

Joanna Tai

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6694680/publications.pdf>

Version: 2024-02-01

53
papers

1,471
citations

394286

19
h-index

360920

35
g-index

53
all docs

53
docs citations

53
times ranked

958
citing authors

#	ARTICLE	IF	CITATIONS
1	Developing evaluative judgement: enabling students to make decisions about the quality of work. Higher Education, 2018, 76, 467-481.	2.8	336
2	Academics'™ perceptions of the benefits and challenges of self and peer assessment in higher education. Assessment and Evaluation in Higher Education, 2018, 43, 294-306.	3.9	117
3	Same-level peer-assisted learning in medical clinical placements: a narrative systematic review. Medical Education, 2016, 50, 469-484.	1.1	95
4	Aligning assessment with the needs of work-integrated learning: the challenges of authentic assessment in a complex context. Assessment and Evaluation in Higher Education, 2020, 45, 304-316.	3.9	77
5	The role of peer-assisted learning in building evaluative judgement: opportunities in clinical medical education. Advances in Health Sciences Education, 2016, 21, 659-676.	1.7	76
6	Does the use of summative peer assessment in collaborative group work inhibit good judgement?. Higher Education, 2019, 77, 853-870.	2.8	56
7	Grudges and gratitude: the social-affective impacts of peer assessment. Assessment and Evaluation in Higher Education, 2020, 45, 345-358.	3.9	50
8	A multi-institutional assessment of changes in higher education teaching and learning in the face of COVID-19. Educational Review, 2022, 74, 517-533.	2.2	44
9	The post-COVID-19 future of digital learning in higher education: Views from educators, students, and other professionals in six countries. British Journal of Educational Technology, 2022, 53, 1750-1765.	3.9	43
10	Student agency in feedback: beyond the individual. Assessment and Evaluation in Higher Education, 2022, 47, 95-108.	3.9	38
11	What should we teach the teachers? Identifying the learning priorities of clinical supervisors. Advances in Health Sciences Education, 2018, 23, 29-41.	1.7	37
12	Undertaking and reporting qualitative research. Clinical Teacher, 2016, 13, 175-182.	0.4	35
13	Implementing Peer Learning in Clinical Education: A Framework to Address Challenges In the 'Real World'. Teaching and Learning in Medicine, 2017, 29, 162-172.	1.3	35
14	A framework for designing, implementing, communicating and researching peer assessment. Higher Education Research and Development, 2018, 37, 453-467.	1.9	35
15	Honesty in critically reflective essays: an analysis of student practice. Advances in Health Sciences Education, 2013, 18, 617-626.	1.7	34
16	Student perspectives of engagement in learning in contemporary and digital contexts. Higher Education Research and Development, 2019, 38, 1075-1089.	1.9	30
17	Identifying Opportunities for Peer Learning: An Observational Study of Medical Students on Clinical Placements. Teaching and Learning in Medicine, 2017, 29, 13-24.	1.3	29
18	What can higher education learn from feedback seeking behaviour in organisations? Implications for feedback literacy. Assessment and Evaluation in Higher Education, 2021, 46, 80-91.	3.9	28

#	ARTICLE	IF	CITATIONS
19	Feedback that works: a realist review of feedback interventions for written tasks. <i>Studies in Higher Education</i> , 2022, 47, 1343-1356.	2.9	26
20	Assessment for inclusion: rethinking contemporary strategies in assessment design. <i>Higher Education Research and Development</i> , 2023, 42, 483-497.	1.9	25
21	Invoking culture in medical education research: A critical review and metaphor analysis. <i>Medical Education</i> , 2021, 55, 903-911.	1.1	20
22	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.	3.9	19
23	Teaching and learning under COVID-19 public health edicts: the role of household lockdowns and prior technology usage. <i>Higher Education</i> , 2022, 84, 487-504.	2.8	17
24	Transgressing the boundaries of "students as partners" and "feedback" discourse communities to advance democratic education. <i>Teaching in Higher Education</i> , 2023, 28, 1503-1517.	1.7	16
25	Clinical supervision training across contexts. <i>Clinical Teacher</i> , 2016, 13, 262-266.	0.4	14
26	How do students experience inclusive assessment? A critical review of contemporary literature. <i>International Journal of Inclusive Education</i> , 0, , 1-18.	1.5	14
27	A vertical study programme for medical students: Peer-assisted learning in practice. <i>Medical Teacher</i> , 2013, 35, e943-e945.	1.0	13
28	Student vulnerabilities and confidence in learning in the context of the COVID-19 pandemic. <i>Studies in Higher Education</i> , 2022, 47, 2460-2472.	2.9	13
29	How is theory used in assessment and feedback research? A critical review. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 77-94.	3.9	10
30	Conversation Starter: Advancing the Theory of Peer-Assisted Learning. <i>Teaching and Learning in Medicine</i> , 2019, 31, 7-16.	1.3	9
31	How conceptualising respect can inform feedback pedagogies. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 68-79.	3.9	9
32	Navigating feedback practices across learning contexts: implications for feedback literacy. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 1330-1344.	3.9	8
33	Peer assessment and professional behaviours: what should we be assessing, how, and why?. <i>Medical Education</i> , 2017, 51, 346-347.	1.1	7
34	Conceptualizations and Measures of Student Engagement: A Worked Example of Systematic Review. , 2020, , 91-110.		7
35	Designing assessment for inclusion: an exploration of diverse students' assessment experiences. <i>Assessment and Evaluation in Higher Education</i> , 2023, 48, 403-417.	3.9	7
36	"I" struggle to see it as cheating: the policy and regulatory environments of study drug use at universities. <i>Higher Education Research and Development</i> , 2021, 40, 234-246.	1.9	5

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37	Qualitative approaches to researching evaluative judgement in pedagogical activities: a case study. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 231-244.	3.9	4
38	Students' feedback literacy in workplace integrated learning: How prepared are they?. <i>Innovations in Education and Teaching International</i> , 2023, 60, 196-206.	1.5	4
39	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.	3.9	4
40	Self-Directed Online Learning Modules: Students' Behaviours and Experiences. <i>Pharmacy (Basel)</i> , 2023, 10, 100-106.	0.6	3
41	Preparing students for the future through developing evaluative judgement. <i>Clinical Teacher</i> , 2021, 18, 115-120.	0.4	3
42	Feedback practices as part of signature pedagogy for clinical placements. <i>Assessment in Education</i> , 2020, 18, 1-19.	0.7	3
43	An empirical study of student action from ipsative design of feedback processes. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 801-815.	3.9	3
44	The Future of Self and Peer Assessment: Are Technology or People the Key?. <i>The Enabling Power of Assessment</i> , 2020, 18, 213-227.	0.5	3
45	Learning with and from Peers in Clinical Education. <i>Medical Education</i> , 2021, 45, 1-19.		3
46	The transformative role of self- and peer-assessment in developing critical thinkers. <i>Medical Education</i> , 2019, 43, 64-73.		2
47	What's outside the learning box? Resisting traditional forms of learning and assessment with the video essay: a dialogue between screen media & education. <i>Media Practice and Education</i> , 2021, 22, 7-22.	0.2	1
48	Academics' perceptions of the benefits and challenges of self and peer assessment in higher education. <i>Medical Education</i> , 2020, 44, 1-10.		1
49	Gender matters: Students' perceptions of peer learning in clinical education. <i>Focus on Health Professional Education</i> , 2017, 18, 3.	0.3	1
50	Beware the Simple Impact Measure: Learning from the Parallels with Student Engagement. <i>Medical Education</i> , 2019, 43, 37-50.		1
51	Multiple feedback sources in learning clinical history-taking skills: Developing evaluative judgement. <i>Focus on Health Professional Education</i> , 2021, 22, 33-50.	0.3	1
52	Introduction. <i>Medical Education</i> , 2017, 51, 533-534.	1.1	0
53	Paradigm shifts during higher degrees by research. <i>Clinical Teacher</i> , 2020, 17, 98-99.	0.4	0