



Centre for Research in  
Assessment and Digital Learning

# CRADLE Publications 2015 – 2024

Centre for Research in Assessment and Digital Learning,  
Deputy Vice Chancellor Academic Portfolio,  
Deakin University, Melbourne, Australia

Contact: [cradle@deakin.edu.au](mailto:cradle@deakin.edu.au)

# Contents

2015.....	2
2016.....	2
2017.....	4
2018.....	6
2019.....	9
2020.....	9
2021.....	18
2022.....	22
2023.....	26
2024.....	31

---

## 2015

---

Reich, A., Rooney, D., & Boud, D. (2015). Dilemmas in continuing professional learning: learning inscribed in frameworks or elicited from practice. *Studies in Continuing Education*, 37(2), 131-141. <https://doi.org/10.1080/0158037X.2015.1022717>

Rooney, D., Hopwood, N., Boud, D., & Kelly, M. (2015). The Role of Simulation in Pedagogies of Higher Education for the Health Professions: Through a Practice-Based Lens. *Vocations and Learning*, 8(3), 269-285. <https://doi.org/10.1007/s12186-015-9138-z>

---

## 2016

---

Adachi, C., Tai, J., & Dawson, P. (2016, 27-30 November). Enabler or inhibitor? Educational technology in self and peer assessment. ASCILITE 2016: Show Me The Learning, Adelaide. <http://2016conference.ascilite.org/wp-content/uploads/ASCILITE-2016-full-proceedings-Updated-1512.pdf>

Barton, K. L., Schofield, S. J., McAleer, S., & Ajjawi, R. (2016). Translating evidence-based guidelines to improve feedback practices: the interACT case study. *BMC Medical Education*, 16(1), 53. <https://doi.org/10.1186/s12909-016-0562-z>

Bearman, M., Dawson, P., Boud, D., Bennett, S., Hall, M., & Molloy, E. (2016). Support for assessment practice: developing the Assessment Design Decisions Framework. *Teaching in Higher Education*, 21(5), 545-556. <https://doi.org/10.1080/13562517.2016.1160217>

Boud, D. (2016). Taking Professional Practice Seriously: Implications for Deliberate Course Design. In F. Trede & C. McEwen (Eds.), *Educating the Deliberate Professional: Preparing for future practices* (pp. 157-173). Springer International Publishing. [https://doi.org/10.1007/978-3-319-32958-1\\_11](https://doi.org/10.1007/978-3-319-32958-1_11)

Boud, D., & Brew, A. (2016). Learning to teach as the development of practice. In B. Leibowitz, V. Bozalek, & P. Kahn (Eds.),

*Theorising Learning to Teach in Higher Education: Sociomaterial, Social Practice and Realist Approaches* (pp. 77-92). Routledge. <https://doi.org/10.4324/9781315559605>

Boud, D., & Soler, R. (2016). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education*, 41(3), 400-413. <https://doi.org/10.1080/02602938.2015.1018133>

Brew, A., Boud, D., Namgung, S. U., Lucas, L., & Crawford, K. (2016). Research productivity and academics' conceptions of research. *Higher Education*, 71(5), 681-697. <https://doi.org/10.1007/s10734-015-9930-6>

Broadbent, J. (2016). Academic success is about self-efficacy rather than frequency of use of the learning management system. *Australasian Journal of Educational Technology*, 32(4). <https://doi.org/10.14742/ajet.2634>

Crawford, K., Brew, A., Lucas, L., & Boud, D. (2016, 7-9 December). Academic artisans are critical for the functioning of universities, but are they valued? SRHE Society for Research in Higher Education Annual Conference, Newport, Wales. <http://eprints.lincoln.ac.uk/25395/>

Johnson, C. E., Keating, J. L., Boud, D. J., Dalton, M., Kiegaldie, D., Hay, M., McGrath, B., McKenzie, W. A., Nair, K. B. R., Nestel, D., Palermo, C., & Molloy, E. K. (2016). Identifying educator behaviours for high quality verbal feedback in health professions education: literature review and expert refinement. *BMC Medical Education*, 16(1), 96. <https://doi.org/10.1186/s12909-016-0613-5>

Kelly, M. A., Hopwood, N., Rooney, D., & Boud, D. (2016). Enhancing Students' Learning Through Simulation: Dealing With Diverse, Large Cohorts. *Clinical Simulation in Nursing*, 12(5), 171-176. <https://doi.org/10.1016/j.ecns.2016.01.010>

Liu, D. Y. T., Richards, D., Dawson, P., Froissard, J.-C., & Atif, A. (2016). Knowledge Acquisition for Learning Analytics: Comparing Teacher-Derived, Algorithm-Derived, and Hybrid Models in the Moodle Engagement Analytics Plugin. PKAW: Knowledge Management and Acquisition for Intelligent Systems, Thailand.

Roze des Ordon, A., Ajjawi, R., Macdonald, J., Sarti, A., Lockyer, J., & Hartwick, M. (2016). Palliative and end of life care communication as emerging priorities in postgraduate medical education. *Canadian medical education journal*, 7(1), e4-e21. <https://www.ncbi.nlm.nih.gov/pubmed/27103952>

Roze des Ordon, A. L., Lockyer, J., Hartwick, M., Sarti, A., & Ajjawi, R. (2016). An exploration of contextual dimensions impacting goals of care conversations in postgraduate medical education. *BMC Palliative Care*, 15(1), 34. <https://doi.org/10.1186/s12904-016-0107-6>

Sholl, S., Ajjawi, R., Allbutt, H., Butler, J., Jindal-Snape, D., Morrison, J., & Rees, C. (2016). Balancing student/trainee learning with the delivery of patient care in the healthcare workplace: a protocol for realist synthesis. *BMJ Open*, 6(4), e011145. <https://doi.org/10.1136/bmjopen-2016-011145>

Tai, J., & Ajjawi, R. (2016). Undertaking and reporting qualitative research. *Clinical Teacher*, 13(3), 175-182. <https://doi.org/10.1111/tct.12552>

Tai, J. H.-M., Canny, B. J., Haines, T. P., & Molloy, E. K. (2016). The role of peer-assisted learning in building evaluative judgement: opportunities in clinical medical education. *Advances in Health Sciences Education*, 21(3), 659-676. <https://doi.org/10.1007/s10459-015-9659-0>

Telio, S., Regehr, G., & Ajjawi, R. (2016). Feedback and the educational alliance: examining credibility judgements and their consequences. *Medical Education*, 50(9), 933-942. <https://doi.org/10.1111/medu.13063>

---

## 2017

---

- Adams, E., Goyder, C., Heneghan, C., Brand, L., & Ajjawi, R. (2017). Clinical reasoning of junior doctors in emergency medicine: a grounded theory study. *Emergency Medicine Journal*, 34(2), 70. <https://doi.org/10.1136/emmermed-2015-205650>
- Ajjawi, R. (2017). Problematizing standards in an era of increasing transparency. *Medical Education*, 51(9), 885-887. <https://doi.org/10.1111/medu.13371>
- Ajjawi, R., Barton, K. L., Dennis, A. A., & Rees, C. E. (2017). Developing a national dental education research strategy: priorities, barriers and enablers. *BMJ Open*, 7(3), e013129. <https://doi.org/10.1136/bmjopen-2016-013129>
- Ajjawi, R., & Boud, D. (2017). Researching feedback dialogue: an interactional analysis approach. *Assessment & Evaluation in Higher Education*, 42(2), 252-265. <https://doi.org/10.1080/02602938.2015.1102863>
- Ajjawi, R., Molloy, E., Bearman, M., & Rees, C. E. (2017). Contextual Influences on Feedback Practices: An Ecological Perspective. In D. Carless, S. M. Bridges, C. K. Y. Chan, & R. Glofcheski (Eds.), *Scaling up Assessment for Learning in Higher Education* (pp. 129-143). Springer Singapore. [https://doi.org/10.1007/978-981-10-3045-1\\_9](https://doi.org/10.1007/978-981-10-3045-1_9)
- Amos, K., Cockrell, D., Palermo, C., Rosehill, S., & Bearman, M. (2017). Attributes of the complete dental record: a Delphi approach to standards. *Australian Dental Journal*, 62(4), 426-432. <https://doi.org/10.1111/adj.12521>
- Bearman, M., Dawson, P., Bennett, S., Hall, M., Molloy, E., Boud, D., & Joughin, G. (2017). How university teachers design assessments: a cross-disciplinary study. *Higher Education*, 74(1), 49-64. <https://doi.org/10.1007/s10734-016-0027-7>
- Bearman, M., & Molloy, E. (2017). Intellectual streaking: The value of teachers exposing minds (and hearts). *Medical Teacher*, 39(12), 1284-1285. <https://doi.org/10.1080/0142159X.2017.1308475>
- Bearman, M., Nestel, D., & McNaughton, N. (2017). Theories informing healthcare simulation practice. In D. Nestel, B. Jolly, & M. Kelly (Eds.), *Healthcare Simulation Education: Evidence, Theory and Practice* (pp. 7-15). Wiley & Sons, Ltd. <https://doi.org/10.1002/9781119061656.ch2>
- Bennett, S., Dawson, P., Bearman, M., Molloy, E., & Boud, D. (2017). How technology shapes assessment design: Findings from a study of university teachers. *British Journal of Educational Technology*, 48(2), 672-682. <https://doi.org/10.1111/bjet.12439>
- Boud, D. (2017). Standards-based assessment for an era of increasing transparency. In D. Carless, S. M. Bridges, C. K. Y. Chan, & R. Glofcheski (Eds.), *Scaling up assessment for learning in higher education* (pp. 19-31). Springer. [https://doi.org/10.1007/978-981-10-3045-1\\_2](https://doi.org/10.1007/978-981-10-3045-1_2)
- Brew, A., Boud, D., Lucas, L., & Crawford, K. (2017). Responding to university policies and initiatives: the role of reflexivity in the mid-career academic. *Journal of Higher Education Policy and Management*, 39(4), 378-389. <https://doi.org/10.1080/1360080X.2017.1330819>
- Brew, A., Boud, D., & Malfroy, J. (2017). The role of research education coordinators in building research cultures in doctoral education. *Higher Education Research & Development*, 36(2), 255-268. <https://doi.org/10.1080/07294360.2016.1177812>
- Broadbent, J. (2017). Comparing online and blended learner's self-regulated learning strategies and academic performance. *The Internet and Higher Education*, 33, 24-32. <https://doi.org/10.1016/j.iheduc.2017.01.004>
- Dawson, P. (2017). Assessment rubrics: towards clearer and more replicable design, research and practice. *Assessment & Evaluation in Higher Education*, 42(3), 347-360. <https://doi.org/10.1080/02602938.2015.1111294>
- Dawson, P., & Henderson, M. (2017). How Does Technology Enable Scaling Up Assessment for Learning? In D. Carless, S. M. Bridges, C. K. Y. Chan, & R. Glofcheski (Eds.), *Scaling up Assessment for Learning in Higher Education* (pp. 209-222). Springer Singapore. [https://doi.org/10.1007/978-981-10-3045-1\\_14](https://doi.org/10.1007/978-981-10-3045-1_14)

- Farrell, L., Bourgeois-Law, G., Ajjawi, R., & Regehr, G. (2017). An autoethnographic exploration of the use of goal oriented feedback to enhance brief clinical teaching encounters. *Advances in Health Sciences Education, 22*(1), 91-104. <https://doi.org/10.1007/s10459-016-9686-5>
- Hutchinson, A., Rawson, H., O'Connell, B., Walker, H., Bucknall, T., Forbes, H., Ostaszkievicz, J., & Ockerby, C. (2017). Tri-focal Model of Care Implementation: Perspectives of Residents and Family. *Journal of Nursing Scholarship, 49*(1), 33-43. <https://doi.org/10.1111/jnu.12269>
- Joughin, G., Dawson, P., & Boud, D. (2017). Improving assessment tasks through addressing our unconscious limits to change. *Assessment & Evaluation in Higher Education, 42*(8), 1221-1232. <https://doi.org/10.1080/02602938.2016.1257689>
- Nelson, R., & Dawson, P. (2017). Competition, education and assessment: connecting history with recent scholarship. *Assessment & Evaluation in Higher Education, 42*(2), 304-315. <https://doi.org/10.1080/02602938.2015.1105932>
- Sethi, A., Ajjawi, R., McAleer, S., & Schofield, S. (2017). Exploring the tensions of being and becoming a medical educator. *BMC Medical Education, 17*(1), 62. <https://doi.org/10.1186/s12909-017-0894-3>
- Sholl, S., Ajjawi, R., Allbutt, H., Butler, J., Jindal-Snape, D., Morrison, J., & Rees, C. (2017). Balancing health care education and patient care in the UK workplace: a realist synthesis. *Medical Education, 51*(8), 787-801. <https://doi.org/10.1111/medu.13290>
- Tai, J., & Adachi, C. (2017). Peer assessment and professional behaviours: what should we be assessing, how, and why? *Medical Education, 51*(4), 346-347. <https://doi.org/10.1111/medu.13254>
- Tai, J. H. M., Canny, B. J., Haines, T. P., & Molloy, E. K. (2017). Implementing Peer Learning in Clinical Education: A Framework to Address Challenges In the "Real World". *Teaching and Learning in Medicine, 29*(2), 162-172. <https://doi.org/10.1080/10401334.2016.1247000>
- Teychenne, M., Sahlqvist, S., Teychenne, D., Macfarlane, S., Dawson, P., & Costigan, S. (2017). The development of a tailored, career-focused interactive online learning tool for physical activity and health students: A pilot study. *Journal of Teaching and Learning for Graduate Employability, 8*(1), 60-73. <https://doi.org/10.21153/jtlge2017vol8no1art596>
- Varpio, L., Ajjawi, R., Monrouxe, L. V., O'Brien, B. C., & Rees, C. E. (2017). Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. *Medical Education, 51*(1), 40-50. <https://doi.org/10.1111/medu.13124>

## 2018

- Adachi, C., Tai, J., & Dawson, P. (2018). A framework for designing, implementing, communicating and researching peer assessment. *Higher Education Research & Development*, 37(3), 453-467. <https://doi.org/10.1080/07294360.2017.1405913>
- Adachi, C., Tai, J. H.-M., & Dawson, P. (2018). Academics' perceptions of the benefits and challenges of self and peer assessment in higher education. *Assessment & Evaluation in Higher Education*, 43(2), 294-306. <https://doi.org/10.1080/02602938.2017.1339775>
- Ajjawi, R., & Bearman, M. (2018). Problematising standards: representation or performance? In D. Boud, J. Tai, P. Dawson, & R. Ajjawi (Eds.), *Developing Evaluative Judgement in Higher Education: Assessment for Knowing & Producing Quality Work* (pp. 57-66). Routledge. <https://doi.org/10.4324/9781315109251>
- Ajjawi, R., & Boud, D. (2018). Ensuring assessment builds capacity for future clinical practice: sustainable assessment in action. In C. Delany & E. Molloy (Eds.), *Learning and Teaching in Clinical Contexts: A Practical Guide* (pp. 273-285). Elsevier.
- Ajjawi, R., & Boud, D. (2018). Examining the nature and effects of feedback dialogue. *Assessment & Evaluation in Higher Education*, 43(7), 1106-1119. <https://doi.org/10.1080/02602938.2018.1434128>
- Ajjawi, R., Crampton, P. E. S., & Rees, C. E. (2018). What really matters for successful research environments? A realist synthesis. *Medical Education*, 52(9), 936-950. <https://doi.org/10.1111/medu.13643>
- Ajjawi, R., Lodge, J., & Roberts, C. (2018). Translating educational research into educational practice. In C. Delany & E. Molloy (Eds.), *Learning and Teaching in Clinical Contexts: A Practical Guide* (pp. 365-376). Elsevier.
- Ajjawi, R., Tai, J., Dawson, P., & Boud, D. (2018). Conceptualising evaluative judgement for sustainable assessment in higher education. In D. Boud, J. Tai, P. Dawson, & R. Ajjawi (Eds.), *Developing Evaluative Judgement in Higher Education: Assessment for Knowing & Producing Quality Work* (pp. 7-17). Routledge. <https://doi.org/10.4324/9781315109251>
- Bearman, M. (2018). Prefiguration, identities and agency: the disciplinary nature of evaluative judgement. In D. Boud, J. Tai, P. Dawson, & R. Ajjawi (Eds.), *Developing Evaluative Judgement in Higher Education: Assessment for Knowing & Producing Quality Work* (pp. 147-155). Routledge. <https://doi.org/10.4324/9781315109251>
- Bearman, M., & Ajjawi, R. (2018). Actor-network theory and the OSCE: formulating a new research agenda for a post-psychometric era. *Advances in Health Sciences Education*, 23(5), 1037-1049. <https://doi.org/10.1007/s10459-017-9797-7>
- Bearman, M., & Ajjawi, R. (2018). From "Seeing Through" to "Seeing With": Assessment Criteria and the Myths of Transparency. *Frontiers in Education*, 3(96). <https://doi.org/10.3389/feduc.2018.00096>
- Bearman, M., Dawson, P., & Boud, D. (2018). *CRADLE Suggests... Assessment design innovations*. [Brochure]. CRADLE, Deakin University. [https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_Assessment\\_design\\_innovations/12585464](https://figshare.com/articles/online_resource/CRADLE_Suggests_Assessment_design_innovations/12585464)
- Bearman, M., Denniston, C., & Castanelli, D. (2018). Identifying and working with underperformance. In C. Delany & E. Molloy (Eds.), *Learning and Teaching in Clinical Contexts: A Practical Guide* (pp. 236-250). Elsevier.
- Bearman, M., Tai, J., Kent, F., Edouard, V., Nestel, D., & Molloy, E. (2018). What should we teach the teachers? Identifying the learning priorities of clinical supervisors. *Advances in Health Sciences Education*, 23(1), 29-41. <https://doi.org/10.1007/s10459-017-9772-3>
- Boud, D. (2018). Assessment could demonstrate learning gains, but what is required for it to do so? *Higher Education Pedagogies*, 3(1), 1-3. <https://doi.org/10.1080/23752696.2017.1413671>
- Boud, D., Ajjawi, R., Dawson, P., & Tai, J. (2018). *Developing Evaluative Judgement in Higher Education: Assessment for Knowing and Producing Quality Work*. Routledge. <https://doi.org/10.4324/9781315109251>

- Boud, D., Dawson, P., Bearman, M., Bennett, S., Joughin, G., & Molloy, E. (2018). Reframing assessment research: through a practice perspective. *Studies in Higher Education, 43*(7), 1107-1118. <https://doi.org/10.1080/03075079.2016.1202913>
- Boud, D., Dawson, P., Tai, J., & Ajjawi, R. (2018). Creating an agenda for developing students' evaluative judgement. In D. Boud, P. Dawson, J. Tai, & R. Ajjawi (Eds.), *Developing Evaluative Judgement in Higher Education: Assessment for Knowing & Producing Quality Work* (pp. 186-196). Routledge. <https://doi.org/10.4324/9781315109251>
- Boud, D., Fillery-Travis, A., Pizzolato, N., & Sutton, B. (2018). The influence of professional doctorates on practice and the workplace. *Studies in Higher Education, 43*(5), 914-926. <https://doi.org/10.1080/03075079.2018.1438121>
- Boud, D., & Rooney, D. (2018). The potential and paradox of informal learning. In G. Messmann, M. Segers, & F. Dochy (Eds.), *Informal Learning at Work: Triggers, Antecedents, and Consequences* (pp. 134-152). Routledge.
- Brew, A., Boud, D., Crawford, K., & Lucas, L. (2018). Navigating the demands of academic work to shape an academic job. *Studies in Higher Education, 43*(12), 2294-2304. <https://doi.org/10.1080/03075079.2017.1326023>
- Broadbent, J., & Fuller-Tyszkiewicz, M. (2018). Profiles in self-regulated learning and their correlates for online and blended learning students. *Educational Technology Research and Development, 66*(6), 1435-1455. <https://doi.org/10.1007/s11423-018-9595-9>
- Broadbent, J., Panadero, E., & Boud, D. (2018). Implementing summative assessment with a formative flavour: a case study in a large class. *Assessment & Evaluation in Higher Education, 43*(2), 307-322. <https://doi.org/10.1080/02602938.2017.1343455>
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education, 43*(8), 1315-1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Clarke, J. L., & Boud, D. (2018). Refocusing portfolio assessment: Curating for feedback and portrayal. *Innovations in Education and Teaching International, 55*(4), 479-486. <https://doi.org/10.1080/14703297.2016.1250664>
- Dawson, P. (2018). Exemplars, feedback and bias: how do computers make evaluative judgements? In D. Boud, J. Tai, P. Dawson, & R. Ajjawi (Eds.), *Developing Evaluative Judgement in Higher Education: Assessment for Knowing & Producing Quality Work* (pp. 99-107). Routledge. <https://doi.org/10.4324/9781315109251>
- Dawson, P., Ajjawi, R., Boud, D., & Tai, J. (2018). Introduction: what is evaluative judgement? In D. Boud, J. Tai, P. Dawson, & R. Ajjawi (Eds.), *Developing Evaluative Judgement in Higher Education: Assessment for Knowing and Producing Quality Work* (pp. 17-20). Routledge. <https://doi.org/10.4324/9781315109251>
- Dawson, P., & Dawson, S. L. (2018). Sharing successes and hiding failures: 'reporting bias' in learning and teaching research. *Studies in Higher Education, 43*(8), 1405-1416. <https://doi.org/10.1080/03075079.2016.1258052>
- Dawson, P., & Sutherland-Smith, W. (2018). Can markers detect contract cheating? Results from a pilot study. *Assessment & Evaluation in Higher Education, 43*(2), 286-293. <https://doi.org/10.1080/02602938.2017.1336746>
- Dawson, P., & Sutherland-Smith, W. (2018). Can markers detect contract cheating? Results from a pilot study. *Assessment & Evaluation in Higher Education, 43*(2), 286-293. <https://doi.org/10.1080/02602938.2017.1336746>
- Henderson, M., Boud, D., Molloy, E., Dawson, P., Phillips, M., Ryan, T., & Mahoney, P. (2018). *Feedback for Learning: Closing the Assessment Loop – Final Report*. Australian Government Department of Education and Training. [https://itr.edu.au/resources/ID16-5366\\_Henderson\\_Report\\_2018.pdf](https://itr.edu.au/resources/ID16-5366_Henderson_Report_2018.pdf)
- Henderson, M., Ryan, T., Phillips, M., Boud, D., Dawson, P., Molloy, E., & Mahoney, P. (2018). Conditions that support effective assessment feedback in higher education. HERDSA, Research and Development in Higher Education: [Re] Valuing Higher Education, Adelaide.
- Hitch, D., Mahoney, P., & Macfarlane, S. (2018). Professional development for sessional staff in higher education: a review of current evidence. *Higher Education Research & Development, 37*(2), 285-300. <https://doi.org/10.1080/07294360.2017.1360844>
- Kilbertus, F., Ajjawi, R., & Archibald, D. B. (2018). "You're Not Trying to Save Somebody From Death": Learning as "Becoming" in

Palliative Care. *Academic Medicine*, 93(6), 929-936. <https://doi.org/10.1097/ACM.0000000000001994>

- Lambert, S. R. (2018). Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education. *Journal of Learning for Development*, 5(3), 225-244. <https://il4d.org/index.php/ejl4d/article/view/290/334>
- Lo, K., Curtis, H., Francis-Cracknell, A., Maloney, S., Nickson, W., Bearman, M., & Keating, J. L. (2018). Physiotherapy clinical educators' perspectives on a fitness to practice initiative. *Physiotherapy Theory and Practice*, 34(1), 41-53. <https://doi.org/10.1080/09593985.2017.1370752>
- Mahoney, P., Boud, D., & Dawson, P. (2018). *CRADLE Suggests... Feedback strategies to make a difference* [Brochure]. CRADLE, Deakin University. [https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_Feedback\\_strategies\\_to\\_make\\_a\\_difference/12585473](https://figshare.com/articles/online_resource/CRADLE_Suggests_Feedback_strategies_to_make_a_difference/12585473)
- Panadero, E., & Broadbent, J. (2018). How to develop evaluative judgement in the classroom? A self-regulated learning perspective. In D. Boud, R. Ajjawi, P. Dawson, & J. Tai (Eds.), *Developing Evaluative Judgement: Assessment for Knowing and Producing Quality Work* (pp. 81-89). Routledge. <https://doi.org/10.4324/9781315109251>
- Peddle, M., Bearman, M., Radomski, N., Mckenna, L., & Nestel, D. (2018). What non-technical skills competencies are addressed by Australian standards documents for health professionals who work in secondary and tertiary clinical settings? A qualitative comparative analysis. *BMJ Open*, 8(8), e020799. <https://doi.org/10.1136/bmjopen-2017-020799>
- Sarti, A. J., Ajjawi, R., Sutherland, S., Landriault, A., Kim, J., & Cardinal, P. (2018). Comparison of simulation debriefs with traditional needs assessment methods: a qualitative exploratory study in a critical care community setting. *BMJ Open*, 8(10), e020570. <https://doi.org/10.1136/bmjopen-2017-020570>
- Sethi, A., Schofield, S., McAleer, S., & Ajjawi, R. (2018). The influence of postgraduate qualifications on educational identity formation of healthcare professionals. *Advances in Health Sciences Education*, 23(3), 567-585. <https://doi.org/10.1007/s10459-018-9814-5>
- Sutherland-Smith, W. (2018). Is student plagiarism still a serious problem in universities today? In D. Pecorari & P. Shaw (Eds.), *Student plagiarism in higher education* (pp. 47-61). Routledge. <https://doi.org/10.4324/9781315166148>
- Sutherland-Smith, W., Dawson, P., & Dullaghan, K. (2018). *CRADLE Suggests... How to detect contract cheating*. [Brochure]. CRADLE, Deakin University. [https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_How\\_to\\_detect\\_contract\\_cheating/12580994](https://figshare.com/articles/online_resource/CRADLE_Suggests_How_to_detect_contract_cheating/12580994)
- Tai, J., Adachi, C., & Dawson, P. (2018). *CRADLE Suggests... Strategies to implement self and peer assessment*. [Brochure]. CRADLE, Deakin University. [https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_Strategies\\_to\\_implement\\_self\\_and\\_peer\\_assessment/12585476](https://figshare.com/articles/online_resource/CRADLE_Suggests_Strategies_to_implement_self_and_peer_assessment/12585476)
- Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E. (2018). Developing evaluative judgement: enabling students to make decisions about the quality of work. *Higher Education*, 76(3), 467-481. <https://doi.org/10.1007/s10734-017-0220-3>
- Tai, J., & Sevenhuysen, S. (2018). The role of peers in developing evaluative judgement. In D. Boud, J. Tai, P. Dawson, & R. Ajjawi (Eds.), *Developing Evaluative Judgement in Higher Education: Assessment for Knowing & Producing Quality Work* (pp. 156-165). Routledge. <https://doi.org/10.4324/9781315109251>
- Tai, J., Sevenhuysen, S., & Dawson, P. (2018). Peer learning in clinical placements. In C. Delany & E. Molloy (Eds.), *Learning and Teaching in Clinical Contexts: A Practical Guide* (pp. 162-174). Elsevier.
- Teodorczuk, A., Ajjawi, R., Billett, S., Hilder, J., & Noble, C. (2018). The service/teaching tension: a window into the soul of a hospital. *Medical Education*, 52(6), 678-678. <https://doi.org/10.1111/medu.13527>
- van der Meer, J., & Dawson, P. (2018). Feedback in Tertiary Education: Challenges and Opportunities for Enhancing Current Practices. In A. A. Lipnevich & J. K. Smith (Eds.), *The Cambridge Handbook of Instructional Feedback* (pp. 264-288). Cambridge University Press. <https://doi.org/10.1017/9781316832134.014>



## 2019

- Ajjawi, R. (2019). Surfacing tensions through making explicit our evaluative judgements of research. *Medical Education*, 53(1), 11-12. <https://doi.org/doi:10.1111/medu.13777>
- Ajjawi, R., Boud, D., Henderson, M., & Molloy, E. (2019). Improving Feedback Research in Naturalistic Settings. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (pp. 245-265). Springer International Publishing. [https://doi.org/10.1007/978-3-030-25112-3\\_14](https://doi.org/10.1007/978-3-030-25112-3_14)
- Ajjawi, R., Boud, D., Zacharias, N., Dracup, M., & Bennett, S. (2019). How Do Students Adapt in Response to Academic Failure? *Student Success*, 10(3), 84-91. <https://doi.org/10.5204/ssj.v10i3.1403>
- Ajjawi, R., Brander, R., & Thistlethwaite, J. (2019). Interprofessional programs to develop clinical reasoning. In J. Higgs, G. Jensens, S. Loftus, & N. Christensen (Eds.), *Clinical reasoning in the health professions* (4th ed., pp. 397-405). Elsevier. <https://educate.elsevier.com/book/details/9780702062247>
- Ajjawi, R., & Higgs, J. (2019). Learning to communicate clinical reasoning. In J. Higgs, G. Jensens, S. Loftus, & N. Christensen (Eds.), *Clinical reasoning in the health professions* (4th ed., pp. 419-425). Elsevier. <https://educate.elsevier.com/book/details/9780702062247>
- Ajjawi, R., & McIlhenny, C. (2019). Researching in Surgical Education: An Orientation. In D. Nestel, K. Dalrymple, J. T. Paige, & R. Aggarwal (Eds.), *Advancing Surgical Education: Theory, Evidence and Practice* (pp. 341-352). Springer Singapore. [https://doi.org/10.1007/978-981-13-3128-2\\_30](https://doi.org/10.1007/978-981-13-3128-2_30)
- Ajjawi, R., & Regehr, G. (2019). When I say ... feedback. *Medical Education*, 53(7), 652-654. <https://doi.org/10.1111/medu.13746>
- Awdry, R., & Newton, P. M. (2019). Staff views on commercial contract cheating in higher education: a survey study in Australia and the UK. *Higher Education*, 78, 593-610. <https://doi.org/10.1007/s10734-019-00360-0>
- Bearman, M. (2019). Focus on Methodology: Eliciting rich data: A practical approach to writing semi-structured interview schedules. *Focus on Health Professional Education: A Multi-disciplinary Journal*, 20(3), 1-11. <https://doi.org/10.11157/fohpe.v20i3.387>
- Bearman, M. (2019). Key Concepts in Qualitative Research Design. In D. Nestel, J. Hui, K. Kunkler, M. W. Scerbo, & A. W. Calhoun (Eds.), *Healthcare Simulation Research: A Practical Guide* (pp. 73-78). Springer International Publishing. [https://doi.org/10.1007/978-3-030-26837-4\\_10](https://doi.org/10.1007/978-3-030-26837-4_10)
- Bearman, M., Cheng, A., Nadkarni, V. M., & Nestel, D. (2019). Unpacking the Social Dimensions of Research: How to Get Started in Healthcare Simulation Research. In D. Nestel, J. Hui, K. Kunkler, M. W. Scerbo, & A. W. Calhoun (Eds.), *Healthcare Simulation Research: A Practical Guide* (pp. 333-340). Springer International Publishing. [https://doi.org/10.1007/978-3-030-26837-4\\_44](https://doi.org/10.1007/978-3-030-26837-4_44)
- Bearman, M., Eppich, W., & Nestel, D. (2019). How Debriefing Can Inform Feedback: Practices That Make a Difference. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (pp. 165-188). Springer International Publishing. [https://doi.org/10.1007/978-3-030-25112-3\\_10](https://doi.org/10.1007/978-3-030-25112-3_10)
- Bearman, M., Greenhill, J., & Nestel, D. (2019). The power of simulation: a large-scale narrative analysis of learners' experiences. *Medical Education*, 53(4), 369-379. <https://doi.org/10.1111/medu.13747>
- Boshraadi, A. M. (2019, 16-18 May). Developing Evaluative Judgement of Academic Writing: A Step Towards Fostering Independent Writing Skills. Asian Conference on Language Learning (ACLL), Tokyo, Japan. [https://www.researchgate.net/publication/344942914\\_Developing\\_Evaluative\\_Judgement\\_of\\_Academic\\_Writing\\_A\\_Step\\_Towards\\_Fostering\\_Independent\\_Writing\\_Skills](https://www.researchgate.net/publication/344942914_Developing_Evaluative_Judgement_of_Academic_Writing_A_Step_Towards_Fostering_Independent_Writing_Skills)
- Boud, D., & Ajjawi, R. (2019). The Place of Student Assessment in Pursuing Employability. In J. Higgs, W. Letts, & G. Crisp (Eds.), *Education for Employability* (Vol. 2, pp. 167-178). Brill | Sense. [https://doi.org/10.1163/9789004418707\\_014](https://doi.org/10.1163/9789004418707_014)

- Boud, D., Nyström, S., Abrandt Dahlgren, M., Dahlberg, J., Rooney, D., Kelly, M., & O’Keeffe, D. (2019). Observing Interprofessional Simulation. In M. Abrandt Dahlgren, H. Rystedt, L. Felländer-Tsai, & S. Nyström (Eds.), *Interprofessional Simulation in Health Care: Materiality, Embodiment, Interaction* (pp. 115-137). Springer International Publishing. [https://doi.org/10.1007/978-3-030-19542-7\\_6](https://doi.org/10.1007/978-3-030-19542-7_6)
- Brown, J., Bearman, M., Kirby, C., Molloy, E., Colville, D., & Nestel, D. (2019). Theory, a lost character? As presented in general practice education research papers. *Medical Education*, 53(5), 443-457. <https://doi.org/10.1111/medu.13793>
- Callese, T., Strowd, R., Navarro, B., Rosenberg, I., Waasdorp Hurtado, C., Tai, J., Riddle, J. M., & Cianciolo, A. T. (2019). Conversation Starter: Advancing the Theory of Peer-Assisted Learning. *Teaching and Learning in Medicine*, 31(1), 7-16. <https://doi.org/10.1080/10401334.2018.1550855>
- Cameron, P., MacLeod, A., Tummons, J., Kits, O., & Ajjawi, R. (2019). Unpacking Practice: The challenges and possibilities afforded by sociomaterial ethnography. In J. Lynch, J. Rowlands, T. Gale, & S. Parker (Eds.), *Practice Methodologies in Education Research* (pp. 187-205). Routledge.
- Castanelli, D. J., Weller, J. M., Chander, A. R., Molloy, E. K., & Bearman, M. L. (2019). A balancing act: The Supervisor of Training role in anaesthesia education. *Anaesthesia and Intensive Care*, 47(4), 349-356. <https://doi.org/10.1177/0310057X19853593>
- Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2019). What makes for effective feedback: staff and student perspectives. *Assessment & Evaluation in Higher Education*, 44(1), 25-36. <https://doi.org/10.1080/02602938.2018.1467877>
- Dawson, P., & Jha, A. K. (2019). Assessment: What is the best practice and how do we innovate? In J. Arvanitakis, S. Bhushan, N. Pothen, & A. Srivastava (Eds.), *Teaching and Learning in Higher Education in India and Australia* (pp. 131-148). Routledge. <https://doi.org/10.4324/9780429293092>
- Dawson, P., & Sutherland-Smith, W. (2019). Can training improve marker accuracy at detecting contract cheating? A multi-disciplinary pre-post study. *Assessment & Evaluation in Higher Education*, 44(5), 715-725. <https://doi.org/10.1080/02602938.2018.1531109>
- Dawson, S. L., Craig, J. M., Clarke, G., Mohebbi, M., Dawson, P., Tang, M. I., & Jacka, F. N. (2019). Targeting the Infant Gut Microbiota Through a Perinatal Educational Dietary Intervention: Protocol for a Randomized Controlled Trial. *JMIR Research Protocols*, 21(8), e14771. <https://doi.org/10.2196/14771>
- Goldsmith, R., Willey, K., & Boud, D. (2019). Investigating invisible writing practices in the engineering curriculum using practice architectures. *European Journal of Engineering Education*, 44(1-2), 71-84. <https://doi.org/10.1080/03043797.2017.1405241>
- Harrison, J., Molloy, E., Bearman, M., Ting, C. Y., & Leech, M. (2019). Clinician Peer Exchange Groups (C-PEGs): Augmenting Medical Students’ Learning on Clinical Placement. In S. Billett, J. Newton, G. Rogers, & C. Noble (Eds.), *Augmenting Health and Social Care Students’ Clinical Learning Experiences: Outcomes and Processes* (pp. 95-120). Springer International Publishing. [https://doi.org/10.1007/978-3-030-05560-8\\_5](https://doi.org/10.1007/978-3-030-05560-8_5)
- Henderson, M., Ajjawi, R., Boud, D., & Molloy, E. (2019). Identifying Feedback That Has Impact. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (pp. 15-34). Springer International Publishing. [https://doi.org/10.1007/978-3-030-25112-3\\_2](https://doi.org/10.1007/978-3-030-25112-3_2)
- Henderson, M., Ajjawi, R., Boud, D., & Molloy, E. (2019). *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (1st ed.). Palgrave Macmillan. [https://doi.org/10.1007/978-3-030-25112-3\\_1](https://doi.org/10.1007/978-3-030-25112-3_1)
- Henderson, M., Ajjawi, R., Boud, D., & Molloy, E. (2019). Why Focus on Feedback Impact? In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (pp. 3-14). Springer International Publishing. [https://doi.org/10.1007/978-3-030-25112-3\\_1](https://doi.org/10.1007/978-3-030-25112-3_1)
- Henderson, M., Molloy, E., Ajjawi, R., & Boud, D. (2019). Designing Feedback for Impact. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (pp. 267-285). Springer International Publishing. [https://doi.org/10.1007/978-3-030-25112-3\\_15](https://doi.org/10.1007/978-3-030-25112-3_15)

- Henderson, M., Phillips, M., Ryan, T., Boud, D., Dawson, P., Molloy, E., & Mahoney, P. (2019). Conditions that enable effective feedback. *Higher Education Research & Development*, 38(7), 1401-1416. <https://doi.org/10.1080/07294360.2019.1657807>
- Hitch, D., Brown, P., Macfarlane, S., Watson, J., Dracup, M., & Anderson, K. (2019). The transition to higher education: applying Universal Design for Learning to support student success. In S. Bracken & K. Novak (Eds.), *Transforming Higher Education Through Universal Design for Learning: An International Perspective* (pp. 84-100). Routledge. <https://doi.org/10.4324/9781351132077>
- James, L. T., & Barallon, R. (2019). Towards a strategic approach to supporting academics' design of 1st year units. In *Learning and Teaching Conference 2019*. Deakin University.
- Joughin, G., Boud, D., & Dawson, P. (2019). Threats to student evaluative judgement and their management. *Higher Education Research & Development*, 38(3), 537-549. <https://doi.org/10.1080/07294360.2018.1544227>
- Kelly, M. A., & Tai, J. (2019). Survey and Other Textual Data. In D. Nestel, J. Hui, K. Kunkler, M. W. Scerbo, & A. W. Calhoun (Eds.), *Healthcare Simulation Research: A Practical Guide* (pp. 113-120). Springer International Publishing. [https://doi.org/10.1007/978-3-030-26837-4\\_16](https://doi.org/10.1007/978-3-030-26837-4_16)
- Lambert, S. (2019, July). School teachers, family, friends and colleagues: supporting successful regional students in an Australian online enabling program. Students, Transition, Attrition, Retention and Success (STARS) conference, Melbourne, Australia. <https://unistars.org/papers/STARS2019/05F.pdf>
- Lambert, S. R. (2019). Six critical dimensions: A model for widening participation in open, online and blended programs *Australasian Journal of Educational Technology*, 35(6). <https://doi.org/10.14742/ajet.5683>
- Lambert, S. R. (2019). The Siyavula case: Digital, collaborative text-book authoring to address educational disadvantage and resource shortage in South African schools. *International Electronic Journal of Elementary Education*, 11(3), 279-290. <https://www.iejee.com/index.php/IEJEE/article/view/704>
- Latella, C., Goodwill, A. M., Muthalib, M., Hendy, A. M., Major, B., Nosaka, K., & Teo, W.-P. (2019). Effects of eccentric versus concentric contractions of the biceps brachii on intracortical inhibition and facilitation. *Scandinavian Journal of Medicine & Science in Sports*, 29(3), 369-379. <https://doi.org/10.1111/sms.13334>
- Lazendic-Galloway, J., Fischer, J., & Henkel, K. (2019, 2 - 4 October). Using learning reflection reports to foster metacognition and deeper learning in science students. The Australian Conference on Science and Mathematics Education, Sydney, Australia. <https://openjournals.library.sydney.edu.au/index.php/IISME/article/view/13645>
- Lodge, J. M., Panadero, E., Broadbent, J., & de Barba, P. G. (2019). Supporting self-regulated learning with learning analytics. In J. M. Lodge, J. C. Horvath, & L. Corrin (Eds.), *Learning Analytics in the Classroom: Translating Learning Analytics Research for Teachers* (1st ed.). Routledge. <https://doi.org/10.4324/9781351113038-4>
- Lucas, C. J., Lyell, E., Koch, B., Elder, V., Cummins, L., Lambert, S., McMahon, A. T., & Charlton, K. E. (2019). Feasibility of face-to-face and online learning methods to provide nutrition education to midwives, general practice nurses and student nurses. *BMJ nutrition, prevention & health*, 2(2), 80-85. <https://doi.org/10.1136/bmjnph-2019-000031>
- MacLeod, A., Cameron, P., Ajjawi, R., Kits, O., & Tummons, J. (2019). Actor-network theory and ethnography: Sociomaterial approaches to researching medical education. *Perspectives on Medical Education*, 8(3), 177-186. <https://doi.org/10.1007/s40037-019-0513-6>
- Mahoney, P., Macfarlane, S., & Ajjawi, R. (2019). A qualitative synthesis of video feedback in higher education. *Teaching in Higher Education*, 24(2), 157-179. <https://doi.org/10.1080/13562517.2018.1471457>
- Molloy, E., & Bearman, M. (2019). Embracing the tension between vulnerability and credibility: 'intellectual candour' in health professions education. *Medical Education*, 53(1), 32-41.
- Molloy, E., & Bearman, M. (2019). Emotion and spontaneity as part of intellectual candour. *Medical Education*, 53(7), 747-747. <https://doi.org/10.1111/medu.13901>
- Molloy, E., Noble, C., & Ajjawi, R. (2019). Attending to Emotion in Feedback. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy

- (Eds.), *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (pp. 83-105). Springer International Publishing. [https://doi.org/10.1007/978-3-030-25112-3\\_6](https://doi.org/10.1007/978-3-030-25112-3_6)
- Noble, C., Billett, S., Hilder, J., Teodorczuk, A., & Ajjawi, R. (2019). Enriching medical trainees' learning through practice: a video reflexive ethnography study protocol. *BMJ Open*, *9*(8). <https://doi.org/10.1136/bmjopen-2019-031577>
- Panadero, E., Broadbent, J., Boud, D., & Lodge, J. M. (2019). Using formative assessment to influence self- and co-regulated learning: the role of evaluative judgement. *European Journal of Psychology of Education*, *34*, 535–557. <https://doi.org/10.1007/s10212-018-0407-8>
- Panadero, E., Lipnevich, A., & Broadbent, J. (2019). Turning Self-Assessment into Self-Feedback. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (pp. 147-163). Springer International Publishing. [https://doi.org/10.1007/978-3-030-25112-3\\_9](https://doi.org/10.1007/978-3-030-25112-3_9)
- Peddle, M., Bearman, M., McKenna, L., & Nestel, D. (2019). Exploring undergraduate nursing student interactions with virtual patients to develop 'non-technical skills' through case study methodology. *Advances in Simulation*, *4*(1). <https://doi.org/10.1186/s41077-019-0088-7>
- Peddle, M., McKenna, L., Bearman, M., & Nestel, D. (2019). Development of non-technical skills through virtual patients for undergraduate nursing students: An exploratory study. *Nurse Education Today*, *73*, 94-101. <https://doi.org/10.1016/j.nedt.2018.11.008>
- Redmond, S., & Tai, J. (2019). Authenticating Assessment through the Video Essay – A Pilot Case Study. *JCMS Teaching Dossier*, *5*(3). <http://www.teachingmedia.org/authenticating-assessment-through-the-video-essay-a-pilot-case-study/>
- Reedy, G., & Bearman, M. (2019). Along the Axes of Difference: Setting Scholarship and Practice Agendas for Faculty Development. *Journal of Continuing Education in the Health Professions*, *39*(4). [https://journals.lww.com/jcehp/Fulltext/2019/03940/Along\\_the\\_Axes\\_of\\_Difference\\_Setting\\_Scholarship.7.aspx](https://journals.lww.com/jcehp/Fulltext/2019/03940/Along_the_Axes_of_Difference_Setting_Scholarship.7.aspx)
- Scarff, C. E., Bearman, M., Chiavaroli, N., & Trumble, S. (2019). Keeping mum in clinical supervision: private thoughts and public judgements. *Medical Education*, *53*(2), 133-142. <https://doi.org/10.1111/medu.13728>
- Scarff, C. E., Bearman, M., Chiavaroli, N., & Trumble, S. (2019). Trainees' perspectives of assessment messages: a narrative systematic review. *Medical Education*, *53*(3), 221-223. <https://doi.org/10.1111/medu.13775>
- Snow, R., Bearman, M., & Iedema, R. (2019). Patients and Surgical Education: Rethinking Learning, Practice and Patient Engagement. In D. Nestel, K. Dalrymple, J. T. Paige, & R. Aggarwal (Eds.), *Advancing Surgical Education: Theory, Evidence and Practice* (pp. 197-207). Springer Singapore. [https://doi.org/10.1007/978-981-13-3128-2\\_18](https://doi.org/10.1007/978-981-13-3128-2_18)
- Sridharan, B., & Boud, D. (2019). The effects of peer judgements on teamwork and self-assessment ability in collaborative group work. *Assessment & Evaluation in Higher Education*, *44*(6), 894-909. <https://doi.org/10.1080/02602938.2018.1545898>
- Sridharan, B., Tai, J., & Boud, D. (2019). Does the use of summative peer assessment in collaborative group work inhibit good judgement? *Higher Education*, *77*(5), 853-870. <https://doi.org/10.1007/s10734-018-0305-7>
- Sutherland-Smith, W., & Dullaghan, K. (2019). You don't always get what you pay for: User experiences of engaging with contract cheating sites. *Assessment & Evaluation in Higher Education*, *44*(8), 1148-1162. <https://doi.org/10.1080/02602938.2019.1576028>
- Tai, J. (2019). *CRADLE Suggests... Student engagement in contemporary and digital contexts*. [Brochure]. CRADLE, Deakin University. [https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_Student\\_engagement\\_in\\_contemporary\\_and\\_digital\\_contexts/12585491](https://figshare.com/articles/online_resource/CRADLE_Suggests_Student_engagement_in_contemporary_and_digital_contexts/12585491)
- Tai, J., & Adachi, C. (2019). The transformative role of self-and peer-assessment in developing critical thinkers. In C. Bryan & K. Clegg (Eds.), *Innovative Assessment in Higher Education: A Handbook for Academic Practitioners* (2nd ed.). Routledge.
- Tai, J., Boud, D., Ajjawi, R., Bearman, M., & Dawson, P. (2019). *CRADLE Suggests... Developing evaluative judgement*. [Brochure]. CRADLE, Deakin University. [https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_Developing\\_evaluative\\_judgement/12585494](https://figshare.com/articles/online_resource/CRADLE_Suggests_Developing_evaluative_judgement/12585494)

- Tai, J., Dawson, P., Bearman, M., & Ajjawi, R. (2019). Beware the Simple Impact Measure: Learning from the Parallels with Student Engagement. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners* (pp. 37-50). Springer International Publishing. [https://doi.org/10.1007/978-3-030-25112-3\\_3](https://doi.org/10.1007/978-3-030-25112-3_3)
- Tai, J. H.-M., Bellingham, R., Lang, J., & Dawson, P. (2019). Student perspectives of engagement in learning in contemporary and digital contexts. *Higher Education Research & Development*, 38(5), 1075-1089. <https://doi.org/10.1080/07294360.2019.1598338>
- Tran, L. T., Nghia, T. L. H., Khuong, C., & Le, T. T. T. (2019). Language and learning advisors as a valuable but under-recognised workforce in higher education: a Bourdieuan analysis of their professional development in international education. *Teaching in Higher Education*, 24(6), 755-771. <https://doi.org/10.1080/13562517.2018.1499079>
- Winstone, N., & Boud, D. (2019). Exploring cultures of feedback practice: the adoption of learning-focused feedback practices in the UK and Australia. *Higher Education Research & Development*, 38(2), 411-425. <https://doi.org/10.1080/07294360.2018.1532985>
- Winstone, N. E., & Boud, D. (2019). Developing Assessment Feedback: From Occasional Survey to Everyday Practice. In S. Lygo-Baker, I. M. Kinchin, & N. E. Winstone (Eds.), *Engaging Student Voices in Higher Education: Diverse Perspectives and Expectations in Partnership* (pp. 109-123). Springer International Publishing. [https://doi.org/10.1007/978-3-030-20824-0\\_7](https://doi.org/10.1007/978-3-030-20824-0_7)

---

# 2020

---

- Ajjawi, R., Boud, D., & Marshall, D. (2020). Repositioning Assessment-as-Portrayal: What Can We Learn from Celebrity and Persona Studies? In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 65-78). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_6](https://doi.org/10.1007/978-3-030-41956-1_6)
- Ajjawi, R., Dracup, M., Zacharias, N., Bennett, S., & Boud, D. (2020). Persisting students' explanations of and emotional responses to academic failure. *Higher Education Research & Development*, 39(2), 185-199. <https://doi.org/10.1080/07294360.2019.1664999>
- Ajjawi, R., Hilder, J., Noble, C., Teodorczuk, A., & Billett, S. (2020). Using video-reflexive ethnography to understand complexity and change practice. *Medical Education*, 54(10), 908-914. <https://doi.org/10.1111/medu.14156>
- Ajjawi, R., Tai, J., Huu Nghia, T. L., Boud, D., Johnson, L., & Patrick, C.-J. (2020). Aligning assessment with the needs of work-integrated learning: the challenges of authentic assessment in a complex context. *Assessment & Evaluation in Higher Education*, 45(2), 304-316. <https://doi.org/10.1080/02602938.2019.1639613>
- Amigud, A., & Dawson, P. (2020). The law and the outlaw: is legal prohibition a viable solution to the contract cheating problem? *Assessment & Evaluation in Higher Education*, 41(1), 98-108. <https://doi.org/10.1080/02602938.2019.1612851>
- Andresen, L., Boud, D., & Cohen, R. (2020). Experience-based learning. In G. Foley (Ed.), *Understanding Adult Education and Training* (2nd ed., pp. 225-240). Routledge. <https://doi.org/10.4324/9781003118299>
- Ashwin, P., Boud, D., Calkins, S., Coate, K., Hallett, F., Light, G., Lockett, K., McArthur, J., MaLaren, I., & McLean, M. (2020). *Reflective Teaching in Higher Education* (2nd ed.). Bloomsbury Publishing. <https://books.google.com.au/books?id=zpvGDwAAQBAJ>
- Barallon, R., Pittaway, S., & James, L. T. (2020). Quiet digital meetings: using MURAL to include more voices in collaborative practice. In *Learning and Teaching Conference 2020*. Deakin University.
- Bearman, M. (2020). Bringing reality to assessment: Lessons from clinical simulation. *Medical Education*, 54, 870-872. <https://doi.org/10.1111/medu.14293>
- Bearman, M. (2020). Working with underperformance in surgical training: Educational strategies for supervisors. *Seminars in Pediatric Surgery*, 29(2), 150908. <https://doi.org/10.1016/j.sempedsurg.2020.150908>
- Bearman, M., Boud, D., & Ajjawi, R. (2020). New Directions for Assessment in a Digital World. In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 7-18). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_2](https://doi.org/10.1007/978-3-030-41956-1_2)
- Bearman, M., Dawson, P., Ajjawi, R., Tai, J., & Boud, D. (2020). *Re-imagining University Assessment in a Digital World*. Springer. <https://doi.org/10.1007/978-3-030-41956-1>
- Bearman, M., Dawson, P., O'Donnell, M., Tai, J., & Jorre de St Jorre, T. (2020). *Ensuring academic integrity and assessment security with redesigned online delivery*. Deakin University. <https://dteach.deakin.edu.au/wp-content/uploads/sites/103/2020/03/DigitalExamsAssessmentGuide1.pdf>
- Bearman, M., Dawson, P., & Tai, J. (2020). Digitally Mediated Assessment in Higher Education: Ethical and Social Impacts. In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 23-36). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_3](https://doi.org/10.1007/978-3-030-41956-1_3)
- Bearman, M., & Luckin, R. (2020). Preparing University Assessment for a World with AI: Tasks for Human Intelligence. In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 49-63). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_5](https://doi.org/10.1007/978-3-030-41956-1_5)
- Boud, D. (2020). Challenges in reforming higher education assessment: a perspective from afar. *Electronic Journal of Education Research and Evaluation*, 26(1). <https://doi.org/10.7203/relieve.26.1.17088>

- Boud, D., Ajjawi, R., & Tai, J. (2020). *Assessing work-integrated learning programs: a guide to effective assessment design* [Brochure]. Centre for Research in Assessment and Digital Learning, Deakin University. <http://acen.edu.au/assessing-work-integrated-learning-programs-a-guide-to-effective-assessment-design/>
- Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., Lambert, S., Al-Freih, M., Pete, J., Olcott, J., D., Rodes, V., Aranciaga, I., Bali, M., Alvarez, A. J., Roberts, J., Pazurek, A., Raffaghelli, J. E., Panagiotou, N., de Coëtlogon, P., . . . Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, *15*(1), 1-126. <https://doi.org/10.5281/zenodo.3878572>
- Broadbent, J., Panadero, E., & Fuller-Tyszkiewicz, M. (2020). Effects of mobile-app learning diaries vs online training on specific self-regulated learning components. *Educational Technology Research and Development*, *68*(5), 2351-2372. <https://doi.org/10.1007/s11423-020-09781-6>
- Broadbent, J., Panadero, E., Lodge, J. M., & de Barba, P. (2020). Technologies to Enhance Self-Regulated Learning in Online and Computer-Mediated Learning Environments. In M. J. Bishop, E. Boling, J. Elen, & V. Svihla (Eds.), *Handbook of Research in Educational Communications and Technology: Learning Design* (pp. 37-52). Springer International Publishing. [https://doi.org/10.1007/978-3-030-36119-8\\_3](https://doi.org/10.1007/978-3-030-36119-8_3)
- Castanelli, D. J., Weller, J. M., Molloy, E., & Bearman, M. (2020). Shadow systems in assessment: how supervisors make progress decisions in practice. *Advances in Health Sciences Education*, *25*, 131-147. <https://doi.org/10.1007/s10459-019-09913-5>
- Dawson, P. (2020). Cognitive Offloading and Assessment. In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 37-48). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_4](https://doi.org/10.1007/978-3-030-41956-1_4)
- Dawson, P. (2020). *Cybersecurity: the next academic integrity frontier*. Edward Elgar Publishing. <https://doi.org/10.4337/9781789903775.00021>
- Dawson, P. (2020). *Defending Assessment Security in a Digital World: Preventing E-Cheating and Supporting Academic Integrity in Higher Education*. Taylor & Francis. <https://doi.org/10.4324/9780429324178>
- Dawson, P., Ajjawi, R., Bearman, M., Boud, D., & Tai, J. (2020). Introduction. In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 3-5). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_1](https://doi.org/10.1007/978-3-030-41956-1_1)
- Dawson, P., & Bearman, M. (2020). Concluding Comments: Reimagining University Assessment in a Digital World. In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 291-296). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_20](https://doi.org/10.1007/978-3-030-41956-1_20)
- Dawson, P., Sutherland-Smith, W., & Dullaghan, K. (2020). *CRADLE Suggests... Academic integrity, assessment security and digital assessment*. [Brochure]. CRADLE, Deakin University. [https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_Academic\\_integrity\\_assessment\\_security\\_and\\_digital\\_assessment/12585443](https://figshare.com/articles/online_resource/CRADLE_Suggests_Academic_integrity_assessment_security_and_digital_assessment/12585443)
- Dawson, P., Sutherland-Smith, W., & Ricksen, M. (2020). Can software improve marker accuracy at detecting contract cheating? A pilot study of the Turnitin authorship investigate alpha. *Assessment & Evaluation in Higher Education*, *45*(4), 473-482. <https://doi.org/10.1080/02602938.2019.1662884>
- Denniston, C., & Tai, J. (2020). Paradigm shifts during higher degrees by research. *Clinical Teacher*, *17*(1), 98-99. <https://doi.org/10.1111/tct.13002>
- Gamble, A., Nestel, D., & Bearman, M. (2020). Power and adolescent simulated patients: A qualitative exploration. *Nurse Education in Practice*, *48*, 102871. <https://doi.org/10.1016/j.nepr.2020.102871>
- Gamble, A. S., Nestel, D., & Bearman, M. (2020). Listening to young voices: The lived experiences of adolescent simulated patients in health professional education. *Nurse Education Today*, *91*. <https://doi.org/10.1016/j.nedt.2020.104476>
- Honicke, T., Broadbent, J., & Fuller-Tyszkiewicz, M. (2020). Learner self-efficacy, goal orientation, and academic achievement: exploring mediating and moderating relationships. *Higher Education Research & Development*, *39*(4), 689-703.

<https://doi.org/10.1080/07294360.2019.1685941>

- Ibarra-Sáiz, M., Rodríguez-Gómez, G., Boud, D., Rotsaert, T., Brown, S., Salinas-Salazar, M., & Rodríguez-Gomez, H. (2020). The future of assessment in higher education. *Electronic Journal of Education Research and Evaluation*, 26(1). <https://doi.org/10.7203/relieve.26.1.17323>
- Ibarra-Sáiz, M. S., Rodríguez-Gómez, G., & Boud, D. (2020). Developing student competence through peer assessment: the role of feedback, self-regulation and evaluative judgement. *Higher Education*, 80, 137-156. <https://doi.org/10.1007/s10734-019-00469-2>
- James, L. T. (2020). Supporting the transition to online exams. In *Learning and Teaching Conference 2020*. Deakin University.
- Jorre de St Jorre, T. (2020). Sharing Achievement Through Digital Credentials: Are Universities Ready for the Transparency Afforded by a Digital World? In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 277-288). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_19](https://doi.org/10.1007/978-3-030-41956-1_19)
- Kilbertus, F., Ajjawi, R., & Archibald, D. (2020). Harmony or dissonance? The affordances of palliative care learning for emerging professional identity. *Perspectives on Medical Education*, 9(6), 350-358. <https://doi.org/10.1007/s40037-020-00608-x>
- Lambert, S. (2020). Do MOOCs contribute to student equity and social inclusion? A systematic review 2014–18. *Computers & Education*, 145, 103693. <https://doi.org/10.1016/j.compedu.2019.103693>
- Lambert, S. (2020). Online Open Education and Social Justice: Progress for Regional, Multi-Lingual, and Female Learners. In M. Krehl Edward Thomas, L. Heng, & P. Walker (Eds.), *Inclusive Education Is a Right, Right?* (pp. 21-36). Brill | Sense. [https://doi.org/10.1163/9789004434783\\_003](https://doi.org/10.1163/9789004434783_003)
- Lambert, S., & Czerniewicz, L. (2020). Approaches to Open Education and Social Justice Research. *Journal of Interactive Media in Education*, 1. <https://doi.org/10.5334/jime.584>
- Lawrie, M., Brubacher, S. P., Powell, M. B., & Boud, D. (2020). Forensic interviewers' perceptions of the utility of mock interviews with trained actors as a training tool for child interviewing. *Child Abuse & Neglect*, 106. <https://doi.org/10.1016/j.chiabu.2020.104553>
- MacLeod, A., & Ajjawi, R. (2020). Thinking Sociomaterially: Why Matter Matters in Medical Education. *Academic Medicine*, 95(6), 851-855. <https://doi.org/10.1097/ACM.00000000000003143>
- Miller, K. K., Jorre de St Jorre, T., West, J. M., & Johnson, E. D. (2020). The potential of digital credentials to engage students with capabilities of importance to scholars and citizens. *Active Learning in Higher Education*, 21(1), 11-22. <https://doi.org/10.1177/1469787417742021>
- Molloy, E., Ajjawi, R., Bearman, M., Noble, C., Rudland, J., & Ryan, A. (2020). Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. *Medical Education*, 54(1), 33-39. <https://doi.org/10.1111/medu.13802>
- Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in Higher Education*, 45(4), 527-540. <https://doi.org/10.1080/02602938.2019.1667955>
- Monrouxe, L., & Ajjawi, R. (2020). Ethnography, methodology: Striving for clarity. *Medical Education*, 54(4), 284-286. <https://doi.org/10.1111/medu.14129>
- Peddle, M., Bearman, M., McKenna, L., & Nestel, D. (2020). "Getting it wrong to get it right": Faculty perspectives of learning non-technical skills via virtual patient interactions. *Nurse Education Today*, 88. <https://doi.org/10.1016/j.nedt.2020.104381>
- Pitt, E., Bearman, M., & Esterhazy, R. (2020). The conundrum of low achievement and feedback for learning. *Assessment & Evaluation in Higher Education*, 45(2), 239-250. <https://doi.org/10.1080/02602938.2019.1630363>
- Rooney, D., & Boud, D. (2020). Toward a Pedagogy for Professional Noticing: Learning through Observation. *Vocations and Learning*, 13(2), 367-383. <https://doi.org/10.1007/s12186-019-09222-3>



- Skalicky, J., Warr Pedersen, K., van der Meer, J., Fuglsang, S., Dawson, P., & Stewart, S. (2020). A framework for developing and supporting student leadership in higher education. *Studies in Higher Education, 45*(1), 100-116. <https://doi.org/10.1080/03075079.2018.1522624>
- Song, X., Li, J., Sun, S., Yin, H., Dawson, P., & Doss, R. (2020). SEPN: A Sequential Engagement Based Academic Performance Prediction Model. *IEEE Intelligent Systems, 36*(1), 46-53. <https://doi.org/10.1109/MIS.2020.3006961>
- Tai, J., & Adachi, C. (2020). The Future of Self and Peer Assessment: Are Technology or People the Key? In M. Bearman, P. Dawson, R. Ajjawi, J. Tai, & D. Boud (Eds.), *Re-imagining University Assessment in a Digital World* (pp. 213-227). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41956-1\\_15](https://doi.org/10.1007/978-3-030-41956-1_15)
- Tai, J., Ajjawi, R., Bearman, M., & Wiseman, P. (2020). Conceptualizations and Measures of Student Engagement: A Worked Example of Systematic Review. In O. Zawacki-Richter, M. Kerres, S. Bedenlier, M. Bond, & K. Buntins (Eds.), *Systematic Reviews in Educational Research: Methodology, Perspectives and Application* (pp. 91-110). Springer Fachmedien Wiesbaden. [https://doi.org/10.1007/978-3-658-27602-7\\_6](https://doi.org/10.1007/978-3-658-27602-7_6)
- Villarroel, V., Boud, D., Bloxham, S., Bruna, D., & Bruna, C. (2020). Using principles of authentic assessment to redesign written examinations and tests. *Innovations in Education and Teaching International, 57*(1), 38-49. <https://doi.org/10.1080/14703297.2018.1564882>
- Watling, C. J., Ajjawi, R., & Bearman, M. (2020). Approaching culture in medical education: Three perspectives. *Medical Education, 54*(4), 289-295. <https://doi.org/10.1111/medu.14037>
- Yan, Z., Brubacher, S., Boud, D., & Powell, M. (2020). Psychometric properties of the Self-assessment Practice Scale for professional training contexts: evidence from confirmatory factor analysis and Rasch analysis. *International Journal of Training and Development, 24*(4), 357-373. <https://doi.org/10.1111/ijtd.12201>
- Zhou, J., Zhao, K., & Dawson, P. (2020). How first-year students perceive and experience assessment of academic literacies. *Assessment & Evaluation in Higher Education, 45*(2), 266-278. <https://doi.org/10.1080/02602938.2019.1637513>
- Zhou, J., Zheng, Y., & Tai, J. H.-M. (2020). Grudges and gratitude: the social-affective impacts of peer assessment. *Assessment & Evaluation in Higher Education, 45*(3), 345-358. <https://doi.org/10.1080/02602938.2019.1643449>

---

## 2021

---

- Ajjawi, R., Bearman, M., & Boud, D. (2021). Performing standards: a critical perspective on the contemporary use of standards in assessment. *Teaching in Higher Education*, 26(5), 728-741. <https://doi.org/10.1080/13562517.2019.1678579>
- Ajjawi, R., & Eva, K. W. (2021). The problem with solutions. *Medical Education*, 55(1), 2-3. <https://doi.org/10.1111/medu.14413>
- Ajjawi, R., Tai, J., Jorre de St Jorre, T., & Johnson, L. (2021). Authentic assessment design for work-integrated learning. In S. J. Ferns, A. D. Rowe, & K. E. Zegwaard (Eds.), *Advances in Research, Theory and Practice in Work-Integrated Learning* (1st ed., pp. 37-46). Routledge. <https://doi.org/10.4324/9781003021049>
- Awdry, R. (2021). Assignment outsourcing: moving beyond contract cheating. *Assessment & Evaluation in Higher Education*, 46(2), 220-235. <https://doi.org/10.1080/02602938.2020.1765311>
- Awdry, R., & Ives, B. (2021). Students cheat more often from those known to them: situation matters more than the individual. *Assessment & Evaluation in Higher Education*, 46(8), 1254-1268. <https://doi.org/10.1080/02602938.2020.1851651>
- Bearman, M. (2021). Provocation 2: The Impact of Digital Upon Assessment: Innovation is Necessary but Not Easy. In C. Wyatt-Smith, L. Adie, & J. Nuttal (Eds.), *Teaching Performance Assessments as a Cultural Disruptor in Initial Teacher Education* (pp. 171-175). Springer. [https://doi.org/10.1007/978-981-16-3705-6\\_11](https://doi.org/10.1007/978-981-16-3705-6_11)
- Bearman, M., & Ajjawi, R. (2021). Can a rubric do more than be transparent? Invitation as a new metaphor for assessment criteria. *Studies in Higher Education*, 46(2), 359-368. <https://doi.org/10.1080/03075079.2019.1637842>
- Bearman, M., Ajjawi, R., Bennett, S., & Boud, D. (2021). The hidden labours of designing the Objective Structured Clinical Examination: a Practice Theory study. *Advances in Health Sciences Education*, 26, 637-651. <https://doi.org/10.1007/s10459-020-10015-w>
- Bearman, M., Brown, J., Kirby, C., & Ajjawi, R. (2021). Feedback That Helps Trainees Learn to Practice Without Supervision. *Academic Medicine*, 96(2), 205-209. <https://doi.org/10.1097/ACM.0000000000003716>
- Bearman, M., Lambert, S., & O'Donnell, M. (2021). How a centralised approach to learning design influences students: a mixed methods study. *Higher Education Research & Development*, 40(4), 692-705. <https://doi.org/10.1080/07294360.2020.1792849>
- Bearman, M., Mahoney, P., Tai, J., Castanelli, D., & Watling, C. (2021). Invoking Culture in Medical Education Research: A Critical Review and Metaphor Analysis. *Medical Education*, 55(8), 903-911. <https://doi.org/10.1111/medu.14464>
- Bell, P., Wilkey, A., Roslan, F., James, L. T., Willis, M., & Mander, A. (2021, 5-9 July). Student Plenary. STARS 2021, Online. <https://studentsuccessjournal.org/article/view/2060/1106>
- Boshrabadi, A. M., & Hosseini, M. R. (2021). Designing collaborative problem solving assessment tasks in engineering: an evaluative judgement perspective. *Assessment & Evaluation in Higher Education*, 46(6), 913-927. <https://doi.org/10.1080/02602938.2020.1836122>
- Boshrabadi, A. M., Oraee, M., Martek, I., & Hosseini, M. R. (2021). BIM education assessment Guidelines for making it authentic. In M. R. Hosseini, F. Khosrowshahi, A. Aibinu, & S. Abrishami (Eds.), *BIM Teaching and Learning Handbook: Implementation for Students and Educators* (1st ed., pp. 219). Routledge. <https://doi.org/10.1201/9780367855192>
- Boshrabadi, A. M., Oraee, M., Martek, I., & Hosseini, M. R. (2021). Incorporating collaborative problem solving (CPS) principles in BIM education. In M. R. Hosseini, F. Khosrowshahi, A. Aibinu, & S. Abrishami (Eds.), *BIM Teaching and Learning Handbook: Implementation for Students and Educators* (1st ed., pp. 209). Routledge. <https://doi.org/10.1201/9780367855192>
- Boud, D., Costley, C., Marshall, S., & Sutton, B. (2021). Impacts of a professional practice doctorate: a collaborative enquiry. *Higher Education Research & Development*, 40(3), 431-445. <https://doi.org/10.1080/07294360.2020.1765744>

- Boud, D., & Jorre de St Jorre, T. (2021). The move to micro-credentials exposes the deficiencies of existing credentials. *Journal of Teaching and Learning for Graduate Employability*, 12(1), 18-20. <https://doi.org/10.21153/jtlge2021vol12no1art1023>
- Broadbent, J., & Lodge, J. (2021). Use of live chat in higher education to support self-regulated help seeking behaviours: a comparison of online and blended learner perspectives. *International Journal of Educational Technology in Higher Education*, 18(1), 17. <https://doi.org/10.1186/s41239-021-00253-2>
- Broadbent, J., Sharman, S., Panadero, E., & Fuller-Tyszkiewicz, M. (2021). How does self-regulated learning influence formative assessment and summative grade? Comparing online and blended learners. *The Internet and Higher Education*, 50, 100805. <https://doi.org/10.1016/j.iheduc.2021.100805>
- Casasayas, O., Hosseini, M. R., Edwards, D. J., Shuchi, S., & Chowdhury, M. (2021). Integrating BIM in Higher Education Programs: Barriers and Remedial Solutions in Australia. *Journal of Architectural Engineering*, 27(1). [https://doi.org/10.1061/\(ASCE\)AE.1943-5568.0000444](https://doi.org/10.1061/(ASCE)AE.1943-5568.0000444)
- Dawson, P. (2021, 9-11 June). Remote Proctored Exams: Minimizing the harms and maximizing the benefits. European Conference on Academic Integrity and Plagiarism, Online. [https://academicintegrity.eu/conference/proceedings/2021/book\\_of\\_abstracts2021.pdf](https://academicintegrity.eu/conference/proceedings/2021/book_of_abstracts2021.pdf)
- Dawson, P., Carless, D., & Lee, P. P. W. (2021). Authentic feedback: supporting learners to engage in disciplinary feedback practices. *Assessment & Evaluation in Higher Education*, 46(2), 286-296. <https://doi.org/10.1080/02602938.2020.1769022>
- Dawson, S. L., Mohebbi, M., Craig, J. M., Dawson, P., Clarke, G., Tang, M. L. K., & Jacka, F. N. (2021). Targeting the perinatal diet to modulate the gut microbiota increases dietary variety and prebiotic and probiotic food intakes: results from a randomised controlled trial. *Public Health Nutrition*, 24(5), 1129-1141. <https://doi.org/10.1017/S1368980020003511>
- Dollinger, M., Hanna, L., Jorre de St Jorre, T., Taylor, D., & Ridley, C. (2021). *Students as Partners: Survey Instrument for Evaluation*. Deakin University.
- Dunn, M., Dawson, P., Bearman, M., & Tai, J. (2021). 'I'd struggle to see it as cheating': the policy and regulatory environments of study drug use at universities. *Higher Education Research & Development*, 40(2), 234-246. <https://doi.org/10.1080/07294360.2020.1738351>
- Fitzgerald, K., Vaughan, B., & Tai, J. H.-M. (2021). Multiple feedback sources in learning clinical history-taking skills: Developing evaluative judgement. *Focus on Health Professional Education: A Multi-Professional Journal*, 22(3), 33-50. <https://doi.org/10.11157/fohpe.v22i3.441>
- Fox, B., Bearman, M., Bellingham, R., North-Samardzic, A., Scarparo, S., Taylor, D., Thomas, M. K. E., & Volkov, M. (2021). Longing for connection: University educators creating meaning through sharing experiences of teaching online. *British Journal of Educational Technology*, 52, 2077-2092. <https://doi.org/10.1111/bjet.13113>
- Gamble, A., Bearman, M., & Nestel, D. (2021). Engaging young people as simulated patients: a qualitative description of health professional educators' perspectives. *BMJ Simulation and Technology Enhanced Learning*, 7, 390-396. <https://doi.org/10.1136/bmjstel-2020-000807>
- Haase, C. B., Bearman, M., Brodersen, J., Hoeyer, K., & Risor, T. (2021). 'You should see a doctor', said the robot: Reflections on a digital diagnostic device in a pandemic age. *Scandinavian Journal of Public Health*, 49(1), 33-36. <https://doi.org/10.1177/1403494820980268>
- Henderson, M., Ryan, T., Boud, D., Dawson, P., Phillips, M., Molloy, E., & Mahoney, P. (2021). The usefulness of feedback. *Active Learning in Higher Education*, 22(3), 229-243. <https://doi.org/10.1177/1469787419872393>
- Hew, K. F., Bai, S., Dawson, P., & Lo, C. K. (2021). Meta-analyses of flipped classroom studies: A review of methodology. *Educational Research Review*, 33, 100393. <https://doi.org/10.1016/j.edurev.2021.100393>
- Hew, K. F., Bai, S., Huang, W., Dawson, P., Du, J., Huang, G., Jia, C., & Thankrit, K. (2021). On the use of flipped classroom across various disciplines: Insights from a second-order meta-analysis. *Australasian Journal of Educational Technology*, 37(2), 132-151. <https://doi.org/10.14742/ajet.6475>

- Ibarra-Sáiz, M. S., Rodríguez-Gómez, G., & Boud, D. (2021). The quality of assessment tasks as a determinant of learning. *Assessment & Evaluation in Higher Education*, 46(6), 943-955. <https://doi.org/10.1080/02602938.2020.1828268>
- Jensen, L. X., Bearman, M., & Boud, D. (2021). Understanding feedback in online learning - A critical review and metaphor analysis. *Computers & Education*, 173, 104271.
- Jorre de St Jorre, T. (2021, 28 November - 1 December). Deakin Launch Network: An employability network that improves engagement, graduate outcomes and wellbeing by connecting and leveraging the expertise of diverse students and alumni. Back to the Future - ASCILITE '21, Armidale. <https://2021conference.ascilite.org/wp-content/uploads/2021/11/ASCILITE-2021-Conference-Proceedings.pdf>
- Jorre de St Jorre, T., Boud, D., & Johnson, E. D. (2021). Assessment for distinctiveness: recognising diversity of accomplishments. *Studies in Higher Education*, 46(7), 1371-1382. <https://doi.org/10.1080/03075079.2019.1689385>
- Jorre de St Jorre, T., Hanna, L., Ofner, I., & Lowe, M. (2021, 5-9 July). Deakin Launch Network: An inclusive employability network which leverages distributed leadership by students and alumni. UniSTARS 2021, Online.
- Joughin, G., Boud, D., Dawson, P., & Tai, J. (2021). What can higher education learn from feedback seeking behaviour in organisations? Implications for feedback literacy. *Assessment & Evaluation in Higher Education*, 46(1), 80-91. <https://doi.org/10.1080/02602938.2020.1733491>
- Kamal, S., Bearman, M., Tai, J., & Fox, B. (2021, 28 November - 1 December). Exploring the social aspects of student collaboration in online learning. Back to the Future – ASCILITE '21, Armidale. [https://www.researchgate.net/publication/356795618\\_Exploring\\_the\\_social\\_aspects\\_of\\_student\\_collaboration\\_in\\_online\\_learning](https://www.researchgate.net/publication/356795618_Exploring_the_social_aspects_of_student_collaboration_in_online_learning)
- Lawrie, M., Brubacher, S. P., Earhart, B., Powell, M. B., Steele, L. C., & Boud, D. (2021). Testing the effectiveness of a blended vulnerable witness training for forensic interviewers. *Journal of Family Trauma, Child Custody & Child Development*, 18(3), 279-297. <https://doi.org/10.1080/26904586.2021.1894303>
- Naidoo, O., Tai, J., & Penman, M. (2021). Preparing students for the future through developing evaluative judgement. *The Clinical Teacher*, 18(2), 115-120. <https://doi.org/10.1111/tct.13268>
- Penman, M., Tai, J., Thompson, T., & Thomson, K. (2021). Feedback practices as part of signature pedagogy for clinical placements. *Assessment in Education: Principles, Policy & Practice*, 28(2), 151-169. <https://doi.org/10.1080/0969594X.2021.1892587>
- Pitt, P., Dullaghan, K., & Sutherland-Smith, W. (2021). 'Mess, stress and trauma': students' experiences of formal contract cheating processes. *Assessment & Evaluation in Higher Education*, 46(4), 659-672. <https://doi.org/10.1080/02602938.2020.1787332>
- Redmond, S., & Tai, J. (2021). What's outside the learning box? Resisting traditional forms of learning and assessment with the video essay: a dialogue between screen media & education. *Media Practice and Education*, 22(1), 7-22.
- Tai, J., Ajjawi, R., Bearman, M., Dracup, M., & Mahoney, P. (2021, 5-9 July). How could inclusive assessment design promote success for equity group students? STARS 2021, Online. <https://unistars.org/papers/STARS2021.pdf>
- Tai, J., Contessotto, C., McBurnie, J., Nicola-Richmond, K., & Brown, P. (2021). The reciprocal nature of assessment-as-learning and feedback literacy. In Y. Zi & Y. Lan (Eds.), *Assessment as Learning: Maximising Opportunities for Student Learning and Achievement* (1st ed., pp. 13). Routledge. <https://doi.org/10.4324/9781003052081>
- Tai, J., Fischer, J., & Noble, C. (2021). Observational studies in health professional education research. *Focus on Health Professional Education: A Multi-disciplinary Journal*, 22(1), 94-111. <https://doi.org/10.11157/fohpe.v22i1.536>
- Tai, J., Penman, M., Chou, C., & Teherani, A. (2021). Learning with and from Peers in Clinical Education. In D. Nestel, G. Reedy, L. McKenna, & S. Gough (Eds.), *Clinical Education for the Health Professions: Theory and Practice* (pp. 1-19). Springer. [https://doi.org/10.1007/978-981-13-6106-7\\_90-1](https://doi.org/10.1007/978-981-13-6106-7_90-1)
- Varpio, L., O'Brien, B., Rees, C. E., Monrouxe, L., Ajjawi, R., & Paradis, E. (2021). The applicability of generalisability and bias to health professions education's research. *Medical Education*, 55(2), 167-173. <https://doi.org/10.1111/medu.14348>

- Zhao, K., Zhou, J., & Dawson, P. (2021). Using student-instructor co-constructed rubrics in signature assessment for business students: benefits and challenges. *Assessment in Education: Principles, Policy & Practice*, 28(2), 170-190. <https://doi.org/10.1080/0969594X.2021.1908225>
- Zhou, J., Dawson, P., Tai, J. H.-M., & Bearman, M. (2021). How conceptualising respect can inform feedback pedagogies. *Assessment & Evaluation in Higher Education*, 46(1), 68-79. <https://doi.org/10.1080/02602938.2020.1733490>
- Zicari, R. V., Ahmed, S., Amann, J., Braun, S. A., Brodersen, J., Bruneault, F., Brusseau, J., Campano, E., Coffee, M., Dengel, A., Döder, B., Gallucci, A., Gilbert, T. K., Gottfrois, P., Goffi, E., Haase, C. B., Hagendorff, T., Hickman, E., Hildt, E., . . . Wurth, R. (2021). Co-Design of a Trustworthy AI System in Healthcare: Deep Learning Based Skin Lesion Classifier. *Frontiers in Human Dynamics*, 3. <https://doi.org/10.3389/fhumd.2021.688152>

---

## 2022

---

- Ajjawi, R., Bearman, M., Sheldrake, M., Brumpton, K., O'Shannessy, M., Dick, M.-L., French, M., & Noble, C. (2022). The influence of psychological safety on feedback conversations in general practice training. *Medical Education*, 56(11), 1096-1104. <https://doi.org/10.1111/medu.14881>
- Ajjawi, R., Boud, D., Tai, J., & Jorre de St Jorre, T. (2022). Moving Forward: Mainstreaming assessment for inclusion in curricula In R. Ajjawi, J. Tai, D. Boud, & T. Jorre de St Jorre (Eds.), *Assessment for Inclusion in Higher Education* (pp. 231-237). Routledge. <https://doi.org/10.4324/9781003293101-25>
- Ajjawi, R., Crampton, P. E. S., Ginsburg, S., Mubuuke, G. A., Hauer, K. E., Illing, J., Mattick, K., Monrouxe, L., Nadarajah, V. D., Vu, N. V., Wilkinson, T., Wolvaardt, L., & Cleland, J. (2022). Promoting inclusivity in health professions education publishing. *Medical Education*, 56(3), 252-256. <https://doi.org/10.1111/medu.14724>
- Ajjawi, R., & Kent, F. (2022). Understanding Realist Reviews for Medical Education. *Journal of Graduate Medical Education*, 14(3), 274-278. <https://doi.org/10.4300/JGME-D-22-00334.1>
- Ajjawi, R., Kent, F., Broadbent, J., Tai, J. H.-M., Bearman, M., & Boud, D. (2022). Feedback that works: a realist review of feedback interventions for written tasks. *Studies in Higher Education*, 47(7), 1343-1356. <https://doi.org/10.1080/03075079.2021.1894115>
- Ajjawi, R., Olson, R. E., & McNaughton, N. (2022). Emotion as reflexive practice: A new discourse for feedback practice and research. *Medical Education*, 56(5), 480-488. <https://doi.org/10.1111/medu.14700>
- Ajjawi, R., Tai, J., Boud, D., & Jorre de St Jorre, T. (2022). *Assessment for Inclusion in Higher Education: Promoting Equity and Social Justice in Assessment*. Routledge. <https://doi.org/10.4324/9781003293101>
- Awdry, R., Dawson, P., & Sutherland-Smith, W. (2022). Contract cheating: To legislate or not to legislate-is that the question? *Assessment & Evaluation in Higher Education*, 47(5), 712-726. <https://doi.org/10.1080/02602938.2021.1957773>
- Bartolic, S., Matzat, U., Tai, J., Burgess, J.-L., Boud, D., Craig, H., Archibald, A., De Jaeger, A., Kaplan-Rakowski, R., Lutze-Mann, L., Polly, P., Roth, M., Heap, T., Agapito, J., & Guppy, N. (2022). Student vulnerabilities and confidence in learning in the context of the COVID-19 pandemic. *Studies in Higher Education*, 47(12), 2460-2472. <https://doi.org/10.1080/03075079.2022.2081679>
- Bartolic, S. K., Boud, D., Agapito, J., Verpoorten, D., Williams, S., Lutze-Mann, L., Matzat, U., Moreno, M. M., Polly, P., Tai, J., Marsh, H. L., Lin, L., Burgess, J.-L., Habtu, S., Rodrigo, M. M. M., Roth, M., Heap, T., & Guppy, N. (2022). A multi-institutional assessment of changes in higher education teaching and learning in the face of COVID-19. *Educational Review*, 74(3), 517-533. <https://doi.org/10.1080/00131911.2021.1955830>
- Bearman, M., Dracup, M., Garth, B., Johnson, C., & Wearne, E. (2022). Learning to recognise what good practice looks like: how general practice trainees develop evaluative judgement. *Advances in Health Sciences Education*, 27, 215-228. <https://doi.org/10.1007/s10459-021-10086-3>
- Boud, D. (2022). Assessment-as-learning for the development of students' evaluative judgement. In Y. Zi & Y. Lan (Eds.), *Assessment as Learning: Maximising Opportunities for Student Learning and Achievement* (1st ed., pp. 25-37). Routledge. <https://doi.org/10.4324/9781003052081>
- Brew, A., Boud, D., Lucas, L., & Crawford, K. (2022). Hampering teaching excellence? Academics making decisions in the face of contradictions. *Studies in Higher Education*, 47(4), 941-952. <https://doi.org/10.1080/03075079.2020.1828327>
- Brubacher, S. P., Powell, M. B., Steele, L. C., & Boud, D. (2022). The use of a guided peer review assessment for investigative interviewers of child witnesses. *The Journal of Forensic Practice*, 24(1), 1-17. <https://doi.org/10.1108/JFP-07-2021-0040>
- Castanelli, D. J., Weller, J. M., Molloy, E., & Bearman, M. (2022). How Trainees Come to Trust Supervisors in Workplace-Based Assessment: A Grounded Theory Study. *Academic Medicine*, 97(5), 704-710. <https://doi.org/10.1097/ACM.0000000000004501>

- Castanelli, D. J., Weller, J. M., Molloy, E., & Bearman, M. (2022). Trust, power and learning in workplace-based assessment: The trainee perspective. *Medical Education*, 56(3), 280-291. <https://doi.org/10.1111/medu.14631>
- Costley, C., & Boud, D. (2022). The development and impact of professional doctorates. In M. Malloch, L. Cairns, K. Evans, & B. O'Connor (Eds.), *The Sage Handbook of learning and work*. Sage. <https://doi.org/10.4135/9781529757217.n15>
- Dargusch, J., Harris, L., & Bearman, M. (2022). "How to look at it differently". In R. Ajjawi, J. Tai, D. Boud, & T. Jorre de St Jorre (Eds.), *Assessment for Inclusion in Higher Education* (pp. 211-221). Routledge. <https://doi.org/10.4324/9781003293101-23>
- Dawson, P. (2022). Inclusion, Cheating, and Academic Integrity. In R. Ajjawi, J. Tai, D. Boud, & T. Jorre de St Jorre (Eds.), *Assessment for Inclusion in Higher Education* (pp. 110-119). Routledge. <https://doi.org/10.4324/9781003293101-13>
- Dawson, P. (2022). The Scholarship of Technology Enhanced Cheating. *Pacific Journal of Technology Enhanced Learning*, 4(1), 41. <https://doi.org/10.24135/pjtel.v4i1.150>
- Dawson, P., & McHenry, C. R. (2022). Approaches to Assessment: A Perspective from Education. In D. Nestel, G. Reedy, L. Mckenna, & S. Gough (Eds.), *Clinical Education for the Health Professions: Theory and Practice* (pp. 1-13). Springer. [https://doi.org/10.1007/978-981-13-6106-7\\_74-1](https://doi.org/10.1007/978-981-13-6106-7_74-1)
- Dollinger, M., Brown, J. L., & D'Angelo, B. (2022). Co-Creating End-To-End Student Experiences in Career Development Learning. In S. O'Shea, O. Groves, K. Austin, & J. Lamanna (Eds.), *Career Development Learning and Sustainability Goals: Considerations for Research and Practice* (pp. 31-44). Springer Nature Singapore. [https://doi.org/10.1007/978-981-19-6637-8\\_3](https://doi.org/10.1007/978-981-19-6637-8_3)
- Essén, A., Stern, A. D., Haase, C. B., Car, J., Greaves, F., Papparova, D., Vandeput, S., Wehrens, R., & Bates, D. W. (2022). Health app policy: international comparison of nine countries' approaches. *NPJ Digital Medicine*, 5(31). <https://doi.org/10.1038/s41746-022-00573-1>
- Gao, C. Y., Dollinger, M., D'Angelo, B., & Harvey, A. (2022). Leveraging Local Knowledge: Exploring How to Support Regional, Rural, and Remote Students' Career Development. *Australian and International Journal of Rural Education*, 32(1), 1-17. <https://doi.org/10.47381/aijre.v32i1.298>
- Gladovic, C., Tai, J. H.-M., & Dawson, P. (2022). Qualitative approaches to researching evaluative judgement in pedagogical activities: a case study. *Assessment & Evaluation in Higher Education*, 47(2), 231-244. <https://doi.org/10.1080/02602938.2021.1901854>
- Gravett, K., & Ajjawi, R. (2022). Belonging as situated practice. *Studies in Higher Education*, 47(7), 1386-1396. <https://doi.org/10.1080/03075079.2021.1894118>
- Guppy, N., Boud, D., Heap, T., Verpoorten, D., Matzat, U., Tai, J., Lutze-Mann, L., Roth, M., Polly, P., & Burgess, J.-L. (2022). Teaching and learning under COVID-19 public health edicts: the role of household lockdowns and prior technology usage. *Higher Education*, 84(3), 487-504. <https://doi.org/10.1007/s10734-021-00781-w>
- Guppy, N., Verpoorten, D., Boud, D., Lin, L., Tai, J., & Bartolic, S. (2022). The post-COVID-19 future of digital learning in higher education: Views from educators, students, and other professionals in six countries. *British Journal of Educational Technology*, 53(6), 1750-1765. <https://doi.org/10.1111/bjet.13212>
- Hoo, H.-T., Deneen, C., & Boud, D. (2022). Developing student feedback literacy through self and peer assessment interventions. *Assessment & Evaluation in Higher Education*, 47(3), 444-457. <https://doi.org/10.1080/02602938.2021.1925871>
- Ilankoon, C., Ajjawi, R., Endacott, R., & Rees, C. E. (2022). The relationship between feedback and evaluative judgement in undergraduate nursing and midwifery education: An integrative review. *Nurse Education in Practice*, 58, 103255. <https://doi.org/10.1016/j.nepr.2021.103255>
- James, L. T. (2022). The missing element in employability models: how students enact their capabilities. In *ACEN Conference Beyond 2022: Creating the Future with WIL*. Melbourne: ACEN.
- Jensen, L. X., Bearman, M., Boud, D., & Konradsen, F. (2022). Digital ethnography in higher education teaching and learning—a methodological review. *Higher Education*, 84, 1143–1162. <https://doi.org/10.1007/s10734-022-00838-4>

- Jorre St Jorre, T., & Boud, D. (2022). More Than Assessment Task Design. In R. Ajjawi, J. Tai, D. Boud, & T. Jorre de St Jorre (Eds.), *Assessment for Inclusion in Higher Education* (pp. 142-152). Routledge. <https://doi.org/10.4324/9781003293101-16>
- Joughin, G., Bearman, M., Boud, D., Lockyer, J., & Adachi, C. (2022). Creating and sustaining collaborative connections: tensions and enabling factors in joint international programme development. *Higher Education*, *84*, 827-844. <https://doi.org/10.1007/s10734-021-00802-8>
- Kent, F., & Ajjawi, R. (2022). Realist Reviews: A Brief How-To. *Journal of Graduate Medical Education*, *14*(3), 279-280. <https://doi.org/10.4300/JGME-D-22-00335.1>
- Kusta, O., Rift, C. V., Risør, T., Santoni-Rugiu, E., & Brodersen, J. B. (2022). Lost in digitization – A systematic review about the diagnostic test accuracy of digital pathology solutions. *Journal of Pathology Informatics*, *13*, 100136. <https://doi.org/10.1016/j.jpi.2022.100136>
- Lambert, S., & Fadel, H. (2022). *Open textbooks and social justice: A national scoping study*. National Centre for Student Equity in Higher Education. [https://www.ncsehe.edu.au/wp-content/uploads/2022/02/Lambert\\_OpenTextbooks\\_FINAL\\_2022.pdf](https://www.ncsehe.edu.au/wp-content/uploads/2022/02/Lambert_OpenTextbooks_FINAL_2022.pdf)
- Lambert, S., & Funk, J. (2022). Open educational practices in a Cultural Capability unit: learning at the cultural interface. *Journal for Multicultural Education*, *16*(5), 522-537. <https://doi.org/10.1108/JME-01-2022-0005>
- Lambert, S., Funk, J., & Adam, T. (2022). What Can Decolonisation of Curriculum Tell Us About Inclusive Assessment? In R. Ajjawi, J. Tai, D. Boud, & T. Jorre de St Jorre (Eds.), *Assessment for Inclusion in Higher Education*. Routledge. <https://doi.org/10.4324/9781003293101-7>
- Linardon, J., Broadbent, J., Shatte, A., & Fuller-Tyszkiewicz, M. (2022). The role of pre-existing knowledge and knowledge acquisition in internet-based cognitive-behavioural therapy for eating disorders. *Computers in Human Behavior*, *134*, 107332. <https://doi.org/10.1016/j.chb.2022.107332>
- Malecka, B., Ajjawi, R., Boud, D., & Tai, J. (2022). An empirical study of student action from ipsative design of feedback processes. *Assessment & Evaluation in Higher Education*, *47*(5), 801-815. <https://doi.org/10.1080/02602938.2021.1968338>
- Malecka, B., Boud, D., & Carless, D. (2022). Eliciting, processing and enacting feedback: mechanisms for embedding student feedback literacy within the curriculum. *Teaching in Higher Education*, *27*(7), 908-922. <https://doi.org/10.1080/13562517.2020.1754784>
- Malecka, B., Boud, D., Tai, J., & Ajjawi, R. (2022). Navigating feedback practices across learning contexts: implications for feedback literacy. *Assessment & Evaluation in Higher Education*, *47*(8), 1330-1344. <https://doi.org/10.1080/02602938.2022.2041544>
- Mallawaarachchi, S. R., Hooley, M., Sutherland-Smith, W., & Horwood, S. (2022). “You’re damned if you do, you’re damned if you don’t”: a qualitative exploration of parent motives for provision of mobile screen devices in early childhood. *BMC Public Health*, *22*(1), 2011. <https://doi.org/10.1186/s12889-022-14459-0>
- Mclver, S., & Murphy, B. (2022). Beyond the safe and censored: outcomes from student experiences within a pedagogy of discomfort. *Health Promotion International*, *37*(4), daac099. <https://doi.org/10.1093/heapro/daac099>
- Mclver, S., Murphy, B., Curran, L., & Parrish, A. (2022). Cultural proficiency starts here: Drawing on staff and student perceptions to Indigenise curricula. *Health Promotion Journal of Australia*, *33*(S1), 67-75. <https://doi.org/10.1002/hpja.643>
- Miller, T. (2022, 27-30 June). How do we Improve Student Feedback Literacy? A Scoping Review of Intervention Studies. HERDSA 2022, Melbourne.
- Nieminen, J. H. (2022). Inclusive Assessment, Exclusive Academy. In R. Ajjawi, J. Tai, D. Boud, & T. Jorre de St Jorre (Eds.), *Assessment for Inclusion in Higher Education*. Routledge. <https://doi.org/10.4324/9781003293101-8>
- Nieminen, J. H., Tai, J., Boud, D., & Henderson, M. (2022). Student agency in feedback: beyond the individual. *Assessment & Evaluation in Higher Education*, *47*(1), 95-108. <https://doi.org/10.1080/02602938.2021.1887080>



- Payne, A. L. (2022). Empowering students through equity-driven Human-Data Interaction. In *EduTech Conference 2022*. Melbourne.
- Payne, A. L. (2022). "I just went straight into the criticism": Provising empathic audio/video feedback in online education. In *HERDSA 2022*. Melbourne.
- Payne, A. L. (2022). Mobilising screencast technology and ipsative design to transform feedback practices. In U. G. Singh, C. S. Nair, C. Blewett, & T. Shea (Eds.), *Academic Voices* (pp. 43-55). Chandos Publishing. <https://doi.org/10.1016/B978-0-323-91185-6.00028-8>
- Payne, A. L., & Stone, C. (2022, 4-7 July). Privileging trust in an era of datafication and disruption. Students, Transitions, Achievement, Retention & Success. UniSTARS 2022, Online.
- Robertson, J., & Bearman, M. (2022). The utility of new technologies in the future of sport education. In K. Petry & J. de Jong (Eds.), *Education in Sport and Physical Activity: Future Directions and Global Perspectives*. Routledge. <https://doi.org/10.4324/781003002666>
- Sutherland-Smith, W., & Dawson, P. (2022). Higher Education Assessment Design. In S. E. Eaton, G. J. Curtis, B. M. Stoesz, J. Clare, K. Rundle, & J. Seeland (Eds.), *Contract Cheating in Higher Education: Global Perspectives on Theory, Practice, and Policy* (pp. 91-105). Springer International Publishing. [https://doi.org/10.1007/978-3-031-12680-2\\_7](https://doi.org/10.1007/978-3-031-12680-2_7)
- Tai, J., Ajjawi, R., Boud, D., & Jorre de St Jorre, T. (2022). Promoting Equity and Social Justice through Assessment for Inclusion. In R. Ajjawi, J. Tai, D. Boud, & T. Jorre de St Jorre (Eds.), *Assessment for Inclusion in Higher Education* (pp. 9-18). Routledge. <https://doi.org/10.4324/9781003293101-3>
- Taylor, D., Bearman, M., Scarparo, S., & Thomas, M. K. E. (2022). The emotional transition to online teaching: grief, loss, and implications for academic development. *International Journal for Academic Development*, 27(2), 176-190. <https://doi.org/10.1080/1360144X.2022.2083141>
- Winstone, N., Boud, D., Dawson, P., & Heron, M. (2022). From feedback-as-information to feedback-as-process: a linguistic analysis of the feedback literature. *Assessment & Evaluation in Higher Education*, 47(2), 213-230. <https://doi.org/10.1080/02602938.2021.1902467>
- Winstone, N. E. (2022). Characterising feedback cultures in higher education: an analysis of strategy documents from 134 UK universities. *Higher Education*, 84, 1107-1125. <https://doi.org/10.1007/s10734-022-00818-8>
- Winstone, N. E., Ajjawi, R., Dirx, K., & Boud, D. (2022). Measuring what matters: the positioning of students in feedback processes within national student satisfaction surveys. *Studies in Higher Education*, 47(7), 1524-1536. <https://doi.org/10.1080/03075079.2021.1916909>
- Winstone, N. E., & Boud, D. (2022). The need to disentangle assessment and feedback in higher education. *Studies in Higher Education*, 47(3), 656-667. <https://doi.org/10.1080/03075079.2020.1779687>
- Wyatt, T. R., Ajjawi, R., & Veen, M. (2022). "What Does It Mean to Be?": Ontology and Responsibility in Health Professions Education. In M. E. L. V. Brown, Mario Finn, Gabrielle Maria (Ed.), *Applied Philosophy for Health Professions Education* (pp. 173-185). Springer. [https://doi.org/10.1007/978-981-19-1512-3\\_12](https://doi.org/10.1007/978-981-19-1512-3_12)
- Yan, Z., & Boud, D. (2022). Conceptualising assessment-as-learning. In Y. Zi & Y. Lan (Eds.), *Assessment as Learning: Maximising Opportunities for Student Learning and Achievement* (1st ed., pp. 14). Routledge. <https://doi.org/10.4324/9781003052081>

## 2023

- Ajjawi, R., Bearman, M., Boud, D., Tai, J., & Dawson, P. (2023). *CRADLE Suggests... Assessment for inclusion* [Brochure]. CRADLE, Deakin University.  
[https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_Assessment\\_for\\_inclusion/22494472](https://figshare.com/articles/online_resource/CRADLE_Suggests_Assessment_for_inclusion/22494472)
- Ajjawi, R., Bearman, M., Molloy, E., & Noble, C. (2023). The role of feedback in supporting trainees who underperform in clinical environments. *Frontiers in Medicine*, *10*, 1121602. <https://doi.org/10.3389/fmed.2023.1121602>
- Ajjawi, R., Fischer, J., Tai, J., Bearman, M., & Jorre de St Jorre, T. (2023). "Attending lectures in your pyjamas": student agency in constrained circumstances. *Higher Education*, *86*, 1363-1376. <https://doi.org/10.1007/s10734-022-00976-9>
- Ajjawi, R., & Gravett, K. (2023). Intersections of space with wellbeing and learning: Awakening space research. *Medical Education*, *57*(4), 292-294. <https://doi.org/10.1111/medu.15007>
- Ajjawi, R., Gravett, K., & O'Shea, S. (2023). The politics of student belonging: identity and purpose. *Teaching in Higher Education*. Advance Online Publication. <https://doi.org/10.1080/13562517.2023.2280261>
- Ajjawi, R., Tai, J., Dollinger, M., Dawson, P., Boud, D., & Bearman, M. (2023). From authentic assessment to authenticity in assessment: broadening perspectives. *Assessment & Evaluation in Higher Education*, *49*(4), 499-510. <https://doi.org/10.1080/02602938.2023.2271193>
- Awdry, R. (2023). Academic Misconduct Through a Criminological Lens. In S. E. Eaton (Ed.), *Handbook of Academic Integrity* (pp. 1-18). Springer Nature Singapore. [https://doi.org/10.1007/978-981-287-079-7\\_189-1](https://doi.org/10.1007/978-981-287-079-7_189-1)
- Awdry, R., & Groves, A. (2023). Why they do and why they don't: a combined criminological approach to understanding assignment outsourcing in higher education. *International Journal for Educational Integrity*, *19*(1), 7. <https://doi.org/10.1007/s40979-023-00126-3>
- Awdry, R., & Ives, B. (2023). International Predictors of Contract Cheating in Higher Education. *Journal of Academic Ethics*, *21*, 193-212. <https://doi.org/10.1007/s10805-022-09449-1>
- Bearman, M., & Ajjawi, R. (2023). Learning to work with the black box: Pedagogy for a world with artificial intelligence. *British Journal of Educational Technology*, *54*(5), 1160-1173. <https://doi.org/10.1111/bjet.13337>
- Bearman, M., Ajjawi, R., Boud, D., Tai, J., & Dawson, P. (2023). *CRADLE Suggests... Assessment and genAI* [Brochure]. CRADLE, Deakin University. [https://figshare.com/articles/online\\_resource/CRADLE\\_Suggests\\_Assessment\\_and\\_genAI/22494178](https://figshare.com/articles/online_resource/CRADLE_Suggests_Assessment_and_genAI/22494178)
- Bearman, M., Ajjawi, R., Castanelli, D., Denniston, C., Molloy, E., Ward, N., & Watling, C. (2023). Meaning making about performance: A comparison of two specialty feedback cultures. *Medical Education*, *57*(11), 1010-1019. <https://doi.org/10.1111/medu.15118>
- Bearman, M., Nieminen, J. H., & Ajjawi, R. (2023). Designing assessment in a digital world: an organising framework. *Assessment & Evaluation in Higher Education*, *48*(3), 291-304. <https://doi.org/10.1080/02602938.2022.2069674>
- Bearman, M., Ryan, J., & Ajjawi, R. (2023). Discourses of artificial intelligence in higher education: a critical literature review. *Higher Education*, *86*, 369-385. <https://doi.org/10.1007/s10734-022-00937-2>
- Benati, K., Lindsay, S., O'Toole, J., & Fischer, J. (2023). Career planning and workforce preparation during economic downturn: perceptions of graduating business students. *Education + Training*, *65*(3), 403-415. <https://doi.org/10.1108/ET-10-2021-0389>
- Bjælde, O. E., Boud, D., & Lindberg, A. B. (2023). Designing feedback activities to help low-performing students. *Active Learning in Higher Education*. Advance Online Publication. <https://doi.org/10.1177/14697874231212820>
- Black, R., Thomas, M. K. E., & Bearman, M. (2023). Producing the global graduate: academic labour and imagined futures in critical times. *Pedagogy, Culture & Society*. Advance Online Publication.

<https://doi.org/10.1080/14681366.2023.2210595>

- Boud, D. (2023). Equipping and assessing learners for the ever-changing workplace. In H. Bound, A. Edwards, K. Evans, & A. Chia (Eds.), *Workplace Learning for Changing Social and Economic Circumstances* (pp. 290). Routledge.
- Boud, D., Costley, C., Cranfield, S., Desai, J., Nikolou-Walker, E., Nottingham, P., & Wilson, D. (2023). The pivotal role of student assessment in work-integrated learning. *Higher Education Research & Development*, 42(6), 1323-1337. <https://doi.org/10.1080/07294360.2022.2152981>
- Boud, D., & Dawson, P. (2023). What feedback literate teachers do: an empirically-derived competency framework. *Assessment & Evaluation in Higher Education*, 48, 158-171. <https://doi.org/10.1080/02602938.2021.1910928>
- Bozkurt, A., Xiao, J., Lambert, S., Pazurek, A., Crompton, H., Koseoglu, S., Farrow, R., Bond, M., Nerantzi, C., & Honeychurch, S. (2023). Speculative futures on ChatGPT and generative artificial intelligence (AI): A collective reflection from the educational landscape. *Asian Journal of Distance Education*, 18(1), 53-130. <https://digitalcommons.odu.edu/do/search/?q=author%3A%22Sarah%20Lambert%22&start=0&context=7048263&facet=>
- Broadbent, J., Ajjawi, R., Bearman, M., Boud, D., & Dawson, P. (2023). Beyond emergency remote teaching: did the pandemic lead to lasting change in university courses? *International Journal of Educational Technology in Higher Education*, 20, 58. <https://doi.org/10.1186/s41239-023-00428-z>
- Broadbent, J., Ajjawi, R., Bearman, M., Boud, D., & Dawson, P. (2023). *Deakin University's teaching and assessment approaches pre- and post-COVID 19: A review*. Deakin University. <https://10.6084/m9.figshare.24562786>
- Broadbent, J., & Howe, W. D. W. (2023). Help-seeking matters for online learners who are unconfident. *Distance Education*, 44, 106-119. <https://doi.org/10.1080/01587919.2022.2155616>
- Broadbent, J., Panadero, E., Lodge, J. M., & Fuller-Tyszkiewicz, M. (2023). The self-regulation for learning online (SRL-O) questionnaire. *Metacognition and Learning*, 18, 135-163. <https://doi.org/10.1007/s11409-022-09319-6>
- Buckingham Shum, S., Lim, L.-A., Boud, D., Bearman, M., & Dawson, P. (2023). A comparative analysis of the skilled use of automated feedback tools through the lens of teacher feedback literacy. *International Journal of Educational Technology in Higher Education*, 20(1), 40. <https://doi.org/10.1186/s41239-023-00410-9>
- Cornelius-Bell, A., Bell, P. A., & Dollinger, M. (2023). Deterritorialising student voice and partnership in higher education. *Higher Education*, 86, 1293-1305. <https://doi.org/10.1007/s10734-022-00972-z>
- Dawson, P., Henderson, M., Ryan, T., Mahoney, P., Boud, D., Phillips, M., & Molloy, E. (2023). Technology and feedback design. In J. M. Spector, B. B. Lockee, & M. D. Childress (Eds.), *Learning, Design and Technology: An International Compendium of Theory, Research, Practice and Policy*. Springer. [https://doi.org/10.1007/978-3-319-17461-7\\_124](https://doi.org/10.1007/978-3-319-17461-7_124)
- Dollinger, M., Finneran, R., & Ajjawi, R. (2023). Exploring the experiences of students with disabilities in work-integrated learning. *Journal of Higher Education Policy and Management*, 45(1), 3-18. <https://doi.org/10.1080/1360080X.2022.2129317>
- Dollinger, M., Finneran, R., & Ajjawi, R. (2023). *Redesigning work integrated learning placements to support students living with disabilities: A case study of best career development practice for students with disability*. [Brochure]. Deakin University. <https://www.adcet.edu.au/resources/cdl-hub>
- Dollinger, M., & Hanna, L. (2023). Students with disabilities mentoring staff: supporting scalable academic development for inclusive education. *International Journal for Academic Development*. Advance Online Publication. <https://doi.org/10.1080/1360144X.2023.2262968>
- Dollinger, M., O'Shea, S., & Groves, O. (2023). Recognising and reconceptualising ability: Reflections on disability and employability. *Journal of Teaching and Learning for Graduate Employability*, 14(2), i-vi.
- Dollinger, M., Salisbury, F., & Davis, K. (2023). Unrealised Potential: A survey of students as partners in Australian university libraries. *New Review of Academic Librarianship*, 29(3), 288-303. <https://doi.org/10.1080/13614533.2022.2138477>

- Dollinger, M., Tai, J., Jorre St Jorre, T., Ajjawi, R., Krattli, S., Prezioso, D., & McCarthy, D. (2023). Student partners as co-contributors in research: a collective autoethnographic account. *Higher Education Research & Development*, 42(6), 1377-1390. <https://doi.org/10.1080/07294360.2022.2139359>
- Eaton, S. E., Dawson, P., McDermott, B., Brennan, R., Wiens, J., Moya, B., Dahal, B., Kumar, R., Mindzak, M., Miller, A., Milne, N., & Hamilton, M. (2023). Understanding the Impact of Artificial Intelligence on Higher Education. In *SSHRC 2023 Public Lightning Talks*. University of Calgary.
- Farrell, L., & Ajjawi, R. (2023). The power of stories: Supporting professional identity transitions through longitudinal coaching. *Medical Education*, 57(7), 598-600. <https://doi.org/10.1111/medu.15078>
- Farrell, L., Cuncic, C., Hartford, W., Hatala, R., & Ajjawi, R. (2023). Goal co-construction and dialogue in an internal medicine longitudinal coaching programme. *Medical Education*, 57(3), 265-271. <https://doi.org/10.1111/medu.14942>
- Flew, B., Judd, B., Lange, B., Lee, D., Blackstock, F., Tai, J., Tognon, K., & Chipchase, L. (2023). Understanding underperformance in a high-stakes clinical-based simulation assessment in physiotherapy: a descriptive analysis. *BMC Medical Education*, 23(1), 676. <https://doi.org/10.1186/s12909-023-04649-8>
- Gravett, K., Ajjawi, R., & O Shea, S. (2023). Topologies of belonging in the digital university. *Pedagogy, Culture & Society*. Advance Online Publication. <https://doi.org/10.1080/14681366.2023.2256342>
- Gunning, T., Adachi, C., & Tai, J. (2023). Peer and Collaborative Assessment. In M. D. Sankey, H. Huijser, & R. Fitzgerald (Eds.), *Technology-Enhanced Learning and the Virtual University* (pp. 1-21). Springer Nature Singapore. [https://doi.org/10.1007/978-981-19-9438-8\\_18-1](https://doi.org/10.1007/978-981-19-9438-8_18-1)
- Haase, C. B., Ajjawi, R., Bearman, M., Brodersen, J. B., Risor, T., & Hoeyer, K. (2023). Data as symptom: Doctors' responses to patient generated data in general practice. *Social Studies of Science*, 53(4), 522-544. <https://doi.org/10.1177/03063127231164345>
- Honicke, T., Broadbent, J., & Fuller-Tyszkiewicz, M. (2023). The self-efficacy and academic performance reciprocal relationship: the influence of task difficulty and baseline achievement on learner trajectory. *Higher Education Research & Development*, 42(8), 1936-1953. <https://doi.org/10.1080/07294360.2023.2197194>
- Ibrahim, H. M., Shafri, N. A. M., & Tai, J. (2023). Identifying Opportunities for Peer-Assisted Learning In Speech Language Therapy Clinical Education. *Malaysian Journal of Health Sciences/Jurnal Sains Kesihatan Malaysia*, 21(1).
- Ingersen, A., Soendenbroe, C., Ahmed, H. I., Borch, J., Moseholm, K. F., Dal, M. H., Kusta, O., Bergien, S. O., & Gillberg, L. (2023). Should young researchers engage with interdisciplinary research? *Acta Physiologica*, 239(3), e14053. <https://doi.org/10.1111/apha.14053>
- Jensen, L. X., Bearman, M., & Boud, D. (2023). Characteristics of productive feedback encounters in online learning. *Teaching in Higher Education*. Advance Online Publication. <https://doi.org/10.1080/13562517.2023.2213168>
- Jensen, L. X., Bearman, M., & Boud, D. (2023). Feedback encounters: towards a framework for analysing and understanding feedback processes. *Assessment & Evaluation in Higher Education*, 48(1), 121-134. <https://doi.org/10.1080/02602938.2022.2059446>
- Jensen, L. X., Buhl, A., Hussain, S., Karan, A., Konradsen, F., & Bearman, M. (2023). Digital education for health professionals in India: a scoping review of the research. *BMC Medical Education*, 23(1), 561. <https://doi.org/10.1186/s12909-023-04552-2>
- Ketonen, L., & Nieminen, J. H. (2023). Supporting student teachers' reflection through assessment: The case of reflective podcasts. *Teaching and Teacher Education*, 124, 104039. <https://doi.org/10.1016/j.tate.2023.104039>
- Lees, J., Bearman, M., Risor, T., & Sweet, L. (2023). Technology Complements Physical Examination and Facilitates Skills Development among Health Sciences Clerkship Students: An Integrative Literature Review. *Perspectives on Medical Education*, 12(1), 109-119. <https://doi.org/10.5334/pme.903>
- Liao, K.-C., Ajjawi, R., Peng, C.-H., Jenq, C.-C., & Monrouxe, L. V. (2023). Striving to thrive or striving to survive: Professional identity constructions of medical trainees in clinical assessment activities. *Medical Education*, 57(11), 1102-1116.

<https://doi.org/10.1111/medu.15152>

- Lodge, J., Howard, S., Bearman, M., Dawson, P., & Associates. (2023). *Assessment reform for the age of Artificial Intelligence* [Brochure]. TEQSA. <https://www.teqsa.gov.au/sites/default/files/2023-09/assessment-reform-age-artificial-intelligence-discussion-paper.pdf>
- Lodge, J. M., Yang, S., Furze, L., & Dawson, P. (2023). It's not like a calculator, so what is the relationship between learners and generative artificial intelligence? *Learning: Research and Practice*, 9(2), 117-124. <https://doi.org/10.1080/23735082.2023.2261106>
- Luong, V., Bearman, M., & MacLeod, A. (2023). A Beginner's Guide to Meta-Ethnography. *Journal of Graduate Medical Education*, 15(1), 46-47. <https://doi.org/10.4300/JGME-D-22-00958.1>
- Luong, V., Bearman, M., & MacLeod, A. (2023). Understanding Meta-Ethnography in Health Professions Education Research. *Journal of Graduate Medical Education*, 15(1), 40-45. <https://doi.org/10.4300/JGME-D-22-00957.1>
- Malecka, B., & Boud, D. (2023). Fostering student motivation and engagement with feedback through ipsative processes. *Teaching in Higher Education*, 28(7), 1761-1776. <https://doi.org/10.1080/13562517.2021.1928061>
- Matthews, K. E., & Dollinger, M. (2023). Student voice in higher education: the importance of distinguishing student representation and student partnership. *Higher Education*, 85(3), 555-570. <https://doi.org/10.1007/s10734-022-00851-7>
- Matthews, K. E., Tai, J., Enright, E., Carless, D., Rafferty, C., & Winstone, N. (2023). Transgressing the boundaries of 'students as partners' and 'feedback' discourse communities to advance democratic education. *Teaching in Higher Education*, 28(7), 1503-1517. <https://doi.org/10.1080/13562517.2021.1903854>
- Moore, S. J., Egerton, T., Merolli, M., Lees, J., La Scala, N., & Parry, S. M. (2023). Inconsistently reporting post-licensure EPA specifications in different clinical professions hampers fidelity and practice translation: a scoping review. *BMC Medical Education*, 23(1), 372. <https://doi.org/10.1186/s12909-023-04364-4>
- Nicola-Richmond, K., Tai, J., & Dawson, P. (2023). Students' feedback literacy in workplace integrated learning: How prepared are they? *Innovations in Education and Teaching International*, 60(2), 196-206. <https://doi.org/10.1080/14703297.2021.2013289>
- Nieminen, J. H. (2023). A spanner in the works: the portrayal of disabled students in assessment adjustment research. *International Studies in Sociology of Education*, 32(1), 30-55. <https://doi.org/10.1080/09620214.2022.2118809>
- Nieminen, J. H., Bearman, M., & Ajjawi, R. (2023). Designing the digital in authentic assessment: is it fit for purpose? *Assessment & Evaluation in Higher Education*, 48(4), 529-543. <https://doi.org/10.1080/02602938.2022.2089627>
- Nieminen, J. H., Bearman, M., & Tai, J. (2023). How is theory used in assessment and feedback research? A critical review. *Assessment & Evaluation in Higher Education*, 48(1), 77-94. <https://doi.org/10.1080/02602938.2022.2047154>
- Payne, A. L. (2023, July 25). 'What would I say to the face of a student?' Why some teachers are giving feedback via video. *The Conversation*. <https://theconversation.com/what-would-i-say-to-the-face-of-a-student-why-some-teachers-are-giving-feedback-via-video-209235>
- Payne, A. L., Ajjawi, R., & Holloway, J. (2023). Humanising feedback encounters: a qualitative study of relational literacies for teachers engaging in technology-enhanced feedback. *Assessment & Evaluation in Higher Education*, 48(7), 903-914. <https://doi.org/10.1080/02602938.2022.2155610>
- Payne, A. L., Compton, M., & Kennedy, S. (2023). Supporting And Humanising Behavioural Change without the Behaviourism: Digital Footprints, Learning Analytics and Nudges. In S. Hayes, M. Jopling, S. Connor, & M. Johnson (Eds.), *Human Data Interaction, Disadvantage and Skills in the Community: Enabling Cross-Sector Environments for Postdigital Inclusion* (pp. 111-131). Springer International Publishing. [https://doi.org/10.1007/978-3-031-31875-7\\_7](https://doi.org/10.1007/978-3-031-31875-7_7)
- Payne, A. L., Langman, S., & Daliri-Ngametua, R. (2023). Review: Metrics, standards and alignment in teacher policy: critiquing fundamentalism and imagining pluralism. *Journal of Education Policy*, 38(5), 890-891. <https://doi.org/10.1080/02680939.2022.2087973>

- Payne, A. L., & Payne, T. (2023). Book review: Relational pedagogies: Connections and mattering in higher education. *Journal of University Teaching & Learning Practice*, 20(6), 22. <https://doi.org/10.53761/1.20.6.22>
- Payne, A. L., Stone, C., & Bennett, R. (2023). Conceptualising and Building Trust to Enhance the Engagement and Achievement of Under-Served Students. *The Journal of Continuing Higher Education*, 71(2), 134-151. <https://doi.org/10.1080/07377363.2021.2005759>
- Pitt, E., & Winstone, N. (2023). Enabling and valuing feedback literacies. *Assessment & Evaluation in Higher Education*, 48(2), 149-157. <https://doi.org/10.1080/02602938.2022.2107168>
- Scarff, C. E., Bearman, M., Chiavaroli, N., & Trumble, S. (2023). Assessor discomfort and failure to fail in clinical performance assessments. *BMC Medical Education*, 23(1), 901. <https://doi.org/10.1186/s12909-023-04688-1>
- Sridharan, B., McKay, J., & Boud, D. (2023). The Four Pillars of Peer Assessment for Collaborative Teamwork in Higher Education. In O. Noroozi & B. De Wever (Eds.), *The Power of Peer Learning: Fostering Students' Learning Processes and Outcomes* (pp. 3-24). Springer. [https://doi.org/10.1007/978-3-031-29411-2\\_1](https://doi.org/10.1007/978-3-031-29411-2_1)
- Tai, J. (2023). Moving beyond reasonable adjustments: supporting employability through inclusive assessment design. *Journal of Teaching and Learning for Graduate Employability*, 14(2), 70-86. <https://doi.org/10.21153/jtlge2023vol14no2art1785>
- Tai, J., Ajjawi, R., Bearman, M., Boud, D., Dawson, P., & Jorre de St Jorre, T. (2023). Assessment for inclusion: rethinking contemporary strategies in assessment design. *Higher Education Research & Development*, 42(2), 483-497. <https://doi.org/10.1080/07294360.2022.2057451>
- Tai, J., Bearman, M., Gravett, K., & Molloy, E. (2023). Exploring the notion of teacher feedback literacies through the theory of practice architectures. *Assessment & Evaluation in Higher Education*, 48(2), 201-213. <https://doi.org/10.1080/02602938.2021.1948967>
- Tai, J., Mahoney, P., Ajjawi, R., Bearman, M., Dargusch, J., Dracup, M., & Harris, L. (2023). How are examinations inclusive for students with disabilities in higher education? A sociomaterial analysis. *Assessment & Evaluation in Higher Education*, 48(3), 390-402. <https://doi.org/10.1080/02602938.2022.2077910>
- Tai, J. H.-M., Dollinger, M., Ajjawi, R., Jorre de St Jorre, T., Krattli, S., McCarthy, D., & Prezioso, D. (2023). Designing assessment for inclusion: an exploration of diverse students' assessment experiences. *Assessment & Evaluation in Higher Education*, 48(3), 403-417. <https://doi.org/10.1080/02602938.2022.2082373>
- Umarova, A. (2023). Lockdown, Online Learning, and Sense of Coherence: How I Managed to Finish My Master's Degree During the COVID-19 Pandemic. In B. Cahusac de Caux, L. Pretorius, & L. Macaulay (Eds.), *Research and Teaching in a Pandemic World: The Challenges of Establishing Academic Identities During Times of Crisis* (pp. 229-242). Springer Nature Singapore. [https://doi.org/10.1007/978-981-19-7757-2\\_15](https://doi.org/10.1007/978-981-19-7757-2_15)
- Yan, Z., Brubacher, S., Boud, D., & Powell, M. (2023). The influence of self-assessment practices on online training for investigative interviewing skills. *Studies in Educational Evaluation*, 76, 101236. <https://doi.org/10.1016/j.stueduc.2023.101236>
- Yan, Z., Wang, X., Boud, D., & Lao, H. (2023). The effect of self-assessment on academic performance and the role of explicitness: a meta-analysis. *Assessment & Evaluation in Higher Education*, 48(1), 1-15. <https://doi.org/10.1080/02602938.2021.2012644>
- Yang, L., Yan, Z., Zhang, D., Boud, D., & Datu, J. A. (2023). Exploring the roles of academic self-concept and perseverance of effort in self-assessment practices. *Assessment in Education: Principles, Policy & Practice*, 30(2), 104-129. <https://doi.org/10.1080/0969594X.2023.2191161>
- Zhou, J., Deneen, C., Tai, J., & Dawson, P. (2023). Feedback seeking by first-year Chinese international students: Understanding practices and challenges. *Assessing Writing*, 57, 100757. <https://doi.org/10.1016/j.asw.2023.100757>

## 2024

- Ajjawi, R., Bearman, M., Luong, V., O'Brien, B. C., & Varpio, L. (2024). Researching lived experience in health professional education. *Medical Education*, 58(9), 1049-1057. <https://doi.org/10.1111/medu.15361>
- Ajjawi, R., & Boud, D. (2024). Changing representations of student achievement: The need for innovation. *Innovations in Education and Teaching International*, 61(3), 597-607. <https://doi.org/10.1080/14703297.2023.2192513>
- Ajjawi, R., Dracup, M., & Boud, D. (2024). Hero, survivor or stuck: a narrative analysis of student constructions of persistence after failure. *Teaching in Higher Education*, 29(1), 1-15. <https://doi.org/10.1080/13562517.2021.1952569>
- Awdry, R. (2024). Academic Misconduct Through a Criminological Lens. In S. E. Eaton (Ed.), *Second Handbook of Academic Integrity* (pp. 1671-1688). Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-54144-5\\_189](https://doi.org/10.1007/978-3-031-54144-5_189)
- Bearman, M., & Ajjawi, R. (2024). The guideline multiple: beyond the dilemma of either relationships or standards. *Medical Education*, 58(8), 890-892. <https://doi.org/10.1111/medu.15419>
- Bearman, M., & Ajjawi, R. (2024). When I say ... artificial intelligence. *Medical Education*, 58(11), 1273-1275. <https://doi.org/10.1111/medu.15408>
- Bearman, M., Ajjawi, R., & O'Donnell, M. (2024). Life-on-campus or my-time-and-screen: identity and agency in online postgraduate courses. *Teaching in Higher Education*, 29(5), 1117-1132. <https://doi.org/10.1080/13562517.2022.2109014>
- Bearman, M., Castanelli, D. J., Molloy, E., & Ward, N. (2024). Trainees as teachers: Building evaluative judgement through peer teaching. *The Clinical Teacher*. Advance Online Publication. <https://doi.org/10.1111/tct.13818>
- Bearman, M., Chandir, H., Mahoney, P., & Partridge, H. (2024). Sustaining teaching and learning innovations: a scoping review. *Higher Education Research & Development*, 43(7), 1495-1510. <https://doi.org/10.1080/07294360.2024.2364096>
- Bearman, M., Dracup, M., Ajjawi, R., Kirby, C., & Brown, J. (2024). Feedback, learning and becoming: Narratives of feedback in complex performance challenges. *Medical Education*. Advance Online Publication. <https://doi.org/10.1111/medu.15469>
- Bearman, M., Mahoney, P., Chandir, H., Contessotto, C., Dunn, M., Fox, B., McKay, F., & Taylor, D. (2024). How to sustain a centralised approach to learning design. *Australasian Journal of Educational Technology*. Advance Online Publication. <https://doi.org/10.14742/ajet.9114>
- Bearman, M., Tai, J., Dawson, P., Boud, D., & Ajjawi, R. (2024). Developing evaluative judgement for a time of generative artificial intelligence. *Assessment & Evaluation in Higher Education*, 49(6), 893-905. <https://doi.org/10.1080/02602938.2024.2335321>
- Bearman, M., Tai, J., Henderson, M., Esterhazy, R., Mahoney, P., & Molloy, E. (2024). Enhancing feedback practices within PhD supervision: a qualitative framework synthesis of the literature. *Assessment & Evaluation in Higher Education*, 49(5), 634-650. <https://doi.org/10.1080/02602938.2024.2307332>
- Boud, D., & Bearman, M. (2024). The assessment challenge of social and collaborative learning in higher education. *Educational Philosophy and Theory*, 56(5), 459-468. <https://doi.org/10.1080/00131857.2022.2114346>
- Broadbent, J., Bearman, M., Boud, D., & Dawson, P. (2024). Academics' intention to sustain new teaching practices after the COVID-19 pandemic: Examined through the theory of planned behaviour. *Higher Education*. Advance Online Publication. <https://doi.org/10.1007/s10734-024-01326-7>
- Castanelli, D. J., Molloy, E., & Bearman, M. (2024). The stigma of underperformance in assessment and remediation. *Advances in Health Sciences Education*. Advance Online Publication. <https://doi.org/10.1007/s10459-024-10382-8>
- Corbin, T. A., & Flenady, G. (2024). Quiet Quitting as Compensatory Respect: Meaningful Work, Recognition, and the Entrepreneurial Ethic. *Philosophy of Management*. Advance Online Publication. <https://doi.org/10.1007/s40926-024->

00320-4

- Dawson, P. (2024). Remote Proctoring: Understanding the Debate. In S. E. Eaton (Ed.), *Second Handbook of Academic Integrity* (pp. 1511-1526). Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-54144-5\\_150](https://doi.org/10.1007/978-3-031-54144-5_150)
- Dawson, P., Bearman, M., Dollinger, M., & Boud, D. (2024). Validity matters more than cheating. *Assessment & Evaluation in Higher Education*. Advance Online Publication. <https://doi.org/10.1080/02602938.2024.2386662>
- Dawson, P., & Corbin, T. (2024, March 26). If uni marks are going up, does that mean there's a problem? *The Conversation*. <https://theconversation.com/if-uni-marks-are-going-up-does-that-mean-theres-a-problem-226506>
- Dawson, P., Nicola-Richmond, K., & Partridge, H. (2024). Beyond open book versus closed book: a taxonomy of restrictions in online examinations. *Assessment & Evaluation in Higher Education*, 49(2), 262-274. <https://doi.org/10.1080/02602938.2023.2209298>
- Dawson, P., Yan, Z., Lipnevich, A., Tai, J., Boud, D., & Mahoney, P. (2024). Measuring what learners do in feedback: the feedback literacy behaviour scale. *Assessment & Evaluation in Higher Education*, 49(3), 348-362. <https://doi.org/10.1080/02602938.2023.2240983>
- Delahunty, J., & Crawford, N. (2024). Belonging, wellbeing and engagement: perspectives of regional, rural and remote students. In C. Stone & S. O'Shea (Eds.), *Research Handbook on Student Engagement in Higher Education* (pp. 133-148). Edward Elgar Publishing. <https://doi.org/10.4337/9781035314294.00020>
- Dollinger, M., Ajjawi, R., Finneran, R., & O'Shea, S. (2024). Conceptualising responsibility and hostility within work-integrated learning placements for students with disabilities. *Disability & Society*, 39(9), 2217-2235. <https://doi.org/10.1080/09687599.2023.2209276>
- Dollinger, M., Corcoran, T., Jackson, D., & O'Shea, S. (2024). Employability for inclusion: the urgent need for a biopsychosocial model perspective. *Journal of Higher Education Policy and Management*, 46(2), 113-130. <https://doi.org/10.1080/1360080X.2023.2258324>
- Dollinger, M., Nieminen, J. H., & Finneran, R. (2024). A lucky draw? Theorising how work placements develop diverse university students' career stories. *Studies in Higher Education*. Advance Online Publication. <https://doi.org/10.1080/03075079.2024.2316260>
- Edgar, A. K., Tai, J., & Bearman, M. (2024). Inclusivity in health professional education: how can virtual simulation foster attitudes of inclusion? *Advances in Simulation*, 9(1), 15. <https://doi.org/10.1186/s41077-024-00290-7>
- Fawns, T., Bearman, M., Dawson, P., Nieminen, J. H., Ashford-Rowe, K., Willey, K., Jensen, L. X., Damşa, C., & Press, N. (2024). Authentic assessment: from panacea to criticality. *Assessment & Evaluation in Higher Education*. Advance Online Publication. <https://doi.org/10.1080/02602938.2024.2404634>
- Finn, G. M., Tai, J., & Nadarajah, V. D. (2024). Inclusive assessment in health professions education: Balancing global goals and local contexts. *Medical Education*. Advance Online Publication. <https://doi.org/10.1111/medu.15535>
- Fischer, J., Bearman, M., Boud, D., & Tai, J. (2024). How does assessment drive learning? A focus on students' development of evaluative judgement. *Assessment & Evaluation in Higher Education*, 49(2), 233-245. <https://doi.org/10.1080/02602938.2023.2206986>
- Gladovic, C., Tai, J. H.-M., Nicola-Richmond, K., & Dawson, P. (2024). How can learners practice evaluative judgement using qualitative self-assessment? *Assessment & Evaluation in Higher Education*, 49(6), 755-766. <https://doi.org/10.1080/02602938.2023.2291341>
- Gravett, K., Ajjawi, R., Bearman, M., Holloway, J., Olson, R., & Winstone, N. (2024). Belonging as flickering and in flux in academic work: a collective biography. *International Journal of Qualitative Studies in Education*, 37(7), 1971-1985. <https://doi.org/10.1080/09518398.2023.2258095>
- Haase, C. B., Bearman, M., Brodersen, J. B., Risor, T., & Hoeyer, K. (2024). Data driven or data informed? How general practitioners use data to evaluate their own and colleagues' clinical work in clusters. *Sociology of Health & Illness*, 46(5), 948-965. <https://doi.org/10.1111/1467-9566.13743>



- Hersh, D., & Boud, D. (2024). Reassessing assessment: what can post stroke aphasia assessment learn from research on assessment in education? *Aphasiology*, 38(1), 123-143. <https://doi.org/10.1080/02687038.2022.2163462>
- Jackson, D., Dollinger, M., Gatto, L., Drewery, D., Ajjawi, R., & Fannon, A.-M. (2024). Work-integrated learning for students with disabilities: time for meaningful change. *Higher Education Research & Development*, 43(7), 1679-1687. <https://doi.org/10.1080/07294360.2024.2354242>
- Jensen, L. X., Buhl, A., Sharma, A., & Bearman, M. (2024). Generative AI and higher education: a review of claims from the first months of ChatGPT. *Higher Education*. Advance Online Publication. <https://doi.org/10.1007/s10734-024-01265-3>
- Karan, A., Hussain, S., Jensen, L. X., Buhl, A., Bearman, M., & Zodpey, S. (2024). Non-communicable diseases, digital education and considerations for the Indian context – a scoping review. *BMC Public Health*, 24(1), 1280. <https://doi.org/10.1186/s12889-024-18765-7>
- Kusta, O., Bearman, M., Gorur, R., Risør, T., Brodersen, J. B., & Hoeyer, K. (2024). Speed, accuracy, and efficiency: The promises and practices of digitization in pathology. *Social Science & Medicine*, 345, 116650. <https://doi.org/10.1016/j.socscimed.2024.116650>
- Little, T., Dawson, P., Boud, D., & Tai, J. (2024). Can students' feedback literacy be improved? A scoping review of interventions. *Assessment & Evaluation in Higher Education*, 49(1), 39-52. <https://doi.org/10.1080/02602938.2023.2177613>
- Luong, V., Ajjawi, R., Burm, S., Olson, R., & MacLeod, A. (2024). Unravelling epistemic injustice in medical education: The case of the underperforming learner. *Medical Education*, 58(11), 1286-1295. <https://doi.org/10.1111/medu.15410>
- Mantai, L., Swain, C., Bearman, M., & Brew, A. (2024). Assessment of student learning in undergraduate research engagement. *Higher Education Research & Development*, 43(4), 937-951. <https://doi.org/10.1080/07294360.2023.2218808>
- McKinstry, C., Quilliam, C., Crawford, N., Thompson, J., & Sizer, S. M. (2024). Location and access to health courses for rural students: an Australian audit. *BMC Medical Education*, 24(1), 806. <https://doi.org/10.1186/s12909-024-05787-3>
- Miller, K. K., & Jorre de St Jorre, T. (2024). Digital micro-credentials in environmental science: an employer perspective on valued evidence of skills. *Teaching in Higher Education*, 29(4), 1058-1074. <https://doi.org/10.1080/13562517.2022.2053953>
- Nicola-Richmond, K., Dawson, P., & Partridge, H. (2024). Online proctored exams: rhetoric vs reality. *Higher Education Research & Development*, 43(2), 392-405. <https://doi.org/10.1080/07294360.2023.2234310>
- Nicola-Richmond, K., Ward, N., Logan, S., Lyons, N., & Ajjawi, R. (2024). Evaluative judgement in practice education: How does the ability to judge the quality of work impact placement performance? *Australian Occupational Therapy Journal*, 71(2), 291-301. <https://doi.org/10.1111/1440-1630.12927>
- Nieminen, J. H., & Boud, D. (2024). Placing authenticity at the heart of student self-assessment: an integrative review. *Teaching in Higher Education*. Advance Online Publication. <https://doi.org/10.1080/13562517.2024.2367669>
- Noble, C., Hilder, J., Billett, S., Teodorczuk, A., & Ajjawi, R. (2024). Supervisory knowing in practice across medical specialities. *Advances in Health Sciences Education*, 29, 107-128. <https://doi.org/10.1007/s10459-023-10251-w>
- Payne, A. L., Austin, T., & Clemons, A. M. (2024). Beyond the Front Yard: The Dehumanizing Message of Accent-Altering Technology. *Applied Linguistics*, 45(3), 553-560. <https://doi.org/10.1093/applin/amae002>
- Payne, A. L., & Clemons, A. M. (2024). Black feminism: A pedagogy of radically enacted kindness. In A. Grant & S. Pittaway (Eds.), *Enacting a Pedagogy of Kindness*. Routledge.
- Payne, A. L., & Daniel, D. K. (2024). Care-full feedback: "cultivating your soul and filling your heart-space". In D. C. Sawyer, J. Torres, & S. S. Hudd (Eds.), *How to Incorporate Equity and Justice in Your Teaching* (pp. 109). Edward Elgar Publishing. <https://doi.org/10.4337/9781035318209>
- Penman, M., Tai, J., Evans, G., Brentnall, J., & Judd, B. (2024). Designing near-peer mentoring for work integrated learning outcomes: a systematic review. *BMC Medical Education*, 24(1), 937. <https://doi.org/10.1186/s12909-024-05900-6>
- Slade, C., Walton, J., & Lewandowski-Cox, J. (2024). Investigating Copyright as a Mechanism for Combatting Unauthorised

Student Academic file-sharing in Higher Education: Findings from an Explorative Study. *Journal of Academic Ethics*. Advance Online Publication. <https://doi.org/10.1007/s10805-024-09558-z>

- Sutherland-Smith, W. (2024). Academic Integrity Leadership at National and International Levels: Overview. In S. E. Eaton (Ed.), *Second Handbook of Academic Integrity* (pp. 1769-1772). Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-54144-5\\_166](https://doi.org/10.1007/978-3-031-54144-5_166)
- Sutherland-Smith, W., & Draper, M. (2024). Legislative Leadership in the Academic Integrity Space. In S. E. Eaton (Ed.), *Second Handbook of Academic Integrity* (pp. 1773-1788). Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-54144-5\\_167](https://doi.org/10.1007/978-3-031-54144-5_167)
- Tai, J. (2024). Assessment: how well are we doing? *The Bulletin of the Royal College of Surgeons of England*, 106(3), 158-161. <https://doi.org/10.1308/rcsbull.2024.60>
- Tai, J., Ajjawi, R., Bearman, M., Fleming, S., Liang, R., & Pather, N. (2024, 24-28 February). Assessment for Inclusion in Health Professions Education. Ottawa 2024: Conference on the Assessment of Competence in Medicine and the Healthcare Professions, Melbourne, Australia.
- Tai, J., Ajjawi, R., & Umarova, A. (2024). How do students experience inclusive assessment? A critical review of contemporary literature. *International Journal of Inclusive Education*, 28(4), 1936-1953. <https://doi.org/10.1080/13603116.2021.2011441>
- Tai, J., Raghunathan, K., Dollinger, M., & McKenna, L. (2024). Are inherent requirements a barrier to diversity? An analysis of course entry information. *Collegian*, 31(4), 252-257. <https://doi.org/10.1016/j.colegn.2024.05.002>
- Tanoa, A., & Payne, A. L. (2024). Review: Learning Whiteness: education and the settler colonial state by Arathi Sriprakash. *Diaspora, Indigenous, and Minority Education*, 18(2), 149-151. <https://doi.org/10.1080/15595692.2023.2193885>
- Tarchi, C., Vettori, G., Lodge, J. M., & Broadbent, J. (2024). Validation study of the Italian version of the Self-regulation for Learning Online (SRL O) questionnaire in university students. *BPA Applied Psychology Bulletin*. Advance Online Publication. <https://doi.org/10.26387/bpa.2024.00004>
- Villarroel, V., Bruna, D., Bruna, C., Brown, G., & Boud, D. (2024). Authentic assessment training for university teachers. *Assessment in Education: Principles, Policy & Practice*, 31(2), 116-134. <https://doi.org/10.1080/0969594X.2024.2350395>
- Walsh, M., Stead, V., Sawyer, S. M., O'Shea, A., Watson, J. M., & Anderson, K. L. M. (2024). In Pursuit of Ethical and Inclusive Research: What Ethics Committees and Disability Researchers Can Learn From Each Other. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241237549>
- Wilkinson, T., Ajjawi, R., & Mansouri, S. (2024). Informal peer support for rural doctors. *Canadian Journal of Rural Medicine*, 29(2), 55-62. [https://doi.org/10.4103/cjrm.cjrm\\_16\\_23](https://doi.org/10.4103/cjrm.cjrm_16_23)
- Williams, B., Charleston, R., Innes, S., & Mclver, S. (2024). Understanding collaborative and coordinated care in a mental health and well-being context: Essential elements for effective service integration. *International Journal of Mental Health Nursing*, 33(2), 397-408. <https://doi.org/10.1111/inm.13244>
- Wood, B. E., Black, R., Walsh, L., Garrard, K. A., Bearman, M., Thomas, M. K. E., Ryan, J., & Infantes, N. (2024). Resisting neoliberalism: teacher education academics navigating precarious times. *Teaching in Higher Education*, 29(3), 707-722. <https://doi.org/10.1080/13562517.2023.2300950>
- Yao, R., & Ajjawi, R. (2024). College Students' Ecological Environment Moral Education From the Perspective of Ecological Civilization. *International Journal of Web-Based Learning and Teaching Technologies*, 19(1), 1-12. <https://doi.org/10.4018/IJWLTT.336833>