

Lin Norton

List of Publications by Year in Descending Order

Source: <https://exaly.com/author-pdf/8921405/lin-norton-publications-by-year.pdf>

Version: 2024-04-27

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.

20
papers

707
citations

11
h-index

21
g-index

21
ext. papers

777
ext. citations

2
avg. IF

4.03
L-index

#	Paper	IF	Citations
20	Problematising pedagogical action research in formal teaching courses and academic development: a collaborative autoethnography. <i>Educational Action Research</i> , 2021 , 29, 328-345	0.8	1
19	Action learning: how can it contribute to a collaborative process of pedagogical action research?. <i>Educational Action Research</i> , 2021 , 29, 191-205	0.8	2
18	Problematising the notion of the excellent teacher—daring to be vulnerable in higher education. <i>Teaching in Higher Education</i> , 2020 , 1-16	1.4	4
17	Lecturers' views of assessment design, marking and feedback in higher education: a case for professionalisation?. <i>Assessment and Evaluation in Higher Education</i> , 2019 , 44, 1209-1221	3.1	5
16	'Now that's the feedback I want!'—Students' reactions to feedback on graded work and what they do with it. <i>Assessment and Evaluation in Higher Education</i> , 2017 , 42, 499-516	3.1	91
15	Exploring barriers and solutions to academic writing: Perspectives from students, higher education and further education tutors. <i>Journal of Further and Higher Education</i> , 2014 , 38, 305-326	1.5	14
14	Epistemic match: a pedagogical concept for understanding how students fit into the chosen subject. <i>Innovations in Education and Teaching International</i> , 2014 , 51, 195-206	1.3	2
13	Revitalising assessment design: what is holding new lecturers back?. <i>Higher Education</i> , 2013 , 66, 233-251	3	23
12	A Technology Acceptance Model for a User-Centred Culturally-Aware E-Health Design 2013 ,		1
11	Pedagogical Action Research 2013 , 291-303		
10	MoHTAM: A Technology Acceptance Model for Mobile Health Applications 2011 ,		22
9	New lecturers' beliefs about learning, teaching and assessment in higher education: the role of the PGCLTHE programme. <i>Innovations in Education and Teaching International</i> , 2010 , 47, 345-356	1.3	25
8	Complex skills and academic writing: a review of evidence about the types of learning required to meet core assessment criteria. <i>Assessment and Evaluation in Higher Education</i> , 2006 , 31, 71-90	3.1	46
7	Teachers' beliefs and intentions concerning teaching in higher education. <i>Higher Education</i> , 2005 , 50, 537-571	3	195
6	Using assessment criteria as learning criteria: a case study in psychology. <i>Assessment and Evaluation in Higher Education</i> , 2004 , 29, 687-702	3.1	59
5	Helping Psychology Students Write Better Essays. <i>Psychology Learning and Teaching</i> , 2002 , 2, 116-126	1.3	7
4	The Pressures of Assessment in Undergraduate Courses and their Effect on Student Behaviours. <i>Assessment and Evaluation in Higher Education</i> , 2001 , 26, 269-284	3.1	48

3	Researching Your Teaching: The Case for Action Research. <i>Psychology Learning and Teaching</i> , 2001 , 1, 21-27	1.3	9
2	Self-assessment in coursework essays. <i>Studies in Educational Evaluation</i> , 1997 , 23, 319-330	2	36
1	Action Research in Teaching and Learning		117