

Paul Orsmond

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4079744/publications.pdf>

Version: 2024-02-01

24
papers

1,692
citations

623188

14
h-index

610482

24
g-index

25
all docs

25
docs citations

25
times ranked

992
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | The Importance of Marking Criteria in the Use of Peer Assessment. <i>Assessment and Evaluation in Higher Education</i> , 1996, 21, 239-250. | 3.9 | 197 |
| 2 | The Use of Student Derived Marking Criteria in Peer and Self-assessment. <i>Assessment and Evaluation in Higher Education</i> , 2000, 25, 23-38. | 3.9 | 183 |
| 3 | The Use of Exemplars and Formative Feedback when Using Student Derived Marking Criteria in Peer and Self-assessment. <i>Assessment and Evaluation in Higher Education</i> , 2002, 27, 309-323. | 3.9 | 179 |
| 4 | Feedback alignment: effective and ineffective links between tutors' and students' understanding of coursework feedback. <i>Assessment and Evaluation in Higher Education</i> , 2011, 36, 125-136. | 3.9 | 171 |
| 5 | The use of video technology for providing feedback to students: Can it enhance the feedback experience for staff and students?. <i>Computers and Education</i> , 2012, 58, 386-396. | 5.1 | 124 |
| 6 | Reflecting on reflective practices within peer observation. <i>Studies in Higher Education</i> , 2005, 30, 213-224. | 2.9 | 121 |
| 7 | Biology students' utilization of tutors' formative feedback: a qualitative interview study. <i>Assessment and Evaluation in Higher Education</i> , 2005, 30, 369-386. | 3.9 | 120 |
| 8 | A Study in Self-assessment: tutor and students' perceptions of performance criteria. <i>Assessment and Evaluation in Higher Education</i> , 1997, 22, 357-368. | 3.9 | 107 |
| 9 | Evaluating our peers: is peer observation a meaningful process?. <i>Studies in Higher Education</i> , 2004, 29, 489-503. | 2.9 | 106 |
| 10 | Moving feedback forward: theory to practice. <i>Assessment and Evaluation in Higher Education</i> , 2013, 38, 240-252. | 3.9 | 87 |
| 11 | Students' Attitudes to and Usage of Academic Feedback Provided Via Audio Files. <i>Bioscience Education</i> , 2008, 11, 1-11. | 0.4 | 77 |
| 12 | Implementation of a formative assessment model incorporating peer and self-assessment. <i>Innovations in Education and Teaching International</i> , 2004, 41, 273-290. | 1.5 | 65 |
| 13 | The importance of self-assessment in students' use of tutors' feedback: a qualitative study of high and non-high achieving biology undergraduates. <i>Assessment and Evaluation in Higher Education</i> , 2013, 38, 737-753. | 3.9 | 42 |
| 14 | Communities of practice and ways to learning: charting the progress of biology undergraduates. <i>Studies in Higher Education</i> , 2013, 38, 890-906. | 2.9 | 19 |
| 15 | Community of learners: charting learning in first year graduate entry medical students during problem-based learning (PBL) study. <i>Advances in Health Sciences Education</i> , 2015, 20, 479-497. | 1.7 | 18 |
| 16 | Undergraduate project work: can directed tutor support enhance skills development?. <i>Assessment and Evaluation in Higher Education</i> , 2004, 29, 625-642. | 3.9 | 13 |
| 17 | Tutors' assessment practices and students' situated learning in higher education: chalk and cheese. <i>Assessment and Evaluation in Higher Education</i> , 2017, 42, 289-303. | 3.9 | 12 |
| 18 | A Digital Ecosystems Model of Assessment Feedback on Student Learning. <i>Higher Education Studies</i> , 2013, 3, . | 0.3 | 11 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | Peer assessment: the role of relational learning through communities of practice. <i>Studies in Higher Education</i> , 2020, 45, 1312-1322. | 2.9 | 9 |
| 20 | University Teaching: A Challenge to Staff Development. <i>Innovations in Education and Teaching International</i> , 2002, 39, 253-255. | 1.5 | 8 |
| 21 | A quantitative and qualitative study of changes in the use of learning outcomes and distractions by students and tutors during a biology poster assessment. <i>Studies in Educational Evaluation</i> , 2006, 32, 262-287. | 1.2 | 8 |
| 22 | It's how we practice that matters: professional identity formation and legitimate peripheral participation in medical students: a qualitative study. <i>BMC Medical Education</i> , 2022, 22, 91. | 1.0 | 8 |
| 23 | Interconnected learning between university and the workplace: a socio-cultural perspective of graduate employability in the UK. <i>Oxford Review of Education</i> , 2022, 48, 303-319. | 1.4 | 4 |
| 24 | Students' and tutors' perceptions of a good essay. <i>Research in Education</i> , 1997, 58, 81-84. | 0.5 | 3 |