

Denise A Jackson

List of Publications by Year in descending order

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68
papers

3,280
citations

172457

29
h-index

168389

53
g-index

69
all docs

69
docs citations

69
times ranked

1752
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring university student engagement and sense of belonging during work-integrated learning. <i>Journal of Vocational Education and Training</i> , 2023, 75, 564-585.	1.5	5
2	Using an industry-aligned capabilities framework to effectively assess student performance in non-accredited work-integrated learning contexts. <i>Teaching in Higher Education</i> , 2023, 28, 802-821.	2.6	12
3	Developing accountants for the future: new technology, skills, and the role of stakeholders. <i>Accounting Education</i> , 2023, 32, 150-177.	3.8	18
4	The contribution of different types of work-integrated learning to graduate employability. <i>Higher Education Research and Development</i> , 2023, 42, 93-110.	2.9	12
5	The relative importance of work experience, extra-curricular and university-based activities on student employability. <i>Higher Education Research and Development</i> , 2022, 41, 1119-1135.	2.9	30
6	Transition to work, mismatch and underemployment among graduates: an Australian longitudinal study. <i>International Journal of Manpower</i> , 2022, 43, 1516-1539.	4.4	9
7	Enhancing graduates' enterprise capabilities through work-integrated learning in co-working spaces. <i>Higher Education</i> , 2022, 84, 101-120.	4.4	8
8	Digital demand and digital deficit: conceptualising digital literacy and gauging proficiency among higher education students. <i>Journal of Higher Education Policy and Management</i> , 2022, 44, 258-275.	2.3	17
9	New technology and desired skills of early career accountants. <i>Pacific Accounting Review</i> , 2022, 34, 548-568.	2.0	8
10	Attracting accounting and finance graduate talent "beyond the Big Four". <i>Accounting and Finance</i> , 2022, 62, 3761-3790.	3.2	7
11	Subjective Wellbeing among University Students and Recent Graduates: Evidence from the United Kingdom. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 6911.	2.6	25
12	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
13	What actually works to enhance graduate employability? The relative value of curricular, co-curricular, and extra-curricular learning and paid work. <i>Higher Education</i> , 2021, 81, 723-739.	4.4	90
14	Embedding work-integrated learning into accounting education: the state of play and pathways to future implementation. <i>Accounting Education</i> , 2021, 30, 63-85.	3.8	25
15	The changing nature of graduate roles and the value of the degree. <i>Journal of Higher Education Policy and Management</i> , 2021, 43, 182-197.	2.3	15
16	Professional identity formation in contemporary higher education students. <i>Studies in Higher Education</i> , 2021, 46, 885-900.	4.5	79
17	Employers as educators: the role of work placement supervisors in facilitating the transfer of skills and knowledge. <i>Journal of Education and Work</i> , 2021, 34, 705-721.	1.6	6
18	Applying academic selection criterion to work-integrated learning programmes: risk management or perpetuating inequality?. <i>Teaching in Higher Education</i> , 2020, 25, 98-115.	2.6	13

#	ARTICLE	IF	CITATIONS
19	Gauging the development of innovative capabilities in Accounting and Finance students: can they drive the national innovation agenda?. <i>Accounting and Finance</i> , 2020, 60, 2689-2715.	3.2	4
20	Accounting and Finance Graduate Employment Outcomes: Underemployment, Self-employment and Managing Diversity. <i>Australian Accounting Review</i> , 2020, 30, 193-205.	4.6	6
21	Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain labour market conditions. <i>Higher Education</i> , 2020, 80, 435-455.	4.4	72
22	Institutional Arrangements and Student Engagement Supporting Post-practicum Interventions. <i>Professional and Practice-based Learning</i> , 2020, , 25-44.	0.4	2
23	The Educational Worth of Post-practicum Processes and Contributions and in Prospect. <i>Professional and Practice-based Learning</i> , 2020, , 293-311.	0.4	0
24	The Role of Reflection After Placement Experiences to Develop Self-Authorship Among Higher Education Students. <i>Professional and Practice-based Learning</i> , 2020, , 189-208.	0.4	2
25	Students' and their Supervisors' Evaluations on Professional Identity in Work Placements. <i>Vocations and Learning</i> , 2019, 12, 245-266.	1.9	14
26	Evidencing student success and career outcomes among business and creative industries graduates. <i>Journal of Higher Education Policy and Management</i> , 2019, 41, 451-467.	2.3	17
27	Strategic institutional approaches to graduate employability: navigating meanings, measurements and what really matters. <i>Journal of Higher Education Policy and Management</i> , 2019, 41, 468-484.	2.3	68
28	Career values and proactive career behaviour among contemporary higher education students. <i>Journal of Education and Work</i> , 2019, 32, 449-464.	1.6	19
29	Enabling the Transfer of Skills and Knowledge across Classroom and Work Contexts. <i>Vocations and Learning</i> , 2019, 12, 459-478.	1.9	33
30	Encouraging students to draw on work experiences when articulating achievements and capabilities to enhance employability. <i>Australian Journal of Career Development</i> , 2019, 28, 39-50.	0.8	20
31	Student Perceptions of the Development of Work Readiness in Australian Undergraduate Programs. <i>Journal of College Student Development</i> , 2019, 60, 219-239.	0.9	21
32	Challenges and strategies for assessing student workplace performance during work-integrated learning. <i>Assessment and Evaluation in Higher Education</i> , 2018, 43, 555-570.	5.6	33
33	The influence of Work-Integrated Learning and paid work during studies on graduate employment and underemployment. <i>Higher Education</i> , 2018, 76, 403-425.	4.4	73
34	Evidencing student success in the contemporary world-of-work: renewing our thinking. <i>Higher Education Research and Development</i> , 2018, 37, 984-998.	2.9	54
35	Exploring the challenges experienced by international students during work-integrated learning in Australia. <i>Asia Pacific Journal of Education</i> , 2017, 37, 344-359.	2.1	49
36	Employer understanding of Work-Integrated Learning and the challenges of engaging in work placement opportunities. <i>Studies in Continuing Education</i> , 2017, 39, 35-51.	1.9	78

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37	Developing pre-professional identity in undergraduates through work-integrated learning. Higher Education, 2017, 74, 833-853.	4.4	142
38	Improving the work-integrated learning experience through a third-party advisory service. International Journal of Training Research, 2017, 15, 160-178.	1.4	11
39	Using work-integrated learning to enhance career planning among business undergraduates. Australian Journal of Career Development, 2017, 26, 153-164.	0.8	5
40	Perceived employability among undergraduates and the importance of career self-management, work experience and individual characteristics. Higher Education Research and Development, 2017, 36, 747-762.	2.9	132
41	Career choice status among undergraduates and the influence of career management competencies and perceived employability. Journal of Education and Work, 2017, 30, 552-569.	1.6	30
42	Developing career management competencies among undergraduates and the role of work-integrated learning. Teaching in Higher Education, 2016, 21, 266-286.	2.6	91
43	Skill mastery and the formation of graduate identity in Bachelor graduates: evidence from Australia. Studies in Higher Education, 2016, 41, 1313-1332.	4.5	51
44	Modelling graduate skill transfer from university to the workplace. Journal of Education and Work, 2016, 29, 199-231.	1.6	65
45	Re-conceptualising graduate employability: the importance of pre-professional identity. Higher Education Research and Development, 2016, 35, 925-939.	2.9	205
46	Enhancing individual innovation in organisations: a review of the literature. International Journal of Innovation and Learning, 2016, 19, 44.	0.4	17
47	Employability skill development in work-integrated learning: Barriers and best practice. Studies in Higher Education, 2015, 40, 350-367.	4.5	386
48	Factors influencing the employment of Australian PhD graduates. Studies in Higher Education, 2015, 40, 1660-1678.	4.5	57
49	Career choice status among undergraduates and the influence of work-integrated learning. Australian Journal of Career Development, 2015, 24, 3-14.	0.8	14
50	The Use of Rubrics in Benchmarking and Assessing Employability Skills. Journal of Management Education, 2014, 38, 319-344.	1.1	28
51	Undergraduate perceptions of the development of team-working skills. Education and Training, 2014, 56, 7-20.	3.1	33
52	Factors influencing job attainment in recent Bachelor graduates: evidence from Australia. Higher Education, 2014, 68, 135-153.	4.4	67
53	Business graduate performance in oral communication skills and strategies for improvement. International Journal of Management Education, 2014, 12, 22-34.	3.9	44
54	Testing a model of undergraduate competence in employability skills and its implications for stakeholders. Journal of Education and Work, 2014, 27, 220-242.	1.6	111

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55	Self-assessment of employability skill outcomes among undergraduates and alignment with academic ratings. <i>Assessment and Evaluation in Higher Education</i> , 2014, 39, 53-72.	5.6	27
56	Personality Traits in Australian Business Graduates and Implications for Organizational Effectiveness. <i>Industry and Higher Education</i> , 2014, 28, 113-126.	2.2	4
57	Completing a PhD by publication: a review of Australian policy and implications for practice. <i>Higher Education Research and Development</i> , 2013, 32, 355-368.	2.9	73
58	Student Perceptions of the Importance of Employability Skill Provision in Business Undergraduate Programs. <i>Journal of Education for Business</i> , 2013, 88, 271-279.	1.6	63
59	Business graduate employability – where are we going wrong?. <i>Higher Education Research and Development</i> , 2013, 32, 776-790.	2.9	99
60	Delivering work-ready business graduates - keeping our promises and evaluating our performance. <i>Journal of Teaching and Learning for Graduate Employability</i> , 2013, 4, 2-22.	2.1	18
61	Non-technical competencies in undergraduate business degree programs: Australian and UK perspectives. <i>Studies in Higher Education</i> , 2012, 37, 541-567.	4.5	108
62	Business Undergraduates' Perceptions of Their Capabilities in Employability Skills. <i>Industry and Higher Education</i> , 2012, 26, 345-356.	2.2	42
63	Empirically derived competency profiles for Australian business graduates and their implications for industry and business schools. <i>International Journal of Management Education</i> , 2012, 10, 112-128.	3.9	28
64	Non-technical skill gaps in Australian business graduates. <i>Education and Training</i> , 2012, 54, 95-113.	3.1	117
65	An international profile of industry-relevant competencies and skill gaps in modern graduates. <i>International Journal of Management Education</i> , 2010, 8, 29-58.	3.9	151
66	Undergraduate management education: Its place, purpose and efforts to bridge the skills gap. <i>Journal of Management and Organization</i> , 2009, 15, 206-223.	3.0	30
67	Profiling industry-relevant management graduate competencies: The need for a fresh approach. <i>International Journal of Management Education</i> , 2009, 8, 85-98.	3.9	41
68	Undergraduate management education: Its place, purpose and efforts to bridge the skills gap. <i>Journal of Management and Organization</i> , 2009, 15, 206-223.	3.0	27