Stephen Billett

List of Publications by Year
in descending order

227 papers	8,802 citations	50244 46 h-index	54882 84 g-index
250 all docs	250 docs citations	250 times ranked	3703 citing authors

#	Article	IF	Citations
1	Barriers and enablers to embedding fundamental nursing care for older patientsâ€"Implications of a mixed methods study for nursing leadership. Journal of Advanced Nursing, 2023, 79, 1162-1173.	1.5	2
2	Changing attitudes about online continuing education and training: A Singapore case study. Journal of Adult and Continuing Education, 2023, 29, 106-123.	2.3	4
3	Vocational education teachers: perspectives on the standing of their educational sector and how it might be improved. International Journal of Training Research, 2023, 21, 1-17.	0.7	1
4	Shaping young peopleâ€™s decisions about post-school pathways: societal sentiments versus informed perspectives. International Journal of Training Research, 2022, 20, 93-110.	0.7	3
5	The DEMS-DOSS study: validating a delirium monitoring tool in hospitalised older adults. Age and Ageing, 2022, 51, .	0.7	2
6	Learning in and Through Work: Positioning the Individual. Professional and Practice-based Learning, 2022, , 157-175.	0.2	5
7	Graduatesâ€™ perspectives on effective continuing education and training: participation, access and engagement. International Journal of Lifelong Education, 2022, 41, 212-228.	1.3	7
8	Enhancing the Standing and Status of Vocational Education. Professional and Practice-based Learning, 2022, , 19-45.	0.2	2
9	Influences on Post-School Decision-Making: Perspectives of School Students, Parents, Teachers (Phase) Tj ETQq1 1 0.784314 rgBT /Over	0.2	1
10	Surveys of Students, Parents and TeachersÂ(Phase 2). Professional and Practice-based Learning, 2022, , 353-372.	0.2	1
11	Sâ€™engager sur le terrainÂ: la recherche sur les lieux de travail. , 2022, NÂ° 230, 81-90.		0
12	Workplace Learning: Historical Evolution and Socio-Cultural Distinctiveness. , 2021, , 133-150.		1
13	Transfer, Learning, and Innovation: Perspectives Informed by Occupational Practices. Research in Mathematics Education, 2021, , 315-334.	0.1	1
14	A bridge over troubled water? â€" Exploring learning processes in a transition program with newly graduated nurses. Nurse Education in Practice, 2021, 51, 102982.	1.0	8
15	Understanding student decision-making about VET as a pathway: an Australian study. International Journal of Training Research, 2021, 19, 125-141.	0.7	3
16	Mediating worklife learning and the digitalisation of work. British Journal of Educational Technology, 2021, 52, 1580.	3.9	8
17	Enhancing student nursesâ€™ clinical education in aged care homes: a qualitative study of challenges perceived by faculty staff. BMC Nursing, 2021, 20, 111.	0.9	6
18	Developing a collaborative learning framework for resilience in healthcare: a study protocol. BMJ Open, 2021, 11, e045183.	0.8	12

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19	Developing intersubjectivity and teamwork skills through learning circles on clinical placement: A mixed methods study. Nurse Education in Practice, 2021, 56, 103214.	1.0	3
20	Remaking and Transforming Cultural Practices: Exploring the Co-occurrence of Work, Learning, Innovation. , 2021, , 219-244.		8
21	The kinds and character of changes adults negotiate across worklife transitions. International Journal of Lifelong Education, 2021, 40, 499-513.	1.3	22
22	â€œItâ€™s yours to takeâ€ generating learner feedback literacy in the workplace. Advances in Health Sciences Education, 2020, 25, 55-74.	1.7	55
23	Improving quality in clinical placement studies in nursing homes (QUALinCLINstud): the study protocol of a participatory mixed-methods multiple case study design. BMJ Open, 2020, 10, e040491.	0.8	8
24	Enhancing the standing of vocational education and the occupations it serves: Australia. Journal of Vocational Education and Training, 2020, 72, 270-296.	0.9	33
25	Perspectives on enhancing the standing of vocational education and the occupations it serves. Journal of Vocational Education and Training, 2020, 72, 161-169.	0.9	26
26	Using videoâ€reflexive ethnography to understand complexity and change practice. Medical Education, 2020, 54, 908-914.	1.1	20
27	Translating outcome frameworks to assessment programmes: Implications for validity. Medical Education, 2020, 54, 932-942.	1.1	8
28	Defining the boundaries and operational concepts of resilience in the resilience in healthcare research program. BMC Health Services Research, 2020, 20, 330.	0.9	135
29	Resilience in Healthcare (RiH): a longitudinal research programme protocol. BMJ Open, 2020, 10, e038779.	0.8	27
30	Utilizing pedagogically rich work activities to promote professional learning. Education Et Didactique, 2020, , 137-150.	0.1	3
31	The Educational Worth of Post-practicum Processes and Contributions and in Prospect. Professional and Practice-based Learning, 2020, , 293-311.	0.2	0
32	Post-practicum Project: Its Educational Purposes, Importance, and Roles. Professional and Practice-based Learning, 2020, , 3-23.	0.2	3
33	Understanding student decision-making about VET as a pathway: an Australian study. International Journal of Training Research, 2020, 18, 250-266.	0.7	0
34	Learning through structured peer discussion: An observational study. Nurse Education Today, 2019, 82, 99-105.	1.4	3
35	Curriculum and Pedagogic Principles and Practices for Implementing Post-practicum Interventions. Professional and Practice-based Learning, 2019, , 333-362.	0.2	0
36	Enriching medical traineesâ€™ learning through practice: a video reflexive ethnography study protocol. BMJ Open, 2019, 9, e031577.	0.8	13

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37	Augmenting Post-Practicum Experiences: Purposes and Practices. Professional and Practice-based Learning, 2019, , 3-25.	0.2	5
38	Sharing Stories and Building Resilience: Student Preferences and Processes of Post-practicum Interventions. Professional and Practice-based Learning, 2019, , 27-53.	0.2	6
39	Using Learning Circles to Develop Intersubjectivity. Professional and Practice-based Learning, 2019, , 163-184.	0.2	4
40	Augmenting higher education students' work experiences: preferred purposes and processes. Studies in Higher Education, 2018, 43, 1279-1294.	2.9	40
41	The Unanticipated Outcomes of Research: Learning and Development at Work. , 2018, , 119-130.		0
42	Key contributing factors to learning through debriefings: commercial aviation pilots' perspectives. International Journal of Training Research, 2018, 16, 122-144.	0.7	8
43	Distinguishing lifelong learning from lifelong education. Journal of Adult Learning Knowledge and Innovation, 2018, 2, 1-7.	0.2	24
44	The service/teaching tension: a window into the soul of a hospital. Medical Education, 2018, 52, 678-678.	1.1	4
45	Student Readiness and the Integration of Experiences in Practice and Education Settings. Technical and Vocational Education and Training, 2018, , 19-40.	0.3	5
46	Concepts, Purposes and Practices of Integration Across National Curriculum. Technical and Vocational Education and Training, 2018, , 327-344.	0.3	2
47	Accessing and Securing Conceptual and Symbolic Knowledge Required for Digital Era Work. Professional and Practice-based Learning, 2018, , 197-212.	0.2	2
48	Learning to prescribe through co-working: junior doctors, pharmacists and consultants. Medical Education, 2017, 51, 442-451.	1.1	34
49	Transitioning to Effective Medical Practice: Junior Doctors' Learning Through Co-working with Pharmacists. , 2017, , 253-279.		0
50	Developing junior doctors' prescribing practices through collaborative practice: Sustaining and transforming the practice of communities. Journal of Interprofessional Care, 2017, 31, 263-272.	0.8	24
51	Medical education research should extend further into clinical practice. Medical Education, 2017, 51, 1098-1100.	1.1	18
52	Individuals' Mediation of Learning Professional Practice: Co-working and Learning to Prescribe. Professional and Practice-based Learning, 2017, , 205-227.	0.2	8
53	Refugee immigrants' experiences of racism and racial discrimination at Australian TAFE institutes: a transformative psychosocial approach. Journal of Vocational Education and Training, 2017, 69, 333-350.	0.9	17
54	Learning manual handling without direct supervision or support: a case study of home care workers. Social Work Education, 2017, 36, 273-288.	0.8	3

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55	Developing Domains of Occupational Competence: Workplaces and Learner Agency. Technical and Vocational Education and Training, 2017, , 47-66.	0.3	11
56	Vocational Education in the Netherlands. Professional and Practice-based Learning, 2017, , 3-36.	0.2	18
57	Personal Epistemologies and Disciplinarity in the Workplace: Implications for International Students in Higher Education. Professional and Practice-based Learning, 2017, , 111-126.	0.2	2
58	Theorising the Co-occurrence of Remaking Occupational Practices and Their Learning. , 2017, , 67-86.		2
59	Mediating workplace situational pressures: The role of artefacts in promoting effective interprofessional work and learning. Focus on Health Professional Education, 2017, 18, 80.	0.3	5
60	Learning Occupational Practice in theÂAbsence of Expert Guidance: The Agentic Action of Australian Home Care Workers. Professional and Practice-based Learning, 2017, , 271-289.	0.2	2
61	Lâ€™apprentissage par le travailÂ: intÃ©rÃªt, perspectives et approches. Recherche Et Formation, 2017, , 113-121.	0.1	0
62	Beyond competence: an essay on a process approach to organising and enacting vocational education. International Journal of Training Research, 2016, 14, 197-214.	0.7	7
63	Valued learning experiences of early career and experienced high-performance coaches. Physical Education and Sport Pedagogy, 2016, 21, 89-104.	1.8	44
64	Apprenticeship as a mode of learning and model of education. Education and Training, 2016, 58, 613-628.	1.7	33
65	Learning through health care work: premises, contributions and practices. Medical Education, 2016, 50, 124-131.	1.1	165
66	Sustaining and Transforming the Practice of Communities: Developing Professionalsâ€™ Working Practices. Professional and Practice-based Learning, 2016, , 147-167.	0.2	2
67	Promoting learning through work-based experience: Mimetic learning in action. , 2016, , 247-263.		0
68	Conceptions, Purposes and Processes of Ongoing Learning across Working Life. Professional and Practice-based Learning, 2016, , 289-312.	0.2	1
69	Conceptualizing Learning Across Working Life, Provisions of Support and Purposes. Professional and Practice-based Learning, 2016, , 3-25.	0.2	4
70	Readiness and learning in health care education. Clinical Teacher, 2015, 12, 367-372.	0.4	53
71	Effects of age, gender and occupation on perceived workplace learning support. International Journal of Training Research, 2015, 13, 64-81.	0.7	28
72	Work, discretion and learning: processes of life learning and development at work. International Journal of Training Research, 2015, 13, 214-230.	0.7	12

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73	An Introduction to Francophone Perspectives of Learning Through Work. Professional and Practice-based Learning, 2015, , 1-16.	0.2	3
74	Understanding Learning Through and for Work: Contributions from Francophone Perspectives. Professional and Practice-based Learning, 2015, , 347-365.	0.2	1
75	Conceptualising and Connecting Francophone Perspectives on Learning Through and for Work. Professional and Practice-based Learning, 2015, , 19-48.	0.2	5
76	Integrating Practice-Based Experiences with Higher Education. Professional and Practice-based Learning, 2015, , 1-26.	0.2	1
77	Key Findings About Integrating Experiences. Professional and Practice-based Learning, 2015, , 135-160.	0.2	2
78	Pedagogic Practices Supporting the Integration of Experiences. Professional and Practice-based Learning, 2015, , 195-223.	0.2	3
79	Practice-Based Learning in Higher Education: Jostling Cultures. Professional and Practice-based Learning, 2015, , 1-13.	0.2	18
80	The Practices of Using and Integrating Practice-Based Learning in Higher Education. Professional and Practice-based Learning, 2015, , 15-30.	0.2	7
81	Educational Purposes of Integrating Experiences in Practice and University Settings. Professional and Practice-based Learning, 2015, , 63-85.	0.2	0
82	Developing Students' Personal Epistemologies. Professional and Practice-based Learning, 2015, , 225-251.	0.2	1
83	Purposes of Higher Education: Contemporary and Perennial Emphases. Professional and Practice-based Learning, 2015, , 27-61.	0.2	0
84	Learning and Teaching Projects. Professional and Practice-based Learning, 2015, , 111-133.	0.2	0
85	Conceptions of Integrating Students' Experiences. Professional and Practice-based Learning, 2015, , 87-110.	0.2	0
86	Learning in the circumstances of practice. International Journal of Lifelong Education, 2014, 33, 674-693.	1.3	54
87	The standing of vocational education: sources of its societal esteem and implications for its enactment. Journal of Vocational Education and Training, 2014, 66, 1-21.	0.9	95
88	Securing intersubjectivity through interprofessional workplace learning experiences. Journal of Interprofessional Care, 2014, 28, 206-211.	0.8	50
89	Competency-based medical education: origins, perspectives and potentialities. Medical Education, 2014, 48, 325-332.	1.1	104
90	In the name of meritocracy: managers' perceptions of policies and practices for training older workers. Ageing and Society, 2014, 34, 992-1018.	1.2	27

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91	Mimesis. Human Resource Development Review, 2014, 13, 462-482.	1.8	39
92	Promoting workforce excellence: formation and relevance of vocational identity for vocational educational training. Empirical Research in Vocational Education and Training, 2014, 6, .	0.5	39
93	Mimetic Learning at Work. Springer Briefs in Education, 2014, , .	0.2	61
94	Integrating learning experiences across tertiary education and practice settings: A socio-personal account. Educational Research Review, 2014, 12, 1-13.	4.1	80
95	Mimetic Learning in and for Work. Springer Briefs in Education, 2014, , 1-21.	0.2	5
96	Developing Medical Capacities and Dispositions Through Practice-Based Experiences. Professional and Practice-based Learning, 2014, , 211-230.	0.2	8
97	Agentic Behaviour at Work: Crafting Learning Experiences. Professional and Practice-based Learning, 2014, , 25-44.	0.2	22
98	Mediating Learning at Work: Personal Mediations of Social and Brute Facts. Professional and Practice-based Learning, 2014, , 75-93.	0.2	9
99	Integrating Professional Learning Experiences Across University and Practice Settings. Springer International Handbooks of Education, 2014, , 485-512.	0.1	19
100	Learning in the Circumstances of Professional Practice. Springer International Handbooks of Education, 2014, , 733-757.	0.1	5
101	Mimetic Learning at Work: Learning Through and Across Professional Working Lives. Springer International Handbooks of Education, 2014, , 887-909.	0.1	10
102	Older Professionals, Learning and Practice. Springer International Handbooks of Education, 2014, , 1125-1159.	0.1	3
103	Promoting and Recognising Lifelong Learning: Introduction. , 2014, , 3-18.		2
104	Recognising and Certifying Workers' Knowledge: Policies, Frameworks and Practices in Prospect: Perspectives from Two Countries. , 2014, , 281-298.		0
105	Implications for Practice. Springer Briefs in Education, 2014, , 83-103.	0.2	11
106	Supporting Mimetic Learning: Practice Curriculum, Pedagogies and Epistemologies. Springer Briefs in Education, 2014, , 61-81.	0.2	0
107	Learning Through Practice Across Human History. Springer Briefs in Education, 2014, , 23-39.	0.2	0
108	Work-Life Learning as Mimetic. Springer Briefs in Education, 2014, , 41-60.	0.2	1

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109	Interdependence on the Boundaries Between Working and Learning. Professional and Practice-based Learning, 2014, , 369-385.	0.2	2
110	The Curriculum and Pedagogic Properties of Practice-based Experiences: The Case of Midwifery Students. Vocations and Learning, 2013, 6, 237-257.	0.9	25
111	Recasting transfer as a socio-personal process of adaptable learning. Educational Research Review, 2013, 8, 5-13.	4.1	32
112	Intuitive expertise: Theories and empirical evidence. Educational Research Review, 2013, 9, 145-157.	4.1	66
113	Learning through work: emerging perspectives and new challenges. Journal of Workplace Learning, 2013, 25, 264-276.	0.9	140
114	Towards a mature provision of vocational education. International Journal of Training Research, 2013, 11, 184-194.	0.7	9
115	Mature Age Students' Successful Transition into Higher Education:. , 2013, , 263-282.		2
116	The discursive (re)positioning of older workers in Australian recruitment policy reform. Equality, Diversity and Inclusion, 2012, 32, 4-21.	0.7	5
117	Mature age 'white collar' workers' training and employability. International Journal of Lifelong Education, 2012, 31, 171-186.	1.3	19
118	Authenticity in Learning Activities and Settings. , 2012, , 388-391.		2
119	Workplace Learning. , 2012, , 3477-3480.		4
120	Errors and Learning from Errors at Work. Professional and Practice-based Learning, 2012, , 17-32.	0.2	14
121	Practice-Based Education. , 2012, , .		36
122	Emerging Perspectives and the Challenges for Workplace Learning. , 2012, , 145-160.		2
123	Practice-Based Learning and Professional Education. , 2012, , 101-112.		5
124	Explaining Innovation at Work: A Socio-Personal Account. , 2012, , 92-107.		25
125	The Impact of Interrupted Schooling: Recent School Leavers' Accounts of Transitions. , 2012, , 235-250.		1
126	A Critical Focus on Family-School-Community Partnerships: St Jude's Secondary College Transition Program for 'At-Risk' Students. , 2012, , 219-233.		0

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127	Experiences of School Transitions: Policies, Practice and Participants. , 2012, , 3-22.		1
128	Guided Learning. , 2012, , 1403-1406.		1
129	Lifelong and Worklife Learning. , 2012, , 2046-2049.		0
130	Outcomes of a clinical partnership model for undergraduate nursing students. Contemporary Nurse, 2011, 39, 119-127.	0.4	35
131	Last resort employees: older workers' perceptions of workplace discrimination. Human Resource Development International, 2011, 14, 375-389.	2.3	16
132	Overcoming the paradox of employers' views about older workers. International Journal of Human Resource Management, 2011, 22, 1248-1261.	3.3	81
133	Integrating Experiences in Workplace and University Settings: A Conceptual Perspective. Professional and Practice-based Learning, 2011, , 21-40.	0.2	11
134	Preparing Nurses and Engaging Preceptors. Professional and Practice-based Learning, 2011, , 43-57.	0.2	13
135	Vocational Education. , 2011, , .		175
136	Learning in the circumstances of work: the didactics of practice. Education Et Didactique, 2011, , 125-146.	0.1	20
137	Subjectivity, Self and Personal Agency in Learning Through and for Work. , 2011, , 60-72.		59
138	Learning Vocational Practice in Relative Social Isolation: The Epistemological and Pedagogic Practices of Small-Business Operators. , 2011, , 147-162.		1
139	The Provision of Vocational Education. , 2011, , 197-228.		0
140	Development of Vocational Education Systems and Fields. , 2011, , 111-134.		0
141	Occupations. , 2011, , 83-109.		0
142	Mature-aged workers' learning needs and motivations for participation in training programs. International Journal of Training Research, 2010, 8, 116-127.	0.7	8
143	Socio-personal premises for selecting and securing an occupation as vocation. Studies in the Education of Adults, 2010, 42, 47-62.	0.5	13
144	The perils of confusing lifelong learning with lifelong education. International Journal of Lifelong Education, 2010, 29, 401-413.	1.3	98

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145	Constructing productive postâ€school transitions: an analysis of Australian schooling policies. Journal of Education and Work, 2010, 23, 471-489.	0.8	40
146	Learning through Practice. , 2010, , 1-20.		24
147	The Practices of Learning through Occupations. , 2010, , 59-81.		65
148	Lifelong learning and self: work, subjectivity and learning. Studies in Continuing Education, 2010, 32, 1-16.	1.2	85
149	Conceptualizing Learning Experiences: Contributions and Mediations of the Social, Personal, and Brute. Mind, Culture, and Activity, 2009, 16, 32-47.	1.1	117
150	Changing Work, Work Practice: The Consequences for Vocational Education. , 2009, , 175-187.		14
151	Realising the educational worth of integrating work experiences in higher education. Studies in Higher Education, 2009, 34, 827-843.	2.9	238
152	â€˜I can actually talk to them nowâ€™: qualitative results of an educational intervention for emergency nurses caring for clients who selfâ€injure. Journal of Clinical Nursing, 2009, 18, 2838-2845.	1.4	29
153	The motivations to nurse: an exploration of factors amongst undergraduate students, registered nurses and nurse managers. Journal of Nursing Management, 2009, 17, 392-400.	1.4	60
154	Journeying through clinical placements â€“ An examination of six student cases. Nurse Education Today, 2009, 29, 630-634.	1.4	62
155	Lost in translation: barriers to learning in health professional clinical education. Learning in Health and Social Care, 2009, 8, 315-327.	0.6	83
156	Personal epistemologies, work and learning. Educational Research Review, 2009, 4, 210-219.	4.1	129
157	African students from refugee backgrounds in Australian TAFE institutes: A case for transformative learning goals and processes. International Journal of Training Research, 2009, 7, 80-94.	0.7	28
158	Vocational Learning: Contributions of Workplaces and Educational Institutions. , 2009, , 1711-1723.		7
159	Overview: The Technical and Vocational Education and Training Profession. , 2009, , 1174-1184.		4
160	Transforming Teachersâ€™ Practice Through Action Learning. , 2009, , 1333-1349.		3
161	Workplace Competence: Integrating Social and Personal Perspectives. , 2009, , 33-54.		7
162	ModalitÃ©s de participation au travailÂ: la dualitÃ© constitutive de l'apprentissage par le travail. , 2009, , 37-63.		21

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163	Introduction for the First Issue. Vocations and Learning, 2008, 1, 7-10.	0.9	1
164	Welcome to the New Journal. Vocations and Learning, 2008, 1, 1-5.	0.9	3
165	Subjectivity, Learning and Work: Sources and Legacies. Vocations and Learning, 2008, 1, 149-171.	0.9	24
166	LEARNING THROUGHOUT WORKING LIFE: A RELATIONAL INTERDEPENDENCE BETWEEN PERSONAL AND SOCIAL AGENCY. British Journal of Educational Studies, 2008, 56, 39-58.	0.9	173
167	Learning through work: Exploring instances of relational interdependencies. International Journal of Educational Research, 2008, 47, 232-240.	1.2	58
168	Personal epistemologies and older workers. International Journal of Lifelong Education, 2008, 27, 333-348.	1.3	18
169	Participation and Learning in Turbulent Times: Negotiations Between the Community and the Personal. , 2008, , 21-34.		1
170	Collaborative working and contested practices: forming, developing and sustaining social partnerships in education. Journal of Education Policy, 2007, 22, 637-656.	2.1	48
171	Learning about work, working life and postâ€school options: guiding studentsâ€™ reflections on paid partâ€time work. Journal of Education and Work, 2007, 20, 75-90.	0.8	44
172	Work, Subjectivity and Learning. , 2007, , 1-20.		22
173	Personal Agency and Epistemology at Work. , 2007, , 141-156.		6
174	Exercising Self Through Working Life: Learning, Work and Identity. , 2007, , 183-210.		28
175	Including the missing subject. , 2007, , .		12
176	Mechanisms for enhancing employer investment in training: a comparative perspective. Research in Post-Compulsory Education, 2006, 11, 1-18.	0.4	4
177	Constituting the workplace curriculum. Journal of Curriculum Studies, 2006, 38, 31-48.	1.2	233
178	Interdependencies at Work: Reflection, Performance, Dialogue and Reward. Journal of Adult and Continuing Education, 2006, 12, 156-169.	2.3	11
179	Relational Interdependence Between Social and Individual Agency in Work and Working Life. Mind, Culture, and Activity, 2006, 13, 53-69.	1.1	269
180	How Australian Small Business Operators Learned about the Goods and Services Tax. Small Enterprise Research: the Journal of SEAANZ, 2006, 14, 59-73.	1.1	2

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181	Myth and reality: Employer sponsored training in Australia. International Journal of Training Research, 2005, 3, 16-29.	0.7	4
182	Interns??? Participation and Learning in Clinical Environments in a New Zealand Hospital. Academic Medicine, 2005, 80, 302-308.	0.8	81
183	Social partnerships: Practices, paradoxes and prospects of Local Learning networks. Australian Educational Researcher, 2005, 32, 25-48.	1.6	8
184	Learning about the world of work: Co-opting school students' paid work experiences. Australian Educational Researcher, 2005, 32, 49-66.	1.6	5
185	Navigating social partnerships: central agencies–local networks. British Journal of Sociology of Education, 2005, 26, 567-584.	1.1	21
186	Understanding work, learning and the remaking of cultural practices. Studies in Continuing Education, 2005, 27, 219-237.	1.2	119
187	Enhancing enterprise expenditure on VET: policy goals and mechanisms. Journal of Vocational Education and Training, 2005, 57, 5-23.	0.9	6
188	Learning through working life: self and individuals' agentic action. International Journal of Lifelong Education, 2005, 24, 195-211.	1.3	114
189	Recognition of Learning Through Work. , 2005, , 943-962.		7
190	Transformations at work: identity and learning. Studies in Continuing Education, 2004, 26, 309-326.	1.2	183
191	Learning new practices in small business: engagement and localised support. Education and Training, 2004, 46, 501-509.	1.7	9
192	Politics of social partnerships: a framework for theorizing. Journal of Education Policy, 2004, 19, 123-142.	2.1	32
193	Building community through social partnerships around vocational education and training. Journal of Vocational Education and Training, 2004, 56, 51-68.	0.9	35
194	From your business to our business: industry and vocational education in Australia. Oxford Review of Education, 2004, 30, 13-35.	1.4	23
195	The significance of ontogeny and habitus in constructing theories of learning1. Studies in Continuing Education, 2004, 26, 19-43.	1.2	17
196	Participatory practices at work. Pedagogy, Culture and Society, 2004, 12, 233-258.	1.8	47
197	Co-participation at work: Learning through work and throughout working lives. Studies in the Education of Adults, 2004, 36, 190-205.	0.5	74
198	Workplace participatory practices. Journal of Workplace Learning, 2004, 16, 312-324.	0.9	523

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199	Small business pedagogic practices. Journal of Vocational Education and Training, 2003, 55, 149-168.	0.9	46
200	Compliance, engagement and commitment: increasing employer expenditure in training. Journal of Vocational Education and Training, 2003, 55, 281-300.	0.9	10
201	Vocational Curriculum and Pedagogy: An Activity Theory Perspective. European Educational Research Journal, 2003, 2, 6-21.	1.4	44
202	Workplace mentors: demands and benefits. Journal of Workplace Learning, 2003, 15, 105-113.	0.9	61
203	Toward a Workplace Pedagogy: Guidance, Participation, and Engagement. Adult Education Quarterly, 2002, 53, 27-43.	1.0	280
204	Critiquing workplace learning discourses: Participation and continuity at work. Studies in the Education of Adults, 2002, 34, 56-67.	0.5	178
205	Workplace Pedagogic Practices: Coâ€"participation and Learning. British Journal of Educational Studies, 2002, 50, 457-481.	0.9	195
206	Knowing in practice: re-conceptualising vocational expertise. Learning and Instruction, 2001, 11, 431-452.	1.9	271
207	Increasing small business participation in VET: a â€œhard askâ€•. Education and Training, 2001, 43, 416-425.	1.7	22
208	Co-Participation: Affordance and engagement at work. New Directions for Adult and Continuing Education, 2001, 2001, 63.	0.5	32
209	Learning through work: workplace affordances and individual engagement. Journal of Workplace Learning, 2001, 13, 209-214.	0.9	554
210	Learning Throughout Working Life: Interdependencies at work. Studies in Continuing Education, 2001, 23, 19-35.	1.2	102
211	Vocational Educators: Understanding Practice at Work. , 2001, , 41-64.		8
212	Guided learning at work. Journal of Workplace Learning, 2000, 12, 272-285.	0.9	154
213	Defining the demand side of vocational education and training: industry, enterprises, individuals and regions. Journal of Vocational Education and Training, 2000, 52, 5-31.	0.9	38
214	Enterprises and vocational education and training: expenditure and expected returns. Journal of Vocational Education and Training, 1998, 50, 387-402.	0.9	2
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