

# Stuart R Palmer

## List of Publications by Year in descending order

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Version: 2024-02-01

71  
papers

1,508  
citations

331670

21  
h-index

377865

34  
g-index

75  
all docs

75  
docs citations

75  
times ranked

1124  
citing authors

#	ARTICLE	IF	CITATIONS
1	Rehabilitation professionalsâ€™ views on social media use in traumatic brain injury rehabilitation: gatekeepers to participation. <i>Disability and Rehabilitation</i> , 2021, 43, 1955-1964.	1.8	14
2	Social Media and People With Traumatic Brain Injury: A Metasynthesis of Research Informing a Framework for Rehabilitation Clinical Practice, Policy, and Training. <i>American Journal of Speech-Language Pathology</i> , 2021, 30, 19-33.	1.8	22
3	Beyond Discipline-Based Work-Integrated Learning Placements in Engineering and Science. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2021, , 15-37.	0.2	0
4	Integrating career development into an undergraduate IT curriculum at an Australian University. <i>Education and Information Technologies</i> , 2021, 26, 5971-5990.	5.7	3
5	â€œI knew what I was doing on Twitter then I would use it moreâ€ Twitter experiences and networks of people with traumatic brain injury (TBI). <i>Brain Impairment</i> , 2020, 21, 1-18.	0.7	11
6	Controlling for openness in the male-dominated collaborative networks of the global film industry. <i>PLoS ONE</i> , 2020, 15, e0234460.	2.5	17
7	Controlling for openness in the male-dominated collaborative networks of the global film industry. , 2020, 15, e0234460.		0
8	Controlling for openness in the male-dominated collaborative networks of the global film industry. , 2020, 15, e0234460.		0
9	Controlling for openness in the male-dominated collaborative networks of the global film industry. , 2020, 15, e0234460.		0
10	Controlling for openness in the male-dominated collaborative networks of the global film industry. , 2020, 15, e0234460.		0
11	â€œI kind of figured it outâ€™: the views and experiences of people with traumatic brain injury (TBI) in using social mediaâ€™selfâ€™determination for participation and inclusion online. <i>International Journal of Language and Communication Disorders</i> , 2019, 54, 221-233.	1.5	37
12	Assessment-led reform: Creating a sustainable culture for WIL. <i>Journal of Teaching and Learning for Graduate Employability</i> , 2019, 10, 73-87.	2.1	5
13	Content Analysis of Tweets by People with Traumatic Brain Injury (TBI): Implications for Rehabilitation and Social Media Goals. , 2019, , .		4
14	Using Twitter to access the human right of communication for people who use Augmentative and Alternative Communication (AAC). <i>International Journal of Speech-Language Pathology</i> , 2018, 20, 50-58.	1.2	18
15	External compaction pressure over vacuum-bagged composite parts: Effect on the quality of flax fiber/epoxy laminates. <i>Journal of Composite Materials</i> , 2018, 52, 3-15.	2.4	17
16	Hashtag #TBI: A content and network data analysis of tweets about Traumatic Brain Injury. <i>Brain Injury</i> , 2018, 32, 49-63.	1.2	29
17	Occupational Outcomes for Bachelor of Science Graduates in Australia and Implications for Undergraduate Science Curricula. <i>Research in Science Education</i> , 2018, 48, 989-1006.	2.3	17
18	Occupational outcomes for Australian computing/information technology bachelor graduates and implications for the IT bachelor curriculum. <i>Computer Science Education</i> , 2018, 28, 280-299.	3.7	5

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19	Technology and its role in rehabilitation for people with cognitive-communication disability following a traumatic brain injury (TBI). <i>Brain Injury</i> , 2017, 31, 1028-1043.	1.2	54
20	A call for innovative social media research in the field of augmentative and alternative communication. <i>AAC: Augmentative and Alternative Communication</i> , 2017, 33, 14-22.	1.4	19
21	Good WIL hunting: Building capacity for curriculum re-design. <i>Journal of Teaching and Learning for Graduate Employability</i> , 2017, 8, 215.	2.1	7
22	Motor Neurone Disease (MND) and Amyotrophic Lateral Sclerosis (ALS): Social Media Communication on Selected #MND and #ALS Tagged Tweets. , 2017, , .		7
23	An Evaluation of Group Work in First-Year Engineering Design Education. <i>Advances in Higher Education and Professional Development Book Series</i> , 2017, , 145-168.	0.2	0
24	Birds of a feather: the geographic interconnection of Australian universities on Twitter. <i>Journal of Applied Research in Higher Education</i> , 2016, 8, 88-100.	1.9	4
25	Two Studies on Twitter Networks and Tweet Content in Relation to Amyotrophic Lateral Sclerosis (ALS): Conversation, Information, and 'Diary of a Daily Life'. <i>Studies in Health Technology and Informatics</i> , 2016, 227, 41-7.	0.3	6
26	“We definitely need an audience” experiences of Twitter, Twitter networks and tweet content in adults with severe communication disabilities who use augmentative and alternative communication (AAC). <i>Disability and Rehabilitation</i> , 2015, 37, 1531-1542.	1.8	43
27	Review of the literature on the use of social media by people with traumatic brain injury (TBI). <i>Disability and Rehabilitation</i> , 2015, 37, 1511-1521.	1.8	57
28	Active learning: The importance of developing a comprehensive measure. <i>Active Learning in Higher Education</i> , 2015, 16, 173-186.	5.4	81
29	Understanding career aspirations of Information Technology students at Deakin University. , 2014, , .		3
30	Tweet reach: A research protocol for using Twitter to increase information exchange in people with communication disabilities. <i>Developmental Neurorehabilitation</i> , 2014, 17, 84-89.	1.1	24
31	Characterizing Twitter communication “ a case study of international engineering academic units. <i>Journal of Marketing for Higher Education</i> , 2014, 24, 257-273.	3.2	9
32	Framing and enhancing distributed leadership in the quality management of online learning environments in higher education. <i>Distance Education</i> , 2014, 35, 382-399.	3.9	22
33	Characterizing University Library Use of Social Media: A Case Study of Twitter and Facebook from Australia. <i>Journal of Academic Librarianship</i> , 2014, 40, 611-619.	2.3	47
34	Objective Surface Evaluation of Fiber Reinforced Polymer Composites. <i>Applied Composite Materials</i> , 2013, 20, 627-637.	2.5	8
35	Characterisation of the use of Twitter by Australian Universities. <i>Journal of Higher Education Policy and Management</i> , 2013, 35, 333-344.	2.3	36
36	Updating RIGs: including the systematic influence of online study on student evaluation of teaching. <i>Educational Research and Evaluation</i> , 2013, 19, 77-90.	1.6	2

#	ARTICLE	IF	CITATIONS
37	Automatic grain texture analysis using integral transforms. <i>Holzforschung</i> , 2012, 66, .	1.9	1
38	A longitudinal evaluation of a project-based learning initiative in an engineering undergraduate programme. <i>European Journal of Engineering Education</i> , 2012, 37, 155-165.	2.3	29
39	Student evaluation of teaching: keeping in touch with reality. <i>Quality in Higher Education</i> , 2012, 18, 297-311.	1.1	24
40	The performance of a student evaluation of teaching system. <i>Assessment and Evaluation in Higher Education</i> , 2012, 37, 975-985.	5.6	7
41	Surface evaluation of carbon fibre composites using wavelet texture analysis. <i>Composites Part B: Engineering</i> , 2012, 43, 621-626.	12.0	8
42	An evaluation of a project-based learning initiative in engineering education. <i>European Journal of Engineering Education</i> , 2011, 36, 357-365.	2.3	83
43	An evaluation of an online student portfolio for the development of engineering graduate attributes. <i>Computer Applications in Engineering Education</i> , 2011, 19, 447-456.	3.4	9
44	Strategic leadership of Teaching and Learning Centres: from reality to ideal. <i>Higher Education Research and Development</i> , 2011, 30, 807-821.	2.9	11
45	Changing perspectives: teaching and learning centresâ€™ strategic contributions to academic development in Australian higher education. <i>International Journal for Academic Development</i> , 2011, 16, 5-17.	1.1	49
46	Objective pilling evaluation of nonwoven fabrics. <i>Fibers and Polymers</i> , 2010, 11, 115-120.	2.1	10
47	Australian teaching and learning centres through the eyes of their Directors: characteristics, capacities and constraints. <i>Journal of Higher Education Policy and Management</i> , 2010, 32, 159-172.	2.3	16
48	Students' perceptions of the value of the elements of an online learning environment: looking back in moving forward. <i>Interactive Learning Environments</i> , 2010, 18, 135-151.	6.4	41
49	The robustness of objective fabric pilling evaluation method. <i>Fibers and Polymers</i> , 2009, 10, 108-115.	2.1	13
50	Examining student satisfaction with wholly online learning. <i>Journal of Computer Assisted Learning</i> , 2009, 25, 101-113.	5.1	122
51	Teaching and learning centres: towards maturation. <i>Higher Education Research and Development</i> , 2009, 28, 371-383.	2.9	23
52	New Methods for Objective Evaluation of Fabric Pilling by Frequency Domain Image Processing. <i>Research Journal of Textile and Apparel</i> , 2009, 13, 11-23.	1.1	10
53	Designing, Implementing and Evaluating a Self-and-Peer Assessment Tool for E-Learning Environments. <i>Advances in Information and Communication Technology Education Series</i> , 2009, , 170-194.	0.1	12
54	Does the discussion help? The impact of a formally assessed online discussion on final student results. <i>British Journal of Educational Technology</i> , 2008, 39, 847-858.	6.3	121

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55	Delivery and Assessment Strategies to Improve on- and off-Campus Student Performance in Structural Mechanics. <i>International Journal of Mechanical Engineering Education</i> , 2007, 35, 272-284.	1.0	1
56	An evaluation of streaming digital video resources in on- and off-campus engineering management education. <i>Computers and Education</i> , 2007, 49, 297-308.	8.3	18
57	Objective Assessment of Pilling of Knitted and Nonwoven Fabrics Using the Two Dimensional Discrete Wavelet Transform. <i>Studies in Computational Intelligence</i> , 2007, , 23-37.	0.9	3
58	An Evaluation of on-Line Assignment Submission, Marking, and Return. <i>Journal of Educational Technology Systems</i> , 2005, 34, 57-67.	5.8	7
59	Authenticity in assessment: reflecting undergraduate study and professional practice. <i>European Journal of Engineering Education</i> , 2004, 29, 193-202.	2.3	25
60	Evaluating the Robustness of Objective Pilling Classification with the Two- Dimensional Discrete Wavelet Transform. <i>Textile Research Journal</i> , 2004, 74, 140-145.	2.2	28
61	Evaluation of an on-line reflective journal in engineering education. <i>Computer Applications in Engineering Education</i> , 2004, 12, 209-214.	3.4	9
62	Planning, Delivery and Evaluation of Information Literacy Training for Engineering and Technology Students. <i>Australian Academic and Research Libraries</i> , 2004, 35, 16-34.	0.7	15
63	Objective Classification of Fabric Pilling Based on the Two-Dimensional Discrete Wavelet Transform. <i>Textile Research Journal</i> , 2003, 73, 713-720.	2.2	48
64	Framework for Undergraduate Engineering Management Studies. <i>Journal of Professional Issues in Engineering Education and Practice</i> , 2003, 129, 92-99.	0.9	8
65	The evolution of online teaching and learning in engineering at deakin university. <i>Journal of Computing in Higher Education</i> , 2001, 13, 91-109.	6.1	5
66	Management Education in Australian Engineering Undergraduate Courses. <i>EMJ - Engineering Management Journal</i> , 2000, 12, 3-10.	2.3	5
67	Student Responses to Activities Designed to Develop Generic Professional Skills. <i>Journal of Professional Issues in Engineering Education and Practice</i> , 2000, 126, 180-185.	0.9	17
68	On- and off-campus computer usage in engineering education. <i>Computers and Education</i> , 2000, 34, 141-154.	8.3	14
69	Engineering management studies as part of continuing engineering education. <i>International Journal of Continuing Engineering Education and Life-Long Learning</i> , 1999, 9, 128.	0.2	1
70	Evaluation of the Robustness of Surface Characterisation of Carbon Fibre Composites Using Wavelet Texture Analysis. <i>Materials Science Forum</i> , 0, 773-774, 234-241.	0.3	0
71	Trajectories of engagement: a repeated cross-sectional investigation of student perceptions of an online learning environment. <i>Research in Learning Technology</i> , 0, 20, .	2.3	6