

Peter Ja Yeates

List of Publications by Year in descending order

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Version: 2024-02-01

28
papers

678
citations

759055

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25
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28
all docs

28
docs citations

28
times ranked

556
citing authors

#	ARTICLE	IF	CITATIONS
1	The mental workload of conducting research in assessor cognition. Perspectives on Medical Education, 2022, 8, 315-316.	1.8	3
2	Memory, credibility and insight: How video-based feedback promotes deeper reflection and learning in objective structured clinical exams. Medical Teacher, 2022, 44, 664-671.	1.0	3
3	Determining influence, interaction and causality of contrast and sequence effects in objective structured clinical exams. Medical Education, 2022, 56, 292-302.	1.1	6
4	Determining the influence of different linking patterns on the stability of students' score adjustments produced using Video-based Examiner Score Comparison and Adjustment (VESCA). BMC Medical Education, 2022, 22, 41.	1.0	4
5	In Reply to Anto et al. Academic Medicine, 2022, 97, 475-476.	0.8	0
6	Technology enhanced assessment: Ottawa consensus statement and recommendations. Medical Teacher, 2022, 44, 836-850.	1.0	12
7	The influence of candidates' physical attributes on assessors' ratings in clinical practice. Medical Teacher, 2021, 43, 554-559.	1.0	3
8	Measuring the Effect of Examiner Variability in a Multiple-Circuit Objective Structured Clinical Examination (OSCE). Academic Medicine, 2021, 96, 1189-1196.	0.8	15
9	Understanding patient involvement in judging students' communication skills in OSCEs. Medical Teacher, 2021, 43, 1070-1078.	1.0	4
10	Understanding and developing procedures for video-based assessment in medical education. Medical Teacher, 2020, 42, 1250-1260.	1.0	12
11	Comparing the influence of 'describing findings to the examiner' or 'examining as in usual practice' on the students' performance and assessors' judgements during physical examination skills assessment. MedEdPublish, 2020, 9, .	0.3	0
12	Perils, pitfalls and potential for the use of reporting guidelines in experimental research in medical education. Perspectives on Medical Education, 2019, 8, 207-208.	1.8	0
13	Exploring differences in individual and group judgements in standard setting. Medical Education, 2019, 53, 941-952.	1.1	4
14	Developing a video-based method to compare and adjust examiner effects in fully nested OSCEs. Medical Education, 2019, 53, 250-263.	1.1	27
15	Exploring the relationship between examiners' memories for performances, domain separation and score variability. Medical Teacher, 2018, 40, 1159-1165.	1.0	2
16	Comparatively salient: examining the influence of preceding performances on assessors' focus and interpretations in written assessment comments. Advances in Health Sciences Education, 2018, 23, 937-959.	1.7	9
17	Hawks, Doves and Rasch decisions: Understanding the influence of different cycles of an OSCE on students' scores using Many Facet Rasch Modeling. Medical Teacher, 2017, 39, 92-99.	1.0	20
18	A randomised trial of the influence of racial stereotype bias on examiners' scores, feedback and recollections in undergraduate clinical exams. BMC Medicine, 2017, 15, 179.	2.3	22

#	ARTICLE	IF	CITATIONS
19	Relatively speaking: contrast effects influence assessors' scores and narrative feedback. <i>Medical Education</i> , 2015, 49, 909-919.	1.1	26
20	Are Examiners' Judgments in OSCE-Style Assessments Influenced by Contrast Effects?. <i>Academic Medicine</i> , 2015, 90, 975-980.	0.8	39
21	Seeing the "black box" differently: assessor cognition from three research perspectives. <i>Medical Education</i> , 2014, 48, 1055-1068.	1.1	186
22	Platypnea-orthodeoxia syndrome following left pneumonectomy for early stage non-small cell lung cancer. <i>Cancer Treatment Communications</i> , 2014, 2, 1-3.	0.4	2
23	Seeing the same thing differently. <i>Advances in Health Sciences Education</i> , 2013, 18, 325-341.	1.7	137
24	"You're certainly relatively competent": assessor bias due to recent experiences. <i>Medical Education</i> , 2013, 47, 910-922.	1.1	42
25	Effect of Exposure to Good vs Poor Medical Trainee Performance on Attending Physician Ratings of Subsequent Performances. <i>JAMA - Journal of the American Medical Association</i> , 2012, 308, 2226.	3.8	39
26	Examining the box's contents. <i>Medical Education</i> , 2011, 45, 970-972.	1.1	2
27	What can we expect of clinical teachers? Establishing consensus on applicable skills, attitudes and practices. <i>Medical Education</i> , 2008, 42, 134-142.	1.1	19
28	Effectiveness of delayed activated charcoal administration in simulated paracetamol (acetaminophen) overdose. <i>British Journal of Clinical Pharmacology</i> , 2000, 49, 11-14.	1.1	40