

Sari Lindblom

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

68

papers

2,280

citations

28

h-index

46

g-index

69

ext. papers

2,665

ext. citations

2.5

avg, IF

5.27

L-index

#	Paper	IF	Citations
68	Students' experiences of study-related exhaustion, regulation of learning, peer learning and peer support during university studies. <i>European Journal of Psychology of Education</i> , 2020 , 1	2.3	4
67	Study-related exhaustion: First-year students' use of self-regulation of learning and peer learning and perceived value of peer support. <i>Active Learning in Higher Education</i> , 2020 , 21, 173-188	2.6	13
66	Using individual study profiles of first-year students in two different disciplines to predict graduation time. <i>Studies in Higher Education</i> , 2020 , 45, 2604-2618	2.6	2
65	Complex interrelations between academic competences and students' approaches to learning – a mixed-methods study. <i>Journal of Further and Higher Education</i> , 2020 , 44, 1080-1097	1.5	5
64	Graduates' evaluations of usefulness of university education, and early career success – a longitudinal study of the transition to working life. <i>Assessment and Evaluation in Higher Education</i> , 2019 , 44, 581-595	3.1	17
63	Teacher educators' approaches to teaching and connections with their perceptions of the closeness of their research and teaching. <i>Teaching and Teacher Education</i> , 2019 , 85, 125-136	2.9	14
62	What constitutes the surface approach to learning in the light of new empirical evidence?. <i>Studies in Higher Education</i> , 2019 , 44, 2183-2195	2.6	35
61	Teacher educators' approaches to teaching and the nexus with self-efficacy and burnout: examples from two teachers' universities in China. <i>Journal of Education for Teaching</i> , 2018 , 44, 479-495	3.4	11
60	Challenges in Argumentation and Paraphrasing Among Beginning Students in Educational Sciences. <i>Scandinavian Journal of Educational Research</i> , 2017 , 61, 411-429	1.2	12
59	How do the different study profiles of first-year students predict their study success, study progress and the completion of degrees?. <i>Higher Education</i> , 2017 , 74, 949-962	3	26
58	The complex relationship between emotions, approaches to learning, study success and study progress during the transition to university. <i>Higher Education</i> , 2017 , 73, 441-457	3	56
57	Students' transition into higher education from an international perspective. <i>Higher Education</i> , 2017 , 73, 357-369	3	56
56	Exploration of individual study paths of successful first-year students: an interview study. <i>European Journal of Psychology of Education</i> , 2017 , 32, 687-701	2.3	17
55	The transition from university to working life 2017 , 238-253		5
54	Medical students' reflections on emotions concerning breaking bad news. <i>Patient Education and Counseling</i> , 2017 , 100, 1903-1909	3.1	6
53	The Importance of Evidence-Based Enhancement of the Quality of Learning and Teaching in Research-Intensive Universities 2017 , 187-213		1
52	Engagement in learning: a comparison between Asian and European international university students. <i>Compare</i> , 2016 , 46, 24-47	1.1	20

51	Work experience in relation to study pace and thesis grade: investigating the mediating role of student learning. <i>Higher Education</i> , 2016 , 72, 41-58	3	14
50	University students' self- and co-regulation of learning and processes of understanding: A person-oriented approach. <i>Learning and Individual Differences</i> , 2016 , 47, 281-288	3.1	25
49	On the Measurement of Procrastination: Comparing Two Scales in Six European Countries. <i>Frontiers in Psychology</i> , 2016 , 7, 1307	3.4	36
48	Understanding individual differences in approaches to learning across courses: A mixed method approach. <i>Learning and Individual Differences</i> , 2016 , 51, 69-80	3.1	22
47	Significant networks and meaningful conversations observed in the first-round applicants for the Teachers' Academy at a research-intensive university. <i>International Journal for Academic Development</i> , 2015 , 20, 150-162	1.3	11
46	Problematising the equivalence of the test results of performance-based critical thinking tests for undergraduate students. <i>Studies in Educational Evaluation</i> , 2015 , 44, 1-8	2	16
45	The Added Value of a PhD in Medicine - PhD Students' Perceptions of Acquired Competences. <i>International Journal of Higher Education</i> , 2015 , 4,	0.7	6
44	Factors contributing to changes in a deep approach to learning in different learning environments. <i>Learning Environments Research</i> , 2015 , 18, 315-333	2.1	24
43	The Development of Approaches to Learning and Perceptions of the Teaching-Learning Environment During Bachelor Level Studies and Their Relation to Study Success. <i>Higher Education Studies</i> , 2014 , 4,	5.1	27
42	Explaining university students' strong commitment to understand through individual and contextual elements. <i>Frontline Learning Research</i> , 2014 ,	2.4	5
41	Are Chinese university students more likely to exhibit a Surface approach to learning than other international students in Finland?. <i>Journal of Research in International Education</i> , 2014 , 13, 135-148	1	9
40	How do tutors intervene when conflicts on knowledge arise in tutorial groups?. <i>Advances in Health Sciences Education</i> , 2014 , 19, 329-45	3.7	10
39	Assessing students' experiences of teaching-learning environments and approaches to learning: Validation of a questionnaire in different countries and varying contexts. <i>Learning Environments Research</i> , 2013 , 16, 201-215	2.1	52
38	Dealing with conflicts on knowledge in tutorial groups. <i>Advances in Health Sciences Education</i> , 2013 , 18, 215-30	3.7	9
37	The relationship between student learning process, study success and the nature of assessment: A qualitative study. <i>Studies in Educational Evaluation</i> , 2013 , 39, 211-217	2	33
36	Understanding the variation in bioscience students' conceptions of learning in the 21st century. <i>International Journal of Educational Research</i> , 2013 , 62, 36-42	2.1	14
35	The role of individual interest and future goals during the first years of university studies. <i>Studies in Higher Education</i> , 2013 , 38, 71-86	2.6	19
34	Successful law students as models for beginner students?. <i>Innovations in Education and Teaching International</i> , 2013 , 50, 261-271	1.3	1

33	Factors affecting bioscience students' academic achievement. <i>Instructional Science</i> , 2012 , 40, 241-256	2	60
32	Using a research instrument for developing quality at the university. <i>Quality in Higher Education</i> , 2012 , 18, 313-328	1.6	57
31	From reflection to action? Barriers and bridges between higher education teachers' thoughts and actions. <i>Studies in Higher Education</i> , 2012 , 37, 33-50	2.6	49
30	Academics' conceptions of assessment and their assessment practices. <i>Studies in Educational Evaluation</i> , 2012 , 38, 84-92	2	34
29	Comparison of students' perceptions of their teaching-learning environments in three professional academic disciplines: A valuable tool for quality enhancement. <i>Learning Environments Research</i> , 2011 , 14, 155-169	2.1	28
28	Regulation of university teaching. <i>Instructional Science</i> , 2011 , 39, 483-495	2	11
27	Emotions and confidence within teaching in higher education. <i>Studies in Higher Education</i> , 2011 , 36, 799-813	2.6	79
26	Factors affecting the study pace of first-year law students: in search of study counselling tools. <i>Studies in Higher Education</i> , 2011 , 36, 911-922	2.6	13
25	Relationships between students' approaches to learning, perceptions of the teaching-learning environment, and study success: a case study of third-year veterinary students. <i>Journal of Veterinary Medical Education</i> , 2010 , 37, 282-8	1.3	32
24	Motivating medical students to learn teamwork skills. <i>Medical Teacher</i> , 2010 , 32, e199-204	3	20
23	Students' approaches to learning and their experiences of the teaching-learning environment in different disciplines. <i>British Journal of Educational Psychology</i> , 2010 , 80, 269-82	3.2	105
22	University students' and teachers' conceptions of teaching and learning in the biosciences. <i>Instructional Science</i> , 2010 , 38, 355-370	2	59
21	Variation in teachers' descriptions of teaching: Broadening the understanding of teaching in higher education. <i>Learning and Instruction</i> , 2008 , 18, 109-120	5.8	110
20	The relevance of prior knowledge in learning and instructional design. <i>American Journal of Pharmaceutical Education</i> , 2008 , 72, 113	2.5	90
19	A follow-up study of the effect of pedagogical training on teaching in higher education. <i>Higher Education</i> , 2008 , 56, 29-43	3	108
18	Investigating the myth of the relationship between teaching and research in higher education: A review of empirical research. <i>Studies in Philosophy and Education</i> , 2007 , 26, 449-465	0.8	36
17	EXPLORING ALTERNATIVE WAYS OF ASSESSING PRIOR KNOWLEDGE, ITS COMPONENTS AND THEIR RELATION TO STUDENT ACHIEVEMENT: A MATHEMATICS BASED CASE STUDY. <i>Studies in Educational Evaluation</i> , 2007 , 33, 320-337	2	44
16	UNIVERSITY TEACHERS' CONCEPTIONS OF GOOD TEACHING IN THE UNITS OF HIGH-QUALITY EDUCATION. <i>Studies in Educational Evaluation</i> , 2007 , 33, 355-370	2	43

15	The effect of pedagogical training on teaching in higher education. <i>Teaching and Teacher Education</i> , 2007 , 23, 557-571	2.9	233
14	Self-, peer- and teacher-assessment of student essays. <i>Active Learning in Higher Education</i> , 2006 , 7, 51-62.	2.6	46
13	The Significance of Practical Training in Linking Theoretical Studies with Practice. <i>Higher Education</i> , 2006 , 51, 439-464	3	42
12	Pharmacy Mentors' Views of Practical Training. <i>Research in Science Education</i> , 2005 , 35, 323-345	1.5	8
11	The Development of Study Orientations and Study Success in Students of Pharmacy. <i>Instructional Science</i> , 2004 , 32, 387-417	2	36
10	What Makes a Student Group Successful? Student-Student and Student-Teacher Interaction in a Problem-Based Learning Environment. <i>Learning Environments Research</i> , 2003 , 6, 59-76	2.1	24
9	Short Report. <i>Pharmacy Education</i> , 2003 , 3, 149-160		4
8	Study-strategy use in learning from text. Does gender make any difference?. <i>Instructional Science</i> , 2001 , 29, 255-272	2	18
7	Students' perceptions of assessment practices in a traditional medical curriculum. <i>Advances in Health Sciences Education</i> , 2001 , 6, 121-40	3.7	26
6	Dissonant study orchestrations of high-achieving university students. <i>European Journal of Psychology of Education</i> , 2000 , 15, 19-32	2.3	45
5	Individual ways of interacting with the learning environment Are they related to study success?. <i>Learning and Instruction</i> , 1998 , 9, 1-18	5.8	87
4	Spontaneous study strategies and the quality of knowledge construction. <i>British Journal of Educational Psychology</i> , 1997 , 67, 13-24	3.2	31
3	Selecting students for medical school: What predicts success during basic science studies? A cognitive approach. <i>Higher Education</i> , 1996 , 31, 507-527	3	18
2	The effect of study strategies on learning from text. <i>Learning and Instruction</i> , 1994 , 4, 253-271	5.8	47
1	A survey research on Finnish teacher educators research-teaching integration and its relationship with their approaches to teaching. <i>European Journal of Teacher Education</i> , 1-28	4.2	2