Ernesto Panadero

List of Publications by Year
in descending order

69 papers	5,190 citations

136885	123376
32 h-index	61 g-index

71 all docs	71 docs citations
71 times ranked	2681 citing authors

#	Article	IF	Citations
1	Assessment design decisions in practice: Profile identification in approaches to assessment design. Assessment and Evaluation in Higher Education, 2022, 47, 606-621.	3.9	4
2	Putting selfâ€regulated learning in context: Integrating selfâ€; coâ€; and socially shared regulation of learning. Medical Education, 2022, 56, 29-36.	1.1	27
3	A review of feedback models and typologies: Towards an integrative model of feedback elements. Educational Research Review, 2022, 35, 100416.	4.1	67
4	Teachersâ€™ Well-Being, Emotions, and Motivation During Emergency Remote Teaching Due to COVID-19. Frontiers in Psychology, 2022, 13, 826828.	1.1	16
5	A systematic review of the educational uses and effects ofÂexemplars. Assessment and Evaluation in Higher Education, 2022, 47, 1167-1182.	3.9	15
6	Changes in classroom assessment practices during emergency remote teaching due to COVID-19. Assessment in Education, 2022, 29, 361-382.	0.7	16
7	El aula universitaria. La influencia del clima motivacional y el estilo de enseÃ±anza sobre la autorregulaciÃ³n y el desempeÃ±o de los estudiantes. Revista Complutense De Educacion, 2022, 33, 399-412.	0.3	0
8	Transition to higher education and assessment: a one year longitudinal study. EducaciÃ³n XXI, 2022, 25, 15-37.	0.3	2
9	Learning strategies and self-regulation in context: how higher education students approach different courses, assessments, and challenges. European Journal of Psychology of Education, 2021, 36, 533-550.	1.3	17
10	Deep learning self-regulation strategies: Validation of a situational model and its questionnaire. Revista De PsicodidÃ¡ctica (English Ed), 2021, 26, 10-19.	0.5	9
11	Estrategias de aprendizaje profundas: ValidaciÃ³n de un modelo situacional y su cuestionario. Revista De Psicodidactica, 2021, 26, 10-19.	0.4	8
12	A systematic review on factors influencing teachersâ€™ intentions and implementations regarding formative assessment. Assessment in Education, 2021, 28, 228-260.	0.7	53
13	Whatâ€™s on the syllabus? An analysis of assessment criteria in first year courses across US and Spanish universities. Educational Assessment, Evaluation and Accountability, 2021, 33, 675-699.	1.3	6
14	How does self-regulated learning influence formative assessment and summative grade? Comparing online and blended learners. Internet and Higher Education, 2021, 50, 100805.	4.2	36
15	Exploring Formative Assessment and Co-Regulation in Kindergarten Through Interviews and Direct Observation. Frontiers in Education, 2021, 6, .	1.2	1
16	Assessment from a disciplinary approach: design and implementation in three undergraduate programmes. Assessment in Education, 2021, 28, 703-723.	0.7	4
17	A Review of Feedback Models and Theories: Descriptions, Definitions, and Conclusions. Frontiers in Education, 2021, 6, .	1.2	45
18	Bridging classroom assessment and self-regulated learning. Assessment in Education, 2020, 27, 319-331.	0.7	15

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19	Secondary education students' self-assessment: the effects of feedback, subject matter, year level, and gender. Assessment in Education, 2020, 27, 607-634.	0.7	9
20	Effects of mobile-app learning diaries vs online training on specific self-regulated learning components. Educational Technology Research and Development, 2020, 68, 2351-2372.	2.0	31
21	Comparison between conceptions and assessment practices among secondary education teachers: more differences than similarities <i>(Comparación entre concepciones y prácticas de evaluación en) Tj ETQq1 1 0.784314 rgBT /C 43. 309-346.	0.5	10
22	A critical review of the arguments against the use of rubrics. Educational Research Review, 2020, 30, 100329.	4.1	52
23	Technologies to Enhance Self-Regulated Learning in Online and Computer-Mediated Learning Environments. , 2020, , 37-52.		30
24	An empirical review of anonymity effects in peer assessment, peer feedback, peer review, peer evaluation and peer grading. Assessment and Evaluation in Higher Education, 2019, 44, 1253-1278.	3.9	95
25	Peer assessment effects on the self-assessment process of first-year undergraduates. Assessment and Evaluation in Higher Education, 2019, 44, 920-932.	3.9	52
26	Development and validation of the Teaching Styles Inventory for Higher Education (TSIH). Anales De Psicologia, 2019, 36, 143-154.	0.3	7
27	Spanish university assessment practices: examination tradition with diversity by faculty. Assessment and Evaluation in Higher Education, 2019, 44, 379-397.	3.9	40
28	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.	1.3	90
29	Turning Self-Assessment into Self-Feedback. , 2019, , 147-163.		23
30	Self-Assessment for Learning in Vocational Education and Training. , 2019, , 1359-1370.		2
31	Fusing self-regulated learning and formative assessment: a roadmap of where we are, how we got here, and where we are going. Australian Educational Researcher, 2018, 45, 13-31.	1.6	132
32	Developing evaluative judgement: enabling students to make decisions about the quality of work. Higher Education, 2018, 76, 467-481.	2.8	336
33	"Now you know what you're doing right and wrong!"Peer feedback quality in synchronous peer assessment in secondary education. European Journal of Psychology of Education, 2018, 33, 255-275.	1.3	20
34	Implementing summative assessment with a formative flavour: a case study in a large class. Assessment and Evaluation in Higher Education, 2018, 43, 307-322.	3.9	88
35	Anonymity as an instructional scaffold in peer assessment: its effects on peer feedback quality and evolution in students' perceptions about peer assessment skills. European Journal of Psychology of Education, 2018, 33, 75-99.	1.3	59
36	Revisión Sistemática sobre Competencias de Autorregulación del Aprendizaje en Estudiantes Universitarios y Programas Intracurriculares para su Promoción. Formacion Universitaria, 2018, 11, 83-98.	0.2	17

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37	Self-Assessment for Learning in Vocational Education and Training. , 2018, , 1-12.		6
38	Peer assessment use, its social nature challenges and perceived educational value: A teachers' survey study. Studies in Educational Evaluation, 2018, 59, 124-132.	1.2	7
39	AUTOEVALUACIÃ"N Y AUTOCALIFICACIÃ"N EN EL GRADO EN CIENCIAS DE LA ACTIVIDAD FÃSICA Y DEL DEPORTE: ESTUDIO CENSAL DE LAS GUÃAS DOCENTES. Profesorado, 2018, 22, .	0.1	6
40	Teachers' reasons for using peer assessment: positive experience predicts use. European Journal of Psychology of Education, 2017, 32, 133-156.	1.3	61
41	How do students perceive the educational value of peer assessment in relation to its social nature? A survey study in Flanders. Studies in Educational Evaluation, 2017, 53, 29-40.	1.2	25
42	Higher education students' learning challenges and regulatory skills in different learning situations / DesafÃos de aprendizaje y habilidades de regulaciÃ³n en distintas situaciones de aprendizaje en estudiantes de educaciÃ³n superior. Infancia Y Aprendizaje, 2017, 40, 19-55.	0.5	37
43	Co-creating rubrics: The effects on self-regulated learning, self-efficacy and performance of establishing assessment criteria with students. Studies in Educational Evaluation, 2017, 53, 69-76.	1.2	71
44	Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. Educational Research Review, 2017, 22, 74-98.	4.1	308
45	A Review of Self-regulated Learning: Six Models and Four Directions for Research. Frontiers in Psychology, 2017, 8, 422.	1.1	953
46	Â¿CÃ³mo emplear las rÃºbricas para implementar una verdadera evaluaciÃ³n formativa?. Revista Complutense De Educacion, 2017, 28, 1321-1334.	0.3	19
47	The Use and Design of Rubrics to Support Assessment for Learning. The Enabling Power of Assessment, 2017, , 99-111.	0.5	29
48	AutoevaluaciÃ³n: Connotaciones TeÃ³ricas y PrÃ¡cticas. CuÃ¡ndo Ocurre, CÃ³mo se Adquiere y quÃ© Hacer para Potenciarla en nuestro Alumnado. Electronic Journal of Research in Educational Psychology, 2017, 11, 551-576.	0.2	72
49	Using Shared Reports to Explore the Nature and Resolution of Critical Incidents between Higher Education Teachers and Students. Electronic Journal of Research in Educational Psychology, 2017, 12, 241-262.	0.2	1
50	Scaffolding Self-Regulated Learning Through Self-Assessment and Peer Assessment: Guidelines for Classroom Implementation. The Enabling Power of Assessment, 2016, , 311-326.	0.5	88
51	Third wave of measurement in the self-regulated learning field: when measurement and intervention come hand in hand. Scandinavian Journal of Educational Research, 2016, 60, 723-735.	1.0	149
52	The Future of Student Self-Assessment: a Review of Known Unknowns and Potential Directions. Educational Psychology Review, 2016, 28, 803-830.	5.1	175
53	How Individual Self-Regulation Affects Group Regulation and Performance. Small Group Research, 2015, 46, 431-454.	1.8	61
54	Promoting socially shared regulation of learning in CSCL: Progress of socially shared regulation among high- and low-performing groups. Computers in Human Behavior, 2015, 52, 562-572.	5.1	106

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55	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. Educational Technology Research and Development, 2015, 63, 125-142.	2.0	214
56	Enhancing socially shared regulation in collaborative learning groups: designing for CSCL regulation tools. , 2015, 63, 125.		1
57	Socially Shared Regulation of Learning: A Review. European Psychologist, 2015, 20, 190-203.	1.8	175
58	Â¿CÃ³mo autorregulan nuestros alumnos? Modelo de Zimmerman sobre estrategias de aprendizaje. Anales De Psicologia, 2014, 30, .	0.3	88
59	Rubrics vs. self-assessment scripts: effects on first year university studentsâ€™ self-regulation and performance / RÃºbricas y guiones de autoevaluaciÃ³n: efectos sobre la autorregulaciÃ³n y el rendimiento de estudiantes universitarios de primer aÃ±o. Infancia Y Aprendizaje, 2014, 37, 149-183.	0.5	43
60	Teachersâ€™ reasons for using self-assessment: a survey self-report of Spanish teachers. Assessment in Education, 2014, 21, 365-383.	0.7	29
61	To rubric or not to rubric? The effects of self-assessment on self-regulation, performance and self-efficacy. Assessment in Education, 2014, 21, 133-148.	0.7	140
62	Rubrics vs. self-assessment scripts effect on self-regulation, performance and self-efficacy in pre-service teachers. Studies in Educational Evaluation, 2013, 39, 125-132.	1.2	75
63	The use of scoring rubrics for formative assessment purposes revisited: A review. Educational Research Review, 2013, 9, 129-144.	4.1	424
64	The impact of a rubric and friendship on peer assessment: Effects on construct validity, performance, and perceptions of fairness and comfort. Studies in Educational Evaluation, 2013, 39, 195-203.	1.2	129
65	Rubrics and self-assessment scripts effects on self-regulation, learning and self-efficacy in secondary education. Learning and Individual Differences, 2012, 22, 806-813.	1.5	138
66	Effects of self-assessment scripts on self-regulation and learning. Infancia Y Aprendizaje, 2010, 33, 385-397.	0.5	36
67	Facilitating Studentsâ€™ Active Engagement with Feedback. , 0, , 531-553.		20
68	Providing Formative Peer Feedback. , 0, , 409-431.		23
69	A Transitional Year Level to Higher Education: Challenges, Experiences and Self-regulatory Strategies during the Final Year of the University Preparatory Level. Estudios Sobre Educacion, 0, 39, 109-133.	0.2	1