

Publications for Maryam Khosronejad

2017

Howard, S., Khosronejadtoroghi, M., Calvo, R. (2017). Exploring Engineering instructors' views about writing and online tools to support communication in Engineering [In Press]. *European Journal of Engineering Education*, In press, 1-15. [More Information]

2016

Reimann, P., Khosronejad, M. (2016). Designing Authentic Assessments in Higher Education. In Peter Reimann, Susan Bull, Michael Kickmeier-Rust, Ravi Vatrupu, Barbara Wasson (Eds.), *Measuring and Visualizing Learning in the Information-Rich Classroom*, (pp. 92-106). New York: Routledge. [More Information]

Khosronejad, M., Reimann, P., Markauskaite, L. (2016). Engineering professional identity practices: Investigating the use of web search in collaborative decision making. *33rd International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education (ASCILITE 2016)*, Adelaide: University Of South Australia.

2015

Howard, S., Khosronejadtoroghi, M., Calvo, R. (2015). Exploring Engineering academics views of writing and implications for future use of online tools to support student writing. *12th annual conference of the International Society for the Scholarship of Teaching and Learning*. International Society for the Scholarship of Teaching and Learning.

Khosronejad, M., Reimann, P., Markauskaite, L. (2015). Implied identity: A conceptual framework for exploring engineering professional identity practices in higher education. *Frontiers in Education Conference 2015*, Piscataway: (IEEE) Institute of Electrical and Electronics Engineers. [More Information]

Thompson, K., Carvalho, L., Aditomo, A., Dimitriadis, Y., Dyke, G., Evans, M., Khosronejadtoroghi, M., Martinez Maldonado, R., Reimann, P., Wardak, D. (2015). The synthesis approach to analysing educational design dataset: Application of three scaffolds to a learning by design task for postgraduate education students. *British Journal of Educational Technology*, 46(5), 1020-1027. [More Information]