

# Eeva PyÄŒrÄŒlÄŒ

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3580312/publications.pdf>

Version: 2024-02-01

23  
papers

360  
citations

840776

11  
h-index

839539

18  
g-index

24  
all docs

24  
docs citations

24  
times ranked

339  
citing authors

#	ARTICLE	IF	CITATIONS
1	COVID-19 Accelerating Academic Teachers'™ Digital Competence in Distance Teaching. <i>Frontiers in Education</i> , 2022, 7, .	2.1	19
2	Technology enhanced assessment: Ottawa consensus statement and recommendations. <i>Medical Teacher</i> , 2022, 44, 836-850.	1.8	12
3	Destabilising institutions to make healthcare more equitable: Clinicians, educators, and researchers co-producing change. <i>Medical Teacher</i> , 2021, 43, 4-6.	1.8	5
4	Using activity theory to transform medical work and learning. <i>Medical Teacher</i> , 2021, 43, 7-13.	1.8	57
5	Biomedical Courses Should Also Be Designed for Dental Students: The Perceptions of Dental Students. <i>Dentistry Journal</i> , 2021, 9, 96.	2.3	1
6	How teaching academies promote interdisciplinary communities of practice: The Helsinki case. <i>Cogent Education</i> , 2021, 8, .	1.5	2
7	Psychometric properties and factor structure of the Finnish version of the Health Care Providers'™ Pain and Impairment Relationship Scale. <i>Musculoskeletal Science and Practice</i> , 2021, 57, 102471.	1.3	1
8	Hurdles for adopting mobile learning devices at the outset of clinical courses. <i>BMC Medical Education</i> , 2021, 21, 594.	2.4	4
9	The art of note taking with mobile devices in medical education. <i>BMC Medical Education</i> , 2019, 19, 96.	2.4	17
10	Medical students'™ reflections on emotions concerning breaking bad news. <i>Patient Education and Counseling</i> , 2017, 100, 1903-1909.	2.2	28
11	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.	1.1	14
12	How we developed a role-based portfolio for teachers'™ professional development. <i>Medical Teacher</i> , 2014, 36, 765-768.	1.8	5
13	Communication Skills for Medical Students. <i>Simulation and Gaming</i> , 2014, 45, 235-254.	1.9	18
14	How do tutors intervene when conflicts on knowledge arise in tutorial groups?. <i>Advances in Health Sciences Education</i> , 2014, 19, 329-345.	3.3	19
15	Dealing with conflicts on knowledge in tutorial groups. <i>Advances in Health Sciences Education</i> , 2013, 18, 215-230.	3.3	13
16	Comparing three experiential learning methods and their effect on medical students'™ attitudes to learning communication skills. <i>Medical Teacher</i> , 2012, 34, e198-e207.	1.8	74
17	A comparison of medical students' perceptions of three experiential methods. <i>Health Education</i> , 2011, 111, 296-318.	0.9	8
18	On tärkeä kuunnella potilasta tarkkaan ja myös osoittaa seä" lääketieteen opiskelijoiden itsearvioidut oppimistulokset kolmessa ryhmässä. <i>Prologi</i> , 2011, 7, 7-24.	0.1	1

#	ARTICLE	IF	CITATIONS
19	Letters to the Editor. <i>Medical Teacher</i> , 2010, 32, 346-349.	1.8	0
20	Teaching Interpersonal Communication Competence to Medical Students through Theatre in Education. <i>Communication Teacher</i> , 2010, 24, 211-214.	0.3	9
21	Motivating medical students to learn teamwork skills. <i>Medical Teacher</i> , 2010, 32, e199-e204.	1.8	27
22	The participation roles of children and adolescents in the dietary counseling of diabetics. <i>Patient Education and Counseling</i> , 2004, 55, 385-395.	2.2	24
23	What Factors of the Teaching and Learning Environment Support the Learning of Generic Skills? First-Year Students' Perceptions in Medicine, Dentistry and Psychology. <i>Frontiers in Education</i> , 0, 7, .	2.1	2