

# 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	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
2	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
3	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
4	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
5	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
6	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
7	Assessment for inclusion: rethinking contemporary strategies in assessment design. <i>Higher Education Research and Development</i> , 2023, 42, 483-497.	1.9	25
8	Student agency in feedback: beyond the individual. <i>Assessment and Evaluation in Higher Education</i> , 2022, 47, 95-108.	3.9	38
9	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
10	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
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.	3.9	3
12	A multi-institutional assessment of changes in higher education teaching and learning in the face of COVID-19. <i>Educational Review</i> , 2022, 74, 517-533.	2.2	44
13	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
14	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
15	The post-“COVID”19 future of digital learning in higher education: Views from educators, students, and other professionals in six countries. <i>British Journal of Educational Technology</i> , 2022, 53, 1750-1765.	3.9	43
16	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
17	“I”™d 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
18	How conceptualising respect can inform feedback pedagogies. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 68-79.	3.9	9

#	ARTICLE	IF	CITATIONS
19	What can higher education learn from feedback seeking behaviour in organisations? Implications for feedback literacy. <i>Assessment and Evaluation in Higher Education</i> , 2021, 46, 80-91.	3.9	28
20	Preparing students for the future through developing evaluative judgement. <i>Clinical Teacher</i> , 2021, 18, 115-120.	0.4	3
21	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
22	Invoking culture in medical education research: A critical review and metaphor analysis. <i>Medical Education</i> , 2021, 55, 903-911.	1.1	20
23	Learning with and from Peers in Clinical Education. , 2021, , 1-19.		3
24	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
25	Paradigm shifts during higher degrees by research. <i>Clinical Teacher</i> , 2020, 17, 98-99.	0.4	0
26	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.	3.9	77
27	Grudges and gratitude: the social-affective impacts of peer assessment. <i>Assessment and Evaluation in Higher Education</i> , 2020, 45, 345-358.	3.9	50
28	Conceptualizations and Measures of Student Engagement: A Worked Example of Systematic Review. , 2020, , 91-110.		7
29	The Future of Self and Peer Assessment: Are Technology or People the Key?. <i>The Enabling Power of Assessment</i> , 2020, , 213-227.	0.5	3
30	Does the use of summative peer assessment in collaborative group work inhibit good judgement?. <i>Higher Education</i> , 2019, 77, 853-870.	2.8	56
31	Conversation Starter: Advancing the Theory of Peer-Assisted Learning. <i>Teaching and Learning in Medicine</i> , 2019, 31, 7-16.	1.3	9
32	Student perspectives of engagement in learning in contemporary and digital contexts. <i>Higher Education Research and Development</i> , 2019, 38, 1075-1089.	1.9	30
33	Beware the Simple Impact Measure: Learning from the Parallels with Student Engagement. , 2019, , 37-50.		1
34	The transformative role of self- and peer-assessment in developing critical thinkers. , 2019, , 64-73.		2
35	Developing evaluative judgement: enabling students to make decisions about the quality of work. <i>Higher Education</i> , 2018, 76, 467-481.	2.8	336
36	What should we teach the teachers? Identifying the learning priorities of clinical supervisors. <i>Advances in Health Sciences Education</i> , 2018, 23, 29-41.	1.7	37

#	ARTICLE	IF	CITATIONS
37	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
38	A framework for designing, implementing, communicating and researching peer assessment. Higher Education Research and Development, 2018, 37, 453-467.	1.9	35
39	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
40	Introduction. Medical Education, 2017, 51, 533-534.	1.1	0
41	Peer assessment and professional behaviours: what should we be assessing, how, and why?. Medical Education, 2017, 51, 346-347.	1.1	7
42	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
43	Gender matters: Students'™ perceptions of peer learning in clinical education. Focus on Health Professional Education, 2017, 18, 3.	0.3	1
44	Undertaking and reporting qualitative research. Clinical Teacher, 2016, 13, 175-182.	0.4	35
45	Same-level peer-assisted learning in medical clinical placements: a narrative systematic review. Medical Education, 2016, 50, 469-484.	1.1	95
46	Clinical supervision training across contexts. Clinical Teacher, 2016, 13, 262-266.	0.4	14
47	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
48	Honesty in critically reflective essays: an analysis of student practice. Advances in Health Sciences Education, 2013, 18, 617-626.	1.7	34
49	A vertical study programme for medical students: Peer-assisted learning in practice. Medical Teacher, 2013, 35, e943-e945.	1.0	13
50	Self-Directed Online Learning Modules: Students'™ Behaviours and Experiences. Pharmacy (Basel), 2018, 7, 1-10.	0.6	3
51	Feedback practices as part of signature pedagogy for clinical placements. Assessment in Education, 2018, 21, 1-19.	0.7	3
52	Academics'™ perceptions of the benefits and challenges of self and peer assessment in higher education. , 0, .		1
53	How do students experience inclusive assessment? A critical review of contemporary literature. International Journal of Inclusive Education, 2018, 21, 1-18.	1.5	14