

# Rachel Spronken-Smith

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2696699/publications.pdf>

Version: 2024-02-01

50  
papers

2,223  
citations

304602

22  
h-index

223716

46  
g-index

52  
all docs

52  
docs citations

52  
times ranked

2074  
citing authors

#	ARTICLE	IF	CITATIONS
1	The thermal regime of urban parks in two cities with different summer climates. <i>International Journal of Remote Sensing</i> , 1998, 19, 2085-2104.	1.3	373
2	The energy balance of central Mexico City during the dry season. <i>Atmospheric Environment</i> , 1999, 33, 3919-3930.	1.9	268
3	Can inquiry-based learning strengthen the links between teaching and disciplinary research?. <i>Studies in Higher Education</i> , 2010, 35, 723-740.	2.9	200
4	Advection and the surface energy balance across an irrigated urban park. <i>International Journal of Climatology</i> , 2000, 20, 1033-1047.	1.5	165
5	Scale Modelling of Nocturnal Cooling in Urban Parks. <i>Boundary-Layer Meteorology</i> , 1999, 93, 287-312.	1.2	123
6	Implementing a Problem-Based Learning Approach for Teaching Research Methods in Geography. <i>Journal of Geography in Higher Education</i> , 2005, 29, 203-221.	1.4	110
7	Spatial Variability of Surface Radiation Fluxes in Mountainous Terrain. <i>Journal of Applied Meteorology and Climatology</i> , 2003, 42, 113-128.	1.7	92
8	Where Might Sand Dunes be on Mars? Engaging Students through Inquiry-based Learning in Geography. <i>Journal of Geography in Higher Education</i> , 2008, 32, 71-86.	1.4	77
9	Learning to teach with problem-based learning. <i>Active Learning in Higher Education</i> , 2009, 10, 138-153.	3.5	74
10	Enablers and constraints to the use of inquiry-based learning in undergraduate education. <i>Teaching in Higher Education</i> , 2011, 16, 15-28.	1.7	61
11	It's not fair: policy discourses and students' understandings of plagiarism in a New Zealand university. <i>Higher Education</i> , 2017, 74, 17-32.	2.8	47
12	Evaluating student perceptions of learning processes and intended learning outcomes under inquiry approaches. <i>Assessment and Evaluation in Higher Education</i> , 2012, 37, 57-72.	3.9	44
13	Assessing the doctoral thesis when it includes published work. <i>Assessment and Evaluation in Higher Education</i> , 2015, 40, 89-102.	3.9	43
14	Factors contributing to high PhD completion rates: a case study in a research-intensive university in New Zealand. <i>Assessment and Evaluation in Higher Education</i> , 2018, 43, 94-109.	3.9	42
15	Evaporation from natural and modified raised peat bogs in New Zealand. <i>Agricultural and Forest Meteorology</i> , 1999, 95, 85-98.	1.9	40
16	Comparison of summer- and winter-time suburban energy fluxes in Christchurch, New Zealand. <i>International Journal of Climatology</i> , 2002, 22, 979-992.	1.5	37
17	Toward securing a future for geography graduates. <i>Journal of Geography in Higher Education</i> , 2013, 37, 315-326.	1.4	32
18	Learning is an endless journey for anyone: undergraduate awareness, experiences and perceptions of the research culture in a research-intensive university. <i>Higher Education Research and Development</i> , 2014, 33, 355-371.	1.9	29

#	ARTICLE	IF	CITATIONS
19	Redesigning a curriculum for inquiry: an ecology case study. <i>Instructional Science</i> , 2011, 39, 721-735.	1.1	28
20	All-sky radiation over a glacier surface in the Southern Alps of New Zealand: characterizing cloud effects on incoming shortwave, longwave and net radiation. <i>International Journal of Climatology</i> , 2015, 35, 699-713.	1.5	26
21	The PhD “is it out of alignment?”. <i>Higher Education Research and Development</i> , 2020, 39, 821-833.	1.9	25
22	The impact of curriculum change on health sciences first year students’ approaches to learning. <i>Instructional Science</i> , 2010, 38, 707-722.	1.1	24
23	Evaluating engagement with graduate outcomes across higher education institutions in Aotearoa/New Zealand. <i>Higher Education Research and Development</i> , 2015, 34, 1014-1030.	1.9	24
24	Strengthening Teaching and Research Links: The Case of a Pollution Exposure Inquiry Project. <i>Journal of Geography in Higher Education</i> , 2009, 33, 241-253.	1.4	22
25	Unpacking the narrative of non-positional leadership in academia: Hero and/or victim?. <i>Higher Education Research and Development</i> , 2013, 32, 201-213.	1.9	20
26	The contextual nature of university-wide curriculum change. <i>International Journal for Academic Development</i> , 2018, 23, 206-218.	0.8	20
27	Gender, academic careers and the sabbatical: a New Zealand case study. <i>Higher Education Research and Development</i> , 2016, 35, 589-603.	1.9	19
28	The Lake Tekapo Experiment (LTEX): An Investigation of Atmospheric Boundary Layer Processes in Complex Terrain. <i>Bulletin of the American Meteorological Society</i> , 2003, 84, 371-380.	1.7	15
29	A toolkit to implement graduate attributes in geography curricula. <i>Journal of Geography in Higher Education</i> , 2016, 40, 254-266.	1.4	14
30	Out of the ordinary: recapturing the liberal traditions of a university education through field courses. <i>Teaching in Higher Education</i> , 2006, 11, 93-106.	1.7	12
31	Where does all the energy go? Surface energy partitioning in suburban Christchurch under stable wintertime conditions. <i>Theoretical and Applied Climatology</i> , 2006, 84, 137-149.	1.3	12
32	A framework for enabling graduate outcomes in undergraduate programmes. <i>Higher Education Research and Development</i> , 2017, 36, 43-58.	1.9	12
33	Recapturing quality field experiences and strengthening teaching-research links. <i>New Zealand Geographer</i> , 2009, 65, 139-146.	0.4	10
34	You’re doing what? Students’ experiences of advice from a New Zealand university. <i>Higher Education Research and Development</i> , 2010, 29, 357-371.	1.9	10
35	Mesoscale and local climates in New Zealand. <i>Progress in Physical Geography</i> , 1999, 23, 611-635.	1.4	10
36	Across time and space: Examiner and candidate experiences of online doctoral vivas. <i>Innovations in Education and Teaching International</i> , 2022, 59, 131-141.	1.5	10

#	ARTICLE	IF	CITATIONS
37	Changes in approaches to learning over three years of university undergraduate study. <i>Teaching and Learning Inquiry</i> , 2017, 5, 65.	0.5	9
38	Graduate attribute attainment in a multi-level undergraduate geography course. <i>Journal of Geography in Higher Education</i> , 2014, 38, 238-250.	1.4	8
39	Completing the Research Cycle: A Framework for Promoting Dissemination of Undergraduate Research and Inquir. <i>Teaching and Learning Inquiry</i> , 2013, 1, 105-118.	0.5	8
40	The Drive for Legitimation of Massage Therapy in New Zealand. <i>International Journal of Therapeutic Massage &amp; Bodywork</i> , 2012, 5, 21-9.	0.1	6
41	Air Pollution <i>Climatology</i> , 2005, , 21-32.		4
42	Inquiryâ€guided learning in New Zealand: From an appetizer to an entrÃ©e. <i>New Directions for Teaching and Learning</i> , 2012, 2012, 39-49.	0.2	3
43	Partnering between a geography department and a community initiative to provide a wind resource assessment for the Blueskin Bay region, Otago, New Zealand. <i>New Zealand Geographer</i> , 2012, 68, 49-61.	0.4	3
44	Graduates' Orientations to Higher Education and their Retrospective Experiences of Teaching and Learning. <i>Teaching and Learning Inquiry</i> , 2015, 3, 55.	0.5	2
45	Advection and the surface energy balance across an irrigated urban park. <i>International Journal of Climatology</i> , 2000, 20, 1033-1047.	1.5	2
46	Supplement to the Lake Tekapo Experiment (LTEX): An Investigation of Atmospheric Boundary Layer Processes in Complex Terrain. <i>Bulletin of the American Meteorological Society</i> , 2003, 84, 381-383.	1.7	2
47	The Status of Undergraduate Research in New Zealand: Promoted and Pervasive?. , 2020, , 251-264.		2
48	Masterâ€™s Research Supervision and Academic Support: A Benchmarking of Best Practice at a New Zealand Research-Intensive University. <i>New Zealand Journal of Educational Studies</i> , 2022, 57, 231-252.	0.6	1
49	Graduatesâ€™ Orientations to Higher Education and their Retrospective Experiences of Teaching and Learning. <i>Teaching and Learning Inquiry</i> , 2015, 3, 55-71.	0.5	1
50	PhD Student Ambassadors: Partners in Promoting Graduate Research. <i>International Journal for Students As Partners</i> , 2017, 1, .	0.3	0