# Päivi Tynjälä

## List of Publications by Year
## in descending order

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|---|---|---|---|
| 72<br>papers | 3,725<br>citations | 201658<br>27<br>h-index | 144002<br>57<br>g-index |
| 76<br>all docs | 76<br>docs citations | 76<br>times ranked | 2166<br>citing authors |

| # | Article | IF | Citations |
|---|---------|----|-----------|
| 1 | Perspectives into learning at the workplace. Educational Research Review, 2008, 3, 130-154. | 7.8 | 770 |
| 2 | Project-Based Learning in Post-Secondary Education – Theory, Practice and Rubber Sling Shots. Higher Education, 2006, 51, 287-314. | 4.4 | 424 |
| 3 | Toward a 3-P Model of Workplace Learning: a Literature Review. Vocations and Learning, 2013, 6, 11-36. | 1.9 | 286 |
| 4 | Towards expert knowledge? A comparison between a constructivist and a traditional learning environment in the university. International Journal of Educational Research, 1999, 31, 357-442. | 2.2 | 256 |
| 5 | Pedagogical perspectives on the relationships between higher education and working life. Higher Education, 2003, 46, 147-166. | 4.4 | 146 |
| 6 | E‑learning at work: theoretical underpinnings and pedagogical challenges. Journal of Workplace Learning, 2005, 17, 318-336. | 1.7 | 125 |
| 7 | Developing education students' conceptions of the learning process in different learning environments. Learning and Instruction, 1997, 7, 277-292. | 3.2 | 91 |
| 8 | Beginning teachers' transition from pre-service education to working life. Zeitschrift Fur Erziehungswissenschaft, 2011, 14, 11-33. | 2.9 | 90 |
| 9 | Factors explaining the learning of generic skills: a study of university students' experiences. Teaching in Higher Education, 2019, 24, 880-894. | 2.6 | 87 |
| 10 | Factors promoting vocational students' learning at work: study on student experiences. Journal of Education and Work, 2014, 27, 43-70. | 1.6 | 77 |
| 11 | Developing social competence and other generic skills in teacher education: applying the model of integrative pedagogy. European Journal of Teacher Education, 2016, 39, 368-387. | 3.7 | 70 |
| 12 | "Do I need research skills in working life?" University students' motivation and difficulties in quantitative methods courses. Higher Education, 2008, 56, 599-612. | 4.4 | 68 |
| 13 | Traditional studying for examination versus constructivist learning tasks: Do learning outcomes differ?. Studies in Higher Education, 1998, 23, 173-189. | 4.5 | 62 |
| 14 | How do HRD practitioners describe learning at work?. Human Resource Development International, 2004, 7, 481-499. | 4.0 | 61 |
| 15 | Engineering Students' Experiences in Studying Entrepreneurship. Journal of Engineering Education, 2014, 103, 573-598. | 3.0 | 58 |
| 16 | Writing, Learning And The Development Of Expertise In Higher Education. Studies in Writing, 2001, , 37-56. | 0.1 | 51 |
| 17 | Changing World: Changing Pedagogy. , 2012, , 205-222. | | 50 |
| 18 | Peer-group mentoring as a tool for teacher development. European Journal of Teacher Education, 2015, 38, 358-377. | 3.7 | 50 |

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|---|---------|-----|-----------|
| 19 | Industry–University Collaboration for Continuing Professional Development. Journal of Education and Work, 2003, 16, 445-464. | 1.6 | 47 |
| 20 | <scp>TEL</scp>@work: Toward integration of theory and practice. British Journal of Educational Technology, 2014, 45, 990-1000. | 6.3 | 46 |
| 21 | Writing as a tool for constructive learning: Students' learning experiences during an experiment. Higher Education, 1998, 36, 209-230. | 4.4 | 45 |
| 22 | The Acquisition of Professional Expertise—a challenge for educational research. Scandinavian Journal of Educational Research, 1997, 41, 475-494. | 1.7 | 43 |
| 23 | Connectivity and Transformation in Work-Related Learning – Theoretical Foundations. , 2009, , 11-37. | | 43 |
| 24 | Integrating theory and practice? Employees' and students' experiences of learning at work. Journal of Workplace Learning, 2003, 15, 338-344. | 1.7 | 40 |
| 25 | 'Ain't nothin' like the real thing'. Motivation and study processes on a work-based project course in information systems design. British Journal of Educational Psychology, 2007, 77, 397-411. | 2.9 | 37 |
| 26 | Applying phenomenography in guidance and counselling research. British Journal of Guidance and Counselling, 2018, 46, 1-11. | 1.2 | 36 |
| 27 | Factors related to study success in engineering education. European Journal of Engineering Education, 2005, 30, 221-231. | 2.3 | 34 |
| 28 | Models for the development of generic skills in Finnish higher education. Journal of Further and Higher Education, 2018, 42, 130-142. | 2.5 | 34 |
| 29 | Patterns of university teachers' approaches to teaching, professional development and perceived departmental cultures. Teaching in Higher Education, 2020, 25, 595-614. | 2.6 | 34 |
| 30 | Student teachers' experiences of participating in mixed peer mentoring groups of in-service and pre-service teachers in Finland. Teaching and Teacher Education, 2017, 61, 153-163. | 3.2 | 32 |
| 31 | Student teachers' ways of experiencing the teaching of health education. Studies in Higher Education, 2010, 35, 905-920. | 4.5 | 30 |
| 32 | Inter-generational learning of teachers: what and how do teachers learn from older and younger colleagues?. European Journal of Teacher Education, 2018, 41, 479-495. | 3.7 | 30 |
| 33 | Critical aspects of student teachers' conceptions of learning. Learning and Instruction, 2011, 21, 705-705. | 3.2 | 28 |
| 34 | Characteristics of Workplace Learning Among Finnish Vocational Students. Vocations and Learning, 2009, 2, 153-175. | 1.9 | 27 |
| 35 | Student teachers' ways of experiencing the objective of health education as a school subject: A phenomenographic study. Teaching and Teacher Education, 2010, 26, 941-948. | 3.2 | 26 |
| 36 | Virtues of Mentors and Mentees in the Finnish Model of Teachers' Peer-group Mentoring. Scandinavian Journal of Educational Research, 2020, 64, 355-371. | 1.7 | 22 |

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|---|---------|----|-----------|
| 37 | Engineering students' conceptions of entrepreneurial learning as part of their education. European Journal of Engineering Education, 2016, 41, 53-69. | 2.3 | 21 |
| 38 | Integrative Pedagogy in Practicum. , 2011, , 91-112. | | 19 |
| 39 | Higher education teachers' descriptions of their own learning: a large-scale study of Finnish Universities of Applied Sciences. Higher Education Research and Development, 2016, 35, 1284-1297. | 2.9 | 17 |
| 40 | Finnish model of peer‐group mentoring: review of research. Annals of the New York Academy of Sciences, 2021, 1483, 208-223. | 3.8 | 17 |
| 41 | University Applicants' Critical Thinking Skills: The Case of the Finnish Educational Sciences. Scandinavian Journal of Educational Research, 2017, 61, 629-649. | 1.7 | 15 |
| 42 | Professional Learning of Teachers in Ethiopia: Challenges and Implications for Reform. Australian Journal of Teacher Education, 2015, 40, . | 0.6 | 14 |
| 43 | The development and alignment of pedagogical conceptions of health education. Teaching and Teacher Education, 2015, 49, 11-21. | 3.2 | 13 |
| 44 | Exploring teachers' stories of writing: a narrative perspective. Teachers and Teaching: Theory and Practice, 2018, 24, 690-705. | 1.9 | 13 |
| 45 | Educating IT Project Managers through Project-Based Learning: A Working-Life Perspective. Communications of the Association for Information Systems, 0, 24, . | 0.9 | 12 |
| 46 | Validation of a modified version of the Experiences of Teaching and Learning Questionnaire. Studies in Educational Evaluation, 2018, 56, 133-143. | 2.3 | 12 |
| 47 | Study orientations in different tutoring environments: university language students' first two years. Mentoring and Tutoring: Partnership in Learning, 2007, 15, 183-199. | 1.4 | 10 |
| 48 | Graduating Physiotherapy Students' Conceptions of their own Competence. Vocations and Learning, 2018, 11, 1-18. | 1.9 | 9 |
| 49 | Pedagogical practices predicting perceived learning of social skills among university students. International Journal of Educational Research, 2022, 111, 101895. | 2.2 | 8 |
| 50 | Study guidance experiences, study progress, and perceived learning outcomes of Finnish university students. European Journal of Higher Education, 2019, 9, 203-218. | 2.7 | 7 |
| 51 | University-wide, top-down curriculum reform at a Finnish university: perceptions of the academic staff. European Journal of Higher Education, 0, , 1-18. | 2.7 | 6 |
| 52 | Physiotherapy students' conceptions of skill at the beginning of their Bachelor studies. Physiotherapy Theory and Practice, 2015, 31, 260-269. | 1.3 | 5 |
| 53 | Introducing Team Learning in a Developing Economy: Students' Experiences of Experiential Entrepreneurship Education in Namibia. Journal of Enterprising Culture, 2017, 25, 179-210. | 0.5 | 5 |
| 54 | Prerequisites for the successful group mentoring of first-year university students: a case study. Mentoring and Tutoring: Partnership in Learning, 2018, 26, 148-164. | 1.4 | 5 |

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|---|---------|----|-----------|
| 55 | Running a hybrid: mingling in-service and pre-service teachers in peer-mentoring groups. European Journal of Teacher Education, 2020, , 1-17. | 3.7 | 5 |
| 56 | Stories of professional development in physiotherapy education. Physiotherapy Theory and Practice, 2022, 38, 1742-1755. | 1.3 | 5 |
| 57 | Transitions to Working Life: Securing Professional Competence. Springer International Handbooks of Education, 2014, , 513-533. | 0.1 | 5 |
| 58 | Dimensions of Professional Growth in Work-Related Teacher Education. , 2017, 42, 1-18. | | 5 |
| 59 | Higher education teachers' descriptions of their own learning: a quantitative perspective. Higher Education Research and Development, 2017, 36, 1295-1304. | 2.9 | 4 |
| 60 | Students' self-reported learning outcomes after a business start-up education program. International Journal of Training Research, 2019, 17, 98-115. | 1.4 | 4 |
| 61 | Narratives of professional development in a teachers' creative writing group. New Writing, 2021, 18, 480-495. | 0.2 | 4 |
| 62 | Bridging the gap between research and practice: using phenomenographic findings to develop training for career practitioners. International Journal for Educational and Vocational Guidance, 0, , 1. | 1.3 | 4 |
| 63 | Työelämätaitojen kehittämisen mallit korkeakoulutuksessa. Aikuiskasvatus, 2012, 32, 17-28. | 0.1 | 4 |
| 64 | Transformations Toward Mature Thinking: Challenges for Education and Learning. , 2012, , 51-66. | | 3 |
| 65 | Pedagogical Perspectives in Higher Education Research. , 2017, , 1-6. | | 3 |
| 66 | Educating Novices At The Workplace: Transformation Of Conceptions And Skills Of Students On A Metal Industry Course. , 2009, , 93-113. | | 2 |
| 67 | Transformation Of Individual Learning Into Organisational And Networked Learning In Vocational Education. , 2009, , 117-135. | | 2 |
| 68 | Modelling competences and anticipating the future competence needs in the forest sector. Silva Fennica, 2018, 52, . | 1.3 | 2 |
| 69 | How can a learning network support organisational development?. International Journal of Strategic Change Management, 2010, 2, 375. | 0.7 | 1 |
| 70 | To stay or to leave? Career story models of Finnish sports graduates. Sport, Education and Society, 0, , 1-13. | 2.1 | 1 |
| 71 | Pedagogical Perspectives in Higher Education Research. , 2020, , 2186-2191. | | 0 |
| 72 | Teachers as writing students: narratives of professional development in a leisure-time creative writing community. Teacher Development, 0, , 1-20. | 0.7 | 0 |