

Curriculum Vitae: Anna Ryan

June 2025



I am a doctor, teacher, medical education researcher, regulator, and academic leader. I have more than 25 years of experience in health professions education across various university and health service settings. My expertise in medical education, regulation, and accreditation spans from entry to practice health professions education to continuing professional development for experienced clinicians. I have an active program of research in health professions education with a focus on assessment and its potential to influence learning. Internationally recognised as a leader in the field, I am sought after as a consultant and guest speaker. I have more than 10 years' experience leading innovation and change and have been responsible for implementation of progress testing and automated feedback reports into the Melbourne MD, as well as for developing the MD redesign assessment strategy and introducing pass/fail grading. I have demonstrated high level leadership and management skills and am known as a warm, empathic, and collaborative colleague and an ethical, inclusive, and values-based leader.

Qualifications & Education

2015	PhD. <i>Post-test feedback: knowledge acquisition & learning behaviours</i> . University of Melbourne
2010	Graduate Certificate University Teaching, University of Melbourne
2007	Bachelor of Medicine & Bachelor of Surgery (Graduate Entry), University of Melbourne
2003	Graduate Certificate Acupuncture, Melbourne College of Acupuncture
2000	Graduate Diploma Vocational Education & Training, University of Melbourne
1996	Bachelor Applied Science (Clinical) & Bachelor of Chiropractic Science, RMIT University

Professional registration

Awards

2023	Inspiring Alumni of Emmanuel College, Warrnambool
2022	University of Melbourne Norman Curry Award for Innovation and Excellence in Educational Programs: DME Assessment Team - Anna Ryan , Terry Judd, Simone Elliott & Kimberly Hokin
2022	Faculty of Medicine Dentistry & Health Sciences Award for Program Innovation: Anna Ryan , Terry Judd, Simone Elliott & Kimberly Hokin - <i>"Balancing assessment of and for learning: a program wide programmatic approach"</i>
2021	Admitted as a Fellow of Australian & New Zealand Association for Health Professional Educators - <i>For expertise and scholarship in Health Professional Education</i>
2019	Medical Education Choice Critics Award - <i>In recognition for timely and exemplary review work for the journal</i>
2017	Faculty of Medicine Dentistry & Health Sciences Award for Program Innovation: Anna Ryan & Terry Judd : <i>Turning Assessment Data into Feedback for Learning: A Program of Innovation</i>
2012	Australian Postgraduate Award Scholarship, University of Melbourne
2003	John Flynn Scholarship, Australian College of Rural & Remote Medicine (<i>regretfully declined</i>)
2002	Graduate Australian Medical School Admission Test Score of 69 (top 4.5% of Candidates)

2000 | Melbourne University Dean's Honors

AHPRA Registration

Medical: MED0001030371

<https://www.ahpra.gov.au/Registration/Registers-of-Practitioners.aspx?q=MED0001030371&t=VbR5C7PXNpj7MacqDtmA>

Chiropractic: CHI0001030372

<https://www.ahpra.gov.au/Registration/Registers-of-Practitioners.aspx?q=CHI0001030372&t=sibOELYfheSFYEDmb31K>

Current Appointments

Head of Department of Medical Education, Melbourne Medical School, University of Melbourne

This role entails leadership of the discipline of medical education. The position involves responsibilities across service and leadership, teaching and learning, research and research training, engagement and advancement, staff supervision, departmental governance, and financial and infrastructure management. An integral part of the leadership team of the School, this role reports to the Head of the Melbourne Medical School and requires effective partnerships across the University, health services and the wider medical education community.

A key responsibility of this position is the coordination and delivery of the Doctor of Medicine (MD)—the Melbourne Medical School's flagship program, as well supporting and sustaining high quality medical education research and Custom and Graduate Programs offerings. The department's research themes include: teaching and learning; work-integrated learning; healthcare communication; evidence synthesis in medical education; and professional practice. The current Custom and Graduate Programs suite comprises the Bachelor of Medical Science; Specialist Certificate in Clinical leadership; Graduate Certificate, Diploma, and Masters in Clinical Education; and Graduate Certificate, Diploma, and Masters in Clinical Research.

Additional Academic Appointments

From 2019	Honorary Associate Professor, Office of Medical Education, University of Queensland
From 2018	Member, Medical Imaging Advisory Board, Deakin University School of Medicine

Current Educational, Regulatory, Accreditation, and Editorial Appointments

Educational

From 2023	Board Director, Graduate Entry Medical Program Application & Selection Service (GEMPASS)
From 2023	Committee Member, Graduate Medical School Admissions Test (GAMSAT) & Graduate Entry Medical School Admissions System (GEMSAS)
From 2023	Member, Medical Deans of Australia and New Zealand (MDANZ), Medical Education Collaborative Committee (MECC)
From 2023	Member, MDANZ (including Assessment Working Group, Workforce & Training Committee, & Data Committee)
From 2022	Member, 2024 Ottawa Conference Local Organising Committee: 'Assessment Near & Far'
From 2022	Member, International Collaborators on Programmatic Assessment
From 2019	Member, Australian Academic Integrity Policy & Practice Network
From 2018	Member, Medical Education Leaders Australia & New Zealand (MELANZ)

Regulatory / Advisory

From 2024	Board Member, Confederation of Postgraduate Medical Education Councils (CPMEC)
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From 2023	Member, Victorian Medical Council (VMC) at Safer Care Victoria (SCV). The VMC was formed in September 2023 as an advisory body to the Chief Medical Officer (CMO). This is a rotating seat shared with 3 other Victorian Medical Schools.
From 2023	Board Member, Postgraduate Medical Council of Victoria

Accreditation

From 2023	Member, Australian Medical Council, Medical School Accreditation Committee (MedSAC) (appointment to November 2026)
2020-2024	Member, Australian Medical Council, Medical Schools Accreditation Standards Review Working Group
From 2016	Assessor, Australian Medical Council (AMC) Medical Schools Accreditation Progress Review <ul style="list-style-type: none"> • 2022 - Notre Dame University Sydney, New South Wales • 2016 - Flinders University, South Australia
From 2014	Team Member, Australian Medical Council (AMC) Medical Schools Accreditation <ul style="list-style-type: none"> • 2023 - Bond University, Queensland • 2018 - Curtin University, Western Australia • 2017 - Notre Dame University Sydney, New South Wales • 2016 - Curtin University, Western Australia • 2014 - Flinders University, South Australia

Editorial

From 2023	Editorial Advisory Board, Medical Education https://asmepublications.onlinelibrary.wiley.com/journal/13652923
From 2021	Associate Editor, Advances in Health Sciences Education https://www.springer.com/journal/10459/
From 2018	Editorial Board Member, Chiropractic & Manual Therapies https://chiromt.biomedcentral.com/

Current University of Melbourne Committee Appointments

Department of Medical Education (DME)

From 2023	Chair, Department of Medical Education Executive Committee
From 2019	Member, Doctor of Medicine Board of Examiners Committee
From 2019	Member, Doctor of Medicine Operations Committee

Melbourne Medical School (MMS)

From 2023	Member, Melbourne Medical School Executive Committee
From 2023	Member, Doctor of Medicine Selection Committee
From 2019	Member, Doctor of Medicine Governance Committee
From 2018	Member, Course Academic Progress Committee

University of Melbourne

From 2022	Member, University of Melbourne Academic Board
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Previous Appointments

Previous Academic Appointments

Start	End	
1/2023	6/2024	Director of Assessment (0.3 EFT)
1/2023	12/2023	Interim Head, Department of Medical Education (0.7 EFT), Melbourne Medical School

1/2019	12/2022	Director of Assessment (1.0 EFT), Department of Medical Education, Melbourne Medical School
4/2015	11/2020	Member (& Chair since April 2017), Industry Advisory Committee: RMIT University Chiropractic & Osteopathic Programs, Bundoora, Victoria
2/2016	12/2018	Senior Lecturer & Medical Education Senior Fellow: Assessment, Department of Medical Education, Parkville, Victoria (<i>Academic Teaching & Research</i>)
2/2015	2/2016	Clinical Supervisor, Austin Health Clinical School, Heidelberg, Victoria/ (Continuing, Level C, 0.5 FTE - Conversion to 1.0 FTE 3/2015)
7/2013	2/2015	Senior Lecturer in Medical Education, Medical Education Unit, Parkville, Victoria (Fixed term secondment, Level C, 0.5 FTE)
4/2012	7/2013	Clinical Supervisor, Austin Health Clinical School, Heidelberg, Victoria (Continuing, Level B, 0.5 FTE Promotion to Level C (<i>Academic Teaching</i>) 0.5 FTE 9/2012)
12/2011	4/2012	Clinical Supervisor, Austin Health Clinical School, Heidelberg, Victoria (Fixed Term, Level B, 0.5 FTE)
3/2009	12/2011	Clinical Supervisor, Austin & Northern Health Clinical Schools (Fixed term, Level B, 0.4 FTE)
2/2009	3/2009	Casual staff member, Austin & Northern Health Clinical Schools, Heidelberg & Epping
1/2000	3/2003	Associate Lecturer, Department of Chiropractic, Osteopathy & Complementary Medicine, RMIT University, Bundoora, Victoria
5/1998	1/2000	Casual Lecturer & Supervising Clinician, Department of Chiropractic, Osteopathy & Complementary Medicine, RMIT University, Bundoora, Victoria

Previous Educational, Regulatory, Accreditation, and Editorial Appointments

Educational

2022-2023	Member, Low Back Pain, Curriculum Content Standards Working Group
2019	Member, Ottawa Conference Consensus Group on Programmatic Assessment
2014-2015	Member, Medical Deans Benchmarking Assessment Project

Regulatory

2015-2018	Chair, Accreditation, Assessment & Education Working Group, Chiropractic Board of Australia
2015-2016	Member, Registration, Notification and Compliance Committee, Chiropractic Board of Australia
2018-2023	Member, Cross Professional Reference Group for the revised continuing professional development standard, (AHPRA) (<i>leave of absence during 2023</i>)
2018-2023	Member, Coordination Group of the WHO Collaboration Centre for Workforce Regulation (AHPRA) (<i>leave of absence during 2023</i>)
2015-2024	Victorian Practitioner Member, Chiropractic Board of Australia (<i>leave of absence during 2023</i>)

Accreditation

2019-2020	Member, Australian Medical Council (AMC) Competency Based Medical Education (CBME) working group
2016-2018	Member, Australian Medical Council (AMC) Accreditation Prescribing Standards Working Group
2011	International Medical Graduate OSCE examiner, Australian Medical Council

Editorial

2017/2018	Editorial Intern, <i>Medical Education</i> https://onlinelibrary.wiley.com/journal/13652923
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Previous University of Melbourne Committee Appointments

Department of Medical Education

2019-2022	Member, Department of Medical Education Executive Committee
2019-2022	Member, Doctor of Medicine Course Redesign Committee (plus Learning Outcomes & Professional Practice Working Groups)
2019-2022	Member, Work Integrated Learning Research Group
2019-2023	Member, Clinical and Written Assessment Review Panels (CARP & WARP)
2016-2019	Member, Research & Research Training Committee
2015-2019	Member, DME Human Ethics Research Group
2015-2019	Member (Chair in 2019) MD Assessment Committee
2013-2015	Member, Clinical Assessment Committee (monthly)
2013-2015	Member, Clinical Assessment Review Panel (fortnightly)
2013-2015	Member, Written Assessment Committee (monthly)
2013-2015	Member, Written Assessment Review Panel (weekly)
2013-2014	Member, Year 2 (PCP 2) Board of Examiners
2011-2014	Member, Clinical Sciences Committee <ul style="list-style-type: none"> • Year 2 (PCP2) & Year 3 (PCP3) Clinical Assessment Working Groups • Year 4 Transition to Practice Working Group

Melbourne Medical School

2023-2023	Member, Graduate Programs and Executive Education Committee
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Faculty of Medicine, Dentistry & Health Sciences

From 2018	Member, MDHS Academic Careers @ Melbourne Advisory Group
From 2017	Member, Faculty Staff Mentoring Advisory Committee
2016-2019	Member, Faculty Learning & Teaching Strategy Committee <ul style="list-style-type: none"> • Funding Working Group • L&T Symposium Working Group • Professional Development for Teaching Staff Working Group • Peer Review of Teaching Working Group Teaching Fellowships Working Group
2013-2015	Member, Faculty eLearning, and Online Learning Committee
2013-2014	Member, Gateway Project Early Career Faculty Members Group <ul style="list-style-type: none"> • Teaching & Learning Working Group • Knowledge Health Hub Working Groups

University of Melbourne

2014-2018	Member, University Teaching & Learning Development Committee (elected non-Academic Board member)
2013-2015	Member, Victorian Simulated Patient Reference Group (multidisciplinary collaboration between Latrobe University & University of Melbourne based at the Austin Hospital)
2010-2011	Volunteer Clinical Teaching Leader, Interprofessional Clinical Education Program (multidisciplinary collaboration between Northern Health & Latrobe University)

Previous Clinical Appointments

2016-2018	Self-employed chiropractor, Rebalance: Posture, Movement & manual Therapy, Ivanhoe, Victoria
2014-2018	Chiropractic Consultant to Medical Panels, Melbourne, Australia
2011	Medical Advisor, Medibank Health Solutions - Dandenong

2009-2011	Casual Medical Officer, Austin Emergency Department
2008-2009	Intern Hospital Medical Officer, Austin/Northern Health
2006-2016	Self-employed chiropractor, 100% Health, 33 Ivanhoe Parade, Ivanhoe, Victoria
2004-2011	Independent Allied Health Examiner, Victorian WorkCover Authority
2001-2008	Self-employed chiropractor, 100% Health, 261 Waterdale Road, Ivanhoe, Victoria
1998-2001	Self-employed chiropractor, Whole Health Clinic, Fairfield, Victoria
1996-1998	Associate & Locum Chiropractor at various location in the United Kingdom

Training and Development

Leadership Development (competitive selection)

2023	University of Melbourne Advancing Leadership Program
2018	Melbourne Academy Program
2017	Academic Women in Leadership Program
2015	Leadership in Action Program
2012	MDHS Faculty Mentoring Program

Cultural Safety, Diversity & Inclusion Training

2025	AMC/MCNZ Cultural Safety Training – Aotearoa (5hr face to face)
2024	Aboriginal and Torres Strait Islander Cultural Safety in Health Program Accreditation (ABSTARR consulting – 6 online modules plus ½ day face to face training)
2024	Respect Education: Applying Trauma Informed Care - UoM (1hr)
2022	Respect Education: Advanced Skills Workshop - UoM (3.5hr)
2022	Leadership Workshop: Identifying, Responding to and Preventing Sexual Misconduct (8hr)
2021	Moong-moong-gak cultural safety training program (AHPRA Cultural Safety in Health Professional Regulation - 4 online modules plus ½ day face to face training)
2020	Pride in Action Ally Training - UoM (2hr)
2019	Managing Unconscious Bias – UoM
2019	LGBTI+ Employee Awareness Briefing UoM (2hr)

Governance Training

2016	AHPRA Board Member Governance Training (2 days, delivered by <i>Effective Governance</i>)
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Research and Scholarship Contributions

Grants and Stakeholder Funded Projects

Competitive Department of Health (DoH) Grants

2022-2024	\$748,000	Bolton J, Cracknell C, Ryan A , Cheshire L, Griffiths L, Dobson F, Kefalianos E, Phillips L, Gerdtz M, Hill N, Harms L, McAllister A & Cochrane A. Funding of student placement coordinators and placement supports at tertiary education providers. Victorian Department of Health
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Competitive International Grants

2021-2023	\$99,995 CND	Young M, Dube T, Nimmon L, Ryan A , O'Brien B, Varpio L, Schumacher D, Lubarsky L, Quaiattini A, Schuwirth L. From synthesis to consensus: characteristics of successful research teams in an interprofessional and interdisciplinary field. Funded by the Social Sciences and Humanities Research Council (SSHRC) of Canada.
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Other University Grants, University of Queensland

2022	\$150,000	<i>Visualising digital footprints to enhance learner engagement in work-integrated learning.</i> Wozniak H, Gibson J, Bowker S, Ward K, Noble C, Claydon R. My role is on the national reference group for the project.
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Competitive International Grants as Co-Principal Investigator

2017	\$138,000 USD	<i>Timing and content of Feedback for test-enhanced transfer of learning through multiple-choice questions.</i> Ryan A (University of Melbourne) & Kulasegaram K (University of Toronto). Edward J Stemmler Medical Education Research Foundation (administered by the National Board of Medical Examiners, United States of America).
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Stakeholder Funded Research as Principal Investigator

2017	\$11,749	<i>Chiropractic student views and experiences of professionalism.</i> Ryan A , Vindigni D, Vitiello A, Giuriato R, Walker B. Funding contributions from Chiropractors Association of Australia, Chiropractic Australia, RMIT University, Central Queensland University & Macquarie University.
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Learning and Teaching Innovation Grants, University of Melbourne – Total \$465,287

2022	\$27,615	<i>The evidence, experiences, attitudes, and beliefs about attendance hurdles.</i> Donald K, Virtue D, Lees J, Stander J, Byrne S, Graydon K, Tai S, Kefalianos E, Hill N, Tarrant B, Ryan A , Cheshire L & Cochrane A.
2022	\$28,208	<i>Developing students' evaluative judgments through promoting assessor and student feedback dialogues.</i> Cham K, Ryan A & Molloy L
2022	\$30,262	<i>Productive feedback conversations.</i> Molloy L, Cheshire L, Griffiths L, Ryan A , Ng L, Woodward-Kron R, Rane V, Clement T & Keast J
2019	\$78,920	<i>Written assessment: from hurdling obstacles to mastery learning.</i> Ryan A , Judd T et al.
2019	\$80,000	<i>The e-portfolio: encouraging flexible and self-regulated learning.</i> Donald K, Cheshire L, Remedios L, Virtue D, Clements T, Judd T, Shields D, McGinley J, Ryan A & Molloy L
2019	\$66,448	<i>Assessment of, and for, learning: engaging students and staff to build better MCQs.</i> Green M, Salo L, Bugeja H, Ryan A & Mulder R.
2018	\$30,000	<i>Feed Forward: mining assessment data to guide future study.</i> Mulhern T, Best S, Makin M, Horvat S, Moylan M, Willems-Jones A, Ryan A & Judd T
2017	\$28,330	<i>Promoting self-regulatory capacity in large biomedical cohorts.</i> Molloy E, Ryan A , Bak C, Russell J.
2016	\$30,000	<i>Video orientation & feedback on assessment.</i> Judd T & Ryan A .
2015	\$20,228	<i>Assessment of and feedback on student interviews.</i> Judd T, Ryan A & Flynn E.
2014	\$10,338	<i>Utilising wearable cameras for teaching, learning & self-assessment.</i> Judd T, Ryan A & McColl G.
2014	\$34,938	<i>Progress testing & Feedback.</i> Ryan A , Judd T & McColl G.

Publications

1. Griffiths, L. Hilder, J., Molloy, E., **Ryan, A.**, Watling, C. (2025) Breaking the Silence: medical students' experiences of difficult feedback conversations. (Forthcoming)
2. Griffiths, L. Hilder, J., Molloy, E., **Ryan, A.**, Watling, C. (2025) Time to make sense of difficult feedback: doctors and students narrate their experiences. *Perspectives on Medical Education*, *accepted
3. Martin TY, Wahwatanasakul W & **Ryan AT**, 2024 The bidirectional effects of peer feedback during medical student peer mini-CEXs *Medical Teacher* *under revision
4. **Ryan, A.** Commentary: Supervisory dynamics in workplace-based assessment. *Medical Education*. First published: 27 February 2025 <https://doi.org/10.1111/medu.15634>

5. Young M, Dube T, Schumacher D, Lubarsky S, **Ryan A**, & O'Brien, B 2024 Characterising Research Teams. *Academic Medicine* 100(3):p 402, March 2025. <https://doi.org/10.1097/ACM.00000000000005912>
6. Furness T, Wilson C, **Ryan A**, & Judd T. 2024 The Attitudes Towards Learning and Study Habits of Australian Medical Students. *Medical Teacher*. 1-12 <https://doi.org/10.1080/0142159X.2024.2421989>
7. Huang AY, **Ryan AT**, Bearman M, Molloy E 2024 The influence of clinical practice video on learning conversations in postgraduate medical education: A scoping review. *Focus on Health Professions Education*. 25 (3) 2024 <https://doi.org/10.11157/fohpe.v25i3.695>
8. Hoffman KR, Swanson D, Lane S, Nickson CP, Brand P, & **Ryan A**. 2024 The Reliability of the College of Intensive Care Medicine of Australia and New Zealand "Hot Case" Examination. *BMC Medical Education*. 24, 527 (2024). <https://doi.org/10.1186/s12909-024-05516-w>
9. **Ryan A**, Judd T, Wilson C, Larsen DP, Elliott S, Kulasegaram K & Swanson D. 2024. Timing's not everything: immediate and delayed feedback are equally beneficial for performance in formative multiple-choice testing. *Medical Education*. 58(7), 838-847. <https://doi.org/10.1111/medu.15287>
10. Marjadi B, Chiavaroli N, Sorinola O, Nymberg VM, Joyce C, Parsons C, **Ryan A**. 2023 Diversity Audit of Medical School Examination Questions. *Teaching & Learning in Medicine* <https://doi.org/10.1080/10401334.2023.2240776>
11. **Ryan A**, O'Mara D & Tweed M. 2023 Evolution or revolution to programmatic assessment: Considering unintended consequences of assessment change. *Focus on Health Professional Education*, 50th Anniversary Series, 24 (2) 185-195 <https://doi.org/10.11157/fohpe.v24i2.703>
12. **Ryan A** & Judd T. 2022. From Traditional to Programmatic Assessment in Three (Not So) Easy Steps. *Education Sciences*. 12(7):487. <https://doi.org/10.3390/educsci12070487>
13. Russell JM, Baik C, **Ryan A** & Molloy, E. 2022. Fostering self-regulated learning in higher education: Making self-regulation visible. *Active Learning in Higher Education*, 23(2) 97-113 <https://doi.org/10.1177/1469787420982378>
14. Hoffman KR, Nickson CP, **Ryan A** & Lane S. 2022. Too hot to handle? Assessing the validity and reliability of the college of intensive care medicine "hot case" examination. *Critical Care and Resuscitation*, 24(1), 87-92. <https://doi.org/10.51893/2022.1.R>
15. Heeneman S, de Jong LH, Dawson LJ, Wilkinson TJ, **Ryan A**, Tait GR, Rice N, Torre D, Freeman A & van der Vleuten CP. 2021. Ottawa 2020 consensus statement for programmatic assessment – 1. Agreement on the principles. *Medical teacher*, 1-10. <https://doi.org/10.1080/0142159X.2021.1957088>
16. Torre D, Rice NE, **Ryan A**, Bok H, Dawson LJ, Bierer B, Wilkinson TJ, Tait GR, Laughlin T, Veerapen K, Heeneman S, Freeman A & van der Vleuten C. 2021. Ottawa 2020 consensus statements for programmatic assessment-2. Implementation and practice. *Medical teacher*, 1-12. <https://doi.org/10.1080/0142159X.2021.1956681>
17. **Ryan A**, & Wilkinson TJ. 2021. Rethinking Assessment Design: Evidence-Informed Strategies to Boost Educational Impact in the Anatomical Sciences. *Anatomical Sciences Education*, 14(3), 361-367. <https://doi.org/10.1002/ase.2075>
18. Sadka N, Lee V & **Ryan A**. 2021. Purpose, Pleasure, Pace & Contrasting Perspectives: Teaching & Learning in the Emergency Department. *AEM education and training*, 5(2) <https://doi.org/10.1002/aet2.10468>
19. **Ryan A**, Hatala R, Brydges R & Molloy E. 2020. Learning with Patients, Students, and Peers: Continuing Professional Development in the Solo Practitioner Workplace. *The Journal of Continuing Education in the Health Professions*. <https://doi.org/10.1097/ceh.0000000000000307>
20. **Ryan A**, Carson A, Reid K, Smallwood D & Judd T. 2020. Fully online OSCEs: A large cohort case study. *MedEdPublish*, 9(214), 214. <https://doi.org/10.15694/mep.2020.000214.1>
21. **Ryan A**, Hokin K, Judd T & Elliott S. 2020. Supporting student academic integrity in remote examination settings. *Medical education*, 54(11), 1075-1076. <http://doi.org/10.1111/medu.14319>
22. **Ryan A**, Judd T, Swanson D, Larsen DP, Elliott S, Tzanetos K & Kulasegaram K. 2020. Beyond right or wrong: More effective feedback for formative multiple-choice tests. *Perspectives on Medical Education*, 9(5), 307-313. <https://doi.org/10.1007/s40037-020-00606-z>
23. Tey C, Chiavaroli N & **Ryan A**. 2020. Perceived educational impact of the medical student long case: a qualitative study. *BMC Medical Education*. 20, 257 . <https://doi.org/10.1186/s12909-020-02182-6>
24. Young ME & **Ryan A**. 2020. Postpositivism in health professions education scholarship. *Academic Medicine*, 95(5), 695-699. <https://doi.org/10.1097/ACM.00000000000003089>

25. Molloy E, Ajjawi R, Bearman M, Noble C, Rudland J, **Ryan A**. 2019 Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. *Medical Education*. 00:1–7 <https://doi.org/10.1111/medu.13802>
26. **Ryan A**, Fisher C and Chiavaroli N. 2019. Medical students as interpreters in health care situations: “... it's a grey area”. *Medical Journal of Australia*, 211(4), 170-174. <https://doi.org/10.5694/mja2.50235>
27. Khumrin P, **Ryan A**, Judd T & Verspoor K. 2018. DrKnow: A Diagnostic Learning Tool with Feedback from Automated Clinical Decision Support. In *AMIA Annual Symposium Proceedings* (Vol. 2018, p. 1348). American Medical Informatics Association.
28. Kelly M, **Ryan A**, Henderson M, Hegerty H & Delany C. 2018. Students designing assessment for future practice. *MedEdPublish*, 7, <https://doi.org/10.15694/mep.2018.0000121.1>
29. Khanna R, Visa B, Matta G, & **Ryan A**. 2018. Demographics and study practices of psychiatry trainees sitting the RANZCP written examinations. *Australian Psychiatry*. 5: 1-5. <https://doi.org/10.1177/1039856218771503>
30. Anderson MB, **Ryan A**, Hautz W & Zhimin J. 2018. Introduction to Really Good Stuff. *Medical Education* 52(5), 548-549 <https://doi.org/10.1111/medu.13575>
31. **Ryan A**, Too LS & Bismark MM. 2018. Complaints about chiropractors, osteopaths, and physiotherapists: a retrospective cohort study of health, performance, and conduct concerns. *Chiropractic & Manual Therapies* 26(12), 1-9. <https://doi.org/10.1186/s12998-018-0180-4>
32. Khumrin P, **Ryan A**, Judd T & Verspoor K. 2018, January. Diagnostic machine learning models for acute abdominal pain: towards an e-learning tool for medical students. In *MEDINFO 2017: Precision Healthcare Through Informatics: Proceedings of the 16th World Congress on Medical and Health Informatics* (Vol. 245, p. 447). IOS Press.
33. Judd T, **Ryan A**, Flynn E & McColl G. 2017. If at first you don't succeed... adoption of iPad marking for high-stakes assessments. *Perspectives on Medical Education*, 6(5), 356-361. <https://doi.org/10.1007/s40037-017-0372-y>
34. **Ryan A**, McColl GJ, O'Brien R, Chiavaroli N, Judd T, Finch S & Swanson D. 2017. Tensions in post-examination feedback: information for learning versus potential for harm. *Medical Education*, 51(9), 963-973. <https://doi.org/10.1111/medu.13366>
35. **Ryan A** & Johnstone BR. 2017. High-pressure injection injury: benign appearance belies potentially devastating consequences. *The Medical Journal of Australia*, 206(11), 477. <https://doi.org/10.5694/mja16.00664>
36. Vithanage R, Knox B, & **Ryan A**. 2017. Game of Hospitals. *The Clinical Teacher*, 14(4), 279-283. <https://doi.org/10.1111/tct.12615>
37. Goss BD, **Ryan A**, Waring J, Judd T, Chiavaroli NG, O'Brien RC, Trumble S & McColl GJ. 2017. Beyond Selection: The Use of Situational Judgement Tests in the Teaching and Assessment of Professionalism. *Academic Medicine*, 92(6), 780-784 <https://doi.org/10.1097/ACM.0000000000001591>
38. **Ryan A**, O'Mara DA, Siddiqui ZS, Ward HM & Fraser JD. 2016. Benchmarking in Australia using the International Foundations of Medicine Clinical Science Examination. *The Medical Journal of Australia*, 204(9), 345. <https://doi.org/10.5694/mja15.01377>
39. Sellitto T, **Ryan A** & Judd T. 2016. 'Video selfies' for feedback and reflection. *Medical Education*, 50(5), 572-573. <https://doi.org/10.1111/medu.13023>
40. **Ryan A**, Goss BD, Waring JM & O'Brien RC. 2014. Managing student anxiety during curriculum change. *Medical Teacher*, 36(6), 546-546. <https://doi.org/10.3109/0142159X.2014.909017>
41. **Ryan A**, Ewing HP & O'Brien RC. 2014. Practice interviews for final-year medical students. *Medical Education*, 48(5), 528-529. <https://doi.org/10.1111/medu.12449>
42. Khanal S, Buckley T, Harnden C, Koo M, Peterson G, **Ryan A**, Tse J, Westbury J & Zuo Y. 2013. Effectiveness of a national approach to prescribing education for multiple disciplines. *British Journal of Clinical Pharmacology*, 75(3), 756-762. <https://doi.org/10.1111/j.1365-2125.2012.04399.x>
43. **Ryan A**. 2011. Encouraging peer review in long case tutorials. *Medical Education*, 45(11), 1143-1143. <https://doi.org/10.1111/j.1365-2923.2011.04112.x>

Contributions to Manuscript Revision

- Ranked in 97th percentile of Publons reviewers as of March 2023 (review to publication rating of 3.1:1). Journals include: *Advances in Health Sciences Education*, *BMC Medical Education*, *Medical Education*, *Perspectives on Medical Education*, and *Statistics Education Research Journal*

Other Reviewer Contributions

AMEE Conference 2020, 2023, 2024, 2025: Research paper abstract review.

Ottawa Conference 2024, Melbourne Australia: Research paper abstract review, plus Local Organising Committee

Conference Presentations *presenter bolded

- Ryan A**, Judd T, Wilson C, Larsen D, Elliott S, Kulasegaram K, & Swanson D, Engaging and Effective: Conceptual Feedback Improves Test-Enhanced Transfer of Learning Short Communication AMEE 2025 *How are Educators Relevant to Health?*, August 23-27 2025, Centre de Convencions Internacional de Barcelona, Spain.
- Tweed M, Schut S, Tait G & Ryan A** - Sharing solutions to the unintended and undesired consequences when moving towards programmatic assessment Pre-Conference Workshop (in person). AMEE 2025 *How are Educators Relevant to Health?*, August 23-27 2025, Centre de Convencions Internacional de Barcelona, Spain.
- Ryan A**, Judd T, Wilson C, Larsen D, Elliott S, Kulasegaram K, & Swanson D. Conceptual Feedback in Test-Enhanced Learning. Oral Presentation. ANZAHPE 2025 *How are Educators Relevant to Health?* 30 June -July 3 2025, Perth Convention and Exhibition Centre, Perth, Western Australia, Australia
- Hussain M**, Wilson C, Honig, Ryan A, Horvath A - Generative Artificial Intelligence in Clinical Research Education: A Scoping Review of Current Applications and Proposed Innovations – Oral Presentation. ANZAHPE 2025 *How are Educators Relevant to Health?* 30 June -July 3 2025, Perth Convention and Exhibition Centre, Perth, Western Australia, Australia
- Judd T**, Olupeliyawa A, Elliott S, Ryan A - Programmatic assessment: utilising assessment metadata and learning analytics to support decision-making by attribute. Oral Presentation ANZAHPE 2025 *How are Educators Relevant to Health?*, 30 June -July 3 2025, Perth Convention and Exhibition Centre, Perth, Western Australia, Australia
- Cracknell, C.**, Clements, T., Ryan, A., Griffiths, L., Woodward-Kron, R., Chesire, L., Rane, V., Ng, L., Keast, J., Noble, C., & Molloy, E. 'Productive feedback conversations in healthcare': A novel simulation-based pedagogy for medical students. ANZAHPE - Turning Tides; July, 2023; Gold Coast, AU.
- Cracknell, C.**, Clements, T., Ryan, A., Griffiths, L., Woodward-Kron, R., Chesire, L., Rane, V., Ng, L., Keast, J., Noble, C., Carrick, L. & Molloy, E. 'Productive feedback conversations: How does a simulation-based pedagogy influence medical student feedback literacy? Learning and Teaching conference, Faculty Medicine, Dentistry and Health Science; October, 2023; Melbourne, AU.
- Cracknell, C.**, Clements, T., Ryan, A., Griffiths, L., Woodward-Kron, R., Chesire, L., Rane, V., Ng, L., Keast, J., Noble, C., & Molloy, E.. Productive feedback conversations: How does a simulation-based pedagogy influence medical student feedback literacy? Conference on the Assessment of Competence in Medicine and the Healthcare Professions (Ottawa); February, 2024; Melbourne, AU
- Cracknell, C.**, Clements, T., Ryan, A., Griffiths, L., Woodward-Kron, R., Cheshire, L., Rane, V., Ng, L., Keast, J., Noble, C., & Molloy, E.. A simulation pedagogy for feedback conversations in the health workplace: Still scared but more prepared. 'Develop your educational career: connect, grown and inspire with AMEE 2024; August, 2024; Basel, Switzerland.
- Cracknell C** et al: Preparing learners for feedback conversations in the health workplace: Findings from a simulation-based pedagogy. Learning and Teaching conference, Faculty Medicine, Dentistry and Health Science; October, 2024; Melbourne, AU.
- Young ME**, Dube T, Nimmon L, Ryan A, Schuwirth L, Schomacher D, Lubarsky S. The characteristics of successful multidisciplinary research teams in Health Professions Education. Congress on Academic Medicine (ICAM). Halifax, Canada. April 3 - April 6.
- Ryan A, Schut S, Tait G & Tweed M**, Sharing solutions to the unintended and undesired consequences of when moving towards to programmatic assessment. Association of Medical Educators Europe Annual Conference. Pre-Conference Workshop. 25 August 2024, Basel, Switzerland

13. **Griffiths, L.,** Hilder, J., Molloy, E., Ryan, A., Watling, C. When the burn settles...Making sense of difficult feedback. AMEE, The International Association for Health Professions Education, Glasgow, hybrid conference, 26th-30th August 2023
14. **Ryan A & Tweed M.** The Other AI: Maintaining academic integrity of written exams. PeArLS, ANZAHPE Conference 2024, Adelaide, South Australia July 2024
15. **Martin T,** Uahwatanasakul W, Ryan A. The bidirectional effects of peer feedback during medical student peer mini-CEXs Oral Presentation ANZAHPE Conference 2024, Adelaide, South Australia July 2024
16. **Llewellyn R,** Ryan A, Judd T. Examiner preferences for OSCE feedback: exploring examiner behaviour in the selection of canned feedback comments. Poster Presentation ANZAHPE Conference 2024, Adelaide, South Australia July 2024
17. **Griffiths, L.** Hilder, J., Molloy, E., Ryan, A., Watling, C. Breaking the Silence: medical students' experiences of difficult feedback conversations. Australian and New Zealand Association for Health Professional Educators:1st July-4th July 2024.
18. Ryan A, Judd T, **Wilson C,** Larsen, D, Elliott S, Kulasegaram K, Swanson D Timing's Not Everything: Shifting Perspectives on Feedback Timing in Medical Training, Oral Presentation ANZAHPE Conference 2024, Adelaide, South Australia July 2024
19. **Anderson B,** Norcini J & **Ryan A,** Applying a Framework for Systems of Assessment Pre-Conference Workshop Ottawa Conference 2024 Assessment: Near & Far. Melbourne, Australia, February 2024
20. **Ryan A, Schut S, Tait G & Tweed M,** Planning to mitigate the unintended and undesired consequences of programmatic assessment, Pre-Conference Workshop Ottawa Conference 2024 Assessment: Near & Far. Melbourne, Australia, February 2024
21. **Cham K,** Molloy L, Polster A, Steed D & Ryan A Developing students' evaluative judgments through promoting assessor and student feedback dialogues. Oral Presentation Ottawa Conference 2024 Assessment: Near & Far. Melbourne, Australia, February 2024
22. **Marjadi B,** Chiavaroli N, Sorinola O, Nymberg VM, Joyce C, Parsons C, Ryan A. Diversity representation in written exam questions: An audit from three countries. Oral Presentation Ottawa Conference 2024 Assessment: Near & Far. Melbourne, Australia, February 2024
23. **Judd T, McOmish L, Elliott S,** Swanson D & Ryan A. The Item Writers Workbench: An AI supported tool for developing draft MCQ items. In Conference Workshop Ottawa Conference 2024 Assessment: Near & Far. Melbourne, Australia, February 2024
24. **Ryan A, Schut S, Tait G & Tweed M,** Mitigating for the unintended and undesired consequences of transitions to programmatic approaches to assessment. Association of Medical Educators Europe Annual Conference. In-Conference Workshop. 29 August 2023, Glasgow, United Kingdom
25. **Cracknell C,** Clement T, Ryan A, Griffiths L, Woodward-Kron R, Cheshire L, Rane V, Ng L, Keast J, Nobel C & Molloy E. 'Productive feedback conversations in healthcare': A novel simulation-based pedagogy for medical students. Oral Paper, ANZAHPE Conference, Gold Coast, Australia, June 2023
26. **Hilder, J.,** Griffiths, L., Molloy, E., Ryan, A., Wattling, C. Emotion, time, learning, change: How medical students and doctors make sense of difficult feedback encounters. Australian and New Zealand Association for Health Professional Educators: 27th-29th June 2023.
27. **Tweed M & Ryan A,** Mitigating for the unintended and undesired consequences of programmatic assessment. Pre conference Workshop. ANZAHPE Conference, Gold Coast, Australia, June 2023
28. **Cheshire L, Wilson C, & Ryan A,** Fairness, diversity and rigour: Promoting Inclusivity and Equity in Medical Education - PeArLS ANZAHPE Conference, Gold Coast, Australia, June 2023
29. **Ryan A, Schut S, Tait G & Tweed M,** Mitigating for the unintended and undesired consequences of transitions to programmatic approaches to assessment. Association of Medical Educators Europe Annual Conference. In-Conference Workshop. 29 August 2023, Glasgow, United Kingdom
30. **Ryan A,** Mattick K, Tait G & Schut S. Planning, patience, and perseverance - implementing and sustaining a programmatic approach to assessment in traditional university cultures. Association of Medical Educators Europe Annual Conference. Symposium. 29 August 2022, Lyon, France
31. **Ryan A,** O'Mara D, & Tweed M. Programmatic Assessment - progress decision making for large cohorts Ottawa Conference on Assessment of Competence in medicine and Health Professions. Round Table Discussion. 27 August 2022, Lyon, France

32. O'Mara D, Wozniak H, Tobin S, **Ryan A**, & Tweed M. Benefits of Assessment collaborations and communities — the way of the future. Ottawa Conference on Assessment of Competence in medicine and Health Professions. Oral Presentation. 27 August 2022, Lyon, France
33. **Ryan A**, O'Mara D, & Tweed M. How much data is enough? Challenges of Programmatic Assessment Design, PeArLS (Personally Arranged Learning Session). ANZAHPE The Virtual conference, 11 July, 2022
34. **Ryan A**, Judd T, Elliott S, Molloy E & Swanson D. Innovations in Knowledge Assessments: A Cumulative Achievement & Progress Testing Course Plan European Board of Medical Assessors 2020: The Virtual Conference, Webinar 3, Progress Testing, 8 October 2020
35. **Ryan A**, Kulasegaram K, Judd T, Larsen, D & Swanson D. Feedback for test enhanced learning – should we make conceptual underpinnings visible? Australian & New Zealand Association for Health Professional Educators, ANZAHPE 2020 Vision for Learning Cultures Conference, Melbourne, 12-15 July. (Conference Cancelled)
36. Russell J, Baik C, **Ryan A**, & Molloy, E. Learning cultures from a self-regulated learning perspective: A case study in undergraduate biomedical science. Australian & New Zealand Association for Health Professional Educators, ANZAHPE 2020 Vision for Learning Cultures Conference, Melbourne, 12-15 July. (Conference Cancelled)
37. **Ryan A**, Elliott S & Swanson D. MCQs for conceptual understanding: testing more than memory. In-conference workshop at the Ottawa conference on assessment of competence in medicine and the health professions, Kuala Lumpur, Malaysia, 29th February – 4 March 2020
38. Tey C, Chiavaroli N & **Ryan A**. The long case: an educational impact study. Short Communication, Ottawa conference on assessment of competence in medicine and the health professions, Kuala Lumpur, Malaysia, 29th February – 4 March 2020
39. Riglar E, **Ryan A** & Molloy E. How do clinical educators use the Assessment of Physiotherapy Practice tool in the workplace? Oral Presentation, Australian Physiotherapy Association annual conference, Adelaide, Australia, 18 October 2019.
40. Tey C, Chiavaroli N & **Ryan A**. The long case: an educational impact study. Poster & oral presentation, Association of Medical Educators Europe Annual Conference, Vienna, Austria, 24-28 August 2019
41. **Ryan A**, Kulasegaram K, Judd T, Larsen D & Swanson D. Content of feedback for test enhanced transfer of learning. Oral presentation, Association of Medical Educators Europe Annual Conference, Vienna, Austria, 24-28 August 2019
42. Furness T, **Ryan A** & Judd T. Medical Students' Study Patterns. Oral presentation, Australian and New Zealand Association of Health Professional Educators Annual Conference, Canberra, Australia, 1-4 July 2019
43. Tey C, Chiavaroli N & **Ryan A**. The long case: back from the brink. Poster & oral presentation, Australian and New Zealand Association of Health Professional Educators Annual Conference, Canberra, Australia, 1-4 July 2019
44. Elliott S, **Ryan A** & Swanson D. MCQs for Test Enhanced Learning. Oral Presentation, University of Melbourne Teaching & Learning Conference, Parkville, Australia, 4 June 2019
45. **Ryan A**, Judd T, Chew M & Tweed M. *Certainty ratings: a scoping review*. Oral presentation, Association of Medical Educators Europe Annual Conference, Basel, Switzerland, 25-29 August 2018
46. **Ryan A** & Judd T. Video Feedback: Automated & Individualised. Oral presentation, Australian and New Zealand Association of Health Professional Educators Annual Conference, Hobart, Australia, 1-4 July 2018
47. **Ryan A**, Too L & Bismark, M. *Complaints about chiropractors, osteopaths and physiotherapists*. Research presentation, Chiropractic & Osteopathic College of Australia Annual Conference, Melbourne, Australia, 13-15 October 2017
48. **Ryan A**, Saitta D, Rose W & Judd T., *Student response to feedback: a think aloud and screen capture study*. Oral presentation, Association of Medical Educators Europe Annual Conference, Helsinki, Finland, 26-30 August 2017
49. **Ryan A**, Kulasegaram K & Mylopoulos, M. *Challenges and tensions in the transition to clinical learning: Influence on learning behaviour*. Oral presentation, Australian and New Zealand Association of Health Professional Educators Annual Conference, Adelaide, South Australia, Australia, 11-14 July 2017
50. **Ryan A**, Watling C, Harrison C & Lingard, L. *Making feedback better: How can we innovate within a rigid professional culture?* Symposium, Association of Medical Educators Europe Annual Conference, Barcelona, Spain, 27-31 August 2016

51. Siddiqui Z, **Ryan A**, O'Mara D, Ward H & Fraser J. *Benchmarking in Australia using the International Foundations of Medicine Examination – A step towards quality assurance*. Oral research presentation, Association of Medical Educators Europe Annual Conference, Barcelona, Spain, 27-31 August 2016
52. **Ryan A**, Fisher C, Chiavaroli N & Woodward-Kron R. *Medical students acting as interpreters during clinical encounters: Cause for concern?* Research presentation, Association of Medical Educators Europe Annual Conference, Barcelona, Spain, 27-31 August 2016
53. Sellitto T, **Ryan A**, & Judd T. *Video selfies of clinical interactions: Feedback, reflection and self-evaluation*. Oral presentation, Combined 17th Ottawa Conference & Australian and New Zealand Association of Health Professional Educators Annual Conference, Perth, Australia, 19-23 March 2016
54. **Ryan A** & Tweed, M. *Using item answers and respondent's certainty ratings in written assessment: A practical introduction*. Workshop presentation, Combined 17th Ottawa Conference & Australian and New Zealand Association of Health Professional Educators Annual Conference, Perth, Australia, 19-23 March 2016
55. Sellitto T, **Ryan A**, Judd T. *Wearable cameras for teaching, learning and self-assessment*. Poster, Austin Life Sciences Research Week, Heidelberg, Australia, 19-23 October 2015
56. **Ryan A**, McColl G, Chiavaroli N, O'Brien R. *Medical student study behaviour: Hours, company and motivation* Poster, Austin Life Sciences Research Week, Heidelberg, Australia, 19-23 October 2015
57. **Ryan A**, Judd T. *Express post-test feedback*. Pre-conference workshop, Association of Medical Educators Europe Annual Conference, Glasgow, United Kingdom, 5-9 September, 2015
58. Goss B, **Ryan A**, Waring J, Trumble S, Chiavaroli N, Judd T. *Utility of Situational Judgement Tests as a summative assessment*. Oral Presentation, Association of Medical Educators Europe Annual Conference, Glasgow, United Kingdom, 5-9 September, 2015
59. **Ryan A**, McColl G, Chiavaroli N, O'Brien R. *Medical student study behaviour in the first clinical year: Hours, company and motivation* Oral Presentation, Asian Medical Education Annual Conference, Newcastle, Australia, 30 March-1 April 2015
60. **Ryan A**, Goss B, Hill K, O'Brien R. *Intern preparation seminar changes medical student behaviour*. Poster, Austin Life Sciences Research Week, Heidelberg, Australia, 13-17 October 2014
61. **Ryan A**, McColl G, Chiavaroli N, O'Brien R. *Student perceptions of feedback in formative MCQ assessment*. Research Presentation at the Association of Medical Educators Europe Annual Conference, Milan, Italy, 30 August -3 September 2014
62. **Ryan A**, Judd T. *Individualised feedback on MCQ papers via custom software*. Oral presentation, Australian and New Zealand Association of Health Professional Educators Annual Conference, Gold Coast, Australia, 7-10 July 2014
63. **Ryan A**, Ewing H, O'Brien R. *Time efficient interview practice for final year medical students*. Poster and Presentation, Australian and New Zealand Association of Health Professional Educators Annual Conference, Gold Coast, Australia, 7-10 July 2014
64. **Ryan A**, Judd T. *Custom software facilitates individualised feedback*. Oral presentation, Ottawa Conference on Assessment in Medical Education, Ottawa, Canada, 26-30 April 2014
65. **Ryan A**, O'Brien R, Goss, B. *The University of Melbourne MD*. Poster, Austin Life Sciences Research Week, Heidelberg, Australia, 25-29 November 2013
66. **Ryan A**. *Peer engagement in long case tutorials*. Poster, Austin Life Sciences Research Week, Heidelberg, Australia, 25-29 November 2013
67. **Ryan A**, Goss B, Hill K, O'Brien R. *Intern preparation seminar changes medical student behaviour*. Poster and Presentation, Association for Medical Education Europe Annual Conference, Prague, Czech Republic, 24-28 August 2013
68. **Ryan A**. *Peer Engagement in long case tutorials*. Poster and Presentation, Australian and New Zealand Association of Health Professional Educators Annual Conference, Melbourne, Australia, 25-27 June 2013
69. **Ryan A**, Goss B, Waring J, O'Brien R. *Impact of a clinical school 'double teach' in Medical Education*. Poster and Presentation, Australian and New Zealand Association of Health Professional Educators Annual Conference, Melbourne, Australia, 25-27 June 2013
70. Westbury J, Khanal S, Peterson G, Koo M, **Ryan A**, Harnden C, Tse J, Buckley T. *Do pharmacy students value the National Prescribing Curriculum?* Poster, Australian Pharmaceutical Science Association Annual Conference, Adelaide, Australia, 11-14 December 2011

Invited Presentations

1. **Ryan A.** 2024 Technology-Driven Medical Education, online invited presentation, Melbourne University One-Day Symposium, Delhi Global Centre, 29 November 2024
2. **Ryan A.** The Inside Story: Assessment Design in the Melbourne MD, Melbourne Vet School Learning & Teaching Day, Parkville, Melbourne, Australia, 19 December 2023
3. **Ryan A.** Improving quality (validity and reliability) of *Construct Response Assessments* Australian & New Zealand College of Anaesthetists, Melbourne, Australia, 8 October 2023
4. **Ryan A.** Keynote: Assessment innovations – what does it take to make transformative change? University of Melbourne Teaching and Learning Conference. 6 June 2023
5. **Ryan A.** A Journey to Programmatic Assessment – Challenges & Enablers. Invited Address to the RMIT Higher Education Committee 24 May 2023
6. **Ryan A.** Assessment modifications for medical students with disability; implications for validity, equity and fitness to practice. Sherbrooke - Research Group in Pursuit of Validity (RGPV <http://www.grqv-rgpv.ca>) Winter webinar (zoom presentation), Quebec, Canada 9 March 2023
7. **Ryan A.** Programmatic Assessment - recorded presentation as part of the lead up to the Advancing Students and Education Symposium – University of Melbourne, Parkville, Australia, August 2022.
8. **Ryan A.** Pass Fail Assessment - recorded presentation as part of the lead up to the Advancing Students and Education Symposium – University of Melbourne, Parkville, Australia, August 2022.
9. **Ryan A.** Workplace Based Assessment in medicine - current approaches & future directions – Department of Veterinary Medicine Learning and Teaching forum, Werribee, Australia, 2 May 2022
10. **Ryan A.** Assessment in Medicine: current approaches and future directions. Australian and New Zealand College of Anaesthetists Assessment Meeting, Sydney, NSW (presentation via zoom), 11 February 2022
11. **Ryan A.** Authentic Assessment. Faculty of Medicine Dentistry and Health Sciences Teaching & Learning Conference, University of Melbourne, Parkville, Australia, 28 October 2021
12. Lawson M, Kumta S, **Ryan A**, Tweed M. Assessment of ethics and professionalism – panel discussion. Asia Pacific Bioethics Education Network (APBEN) Virtual Conference (hosted online by Deakin University), 27-30 May 2021
13. **Ryan A**, Waring J, Elliott S, Reid K & Judd T. *Assessment of Professionalism with Situational Judgement Tests*. Asia Pacific Bioethics Education Network (APBEN) Virtual Conference (hosted online by Deakin University), 27-30 May 2021
14. **Ryan A.** *Construct Response Assessments* Australian College of Intensive Care Medicine, Brisbane, Australia, 9 January 2020
15. **Ryan A.** *Relationships, business, culture and ideology: Chiropractic student experiences of professionalism*. Monash Centre for Scholarship in Health Education (MCSHE) monthly seminar. Monash University, Clayton, Australia, 7 October 2019
16. **Ryan A.** *Assessment possibilities in the new MD*. MD Curriculum Redesign Series. Department of Medical Education, University of Melbourne, Parkville, Australia, 26 September 2019
17. **Ryan A.** *Innovations in Assessment for Learning*. Faculty of Medicine, University of Queensland, Brisbane, Australia, 12 July 2019
18. **Ryan A**, Waring J & Hamilton L *Teaching the Future* University of Melbourne MD Student Conference Melbourne Convention Centre, Melbourne, Australia, 25 June 2019
19. **Ryan A** & Elliott S. Workshop for GP academic Registrars Intro to Short Answer Questions 3rd April 2019
20. **Ryan A.** *MCQs: Maximising utility & learning potential*, Faculty of Veterinary and Agricultural Sciences Learning & Teaching Symposium, University of Melbourne, Parkville, Australia, 8 February 2019
21. **Ryan A.** *Workplace Based Assessments*, School of Health and Biomedical Sciences, RMIT University, Bundoora, Australia, 4 December 2018
22. **Ryan A** & Judd T. *Innovations in Assessment for Learning*. Centre for Health Education Scholarship, University of British Columbia, Vancouver, Canada, 14 November 2018
23. **Ryan A.** *Workplace Based Assessments*. Academic Half Day presentation, Centre for Health Education Scholarship, University of British Columbia, Vancouver, Canada, 13 November 2018
24. **Ryan A** & Judd T. *Innovations in Assessment for Learning* Uniformed Services University, Bethesda, Maryland, United States, 8 November 2018
25. **Ryan A** & Judd T. *Innovations approaches to assessment for learning*. Melbourne Academy for Veterinary and Agricultural Learning and Teaching, Werribee, Australia, 10 October 2018

26. **Ryan A** & Judd T. *Innovations in course wide assessment & feedback for learning*. Department of Medical Education, Health Professions Education Forum, Melbourne, Australia, 7 August 2018
27. **Ryan A**. *Assessment & Learning*. Invited presentation to Rural Clinical School Teachers Group. Shepparton, Australia, 24 May 2018
28. **Ryan A**. *Preparing to graduate from your chiropractic studies: What you need to know to become registered*. Invited presentation, RMIT University final year student address, Bundoora, Australia, 22 May 2018
29. **Ryan A** & Judd T. *Innovations in course wide assessment & feedback for learning*. Invited presentation, Teaching & Learning Quality Assurance Committee & Centre for Study of Higher Education Seminar, University of Melbourne, Parkville, Australia, 20 April 2018
30. **Ryan A**. *Setting the scene for accreditation*. Panelist, Australian Medical Council Accreditation workshop, Melbourne, Australia, 6 February 2018
31. Bismark M & **Ryan A**. *Mapping the contours of complaint risk*. Oral presentation, Australian Health Practitioner Regulation Agency/ Health & Care Professions Council (UK) Research Seminar, Melbourne, Australia, 15 November 2017
32. Judd T & **Ryan A**. *iPad marking of large scale interview-based assessments*. Oral presentation, Faculty of Medicine Dentistry and Health Sciences Learning and Teaching Symposium, Melbourne, Australia, 25 October 2017
33. **Ryan A**. *Modern Communication: A chiro-medical perspective*. Invited workshop, Chiropractic & Osteopathic College of Australia Annual Conference, Melbourne, Australia, 13-15 October 2017
34. **Ryan A**. *Automated post-exam feedback*. Invited presentation to the Master in Education student group, Wilson Centre, University of Toronto, Canada. 1 June 2017
35. **Ryan A**. *Professionalism in a regulatory context*. Oral presentation at the Chiropractic Board of Australia Annual Education Forum, Melbourne, Australia, 23 July 2016
36. Sellitto T, **Ryan A**, Judd T. *Wearable cameras for teaching, learning and self-assessment*. Poster presentation, CSHE Learning & Teaching Showcase, University of Melbourne, Parkville, Australia, 4 December 2015
37. **Ryan A**, Judd T, McColl G. *Progress testing and feedback*. Poster presentation, Centre for the Study of Higher Education Learning and Teaching Showcase, University of Melbourne, Parkville, Australia, 4 December, 2015
38. **Ryan A**, McColl G, Chiavaroli N, O'Brien R, Judd T. *Post-test feedback: From PhD to program innovation*. Invited presentation, HealthPEER seminar series, Monash University, Clayton, Australia, 25 November 2015
39. **Ryan A**. *Lessons from my health professional career*. Invited lecture, RMIT University, Bundoora, Australia, 16 October 2015
40. **Ryan A**. *Student use of formative MCQ tests & feedback*. Invited lecture, Wilson Centre, University of Toronto, Canada, 4 May 2015
41. **Ryan A**. *Post-test feedback: knowledge acquisition and learning behaviours*. Invited lecture, University of Calgary, Canada, 11 May 2015
42. **Ryan A**, Judd T. *Delivering feedback using technology*. Panelist, Innovations in Teaching & Learning Series, Centre for the Study of Higher Education, University of Melbourne, Parkville, Australia, 20 August 2014

Public Engagement: The 'Med Ed Source' Podcast

May 2020	Programmatic assessment – Parts 1 & 2, A Ryan & T Wilkinson
August 2019	Multiple choice questions, A Ryan & D Swanson
July 2019	Assessment in Health Professions Education, A Ryan & K Eva

<https://medicine.unimelb.edu.au/school-structure/medical-education/news-and-events/listen-med-ed-source-podcast>

Other Podcasts

May 2022	CLINICAL EDUCATOR INCUBATOR: Programmatic assessment, A Ryan
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<https://litfl.com/library/>

Educational Contributions

Research Higher Degree Supervision

PhD (*expected or ^actual completion date)

*2025	Joanne Russell. Student attitudes towards learning and educational approaches to prepare lifelong learners (supervisors: A Ryan E Molloy & C Baik).
*2023	Andrew Heung. The value of video in medical education (supervisors: E Molloy, A Ryan & M Bearman—Note – in 2023 supervision transferred to D Castanelli).
^2019	Piyapong Khumrin – Using clinical decision support systems to improve decision making and problem-solving skills in clinical medical students (supervisors: K Verspoor, A Ryan & T Judd).

Master's (*expected or ^actual completion date)

*2024	Rachel Seaniger. Exam Soft test-taking behaviour analysis (supervisors: A Ryan & T Judd).
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Master's (continued)

^2023	Timothy Martin. Peer feedback (supervisors: A Ryan & Wonie Uahwatanasakal).
^2023	Rachael-Kate Llewellyn. OSCE feedback – canned comments (supervisors: A Ryan & T Judd).
^2023	Kenneth Hoffman. The reliability of the College of intensive Care Medicine “ Hot Case” Examination (supervisors: A Ryan , D Swanson, C Nickson, S Lane).
^2021	Catherine Nyuthe. Comparison of checklist & global rating use across OSCEs in Australia & New Zealand (supervisors: A Ryan & D Smallwood).
^2020	Emily Riglar. Clinical educator perspectives on the embedded standards within the Assessment of Physiotherapy Practice Tool (APP) (supervisors: E Molloy & A Ryan).
^2020	Jay Jasveer. Interns and supervisors perceptions of the current intern performance appraisal and feedback practices (supervisors: A Ryan & C Delaney).
^2018	Corrine Tai. The validity of the long case: student and examiner perceptions (supervisors: N Chiavaroli & A Ryan).
^2017	Michaela Kelly. Oh I need to re-read that: an evaluation of the learning and assessment experience of student-developed multiple-choice questions (supervisors: A Ryan & C Delany).
^2016	Meng Tan. Continuous real-time web-polling of student comprehension during medical school lectures (supervisors: A Dodds & A Ryan).

External Workshops

- **Ryan A** & Elliott S. Ensuring High quality assessments: Swinburne University, Health Sciences, Hawthorn, Australia, 18 February 2020
- **Ryan A** & Elliott S. MCQ assessments. Austin clinical Educator Group, Austin Health, Heidelberg, Australia, 10 September 2019
- **Ryan A**, Elliott S. & Swanson D. MCQs: practical skills in item writing & future directions in assessment. University of Melbourne, Parkville, Australia, 18 July 2019
- **Ryan A** & Swanson D. MCQ item writing workshop, Faculty of Medicine, University of Queensland, Brisbane, Australia, 12 July 2019

Student Experience Survey Results - Graduate Certificate in Clinical Teaching (GC-CLINTCH)

Assessing Clinical Learning EDUC90744 (Intensive Delivery) 2016 – subject average 4.7

Selected Questions	# (/40)	SA	A	N	D	SD	Av(/5)
The subject was intellectually stimulating	12	75%	25%	0%	0%	0%	4.8
The subject was well coordinated.	12	83%	17%	0%	0%	0%	4.8
I have been required to work to a high standard.	12	75%	25%	0%	0%	0%	4.8
I received valuable feedback on my progress	12	50%	50%	0%	0%	0%	4.5

The subject was well taught*	12	83%	17%	0%	0%	0%	4.8
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* All sessions taught by Anna Ryan

Assessing Clinical Learning EDUC90744 (Intensive Delivery) 2017 – subject average 4.2

Selected Questions	# (/47)	SA	A	N	D	SD	Av(/5)
The subject was intellectually stimulating	8	50%	50%	0%	0%	0%	4.5
The subject was well coordinated.	8	50%	38%	13%	0%	0%	4.4
I have been required to work to a high standard.	8	50%	50%	0%	0%	0%	4.5
I received valuable feedback on my progress	8	38%	63%	0%	0%	0%	4.4
The subject was well taught*	8	25%	65%	13%	0%	0%	4.1

* All sessions taught by Anna Ryan

Assessing Clinical Learning EDUC90744 (Standard Delivery) 2017 – subject average 4.5

Selected Questions	# (/25)	SA	A	N	D	SD	Av(/5)
The subject was intellectually stimulating	9	56%	33%	11%	0%	0%	4.4
The subject was well coordinated.	9	56%	44%	0%	0%	0%	4.6
I have been required to work to a high standard.	9	56%	44%	0%	0%	0%	4.6
I received valuable feedback on my progress	9	67%	22%	11%	0%	0%	4.2
The subject was well taught*	9	78%	22%	0%	0%	0%	4.8

* All classes taught by Anna Ryan

Assessing Clinical Learning EDUC90744 (Intensive Delivery) 2018 – subject average 4.5

Selected Questions	# (/25)	SA	A	N	D	SD	Av(/5)
The subject was intellectually stimulating	11	55%	45%	0%	0%	0%	4.5
The subject was well coordinated.	11	45%	55%	0%	0%	0%	4.5
I have been required to work to a high standard.	11	55%	45%	0%	0%	0%	4.5
I received valuable feedback on my progress	11	27%	55%	9%	0%	9%	3.9
The subject was well taught*	11	91%	9%	0%	0%	0%	4.9

* All sessions taught by Anna Ryan

Assessing Clinical Learning EDUC90744 (Feb Intensive Delivery) 2019 – subject average 3.8

Selected Questions	# (/22)	SA	A	N	D	SD	Av(/5)
The subject was intellectually stimulating	8	13%	63%	13%	13%	0%	3.8
The subject was well coordinated.	8	0%	75%	13%	0%	13%	3.5
I have been required to work to a high standard.	8	38%	63%	0%	0%	0%	4.4
I received valuable feedback on my progress	8	%	0%	75%	25%	9%	2.8
The subject was well taught*	8	0%	58%	14%	29%	0%	3.3

* Anna Ryan was on study leave; subject taught by a teaching specialist

Assessing Clinical Learning EDUC90744 (Sept Intensive Delivery) 2019 – subject average 4.5

Selected Questions	# (/44)	SA	A	N	D	SD	Av(/5)
The subject was intellectually stimulating	5	80%	20%	0%	0%	0%	4.8
The subject was well coordinated.	5	40%	60%	0%	0%	0%	4.4
I have been required to work to a high standard.	5	40%	60%	0%	0%	0%	4.4
I received valuable feedback on my progress	5	20%	60%	20%	0%	0%	4.0
The subject was well taught*	5	60%	40%	0%	0%	0%	4.6

* Teaching load was shared between Anna Ryan and others

Assessing Clinical Learning EDUC90744 (Standard Delivery) 2019 – subject average 4.4

Selected Questions	# (/19)	SA	A	N	D	SD	Av(/5)
The subject was intellectually stimulating	2	50%	50%	0%	0%	0%	4.5
The subject was well coordinated.	2	100%	0%	0%	0%	0%	5.0
I have been required to work to a high standard.	2	50%	50%	0%	0%	0%	4.5

I received valuable feedback on my progress	2	50%	0%	50%	0%	0%	4.0
The subject was well taught*	2	100%	0%	0%	0%	0%	5.0

* Teaching load was shared between Anna Ryan and others

Assessing Clinical Learning EDUC90744 (Feb Intensive Delivery) 2020 – no central evaluation delivered

Assessing Clinical Learning EDUC90744 (Semester 2 Extended – remote) 2020 – subject average 4.9

All (new) Questions	# (/29)	SA	A	N	D	SD	Av(/5)
Study materials & resources provided were helpful.	11	100%	0%	0%	0%	0%	5
Good opportunities for interaction & collaboration	11	82%	18%	0%	0%	0%	4.82
Interacted with staff in ways that helped me to learn.	11	100%	0%	0%	0%	0%	5
Assessment requirements were clear.	11	91%	9%	0%	0%	0%	4.91
Study workload was manageable.	11	36%	64%	0%	0%	0%	4.64
Overall, I was satisfied with my learning experience*	11	100%	0%	0%	0%	0%	5

* All sessions taught by Anna Ryan