Mohsen Tavakol

List of Publications by Year
in descending order

Source: https://exaly.com/author-pdf/5708691/publications.pdf

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36 papers	7,894 citations	686830 13 h-index	414034 32 g-index
36 all docs	36 docs citations	36 times ranked	10425 citing authors

#	Article	IF	Citations
1	Making sense of Cronbach's alpha. International Journal of Medical Education, 2011, 2, 53-55.	0.6	7,004
2	Assessing the Skills of Surgical Residents Using Simulation. Journal of Surgical Education, 2008, 65, 77-83.	1.2	141
3	Quantitative and qualitative methods in medical education research: AMEE Guide No 90: Part II. Medical Teacher, 2014, 36, 838-848.	1.0	120
4	Quantitative and qualitative methods in medical education research: AMEE Guide No 90: Part I. Medical Teacher, 2014, 36, 746-756.	1.0	118
5	Post-examination analysis of objective tests. Medical Teacher, 2011, 33, 447-458.	1.0	110
6	Medical studentsâ€™ understanding of empathy: a phenomenological study. Medical Education, 2012, 46, 306-316.	1.1	95
7	Psychometric evaluation of a knowledge based examination using Rasch analysis: An illustrative guide: AMEE Guide No. 72. Medical Teacher, 2013, 35, e838-e848.	1.0	49
8	Are Asian international medical students just rote learners?. Advances in Health Sciences Education, 2010, 15, 369-377.	1.7	36
9	Post-examination interpretation of objective test data: Monitoring and improving the quality of high-stakes examinations: AMEE Guide No. 66. Medical Teacher, 2012, 34, e161-e175.	1.0	35
10	The foundations of measurement and assessment in medical education. Medical Teacher, 2017, 39, 1010-1015.	1.0	30
11	A Needs Assessment for a Communication Skills Curriculum in Iran. Teaching and Learning in Medicine, 2005, 17, 36-41.	1.3	17
12	Using the Many-Facet Rasch Model to analyse and evaluate the quality of objective structured clinical examination: a non-experimental cross-sectional design. BMJ Open, 2019, 9, e029208.	0.8	17
13	Using evaluation research to improve medical education. Clinical Teacher, 2010, 7, 192-196.	0.4	14
14	A quantitative survey of intern's knowledge of communication skills: an Iranian exploration. BMC Medical Education, 2005, 5, 6.	1.0	13
15	Medical education assessment: a brief overview of concepts in generalizability theory. International Journal of Medical Education, 2013, 4, 221-222.	0.6	12
16	A descriptive study of medical educators' views of problem-based learning. BMC Medical Education, 2009, 9, 66.	1.0	10
17	A Quantitative Survey of Knowledge of Reproductive Health Issues of 12-14-year-old Girls of Different Ethnic and Religious Backgrounds in Iran: Implications for education. Sex Education, 2003, 3, 231-239.	1.5	8
18	Post-examination interpretation of objective test data: Monitoring and improving the quality of highâ€“stakes examinations â€“ a commentary on two AMEE Guides. Medical Teacher, 2012, 34, 245-248.	1.0	8

#	Article	IF	Citations
19	Postexamination Analysis: A Means of Improving the Exam Cycle. Academic Medicine, 2016, 91, 1324-1324.	0.8	8
20	DEVELOPMENTS: Opposite Gender Doctorâ€“Patient Interactions in Iran. Teaching and Learning in Medicine, 2006, 18, 320-325.	1.3	6
21	Modelling the Hofstee method reveals problems. Medical Teacher, 2014, 36, 181-182.	1.0	6
22	Enhancing Objective Structured Clinical Examinations through visualisation of checklist scores and global rating scale. International Journal of Medical Education, 2018, 9, 130-134.	0.6	6
23	The involvement of clinicians in medical education research. Quality in Primary Care, 2008, 16, 335-40.	0.8	6
24	Feedback to support examinersâ€™ understanding of the standard-setting process and the performance of students: AMEE Guide No. 145. Medical Teacher, 2022, 44, 582-595.	1.0	5
25	Psychometrics for physicians: everything a clinician needs to know about assessments in medical education. International Journal of Medical Education, 2022, 13, 100-106.	0.6	5
26	Making students' marks fair: standard setting, assessment items and post hoc item analysis. International Journal of Medical Education, 2015, 6, 38-39.	0.6	3
27	The reliability of assessments: The Bayesian Cronbachâ€™s alpha. Medical Teacher, 2017, 39, 561-561.	1.0	3
28	Developing a standardised tool for assessing personal statements. Medical Teacher, 2015, 37, 200-200.	1.0	2
29	Postexamination Analysis: The Item Characteristic Curve. Academic Medicine, 2018, 93, 811-811.	0.8	2
30	Making sense of meta-analysis in medical education research. International Journal of Medical Education, 2019, 10, 29-33.	0.6	2
31	Factor Analysis: a means for theory and instrument development in support of construct validity. International Journal of Medical Education, 2020, 11, 245-247.	0.6	2
32	The Bayesian borderline regression method: Identifying pass marks for small cohorts. Medical Teacher, 2019, 41, 723-723.	1.0	1
33	A novel psychometric programme for the rapid analysis of OSCE data. Medical Teacher, 2016, 38, 104-105.	1.0	0
34	Reply to Christopher Harrison. Medical Teacher, 2022, , 1-1.	1.0	0
35	Does widening participation status affect undergraduate medical student performance; a meta-analysis of knowledge-based assessments and OSCE over a 5-year period. Medical Teacher, 2021, , 1-1.	1.0	0
36	Are three options optimal for multiple-choice questions?. Medical Teacher, 0, , 1-1.	1.0	0