

# 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	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
2	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
3	Peer assessment: the role of relational learning through communities of practice. <i>Studies in Higher Education</i> , 2020, 45, 1312-1322.	2.9	9
4	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
5	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
6	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
7	Moving feedback forward: theory to practice. <i>Assessment and Evaluation in Higher Education</i> , 2013, 38, 240-252.	3.9	87
8	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
9	A Digital Ecosystems Model of Assessment Feedback on Student Learning. <i>Higher Education Studies</i> , 2013, 3, .	0.3	11
10	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
11	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
12	Students' Attitudes to and Usage of Academic Feedback Provided Via Audio Files. <i>Bioscience Education</i> , 2008, 11, 1-11.	0.4	77
13	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
14	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
15	Reflecting on reflective practices within peer observation. <i>Studies in Higher Education</i> , 2005, 30, 213-224.	2.9	121
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	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
18	Evaluating our peers: is peer observation a meaningful process?. <i>Studies in Higher Education</i> , 2004, 29, 489-503.	2.9	106

#	ARTICLE	IF	CITATIONS
19	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
20	University Teaching: A Challenge to Staff Development. <i>Innovations in Education and Teaching International</i> , 2002, 39, 253-255.	1.5	8
21	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
22	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
23	Students' and tutors' perceptions of a good essay. <i>Research in Education</i> , 1997, 58, 81-84.	0.5	3
24	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