David Boud

List of Publications by Year in Descending Order

Source: https://exaly.com/author-pdf/5689946/david-boud-publications-by-year.pdf
Version: 2024-04-20

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.
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	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
161	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
160	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
159	Impacts of a professional practice doctorate: a collaborative enquiry. *Higher Education Research and Development*, **2021**, 40, 431-445	1.9	2
158	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
157	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
156	The quality of assessment tasks as a determinant of learning. *Assessment and Evaluation in Higher Education*, **2021**, 46, 943-955	3.1	9
155	Performing standards: a critical perspective on the contemporary use of standards in assessment. *Teaching in Higher Education*, **2021**, 26, 728-741	1.4	11
154	Assessment for distinctiveness: recognising diversity of accomplishments. *Studies in Higher Education*, **2021**, 46, 1371-1382	2.6	6
153	Understanding feedback in online learning A critical review and metaphor analysis. *Computers and Education*, **2021**, 173, 104271	9.5	12
152	Eliciting, processing and enacting feedback: mechanisms for embedding student feedback literacy within the curriculum. *Teaching in Higher Education*, **2020**, 1-15	1.4	31
151	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
150	The need to disentangle assessment and feedback in higher education. *Studies in Higher Education*, **2020**, 1-12	2.6	32
149	Developing student competence through peer assessment: the role of feedback, self-regulation and evaluative judgement. *Higher Education*, **2020**, 80, 137-156	3	17
148	New Directions for Assessment in a Digital World. *The Enabling Power of Assessment*, **2020**, 7-18	0.3	4
147	Repositioning Assessment-as-Portrayal: What Can We Learn from Celebrity and Persona Studies?. *The Enabling Power of Assessment*, **2020**, 65-78	0.3	4
146	Hampering teaching excellence? Academics making decisions in the face of contradictions. *Studies in Higher Education*, **2020**, 1-12	2.6	1

145	Psychometric properties of the Self-assessment Practice Scale for professional training contexts: evidence from confirmatory factor analysis and Rasch analysis. *International Journal of Training and Development*, **2020**, 24, 357-373	1.6	5
144	Developing a learning-centred framework for feedback literacy. *Assessment and Evaluation in Higher Education*, **2020**, 45, 527-540	3.1	89
143	Persisting students explanations of and emotional responses to academic failure. *Higher Education Research and Development*, **2020**, 39, 185-199	1.9	17
142	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
141	The usefulness of feedback. *Active Learning in Higher Education*, **2019**, 146978741987239	2.6	9
140	The effects of peer judgements on teamwork and self-assessment ability in collaborative group work. *Assessment and Evaluation in Higher Education*, **2019**, 44, 894-909	3.1	10
139	Toward a Pedagogy for Professional Noticing: Learning through Observation. *Vocations and Learning*, **2019**, 12, 441-457	1.4	14
138	Does the use of summative peer assessment in collaborative group work inhibit good judgement?. *Higher Education*, **2019**, 77, 853-870	3	28
137	Developing Assessment Feedback: From Occasional Survey to Everyday Practice **2019**, 109-123		5
136	Conditions that enable effective feedback. *Higher Education Research and Development*, **2019**, 38, 1401-1416	1.9	37
135	How Do Students Adapt in Response to Academic Failure?. *Student Success*, **2019**, 10, 84-91	1.5	6
134	Why Focus on Feedback Impact? **2019**, 3-14		2
133	Improving Feedback Research in Naturalistic Settings **2019**, 245-265		4
132	Designing Feedback for Impact **2019**, 267-285		7
131	Identifying Feedback That Has Impact **2019**, 15-34		16
130	Threats to student evaluative judgement and their management. *Higher Education Research and Development*, **2019**, 38, 537-549	1.9	7
129	Using principles of authentic assessment to redesign written examinations and tests. *Innovations in Education and Teaching International*, **2019**, 1-12	1.3	17
128	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

127	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
126	Investigating invisible writing practices in the engineering curriculum using practice architectures. *European Journal of Engineering Education*, **2019**, 44, 71-84	1.5	4
125	What makes for effective feedback: staff and student perspectives. *Assessment and Evaluation in Higher Education*, **2019**, 44, 25-36	3.1	129
124	The influence of professional doctorates on practice and the workplace. *Studies in Higher Education*, **2018**, 43, 914-926	2.6	15
123	Examining the nature and effects of feedback dialogue. *Assessment and Evaluation in Higher Education*, **2018**, 43, 1106-1119	3.1	67
122	Developing evaluative judgement: enabling students to make decisions about the quality of work. *Higher Education*, **2018**, 76, 467-481	3	195
121	Assessment could demonstrate learning gains, but what is required for it to do so?. *Higher Education Pedagogies*, **2018**, 3, 54-56	1.2	9
120	The development of student feedback literacy: enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, **2018**, 43, 1315-1325	3.1	389
119	Refocusing portfolio assessment: Curating for feedback and portrayal. *Innovations in Education and Teaching International*, **2018**, 55, 479-486	1.3	25
118	Reframing assessment research: through a practice perspective. *Studies in Higher Education*, **2018**, 43, 1107-1118	2.6	35
117	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
116	Academic artisans in the research university. *Higher Education*, **2018**, 76, 115-127	3	7
115	Creating an agenda for developing students evaluative judgement **2018**, 186-195		1
114	Technology and Feedback Design **2018**, 1-45		20
113	Navigating the demands of academic work to shape an academic job. *Studies in Higher Education*, **2018**, 43, 2294-2304	2.6	11
112	Researching feedback dialogue: an interactional analysis approach. *Assessment and Evaluation in Higher Education*, **2017**, 42, 252-265	3.1	117
111	How technology shapes assessment design: Findings from a study of university teachers. *British Journal of Educational Technology*, **2017**, 48, 672-682	4.3	41
110	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

109	Improving assessment tasks through addressing our unconscious limits to change. *Assessment and Evaluation in Higher Education*, **2017**, 42, 1221-1232	3.1	7
108	Standards-Based Assessment for an Era of Increasing Transparency. *The Enabling Power of Assessment*, **2017**, 19-31	0.3	11
107	Responding to university policies and initiatives: the role of reflexivity in the mid-career academic. *Journal of Higher Education Policy and Management*, **2017**, 39, 378-389	2.1	9
106	How university teachers design assessments: a cross-disciplinary study. *Higher Education*, **2017**, 74, 49-64	3	28
105	Research productivity and academics' conceptions of research. *Higher Education*, **2016**, 71, 681-697	3	47
104	Sustainable assessment revisited. *Assessment and Evaluation in Higher Education*, **2016**, 41, 400-413	3.1	201
103	Taking Professional Practice Seriously: Implications for Deliberate Course Design. *Professional and Practice-based Learning*, **2016**, 157-173	0.4	5
102	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
101	Simulation in Higher Education: A sociomaterial view. *Educational Philosophy and Theory*, **2016**, 48, 165-178	1.9	44
100	Enhancing Students' Learning Through Simulation: Dealing With Diverse, Large Cohorts. *Clinical Simulation in Nursing*, **2016**, 12, 171-176	3	32
99	Support for assessment practice: developing the Assessment Design Decisions Framework. *Teaching in Higher Education*, **2016**, 21, 545-556	1.4	39
98	Engineers' professional learning: a practice-theory perspective. *European Journal of Engineering Education*, **2015**, 40, 366-379	1.5	13
97	Dilemmas in continuing professional learning: learning inscribed in frameworks or elicited from practice. *Studies in Continuing Education*, **2015**, 37, 131-141	1.7	27
96	Feedback: ensuring that it leads to enhanced learning. *Clinical Teacher*, **2015**, 12, 3-7	1.1	63
95	Reimagining site-walks: Sites for rich learning. *Australasian Journal of Engineering Education*, **2015**, 20, 19-30	1	3
94	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
93	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
92	What Can Higher Education Learn from the Workplace? **2015**, 195-209		9

91	Patterns of resistance in managing assessment change. *Assessment and Evaluation in Higher Education*, **2014**, 39, 577-591	3.1	39
90	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
89	Feedback Models for Learning, Teaching and Performance **2014**, 413-424		23
88	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
87	Shifting Views of Assessment: From Secret Teachers Business to Sustaining Learning **2014**, 13-31		10
86	Rethinking models of feedback for learning: the challenge of design. *Assessment and Evaluation in Higher Education*, **2013**, 38, 698-712	3.1	566
85	Reflexive deliberation in international research collaboration: minimising risk and maximising opportunity. *Higher Education*, **2013**, 66, 93-104	3	19
84	Reconceptualising academic work as professional practice: implications for academic development. *International Journal for Academic Development*, **2013**, 18, 208-221	1.3	107
83	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
82	Does student engagement in self-assessment calibrate their judgement over time?. *Assessment and Evaluation in Higher Education*, **2013**, 38, 941-956	3.1	95
81	Assessment Might Dictate the Curriculum, but What Dictates Assessment?. *Teaching and Learning Inquiry*, **2013**, 1, 107-111	1.3	9
80	From knowledge acquisition to knowledge production: issues with Australian honours curricula. *Teaching in Higher Education*, **2012**, 17, 139-151	1.4	13
79	Using practice theory to investigate professional engineers' workplace learning **2012**,		2
78	Re-thinking continuing professional development through changing metaphors and location in professional practices. *Studies in Continuing Education*, **2012**, 34, 17-30	1.7	138
77	Creating Work: Employee-Driven Innovation through Work Practice Reconstruction **2012**, 77-91		10
76	Learning in-between, across and beyond workplace boundaries. *International Journal of Human Resources Development and Management*, **2012**, 12, 61	0.7	5
75	Learning Organizational Practices That Persist, Perpetuate and Change: A Schatzkian View. *Professional and Practice-based Learning*, **2012**, 233-247	0.4	6
74	Problematising Practice-Based Education **2012**, 55-68		15

73	Assessment of osteopaths: Developing a capability-based approach to reviewing readiness to practice. *International Journal of Osteopathic Medicine*, **2011**, 14, 129-140	1.9	9
72	Honouring the incomparable: honours in Australian universities. *Higher Education*, **2011**, 62, 619-633	3	21
71	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
70	Towards an emergent view of learning work. *International Journal of Lifelong Education*, **2010**, 29, 359-372	0.7	35
69	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
68	A community college's performance of 'organisation': it's a drag!. *Studies in the Education of Adults*, **2010**, 42, 18-33	1	3
67	Re-making Jobs: Enacting and Learning Work Practices. *Vocations and Learning*, **2009**, 2, 217-234	1.4	18
66	Co-Production and Health System Reform – From Re-Imagining To Re-Making. *Australian Journal of Public Administration*, **2009**, 68, 39-52	1.3	147
65	Talking up learning at work: Cautionary tales in co-opting everyday learning. *International Journal of Lifelong Education*, **2009**, 28, 323-334	0.7	39
64	How Can Practice Reshape Assessment? **2009**, 1-15		13
63	From project supervision to advising: new conceptions of the practice. *Innovations in Education and Teaching International*, **2007**, 44, 119-130	1.3	44
62	Creating a 'world class' programme: reciprocity and constraint in networked global collaboration. *International Journal of Lifelong Education*, **2006**, 25, 609-622	0.7	6
61	Aligning assessment with long-term learning. *Assessment and Evaluation in Higher Education*, **2006**, 31, 399-413	3.1	498
60	Putting doctoral education to work: challenges to academic practice. *Higher Education Research and Development*, **2006**, 25, 293-306	1.9	66
59	The in-between: exposing everyday learning at work. *International Journal of Lifelong Education*, **2006**, 25, 3-13	0.7	61
58	'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, 22–3 April 2004. View all notes. *Studies in Higher Education*, **2005**, 30, 501-516	2.6	191
57	Confronting globalisation: learning from intercontinental collaboration. *Innovations in Education and Teaching International*, **2005**, 42, 61-71	1.3	12
56	'I don't think I am a learner': acts of naming learners at work. *Journal of Workplace Learning*, **2003**, 15, 326-331	1.4	55

55	Writing Groups, Change and Academic Identity: Research development as local practice. *Studies in Higher Education*, **2003**, 28, 187-200	2.6	145
54	Learning from others at work: communities of practice and informal learning. *Journal of Workplace Learning*, **2003**, 15, 194-202	1.4	300
53	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
52	Appraising New Technologies for Learning: A Framework for Development. *Educational Media International*, **2002**, 39, 237-245	1.5	52
51	Tale of two institutions: Exploring collaboration in research partnerships. *Studies in the Education of Adults*, **2001**, 33, 135-142	1	4
50	Using journal writing to enhance reflective practice. *New Directions for Adult and Continuing Education*, **2001**, 2001, 9	0.4	238
49	Researchers are learners too: collaboration in research on workplace learning. *Journal of Workplace Learning*, **2001**, 13, 274-282	1.4	13
48	Working Knowledge: Australian Universities and "Real World" Education. *International Review of Education*, **2000**, 46, 565-579	3.1	8
47	Sustainable Assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, **2000**, 22, 151-167	1.7	680
46	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
45	Situating academic development in professional work: Using peer learning. *International Journal for Academic Development*, **1999**, 4, 3-10	1.3	126
44	Peer Learning and Assessment. *Assessment and Evaluation in Higher Education*, **1999**, 24, 413-426	3.1	451
43	Promoting reflection in professional courses: The challenge of context. *Studies in Higher Education*, **1998**, 23, 191-206	2.6	452
42	Preparing for new academic roles: An holistic approach to development. *International Journal for Academic Development*, **1996**, 1, 17-25	1.3	41
41	Introducing Learning Contracts: A Flexible Way to Learn. *Innovations in Education and Teaching International*, **1996**, 33, 221-227		3
40	Teaching and research: Establishing the vital link with learning. *Higher Education*, **1995**, 29, 261-273	3	151
39	Experience as the Base for Learning. *Higher Education Research and Development*, **1993**, 12, 33-44	1.9	42
38	The use of self-assessment schedules in negotiated learning. *Studies in Higher Education*, **1992**, 17, 185-200	2.6	42

37	Self-directed learning as part of the mainstream of physiotherapy education. *Australian Journal of Physiotherapy*, **1991**, 37, 245-51		5
36	Making the most of experience. *Studies in Continuing Education*, **1990**, 12, 61-80	1.7	103
35	Assessment and the promotion of academic values. *Studies in Higher Education*, **1990**, 15, 101-111	2.6	218
34	Quantitative studies of student self-assessment in higher education: a critical analysis of findings. *Higher Education*, **1989**, 18, 529-549	3	290
33	Student Self-Assessment in Higher Education: A Meta-Analysis. *Review of Educational Research*, **1989**, 59, 395-430	10.3	428
32	THE ROLE OF SELF-ASSESSMENT IN STUDENT GRADING. *Assessment and Evaluation in Higher Education*, **1989**, 14, 20-30	3.1	122
31	ASSESSMENT IN PROBLEM-BASED LEARNING. *Assessment and Evaluation in Higher Education*, **1988**, 13, 87-91	3.1	8
30	Professional development and accountability: Working with newly appointed staff to foster quality. *Studies in Higher Education*, **1988**, 13, 165-176	2.6	2
29	Facilitating Learning in Continuing Education: some important sources. *Studies in Higher Education*, **1986**, 11, 237-243	2.6	12
28	Changes in Academic Staff Perceptions of the Status of Teaching and Research. *Higher Education Research and Development*, **1985**, 4, 131-144	1.9	17
27	Assessing participation in discussion: An exploration of the issues. *Studies in Higher Education*, **1983**, 8, 33-44	2.6	28
26	The Facilitation of School-Based Evaluation: A Case Study. *Journal of Curriculum Studies*, **1982**, 14, 359-370	1.4	3
25	Self and Peer Marking in an Undergraduate Engineering Course. *IEEE Transactions on Education*, **1981**, 24, 267-274	2.1	12
24	Sharing Responsibility: staff□tudent cooperation in learning. *British Journal of Educational Technology*, **1980**, 11, 24-35	4.3	13
23	The aims of science courses. *Research in Science Education*, **1979**, 9, 53-54	1.5	2
22	Engineering success: The progress and problems of a higher education development project. *Studies in Higher Education*, **1979**, 4, 55-66	2.6	5
21	CULTYVATION OF PROFESSIONAL ENGINEERING SKILLS- DEVELOPMENT OF A TUTORIAL METHOD. *European Journal of Engineering Education*, **1978**, 3, 117-133	1.5	2
20	A potentiality of the Keller plan in the transfer of courses. *Physics Education*, **1975**, 10, 380-384	0.8	2

19	Creating and sustaining collaborative connections: tensions and enabling factors in joint international programme development. *Higher Education*,1	3	
18	The Challenge of Problem-based Learning		20
17	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	
16	Feedback that works: a realist review of feedback interventions for written tasks. *Studies in Higher Education*,1-14	2.6	11
15	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
14	What feedback literate teachers do: an empirically-derived competency framework. *Assessment and Evaluation in Higher Education*,1-14	3.1	26
13	Measuring what matters: the positioning of students in feedback processes within national student satisfaction surveys. *Studies in Higher Education*,1-13	2.6	8
12	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
11	Fostering student motivation and engagement with feedback through ipsative processes. *Teaching in Higher Education*,1-16	1.4	4
10	Developing student feedback literacy through self and peer assessment interventions. *Assessment and Evaluation in Higher Education*,1-14	3.1	8
9	Hero, survivor or stuck: a narrative analysis of student constructions of persistence after failure. *Teaching in Higher Education*,1-15	1.4	
8	Student agency in feedback: beyond the individual. *Assessment and Evaluation in Higher Education*,1-14	3.1	13
7	An empirical study of student action from ipsative design of feedback processes. *Assessment and Evaluation in Higher Education*,1-15	3.1	2
6	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
5	Navigating feedback practices across learning contexts: implications for feedback literacy. *Assessment and Evaluation in Higher Education*,1-15	3.1	2
4	Digital ethnography in higher education teaching and learning□ methodological review. *Higher Education*,1	3	2
3	Feedback encounters: towards a framework for analysing and understanding feedback processes. *Assessment and Evaluation in Higher Education*,1-14	3.1	1
2	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

1	Student vulnerabilities and confidence in learning in the context of the COVID-19 pandemic. *Studies in Higher Education*,1-13	2.6	1