

Franziska Trede

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5572531/publications.pdf>

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42
papers

1,137
citations

471509

17
h-index

454955

30
g-index

46
all docs

46
docs citations

46
times ranked

1158
citing authors

#	ARTICLE	IF	CITATIONS
1	Professional identity development: a review of the higher education literature. <i>Studies in Higher Education</i> , 2012, 37, 365-384.	4.5	367
2	What is collaborative reasoning?. <i>Advances in Physiotherapy</i> , 2004, 6, 70-83.	0.2	69
3	Developing intercultural competence and global citizenship through international experiences: academics' perceptions. <i>Intercultural Education</i> , 2013, 24, 442-455.	1.0	62
4	A scoping review to understand "leadership" in interprofessional education and practice. <i>Journal of Interprofessional Care</i> , 2016, 30, 408-415.	1.7	49
5	Conceptualisations and perceptions of the nurse preceptor's role: A scoping review. <i>Nurse Education Today</i> , 2016, 36, 268-274.	3.3	44
6	Re-framing the clinician's role in collaborative clinical decision making: re-thinking practice knowledge and the notion of clinician-patient relationships. <i>Learning in Health and Social Care</i> , 2003, 2, 66-73.	0.6	36
7	Practice-Based Education. , 2012, , .		36
8	Collaboration: What is it like? " Phenomenological interpretation of the experience of collaborating within rehabilitation teams. <i>Journal of Interprofessional Care</i> , 2012, 26, 13-20.	1.7	35
9	Emancipatory physiotherapy practice. <i>Physiotherapy Theory and Practice</i> , 2012, 28, 466-473.	1.3	34
10	Developing professionalism in physiotherapy and dietetics students in professional entry courses. <i>Studies in Higher Education</i> , 2013, 38, 793-806.	4.5	34
11	Reflective practice in the transition phase from university student to novice graduate: implications for teaching reflective practice. <i>Higher Education Research and Development</i> , 2013, 32, 632-645.	2.9	32
12	Teaching reflective practice in practice settings: students' perceptions of their clinical educators. <i>Teaching in Higher Education</i> , 2012, 17, 615-627.	2.6	31
13	Physiotherapists' Approaches to Low Back Pain Education. <i>Physiotherapy</i> , 2000, 86, 427-433.	0.4	27
14	Promoting student learning and increasing organizational capacity to host students in residential aged care: A mixed method research study. <i>Nurse Education Today</i> , 2013, 33, 714-719.	3.3	27
15	Workplace educators' interpretations of their assessment practices: a view through a critical practice lens. <i>Assessment and Evaluation in Higher Education</i> , 2014, 39, 154-167.	5.6	27
16	Facilitating online learning: A descriptive study. <i>Distance Education</i> , 2001, 22, 264-284.	3.9	26
17	Early workplace learning experiences: what are the pedagogical possibilities beyond retention and employability?. <i>Higher Education</i> , 2015, 69, 19-32.	4.4	26
18	Developing a Critical Professional Identity. , 2012, , 27-40.		23

#	ARTICLE	IF	CITATIONS
19	Supervisors' experiences of workplace supervision of nursing and paramedic students in rural settings: A scoping review. <i>Nurse Education Today</i> , 2014, 34, 783-788.	3.3	19
20	Educating the deliberate professional and enhancing professional agency through peer reflection of work-integrated learning. <i>Active Learning in Higher Education</i> , 2021, 22, 171-187.	5.4	19
21	Workplace Learning in Veterinary Education: A Sociocultural Perspective. <i>Journal of Veterinary Medical Education</i> , 2013, 40, 355-362.	0.6	17
22	Critical Thinking for Future Practice: Learning to Question. , 2015, , 457-474.		14
23	The Academisation of Emerging Professions: Implications for Universities, Academics and Students. <i>Power and Education</i> , 2014, 6, 145-154.	0.6	13
24	Assessment experiences in the workplace: a comparative study between clinical educators' and their students' perceptions. <i>Assessment and Evaluation in Higher Education</i> , 2015, 40, 1002-1016.	5.6	12
25	Practical concerns of educators assessing reflections of physiotherapy students. <i>Physical Therapy Reviews</i> , 2013, 18, 445-451.	0.8	10
26	Learning in the workplace: the role of Nurse Managers. <i>Australian Health Review</i> , 2016, 40, 286.	1.1	9
27	Engineering students' expectations and perceptions of studio-based learning. <i>European Journal of Engineering Education</i> , 2021, 46, 402-415.	2.3	7
28	Enhancing communicative spaces for fieldwork education in an inland regional Australian university. <i>Higher Education Research and Development</i> , 2010, 29, 373-387.	2.9	6
29	Workplace Learning as a Hybrid Space. <i>Understanding Teaching-learning Practice</i> , 2019, , 19-31.	2.3	2
30	Studios in DE and EE at UTS: Structure and Rationale. , 2019, , .		2
31	Student Nurse Led Ward in Aged Care. , 2013, , 93-100.		2
32	Carving Out the Territory for Educating the Deliberate Professional. <i>Professional and Practice-based Learning</i> , 2016, , 15-28.	0.4	2
33	Response to commentary on "Practical concerns of educators assessing reflections of physiotherapy students". <i>Physical Therapy Reviews</i> , 2014, 19, 281-281.	0.8	1
34	Learning in Hybrid Spaces: Designing a Mobile Technology Capacity Building Framework for Workplace Learning. <i>International Perspectives on Education and Society</i> , 2017, , 83-97.	0.6	1
35	Critical Thinking for Future Practice. , 0, , .		1
36	Collaboration and Collaborating. , 2014, , 75-84.		1

#	ARTICLE	IF	CITATIONS
37	Impact of Disability Placements on Allied Health Students: Placement Educators's Perspectives. International Journal of Practice-Based Learning in Health and Social Care, 2017, 5, 101-115.	0.3	1
38	Setting the Scene: Professional Learning in a Hybrid Space. Understanding Teaching-learning Practice, 2019, , 3-18.	2.3	0
39	Initiating Dialogue. Understanding Teaching-learning Practice, 2019, , 111-123.	2.3	0
40	Deepening Reflection. Understanding Teaching-learning Practice, 2019, , 157-169.	2.3	0
41	The Community Internship "A Cohesive Collection of Placement Interventions. Professional and Practice-based Learning, 2020, , 103-118.	0.4	0
42	Roadshow Presentations for Developing Presentation and Feedback Skills in Studio Based Learning. , 2021, , .		0