

Rola Ajjawi

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

93
papers

2,047
citations

21
h-index

42
g-index

100
ext. papers

2,631
ext. citations

2.7
avg, IF

5.83
L-index

#	Paper	IF	Citations
93	Promoting inclusivity in health professions education publishing.. <i>Medical Education</i> , 2022 ,	3.7	2
92	What Does It Mean to Be? Ontology and Responsibility in Health Professions Education 2022 , 173-185		
91	The relationship between feedback and evaluative judgement in undergraduate nursing and midwifery education: An integrative review. <i>Nurse Education in Practice</i> , 2021 , 58, 103255	3.2	
90	Emotion as reflexive practice: A new discourse for feedback practice and research. <i>Medical Education</i> , 2021 ,	3.7	5
89	Feedback That Helps Trainees Learn to Practice Without Supervision. <i>Academic Medicine</i> , 2021 , 96, 205-209		2
88	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	3.7	3
87	The applicability of generalisability and bias to health professions education's research. <i>Medical Education</i> , 2021 , 55, 167-173	3.7	11
86	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	2.6	17
85	Performing standards: a critical perspective on the contemporary use of standards in assessment. <i>Teaching in Higher Education</i> , 2021 , 26, 728-741	1.4	11
84	Using video-reflexive ethnography to understand complexity and change practice. <i>Medical Education</i> , 2020 , 54, 908-914	3.7	9
83	Ethnography, methodology: Striving for clarity. <i>Medical Education</i> , 2020 , 54, 284-286	3.7	1
82	New Directions for Assessment in a Digital World. <i>The Enabling Power of Assessment</i> , 2020 , 7-18	0.3	4
81	Repositioning Assessment-as-Portrayal: What Can We Learn from Celebrity and Persona Studies?. <i>The Enabling Power of Assessment</i> , 2020 , 65-78	0.3	4
80	Conceptualizations and Measures of Student Engagement: A Worked Example of Systematic Review 2020 , 91-110		3
79	Thinking Sociomaterially: Why Matter Matters in Medical Education. <i>Academic Medicine</i> , 2020 , 95, 851-855		12
78	Approaching culture in medical education: Three perspectives. <i>Medical Education</i> , 2020 , 54, 289-295	3.7	15
77	Harmony or dissonance? The affordances of palliative care learning for emerging professional identity. <i>Perspectives on Medical Education</i> , 2020 , 9, 350-358	4.3	0

76	Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. <i>Medical Education</i> , 2020 , 54, 33-39	3.7	31
75	Persisting students' explanations of and emotional responses to academic failure. <i>Higher Education Research and Development</i> , 2020 , 39, 185-199	1.9	17
74	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	3.1	36
73	Actor-network theory and ethnography: Sociomaterial approaches to researching medical education. <i>Perspectives on Medical Education</i> , 2019 , 8, 177-186	4.3	20
72	A qualitative synthesis of video feedback in higher education. <i>Teaching in Higher Education</i> , 2019 , 24, 157-179	1.4	43
71	How Do Students Adapt in Response to Academic Failure?. <i>Student Success</i> , 2019 , 10, 84-91	1.5	6
70	Beware the Simple Impact Measure: Learning from the Parallels with Student Engagement 2019 , 37-50		
69	Why Focus on Feedback Impact? 2019 , 3-14		2
68	Researching in Surgical Education: An Orientation. <i>Innovation and Change in Professional Education</i> , 2019 , 341-352	0.1	
67	Improving Feedback Research in Naturalistic Settings 2019 , 245-265		4
66	Designing Feedback for Impact 2019 , 267-285		7
65	Identifying Feedback That Has Impact 2019 , 15-34		16
64	Attending to Emotion in Feedback 2019 , 83-105		6
63	Enriching medical trainees' learning through practice: a video reflexive ethnography study protocol. <i>BMJ Open</i> , 2019 , 9, e031577	3	5
62	When I say 'Feedback'. <i>Medical Education</i> , 2019 , 53, 652-654	3.7	32
61	Surfacing tensions through making explicit our evaluative judgements of research. <i>Medical Education</i> , 2019 , 53, 11-12	3.7	
60	Examining the nature and effects of feedback dialogue. <i>Assessment and Evaluation in Higher Education</i> , 2018 , 43, 1106-1119	3.1	67
59	Developing evaluative judgement: enabling students to make decisions about the quality of work. <i>Higher Education</i> , 2018 , 76, 467-481	3	195

58	The influence of postgraduate qualifications on educational identity formation of healthcare professionals. <i>Advances in Health Sciences Education</i> , 2018 , 23, 567-585	3.7	16
57	Actor-network theory and the OSCE: formulating a new research agenda for a post-psychometric era. <i>Advances in Health Sciences Education</i> , 2018 , 23, 1037-1049	3.7	14
56	What really matters for successful research environments? A realist synthesis. <i>Medical Education</i> , 2018 , 52, 936	3.7	20
55	Problematising standards 2018 , 41-50		9
54	"You're Not Trying to Save Somebody From Death": Learning as "Becoming" in Palliative Care. <i>Academic Medicine</i> , 2018 , 93, 929-936	3.9	9
53	Comparison of simulation debriefs with traditional needs assessment methods: a qualitative exploratory study in a critical care community setting. <i>BMJ Open</i> , 2018 , 8, e020570	3	
52	From Seeing Through to Seeing With: Assessment Criteria and the Myths of Transparency. <i>Frontiers in Education</i> , 2018 , 3,	2.1	9
51	The service/teaching tension: a window into the soul of a hospital. <i>Medical Education</i> , 2018 , 52, 678	3.7	3
50	Researching feedback dialogue: an interactional analysis approach. <i>Assessment and Evaluation in Higher Education</i> , 2017 , 42, 252-265	3.1	117
49	Clinical reasoning of junior doctors in emergency medicine: a grounded theory study. <i>Emergency Medicine Journal</i> , 2017 , 34, 70-75	1.5	12
48	Developing a national dental education research strategy: priorities, barriers and enablers. <i>BMJ Open</i> , 2017 , 7, e013129	3	3
47	Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. <i>Medical Education</i> , 2017 , 51, 40-50	3.7	259
46	Fellowship training: a qualitative study of scope and purpose across one department of medicine. <i>BMC Medical Education</i> , 2017 , 17, 223	3.3	10
45	Problematising standards in an era of increasing transparency. <i>Medical Education</i> , 2017 , 51, 885-887	3.7	2
44	Balancing health care education and patient care in the UK workplace: a realist synthesis. <i>Medical Education</i> , 2017 , 51, 787-801	3.7	29
43	Exploring the tensions of being and becoming a medical educator. <i>BMC Medical Education</i> , 2017 , 17, 62	3.3	26
42	An autoethnographic exploration of the use of goal oriented feedback to enhance brief clinical teaching encounters. <i>Advances in Health Sciences Education</i> , 2017 , 22, 91-104	3.7	21
41	Contextual Influences on Feedback Practices: An Ecological Perspective. <i>The Enabling Power of Assessment</i> , 2017 , 129-143	0.3	17

40	Feedback and the educational alliance: examining credibility judgements and their consequences. <i>Medical Education</i> , 2016 , 50, 933-42	3.7	107
39	Balancing student/trainee learning with the delivery of patient care in the healthcare workplace: a protocol for realist synthesis. <i>BMJ Open</i> , 2016 , 6, e011145	3	3
38	"You kind of want to fix it don't you?" Exploring general practice trainees' experiences of managing patients with medically unexplained symptoms. <i>BMC Medical Education</i> , 2016 , 16, 27	3.3	18
37	An exploration of contextual dimensions impacting goals of care conversations in postgraduate medical education. <i>BMC Palliative Care</i> , 2016 , 15, 34	3	17
36	Translating evidence-based guidelines to improve feedback practices: the interACT case study. <i>BMC Medical Education</i> , 2016 , 16, 53	3.3	17
35	How do postgraduate qualifications in medical education impact on health professionals?. <i>Medical Teacher</i> , 2016 , 38, 162-7	3	23
34	Palliative and end of life care communication as emerging priorities in postgraduate medical education. <i>Canadian Medical Education Journal</i> , 2016 , 7, e4-e21	1	6
33	Undertaking and reporting qualitative research. <i>Clinical Teacher</i> , 2016 , 13, 175-82	1.1	18
32	Learning clinical skills during bedside teaching encounters in general practice. <i>Journal of Workplace Learning</i> , 2015 , 27, 298-314	1.4	18
31	Autoethnography: introducing 'I' into medical education research. <i>Medical Education</i> , 2015 , 49, 974-82	3.7	31
30	The "educational alliance" as a framework for reconceptualizing feedback in medical education. <i>Academic Medicine</i> , 2015 , 90, 609-14	3.9	251
29	Selecting, training and assessing new general practice community teachers in UK medical schools. <i>Education for Primary Care</i> , 2015 , 26, 297-304	0.9	1
28	A novel approach to needs assessment in curriculum development: going beyond consensus methods. <i>Medical Teacher</i> , 2014 , 36, 422-9	3	11
27	Family physician preceptors' conceptualizations of health advocacy: implications for medical education. <i>Academic Medicine</i> , 2014 , 89, 1502-9	3.9	33
26	Introduction. Editorial internship programme. <i>Medical Education</i> , 2014 , 48, 520-1	3.7	1
25	Assessment and feedback dialogue in online distance learning. <i>Medical Education</i> , 2013 , 47, 527-8	3.7	6
24	Is there a Plan B? Clinical educators supporting underperforming students in practice settings. <i>Teaching in Higher Education</i> , 2013 , 18, 531-544	1.4	25
23	The construction of power in family medicine bedside teaching: a video observation study. <i>Medical Education</i> , 2013 , 47, 154-65	3.7	36

22	Avoiding tokenism in health professional education. <i>Medical Education</i> , 2013 , 47, 9-11	3.7	10
21	Educating Health Professionals 2013 ,		2
20	Core components of communication of clinical reasoning: a qualitative study with experienced Australian physiotherapists. <i>Advances in Health Sciences Education</i> , 2012 , 17, 107-19	3.7	27
19	Going beyond 'received and understood' as a way of conceptualising feedback. <i>Medical Education</i> , 2012 , 46, 1018-9	3.7	5
18	Sociomateriality matters to family practitioners as supervisors. <i>Medical Education</i> , 2012 , 46, 1145-7	3.7	11
17	Clinical reasoning sessions: back to the patient. <i>Clinical Teacher</i> , 2011 , 8, 13-6	1.1	7
16	Promoting clinical reasoning in general practice trainees: role of the clinical teacher. <i>Clinical Teacher</i> , 2011 , 8, 176-80	1.1	21
15	From theory to practice. <i>Clinical Teacher</i> , 2010 , 7, 223-224	1.1	
14	The Decision to Prescribe: Influences and Choice. <i>InnovAiT</i> , 2010 , 3, 237-243	0	10
13	How do homeopaths reason and make decisions? Integrating theory, practice, and education. <i>Journal of Alternative and Complementary Medicine</i> , 2010 , 16, 1321-7	2.4	1
12	What are the perceived learning needs of Australian general practice registrars for quality prescribing?. <i>BMC Medical Education</i> , 2010 , 10, 92	3.3	10
11	Marginalisation of dental students in a shared medical and dental education programme. <i>Medical Education</i> , 2009 , 43, 238-45	3.7	25
10	Learning to reason: a journey of professional socialisation. <i>Advances in Health Sciences Education</i> , 2008 , 13, 133-50	3.7	81
9	Feedback that works: a realist review of feedback interventions for written tasks. <i>Studies in Higher Education</i> , 1-14	2.6	11
8	Measuring what matters: the positioning of students in feedback processes within national student satisfaction surveys. <i>Studies in Higher Education</i> , 1-13	2.6	8
7	Hero, survivor or stuck: a narrative analysis of student constructions of persistence after failure. <i>Teaching in Higher Education</i> , 1-15	1.4	
6	Belonging as situated practice. <i>Studies in Higher Education</i> , 1-11	2.6	13
5	An empirical study of student action from ipsative design of feedback processes. <i>Assessment and Evaluation in Higher Education</i> , 1-15	3.1	2

4	Navigating feedback practices across learning contexts: implications for feedback literacy. <i>Assessment and Evaluation in Higher Education</i> ,1-15	3.1	2
3	How do students experience inclusive assessment? A critical review of contemporary literature. <i>International Journal of Inclusive Education</i> ,1-18	1.5	5
2	Designing assessment in a digital world: an organising framework. <i>Assessment and Evaluation in Higher Education</i> ,1-14	3.1	2
1	How are examinations inclusive for students with disabilities in higher education? A sociomaterial analysis. <i>Assessment and Evaluation in Higher Education</i> ,1-13	3.1	2