital World. <i>The Enabling Power of Assessment</i> , 2020, , 7-18.	0.5	6
34	A qualitative synthesis of video feedback in higher education. <i>Teaching in Higher Education</i> , 2019, 24, 157-179.	2.6	78
35	Enriching medical trainees'™ learning through practice: a video reflexive ethnography study protocol. <i>BMJ Open</i> , 2019, 9, e031577.	1.9	13
36	When I say ' feedback. <i>Medical Education</i> , 2019, 53, 652-654.	2.1	56

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37	Surfacing tensions through making explicit our evaluative judgements of research. Medical Education, 2019, 53, 11-12.	2.1	0
38	Improving Feedback Research in Naturalistic Settings. , 2019, , 245-265.		5
39	Designing Feedback for Impact. , 2019, , 267-285.		9
40	Identifying Feedback That Has Impact. , 2019, , 15-34.		32
41	Attending to Emotion in Feedback. , 2019, , 83-105.		12
42	How Do Students Adapt in Response to Academic Failure?. Student Success, 2019, 10, 84-91.	0.8	11
43	Beware the Simple Impact Measure: Learning from the Parallels with Student Engagement. , 2019, , 37-50.		1
44	Researching in Surgical Education: An Orientation. Innovation and Change in Professional Education, 2019, , 341-352.	0.2	1
45	Examining the nature and effects of feedback dialogue. Assessment and Evaluation in Higher Education, 2018, 43, 1106-1119.	5.6	99
46	Developing evaluative judgement: enabling students to make decisions about the quality of work. Higher Education, 2018, 76, 467-481.	4.4	336
47	The influence of postgraduate qualifications on educational identity formation of healthcare professionals. Advances in Health Sciences Education, 2018, 23, 567-585.	3.3	35
48	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
49	“You’re Not Trying to Save Somebody From Death” Learning as “Becoming” in Palliative Care. Academic Medicine, 2018, 93, 929-936.	1.6	11
50	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
51	From “Seeing Through” to “Seeing With”: Assessment Criteria and the Myths of Transparency. Frontiers in Education, 2018, 3, .	2.1	16
52	The service/teaching tension: a window into the soul of a hospital. Medical Education, 2018, 52, 678-678.	2.1	4
53	What really matters for successful research environments? A realist synthesis. Medical Education, 2018, 52, 936-950.	2.1	40
54	Problematizing standards. , 2018, , 41-50.		11

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55	Researching feedback dialogue: an interactional analysis approach. Assessment and Evaluation in Higher Education, 2017, 42, 252-265.	5.6	172
56	Clinical reasoning of junior doctors in emergency medicine: a grounded theory study. Emergency Medicine Journal, 2017, 34, 70-75.	1.0	19
57	Developing a national dental education research strategy: priorities, barriers and enablers. BMJ Open, 2017, 7, e013129.	1.9	6
58	Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. Medical Education, 2017, 51, 40-50.	2.1	487
59	Problematising standards in an era of increasing transparency. Medical Education, 2017, 51, 885-887.	2.1	2
60	Balancing health care education and patient care in the UK workplace: a realist synthesis. Medical Education, 2017, 51, 787-801.	2.1	41
61	Exploring the tensions of being and becoming a medical educator. BMC Medical Education, 2017, 17, 62.	2.4	48
62	An autoethnographic exploration of the use of goal oriented feedback to enhance brief clinical teaching encounters. Advances in Health Sciences Education, 2017, 22, 91-104.	3.3	29
63	Fellowship training: a qualitative study of scope and purpose across one department of medicine. BMC Medical Education, 2017, 17, 223.	2.4	15
64	Contextual Influences on Feedback Practices: An Ecological Perspective. The Enabling Power of Assessment, 2017, , 129-143.	0.5	21
65	Undertaking and reporting qualitative research. Clinical Teacher, 2016, 13, 175-182.	0.8	35
66	Feedback and the educational alliance: examining credibility judgements and their consequences. Medical Education, 2016, 50, 933-942.	2.1	158
67	Balancing student/trainee learning with the delivery of patient care in the healthcare workplace: a protocol for realist synthesis. BMJ Open, 2016, 6, e011145.	1.9	4
68	409: NEEDS ASSESSMENTS IN CRITICAL CARE: A COMPARISON OF SIMULATION DEBRIEFS TO TRADITIONAL METHODS. Critical Care Medicine, 2016, 44, 179-179.	0.9	0
69	“You kind of want to fix it don’t you?” Exploring general practice trainees’ experiences of managing patients with medically unexplained symptoms. BMC Medical Education, 2016, 16, 27.	2.4	24
70	An exploration of contextual dimensions impacting goals of care conversations in postgraduate medical education. BMC Palliative Care, 2016, 15, 34.	1.8	20
71	Translating evidence-based guidelines to improve feedback practices: the interACT case study. BMC Medical Education, 2016, 16, 53.	2.4	20
72	How do postgraduate qualifications in medical education impact on health professionals?. Medical Teacher, 2016, 38, 162-167.	1.8	30

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73	Palliative and end of life care communication as emerging priorities in postgraduate medical education. Canadian Medical Education Journal, 2016, 7, e4-e21.	0.4	12
74	Learning clinical skills during bedside teaching encounters in general practice. Journal of Workplace Learning, 2015, 27, 298-314.	1.7	21
75	Autoethnography: introducing "I" into medical education research. Medical Education, 2015, 49, 974-982.	2.1	48
76	The "Educational Alliance" as a Framework for Reconceptualizing Feedback in Medical Education. Academic Medicine, 2015, 90, 609-614.	1.6	379
77	Selecting, training and assessing new general practice community teachers in UK medical schools. Education for Primary Care, 2015, 26, 297-304.	0.6	3
78	Introduction. Medical Education, 2014, 48, 520-521.	2.1	1
79	A novel approach to needs assessment in curriculum development: Going beyond consensus methods. Medical Teacher, 2014, 36, 422-429.	1.8	13
80	Family Physician Preceptors' Conceptualizations of Health Advocacy. Academic Medicine, 2014, 89, 1502-1509.	1.6	39
81	Assessment and feedback dialogue in online distance learning. Medical Education, 2013, 47, 527-528.	2.1	6
82	"Is there a Plan B?": clinical educators supporting underperforming students in practice settings. Teaching in Higher Education, 2013, 18, 531-544.	2.6	35
83	The construction of power in family medicine bedside teaching: a video observation study. Medical Education, 2013, 47, 154-165.	2.1	42
84	Avoiding tokenism in health professional education. Medical Education, 2013, 47, 9-11.	2.1	12
85	Educating Health Professionals. , 2013, , .		7
86	Going beyond "received and understood" as a way of conceptualising feedback. Medical Education, 2012, 46, 1018-1019.	2.1	5
87	Sociomateriality matters to family practitioners as supervisors. Medical Education, 2012, 46, 1145-1147.	2.1	12
88	Core components of communication of clinical reasoning: a qualitative study with experienced Australian physiotherapists. Advances in Health Sciences Education, 2012, 17, 107-119.	3.3	32
89	Clinical reasoning sessions: back to the patient. Clinical Teacher, 2011, 8, 13-16.	0.8	9
90	Promoting clinical reasoning in general practice trainees: role of the clinical teacher. Clinical Teacher, 2011, 8, 176-180.	0.8	25

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91	What are the perceived learning needs of Australian general practice registrars for quality prescribing?. BMC Medical Education, 2010, 10, 92.	2.4	11
92	The Decision to Prescribe: Influences and Choice. InnovAiT, 2010, 3, 237-243.	0.0	12
93	How Do Homeopaths Reason and Make Decisions? Integrating Theory, Practice, and Education. Journal of Alternative and Complementary Medicine, 2010, 16, 1321-1327.	2.1	2
94	Marginalisation of dental students in a shared medical and dental education programme. Medical Education, 2009, 43, 238-245.	2.1	30
95	Learning to Reason: A Journey of Professional Socialisation. Advances in Health Sciences Education, 2008, 13, 133-150.	3.3	97
96	How do students experience inclusive assessment? A critical review of contemporary literature. International Journal of Inclusive Education, 0, , 1-18.	2.6	14