

Liisa Postareff

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.

32
papers

966
citations

15
h-index

31
g-index

33
ext. papers

1,157
ext. citations

2.4
avg, IF

4.61
L-index

#	Paper	IF	Citations
32	The effect of pedagogical training on teaching in higher education. <i>Teaching and Teacher Education</i> , 2007 , 23, 557-571	2.9	233
31	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
30	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
29	Emotions and confidence within teaching in higher education. <i>Studies in Higher Education</i> , 2011 , 36, 799-813	2.6	79
28	Factors affecting bioscience students' academic achievement. <i>Instructional Science</i> , 2012 , 40, 241-256	2	60
27	Consonance and dissonance in descriptions of teaching of university teachers. <i>Studies in Higher Education</i> , 2008 , 33, 49-61	2.6	55
26	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
25	Academics' conceptions of assessment and their assessment practices. <i>Studies in Educational Evaluation</i> , 2012 , 38, 84-92	2	34
24	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
23	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
22	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
21	Unraveling the complex relationship in critical thinking, approaches to learning and self-efficacy beliefs among first-year educational science students. <i>Learning and Individual Differences</i> , 2018 , 67, 132-142	3.1	18
20	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
19	The effect of short online pedagogical training on university teachers' interpretations of teaching-learning situations. <i>Instructional Science</i> , 2019 , 47, 679-709	2	16
18	Supporting Quality of Learning in University Mathematics: a Comparison of Two Instructional Designs. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2019 , 5, 75-96	1.4	15
17	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
16	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

15	The effect of perceptions of the teaching-learning environment on the variation in approaches to learning [Between-student differences and within-student variation. <i>Learning and Individual Differences</i> , 2018 , 68, 96-107	3.1	12
14	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
13	The interplay between teachers' approaches to teaching, students' approaches to learning and learning outcomes: a qualitative multi-case study. <i>Learning Environments Research</i> , 2018 , 21, 321-347	2.1	10
12	The validity and students' experiences of peer assessment in a large introductory class of gene technology. <i>Studies in Educational Evaluation</i> , 2014 , 43, 197-205	2	10
11	How do university teachers combine different approaches to teaching in a specific course? A qualitative multi-case study. <i>Teaching in Higher Education</i> , 2016 , 21, 854-869	1.4	10
10	First-year students' approaches to learning, and factors related to change or stability in their deep approach during a pharmacy course. <i>Studies in Higher Education</i> , 2017 , 42, 331-353	2.6	8
9	Student perspectives on how different elements of constructive alignment support active learning. <i>Active Learning in Higher Education</i> , 146978742198916	2.6	8
8	Students' and Teacher's Experiences of the Validity and Reliability of Assessment in a Bioscience Course. <i>Higher Education Studies</i> , 2016 , 6, 181	5.1	5
7	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
6	Relations between students' perceptions of the teaching-learning environment and teachers' approaches to teaching: a qualitative study. <i>Journal of Further and Higher Education</i> , 2019 , 43, 1456-1475 ^{1.5}	1.5	4
5	Relationships among Civil Engineering Students' Approaches to Learning, Perceptions of the Teaching-Learning Environment, and Study Success. <i>Journal of Professional Issues in Engineering Education and Practice</i> , 2017 , 143, 04017010	0.7	2
4	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
3	Contrasting undergraduate mathematics students' approaches to learning and their interactions within two student-centred learning environments. <i>International Journal of Mathematical Education in Science and Technology</i> , 1-19	0.5	1
2	Students' experiences of the development of generic competences in the Finnish higher education context [The role of the teaching-learning environment and approaches to learning. <i>European Journal of Higher Education</i> , 1-20	1.8	1
1	Student-centred learning environments supporting undergraduate mathematics students to apply regulated learning: A mixed-methods approach. <i>Journal of Mathematical Behavior</i> , 2022 , 66, 100949	1.1	0