David Boud

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

162 papers	9,211 citations	42 h-index	94 g-index
173 ext. papers	10,683 ext. citations	2.2 avg, IF	7.01 L-index

#	Paper	IF	Citations
162	Sustainable Assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, **2000**, 22, 151-167	1.7	680
161	Rethinking models of feedback for learning: the challenge of design. *Assessment and Evaluation in Higher Education*, **2013**, 38, 698-712	3.1	566
160	Aligning assessment with long-term learning. *Assessment and Evaluation in Higher Education*, **2006**, 31, 399-413	3.1	498
159	Promoting reflection in professional courses: The challenge of context. *Studies in Higher Education*, **1998**, 23, 191-206	2.6	452
158	Peer Learning and Assessment. *Assessment and Evaluation in Higher Education*, **1999**, 24, 413-426	3.1	451
157	Student Self-Assessment in Higher Education: A Meta-Analysis. *Review of Educational Research*, **1989**, 59, 395-430	10.3	428
156	The development of student feedback literacy: enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, **2018**, 43, 1315-1325	3.1	389
155	Learning from others at work: communities of practice and informal learning. *Journal of Workplace Learning*, **2003**, 15, 194-202	1.4	300
154	Quantitative studies of student self-assessment in higher education: a critical analysis of findings. *Higher Education*, **1989**, 18, 529-549	3	290
153	Using journal writing to enhance reflective practice. *New Directions for Adult and Continuing Education*, **2001**, 2001, 9	0.4	238
152	Assessment and the promotion of academic values. *Studies in Higher Education*, **1990**, 15, 101-111	2.6	218
151	Sustainable assessment revisited. *Assessment and Evaluation in Higher Education*, **2016**, 41, 400-413	3.1	201
150	Developing evaluative judgement: enabling students to make decisions about the quality of work. *Higher Education*, **2018**, 76, 467-481	3	195
149	Peer learning as pedagogic discourse for research education 1 1. An earlier version of this paper was presented at the Quality in Postgraduate Research Conference, Adelaide, 22–23 April 2004. View all notes. *Studies in Higher Education*, **2005**, 30, 501-516	2.6	191
148	Avoiding the traps: seeking good practice in the use of self assessment and reflection in professional courses. *Social Work Education*, **1999**, 18, 121-132	0.9	167
147	Teaching and research: Establishing the vital link with learning. *Higher Education*, **1995**, 29, 261-273	3	151
146	Co-Production and Health System Reform—From Re-Imagining To Re-Making. *Australian Journal of Public Administration*, **2009**, 68, 39-52	1.3	147

145	Writing Groups, Change and Academic Identity: Research development as local practice. *Studies in Higher Education*, **2003**, 28, 187-200	2.6	145
144	Re-thinking continuing professional development through changing metaphors and location in professional practices. *Studies in Continuing Education*, **2012**, 34, 17-30	1.7	138
143	What makes for effective feedback: staff and student perspectives. *Assessment and Evaluation in Higher Education*, **2019**, 44, 25-36	3.1	129
142	The Impact of Self-assessment on Achievement: The effects of self-assessment training on performance in external examinations. *Assessment in Education*, **2003**, 10, 209-220	1.3	128
141	Situating academic development in professional work: Using peer learning. *International Journal for Academic Development*, **1999**, 4, 3-10	1.3	126
140	THE ROLE OF SELF-ASSESSMENT IN STUDENT GRADING. *Assessment and Evaluation in Higher Education*, **1989**, 14, 20-30	3.1	122
139	Researching feedback dialogue: an interactional analysis approach. *Assessment and Evaluation in Higher Education*, **2017**, 42, 252-265	3.1	117
138	Reconceptualising academic work as professional practice: implications for academic development. *International Journal for Academic Development*, **2013**, 18, 208-221	1.3	107
137	Making the most of experience. *Studies in Continuing Education*, **1990**, 12, 61-80	1.7	103
136	Does student engagement in self-assessment calibrate their judgement over time?. *Assessment and Evaluation in Higher Education*, **2013**, 38, 941-956	3.1	95
135	Developing a learning-centred framework for feedback literacy. *Assessment and Evaluation in Higher Education*, **2020**, 45, 527-540	3.1	89
134	Examining the nature and effects of feedback dialogue. *Assessment and Evaluation in Higher Education*, **2018**, 43, 1106-1119	3.1	67
133	Putting doctoral education to work: challenges to academic practice. *Higher Education Research and Development*, **2006**, 25, 293-306	1.9	66
132	Feedback: ensuring that it leads to enhanced learning. *Clinical Teacher*, **2015**, 12, 3-7	1.1	63
131	The in-between: exposing everyday learning at work. *International Journal of Lifelong Education*, **2006**, 25, 3-13	0.7	61
130	The calibration of student judgement through self-assessment: disruptive effects of assessment patterns. *Higher Education Research and Development*, **2015**, 34, 45-59	1.9	55
129	don think I am a learner acts of naming learners at work. *Journal of Workplace Learning*, **2003**, 15, 326-331	1.4	55
128	Implementing summative assessment with a formative flavour: a case study in a large class. *Assessment and Evaluation in Higher Education*, **2018**, 43, 307-322	3.1	53

127	Appraising New Technologies for Learning: A Framework for Development. *Educational Media International*, **2002**, 39, 237-245	1.5	52
126	Research productivity and academics□conceptions of research. *Higher Education*, **2016**, 71, 681-697	3	47
125	Identifying educator behaviours for high quality verbal feedback in health professions education: literature review and expert refinement. *BMC Medical Education*, **2016**, 16, 96	3.3	47
124	Simulation in Higher Education: A sociomaterial view. *Educational Philosophy and Theory*, **2016**, 48, 165-178	1.9	44
123	From project supervision to advising: new conceptions of the practice. *Innovations in Education and Teaching International*, **2007**, 44, 119-130	1.3	44
122	Using formative assessment to influence self- and co-regulated learning: the role of evaluative judgement. *European Journal of Psychology of Education*, **2019**, 34, 535-557	2.3	44
121	Experience as the Base for Learning. *Higher Education Research and Development*, **1993**, 12, 33-44	1.9	42
120	The use of self-assessment schedules in negotiated learning. *Studies in Higher Education*, **1992**, 17, 185-200	2.6	42
119	How technology shapes assessment design: Findings from a study of university teachers. *British Journal of Educational Technology*, **2017**, 48, 672-682	4.3	41
118	Preparing for new academic roles: An holistic approach to development. *International Journal for Academic Development*, **1996**, 1, 17-25	1.3	41
117	The Role of Simulation in Pedagogies of Higher Education for the Health Professions: Through a Practice-Based Lens. *Vocations and Learning*, **2015**, 8, 269-285	1.4	40
116	Seeking a different angle on feedback in clinical education: the learner as seeker, judge and user of performance information. *Medical Education*, **2013**, 47, 227-9	3.7	40
115	Support for assessment practice: developing the Assessment Design Decisions Framework. *Teaching in Higher Education*, **2016**, 21, 545-556	1.4	39
114	Patterns of resistance in managing assessment change. *Assessment and Evaluation in Higher Education*, **2014**, 39, 577-591	3.1	39
113	Talking up learning at work: Cautionary tales in co-opting everyday learning. *International Journal of Lifelong Education*, **2009**, 28, 323-334	0.7	39
112	Conditions that enable effective feedback. *Higher Education Research and Development*, **2019**, 38, 1401-1416	1.9	37
111	Aligning assessment with the needs of work-integrated learning: the challenges of authentic assessment in a complex context. *Assessment and Evaluation in Higher Education*, **2020**, 45, 304-316	3.1	36
110	Reframing assessment research: through a practice perspective. *Studies in Higher Education*, **2018**, 43, 1107-1118	2.6	35

109	Towards an emergent view of learning work. *International Journal of Lifelong Education*, **2010**, 29, 359-372	2.7	35
108	Influences on the formation of academics: the role of the doctorate and structured development opportunities. *Studies in Continuing Education*, **2011**, 33, 51-66	1.7	33
107	The need to disentangle assessment and feedback in higher education. *Studies in Higher Education*, **2020**, 1-12	2.6	32
106	Enhancing Students' Learning Through Simulation: Dealing With Diverse, Large Cohorts. *Clinical Simulation in Nursing*, **2016**, 12, 171-176	3	32
105	Eliciting, processing and enacting feedback: mechanisms for embedding student feedback literacy within the curriculum. *Teaching in Higher Education*, **2020**, 1-15	1.4	31
104	Does the use of summative peer assessment in collaborative group work inhibit good judgement?. *Higher Education*, **2019**, 77, 853-870	3	28
103	How university teachers design assessments: a cross-disciplinary study. *Higher Education*, **2017**, 74, 49-64	3	28
102	Assessing participation in discussion: An exploration of the issues. *Studies in Higher Education*, **1983**, 8, 33-44	2.6	28
101	Exploring cultures of feedback practice: the adoption of learning-focused feedback practices in the UK and Australia. *Higher Education Research and Development*, **2019**, 38, 411-425	1.9	28
100	Dilemmas in continuing professional learning: learning inscribed in frameworks or elicited from practice. *Studies in Continuing Education*, **2015**, 37, 131-141	1.7	27
99	What feedback literate teachers do: an empirically-derived competency framework. *Assessment and Evaluation in Higher Education*,1-14	3.1	26
98	Refocusing portfolio assessment: Curating for feedback and portrayal. *Innovations in Education and Teaching International*, **2018**, 55, 479-486	1.3	25
97	Feedback Models for Learning, Teaching and Performance **2014**, 413-424		23
96	Honouring the incomparable: honours in Australian universities. *Higher Education*, **2011**, 62, 619-633	3	21
95	The Challenge of Problem-based Learning		20
94	Technology and Feedback Design **2018**, 1-45		20
93	Reflexive deliberation in international research collaboration: minimising risk and maximising opportunity. *Higher Education*, **2013**, 66, 93-104	3	19
92	When is it OK to learn at work? The learning work of organisational practices. *Journal of Workplace Learning*, **2010**, 22, 13-26	1.4	19

91	Interprofessional learning at work: what spatial theory can tell us about workplace learning in an acute care ward. *Journal of Interprofessional Care*, **2014**, 28, 200-5	2.7	18
90	Re-making Jobs: Enacting and Learning Work Practices. *Vocations and Learning*, **2009**, 2, 217-234	1.4	18
89	Developing student competence through peer assessment: the role of feedback, self-regulation and evaluative judgement. *Higher Education*, **2020**, 80, 137-156	3	17
88	Changes in Academic Staff Perceptions of the Status of Teaching and Research. *Higher Education Research and Development*, **1985**, 4, 131-144	1.9	17
87	Using principles of authentic assessment to redesign written examinations and tests. *Innovations in Education and Teaching International*, **2019**, 1-12	1.3	17
86	Persisting students explanations of and emotional responses to academic failure. *Higher Education Research and Development*, **2020**, 39, 185-199	1.9	17
85	Identifying Feedback That Has Impact **2019**, 15-34		16
84	A multi-institutional assessment of changes in higher education teaching and learning in the face of COVID-19. *Educational Review*,1-17	1.8	16
83	The influence of professional doctorates on practice and the workplace. *Studies in Higher Education*, **2018**, 43, 914-926	2.6	15
82	Problematising Practice-Based Education **2012**, 55-68		15
81	Toward a Pedagogy for Professional Noticing: Learning through Observation. *Vocations and Learning*, **2019**, 12, 441-457	1.4	14
80	What can higher education learn from feedback seeking behaviour in organisations? Implications for feedback literacy. *Assessment and Evaluation in Higher Education*, **2021**, 46, 80-91	3.1	14
79	The role of research education coordinators in building research cultures in doctoral education. *Higher Education Research and Development*, **2017**, 36, 255-268	1.9	13
78	Engineers' professional learning: a practice-theory perspective. *European Journal of Engineering Education*, **2015**, 40, 366-379	1.5	13
77	From knowledge acquisition to knowledge production: issues with Australian honours curricula. *Teaching in Higher Education*, **2012**, 17, 139-151	1.4	13
76	Researchers are learners too: collaboration in research on workplace learning. *Journal of Workplace Learning*, **2001**, 13, 274-282	1.4	13
75	Sharing Responsibility: staff student cooperation in learning. *British Journal of Educational Technology*, **1980**, 11, 24-35	4.3	13
74	From feedback-as-information to feedback-as-process: a linguistic analysis of the feedback literature. *Assessment and Evaluation in Higher Education*,1-18	3.1	13

73	Student agency in feedback: beyond the individual. *Assessment and Evaluation in Higher Education*,1-14	3.1	13
72	How Can Practice Reshape Assessment? **2009**, 1-15		13
71	Confronting globalisation: learning from intercontinental collaboration. *Innovations in Education and Teaching International*, **2005**, 42, 61-71	1.3	12
70	Facilitating Learning in Continuing Education: some important sources. *Studies in Higher Education*, **1986**, 11, 237-243	2.6	12
69	Self and Peer Marking in an Undergraduate Engineering Course. *IEEE Transactions on Education*, **1981**, 24, 267-274	2.1	12
68	Understanding feedback in online learning A critical review and metaphor analysis. *Computers and Education*, **2021**, 173, 104271	9.5	12
67	Standards-Based Assessment for an Era of Increasing Transparency. *The Enabling Power of Assessment*, **2017**, 19-31	0.3	11
66	Feedback that works: a realist review of feedback interventions for written tasks. *Studies in Higher Education*,1-14	2.6	11
65	Performing standards: a critical perspective on the contemporary use of standards in assessment. *Teaching in Higher Education*, **2021**, 26, 728-741	1.4	11
64	Navigating the demands of academic work to shape an academic job. *Studies in Higher Education*, **2018**, 43, 2294-2304	2.6	11
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62	Creating Work: Employee-Driven Innovation through Work Practice Reconstruction **2012**, 77-91		10
61	Shifting Views of Assessment: From Secret Teachers Business to Sustaining Learning **2014**, 13-31		10
60	The usefulness of feedback. *Active Learning in Higher Education*, **2019**, 146978741987239	2.6	9
59	Assessment could demonstrate learning gains, but what is required for it to do so?. *Higher Education Pedagogies*, **2018**, 3, 54-56	1.2	9
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54	The quality of assessment tasks as a determinant of learning. *Assessment and Evaluation in Higher Education*, **2021**, 46, 943-955	3.1	9
53	Working Knowledge: Australian Universities and "Real World" Education. *International Review of Education*, **2000**, 46, 565-579	3.1	8
52	ASSESSMENT IN PROBLEM-BASED LEARNING. *Assessment and Evaluation in Higher Education*, **1988**, 13, 87-91	3.1	8
51	Measuring what matters: the positioning of students in feedback processes within national student satisfaction surveys. *Studies in Higher Education*,1-13	2.6	8
50	Developing student feedback literacy through self and peer assessment interventions. *Assessment and Evaluation in Higher Education*,1-14	3.1	8
49	Improving assessment tasks through addressing our unconscious limits to change. *Assessment and Evaluation in Higher Education*, **2017**, 42, 1221-1232	3.1	7
48	Academic artisans in the research university. *Higher Education*, **2018**, 76, 115-127	3	7
47	The coordination role in research education: emerging understandings and dilemmas for leadership. *Journal of Higher Education Policy and Management*, **2014**, 36, 440-454	2.1	7
46	Designing Feedback for Impact **2019**, 267-285		7
45	Threats to student evaluative judgement and their management. *Higher Education Research and Development*, **2019**, 38, 537-549	1.9	7
44	Creating a world class programme: reciprocity and constraint in networked global collaboration. *International Journal of Lifelong Education*, **2006**, 25, 609-622	0.7	6
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40	Taking Professional Practice Seriously: Implications for Deliberate Course Design. *Professional and Practice-based Learning*, **2016**, 157-173	0.4	5
39	Developing Assessment Feedback: From Occasional Survey to Everyday Practice **2019**, 109-123		5
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37	Self-directed learning as part of the mainstream of physiotherapy education. *Australian Journal of Physiotherapy*, **1991**, 37, 245-51		5
36	Engineering success: The progress and problems of a higher education development project. *Studies in Higher Education*, **1979**, 4, 55-66	2.6	5
35	The move to micro-credentials exposes the deficiencies of existing credentials. *Journal of Teaching and Learning for Graduate Employability*, **2021**, 12, 18-20	1.2	5
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33	Tale of two institutions: Exploring collaboration in research partnerships. *Studies in the Education of Adults*, **2001**, 33, 135-142	1	4
32	Teaching and learning under COVID-19 public health edicts: the role of household lockdowns and prior technology usage. *Higher Education*, **2021**, 1-18	3	4
31	New Directions for Assessment in a Digital World. *The Enabling Power of Assessment*, **2020**, 7-18	0.3	4
30	Improving Feedback Research in Naturalistic Settings **2019**, 245-265		4
29	Repositioning Assessment-as-Portrayal: What Can We Learn from Celebrity and Persona Studies?. *The Enabling Power of Assessment*, **2020**, 65-78	0.3	4
28	Fostering student motivation and engagement with feedback through ipsative processes. *Teaching in Higher Education*,1-16	1.4	4
27	Investigating invisible writing practices in the engineering curriculum using practice architectures. *European Journal of Engineering Education*, **2019**, 44, 71-84	1.5	4
26	Reimagining site-walks: Sites for rich learning. *Australasian Journal of Engineering Education*, **2015**, 20, 19-30	1	3
25	A community college's performance of □rganisation□it's a drag!. *Studies in the Education of Adults*, **2010**, 42, 18-33	1	3
24	Introducing Learning Contracts: A Flexible Way to Learn. *Innovations in Education and Teaching International*, **1996**, 33, 221-227		3
23	The Facilitation of School-Based Evaluation: A Case Study. *Journal of Curriculum Studies*, **1982**, 14, 359-370	0.4	3
22	The hidden labours of designing the Objective Structured Clinical Examination: a Practice Theory study. *Advances in Health Sciences Education*, **2021**, 26, 637-651	3.7	3
21	The effect of self-assessment on academic performance and the role of explicitness: a meta-analysis. *Assessment and Evaluation in Higher Education*,1-15	3.1	3
20	Forensic interviewers' perceptions of the utility of mock interviews with trained actors as a training tool for child interviewing. *Child Abuse and Neglect*, **2020**, 106, 104553	4.3	2

19	Using practice theory to investigate professional engineers' workplace learning **2012**,		2
18	Professional development and accountability: Working with newly appointed staff to foster quality. *Studies in Higher Education*, **1988**, 13, 165-176	2.6	2
17	The aims of science courses. *Research in Science Education*, **1979**, 9, 53-54	1.5	2
16	A potentiality of the Keller plan in the transfer of courses. *Physics Education*, **1975**, 10, 380-384	0.8	2
15	CULTYVATION OF PROFESSIONAL ENGINEERING SKILLS- DEVELOPMENT OF A TUTORIAL METHOD. *European Journal of Engineering Education*, **1978**, 3, 117-133	1.5	2
14	Why Focus on Feedback Impact? **2019**, 3-14		2
13	Impacts of a professional practice doctorate: a collaborative enquiry. *Higher Education Research and Development*, **2021**, 40, 431-445	1.9	2
12	Testing the effectiveness of a blended vulnerable witness training for forensic interviewers. *Journal of Family Trauma, Child Custody and Child Development*,1-19	0.3	2
11	An empirical study of student action from ipsative design of feedback processes. *Assessment and Evaluation in Higher Education*,1-15	3.1	2
10	Navigating feedback practices across learning contexts: implications for feedback literacy. *Assessment and Evaluation in Higher Education*,1-15	3.1	2
9	Digital ethnography in higher education teaching and learning: a methodological review. *Higher Education*,1	3	2
8	The use of a guided peer review assessment for investigative interviewers of child witnesses. *Journal of Forensic Practice*, **2021**, ahead-of-print,	0.5	1
7	Creating an agenda for developing students' evaluative judgement **2018**, 186-195		1
6	Hampering teaching excellence? Academics making decisions in the face of contradictions. *Studies in Higher Education*, **2020**, 1-12	2.6	1
5	Feedback encounters: towards a framework for analysing and understanding feedback processes. *Assessment and Evaluation in Higher Education*,1-14	3.1	1
4	Student vulnerabilities and confidence in learning in the context of the COVID-19 pandemic. *Studies in Higher Education*,1-13	2.6	1
3	Creating and sustaining collaborative connections: tensions and enabling factors in joint international programme development. *Higher Education*,1	3	
2	How we do things around here: practice architectures that enable learning in the in-between spaces of the workplace. *Journal of Vocational Education and Training*,1-19	0.8	

1	Hero, survivor or stuck: a narrative analysis of student constructions of persistence after failure. *Teaching in Higher Education*,1-15	1.4