

Pivi Tynjl

List of Publications by Citations

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

70
papers

2,690
citations

26
h-index

51
g-index

76
ext. papers

3,073
ext. citations

2.1
avg, IF

5.94
L-index

#	Paper	IF	Citations
70	Perspectives into learning at the workplace. <i>Educational Research Review</i> , 2008 , 3, 130-154	7.5	585
69	Project-Based Learning in Post-Secondary Education [Theory, Practice and Rubber Sling Shots. <i>Higher Education</i> , 2006 , 51, 287-314	3	272
68	Toward a 3-P Model of Workplace Learning: a Literature Review. <i>Vocations and Learning</i> , 2013 , 6, 11-36	1.4	221
67	Towards expert knowledge? A comparison between a constructivist and a traditional learning environment in the university. <i>International Journal of Educational Research</i> , 1999 , 31, 357-442	2.1	202
66	Pedagogical perspectives on the relationships between higher education and working life. <i>Higher Education</i> , 2003 , 46, 147-166	3	120
65	E-learning at work: theoretical underpinnings and pedagogical challenges. <i>Journal of Workplace Learning</i> , 2005 , 17, 318-336	1.4	97
64	Developing education students' conceptions of the learning process in different learning environments. <i>Learning and Instruction</i> , 1997 , 7, 277-292	5.8	80
63	Beginning teachers[Transition from pre-service education to working life. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2011 , 14, 11-33	1.2	70
62	Factors promoting vocational students[learning at work: study on student experiences. <i>Journal of Education and Work</i> , 2014 , 27, 43-70	0.8	55
61	How do HRD practitioners describe learning at work?. <i>Human Resource Development International</i> , 2004 , 7, 481-499	3.2	54
60	Traditional studying for examination versus constructivist learning tasks: Do learning outcomes differ?. <i>Studies in Higher Education</i> , 1998 , 23, 173-189	2.6	49
59	Do I need research skills in working life?[University students[motivation and difficulties in quantitative methods courses. <i>Higher Education</i> , 2008 , 56, 599-612	3	46
58	Factors explaining the learning of generic skills: a study of university students[experiences. <i>Teaching in Higher Education</i> , 2019 , 24, 880-894	1.4	43
57	Developing social competence and other generic skills in teacher education: applying the model of integrative pedagogy. <i>European Journal of Teacher Education</i> , 2016 , 39, 368-387	4.2	39
56	Engineering Students' Experiences in Studying Entrepreneurship. <i>Journal of Engineering Education</i> , 2014 , 103, 573-598	2.3	38
55	Industry[University Collaboration for Continuing Professional Development. <i>Journal of Education and Work</i> , 2003 , 16, 445-464	0.8	38
54	Writing, Learning And The Development Of Expertise In Higher Education. <i>Studies in Writing</i> , 2001 , 37-56		38

53	Connectivity and Transformation in Work-Related Learning [Theoretical Foundations 2009 , 11-37		37
52	Changing World: Changing Pedagogy 2012 , 205-222		35
51	Peer-group mentoring as a tool for teacher development. <i>European Journal of Teacher Education</i> , 2015 , 38, 358-377	4.2	34
50	TEL@work: Toward integration of theory and practice. <i>British Journal of Educational Technology</i> , 2014 , 45, 990-1000	4.3	34
49	The Acquisition of Professional Expertise[challenge for educational research. <i>Scandinavian Journal of Educational Research</i> , 1997 , 41, 475-494	1.2	34
48	Integrating theory and practice? Employees[and students[experiences of learning at work. <i>Journal of Workplace Learning</i> , 2003 , 15, 338-344	1.4	34
47	Student teachers[ways of experiencing the teaching of health education. <i>Studies in Higher Education</i> , 2010 , 35, 905-920	2.6	28
46	'Ain't nothin' like the real thing'. Motivation and study processes on a work-based project course in information systems design. <i>British Journal of Educational Psychology</i> , 2007 , 77, 397-411	3.2	27
45	Writing as a tool for constructive learning: Students' learning experiences during an experiment. <i>Higher Education</i> , 1998 , 36, 209-230	3	26
44	Factors related to study success in engineering education. <i>European Journal of Engineering Education</i> , 2005 , 30, 221-231	1.5	26
43	Critical aspects of student teachers[conceptions of learning. <i>Learning and Instruction</i> , 2011 , 21, 705-705	5.8	23
42	Student teachers' ways of experiencing the objective of health education as a school subject: A phenomenographic study. <i>Teaching and Teacher Education</i> , 2010 , 26, 941-948	2.9	23
41	Student teachers' experiences of participating in mixed peer mentoring groups of in-service and pre-service teachers in Finland. <i>Teaching and Teacher Education</i> , 2017 , 61, 153-163	2.9	22
40	Characteristics of Workplace Learning Among Finnish Vocational Students. <i>Vocations and Learning</i> , 2009 , 2, 153-175	1.4	22
39	Applying phenomenography in guidance and counselling research. <i>British Journal of Guidance and Counselling</i> , 2018 , 46, 1-11	0.8	20
38	Models for the development of generic skills in Finnish higher education. <i>Journal of Further and Higher Education</i> , 2018 , 42, 130-142	1.5	16
37	Inter-generational learning of teachers: what and how do teachers learn from older and younger colleagues?. <i>European Journal of Teacher Education</i> , 2018 , 41, 479-495	4.2	15
36	Integrative Pedagogy in Practicum 2011 , 91-112		15

35	Engineering students' conceptions of entrepreneurial learning as part of their education. <i>European Journal of Engineering Education</i> , 2016 , 41, 53-69	1.5	14
34	Higher education teachers' descriptions of their own learning: a large-scale study of Finnish Universities of Applied Sciences. <i>Higher Education Research and Development</i> , 2016 , 35, 1284-1297	1.9	14
33	University Applicants' Critical Thinking Skills: The Case of the Finnish Educational Sciences. <i>Scandinavian Journal of Educational Research</i> , 2017 , 61, 629-649	1.2	10
32	Educating IT Project Managers through Project-Based Learning: A Working-Life Perspective. <i>Communications of the Association for Information Systems</i> , 2009 , 24,	1.3	10
31	Virtues of Mentors and Mentees in the Finnish Model of Teachers' Peer-group Mentoring. <i>Scandinavian Journal of Educational Research</i> , 2020 , 64, 355-371	1.2	10
30	Patterns of university teachers' approaches to teaching, professional development and perceived departmental cultures. <i>Teaching in Higher Education</i> , 2020 , 25, 595-614	1.4	10
29	Study orientations in different tutoring environments: university language students' first two years. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2007 , 15, 183-199	0.6	9
28	The development and alignment of pedagogical conceptions of health education. <i>Teaching and Teacher Education</i> , 2015 , 49, 11-21	2.9	8
27	Professional Learning of Teachers in Ethiopia: Challenges and Implications for Reform. <i>Australian Journal of Teacher Education</i> , 2015 , 40,	1.4	8
26	Validation of a modified version of the Experiences of Teaching and Learning Questionnaire. <i>Studies in Educational Evaluation</i> , 2018 , 56, 133-143	2	7
25	Finnish model of peer-group mentoring: review of research. <i>Annals of the New York Academy of Sciences</i> , 2021 , 1483, 208-223	6.5	7
24	Exploring teachers' stories of writing: a narrative perspective. <i>Teachers and Teaching: Theory and Practice</i> , 2018 , 24, 690-705	2	6
23	Physiotherapy students' conceptions of skill at the beginning of their Bachelor studies. <i>Physiotherapy Theory and Practice</i> , 2015 , 31, 260-9	1.5	5
22	Graduating Physiotherapy Students' Conceptions of their own Competence. <i>Vocations and Learning</i> , 2018 , 11, 1-18	1.4	4
21	Introducing Team Learning in a Developing Economy: Students' Experiences of Experiential Entrepreneurship Education in Namibia. <i>Journal of Enterprising Culture</i> , 2017 , 25, 179-210	0.5	4
20	Työ- ja oppimistaitojen kehittämisen mallit korkeakoulutuksessa. <i>Aikuiskasvatus</i> , 2012 , 32, 17-28	1.3	4
19	Study guidance experiences, study progress, and perceived learning outcomes of Finnish university students. <i>European Journal of Higher Education</i> , 2019 , 9, 203-218	1.8	4
18	Higher education teachers' descriptions of their own learning: a quantitative perspective. <i>Higher Education Research and Development</i> , 2017 , 36, 1295-1304	1.9	3

17	Running a hybrid: mingling in-service and pre-service teachers in peer-mentoring groups. <i>European Journal of Teacher Education</i> , 2020 , 1-17	4.2	3
16	Prerequisites for the successful group mentoring of first-year university students: a case study. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2018 , 26, 148-164	0.6	3
15	Students' self-reported learning outcomes after a business start-up education program. <i>International Journal of Training Research</i> , 2019 , 17, 98-115	1.1	3
14	Dimensions of Professional Growth in Work-Related Teacher Education 2017 , 42, 1-18		3
13	Transformations Toward Mature Thinking: Challenges for Education and Learning 2012 , 51-66		3
12	Transitions to Working Life: Securing Professional Competence. <i>Springer International Handbooks of Education</i> , 2014 , 513-533	0.2	3
11	Stories of professional development in physiotherapy education. <i>Physiotherapy Theory and Practice</i> , 2021 , 1-14	1.5	2
10	Educating Novices At The Workplace: Transformation Of Conceptions And Skills Of Students On A Metal Industry Course 2009 , 93-113		2
9	Transformation Of Individual Learning Into Organisational And Networked Learning In Vocational Education 2009 , 117-135		2
8	How can a learning network support organisational development?. <i>International Journal of Strategic Change Management</i> , 2010 , 2, 375		1
7	Pedagogical practices predicting perceived learning of social skills among university students. <i>International Journal of Educational Research</i> , 2022 , 111, 101895	2.1	1
6	University-wide, top-down curriculum reform at a Finnish university: perceptions of the academic staff. <i>European Journal of Higher Education</i> , 1-18	1.8	1
5	Learning at the interface of higher education and work 2021 , 76-96		1
4	Narratives of professional development in a teachers' creative writing group. <i>New Writing</i> , 1-16	0.1	0
3	Bridging the gap between research and practice: using phenomenographic findings to develop training for career practitioners. <i>International Journal for Educational and Vocational Guidance</i> , 1	1.5	0
2	Workplace Learning from the Organizational Point of View. <i>Professional and Practice-based Learning</i> , 2022 , 429-450	0.4	0
1	To stay or to leave? Career story models of Finnish sports graduates. <i>Sport, Education and Society</i> , 1-13	2.6	