

Velda McCune

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.

25
papers

1,431
citations

14
h-index

25
g-index

25
ext. papers

1,621
ext. citations

2.2
avg, IF

4.8
L-index

#	Paper	IF	Citations
25	The Conceptual Bases of Study Strategy Inventories. <i>Educational Psychology Review</i> , 2004 , 16, 325-345	7.1	308
24	A real rollercoaster of confidence and emotions—learning to be a university student. <i>Studies in Higher Education</i> , 2008 , 33, 567-581	2.6	221
23	Patterns of response to an approaches to studying inventory across contrasting groups and contexts. <i>European Journal of Psychology of Education</i> , 2000 , 15, 33-48	2.3	221
22	The quality of guidance and feedback to students. <i>Higher Education Research and Development</i> , 2008 , 27, 55-67	1.9	155
21	The development of students' ways of thinking and practising in three final-year biology courses. <i>Higher Education</i> , 2005 , 49, 255-289	3	120
20	What Do You Mean By 'Authentic'? A Comparative Review of the Literature On Conceptions of Authenticity in Teaching. <i>Adult Education Quarterly</i> , 2007 , 58, 22-43	1.1	80
19	Cultivating the disposition to understand in 21st century university education. <i>Learning and Individual Differences</i> , 2011 , 21, 303-310	3.1	54
18	Development of first-year students' conceptions of essay writing. <i>Higher Education</i> , 2004 , 47, 257-282	3	37
17	'It all just clicked'—a longitudinal perspective on transitions within university. <i>Studies in Higher Education</i> , 2016 , 41, 478-490	2.6	34
16	Mature and younger students' reasons for making the transition from further education into higher education. <i>Teaching in Higher Education</i> , 2010 , 15, 691-702	1.4	32
15	Final year biosciences students' willingness to engage: teaching-learning environments, authentic learning experiences and identities. <i>Studies in Higher Education</i> , 2009 , 34, 347-361	2.6	27
14	The disposition to understand for oneself at university: integrating learning processes with motivation and metacognition. <i>British Journal of Educational Psychology</i> , 2013 , 83, 267-79	3.2	24
13	From college to university: looking backwards, looking forwards. <i>Research in Post-Compulsory Education</i> , 2006 , 11, 351-365	0.4	20
12	Fostering meaning: fostering community. <i>Higher Education</i> , 2013 , 66, 283-296	3	17
11	From Further Education to Higher Education: Social Work Students' Experiences of Transition to an Ancient, Research-Led University. <i>Social Work Education</i> , 2009 , 28, 887-901	0.9	13
10	Formal and implicit conceptions of authenticity in teaching. <i>Teaching in Higher Education</i> , 2010 , 15, 383-397	1.7	12
9	Approaches to learning as predictors of academic achievement: Results from a large scale, multi-level analysis. <i>Högre Utbildning</i> , 2017 , 7,	5	11

8	Learning from feedback? Mature students' experiences of assessment in higher education. <i>Research in Post-Compulsory Education</i> , 2012 , 17, 247-260	0.4	10
7	Academic identities in contemporary higher education: sustaining identities that value teaching. <i>Teaching in Higher Education</i> , 2021 , 26, 20-35	1.4	10
6	Experienced academics' pedagogical development in higher education: time, technologies, and conversations. <i>Oxford Review of Education</i> , 2018 , 44, 307-321	1.6	6
5	Academic feedback in veterinary medicine: a comparison of school leaver and graduate entry cohorts. <i>Assessment and Evaluation in Higher Education</i> , 2013 , 38, 167-182	3.1	6
4	Conceptions, Styles, and Approaches Within Higher Education: Analytic Abstractions and Everyday Experience 2014 , 103-136		6
3	Facing an uncertain future: curricula of dualities. <i>Curriculum Journal</i> , 2013 , 24, 153-168	1.3	5
2	Teaching wicked problems in higher education: ways of thinking and practising. <i>Teaching in Higher Education</i> , 1-16	1.4	2
1	Don't hold me back—Using poetic inquiry to explore university educators' experiences of professional development through the Scholarship of Teaching and Learning. <i>Arts and Humanities in Higher Education</i> , 2020 , 19, 337-353	0.5	