

# David B Miele

## List of Publications by Year in descending order

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Version: 2024-02-01

21  
papers

452  
citations

759233

12  
h-index

752698

20  
g-index

21  
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21  
docs citations

21  
times ranked

332  
citing authors

#	ARTICLE	IF	CITATIONS
1	Predicting Academic Performance with an Assessment of Students' Knowledge of the Benefits of High-Level and Low-Level Construal. <i>Social Psychological and Personality Science</i> , 2023, 14, 195-206.	3.9	4
2	Domain-general and math-specific self-perceptions of perseverance as predictors of behavioral math persistence. <i>Journal of Experimental Education</i> , 2022, 90, 593-614.	2.6	4
3	A Cross-Cultural Investigation of Metamotivational Beliefs About Regulatory Focus Task-Motivation Fit. <i>Personality and Social Psychology Bulletin</i> , 2022, 48, 807-820.	3.0	3
4	Boundary Conditions of the Remembered Success Effect. <i>Journal of Applied Research in Memory and Cognition</i> , 2021, 10, 621-641.	1.1	0
5	Boundary conditions of the remembered success effect.. <i>Journal of Applied Research in Memory and Cognition</i> , 2021, 10, 621-641.	1.1	1
6	Metamotivation: Emerging research on the regulation of motivational states. <i>Advances in Motivation Science</i> , 2020, 7, 1-42.	3.7	17
7	Individual differences in students' effort source beliefs predict their judgments of ability.. <i>Motivation Science</i> , 2020, 6, 110-132.	1.6	1
8	On Metamotivation: Consumers' Knowledge about the Role of Construal Level in Enhancing Task Performance. <i>Journal of the Association for Consumer Research</i> , 2019, 4, 57-64.	1.7	12
9	College Students' Evaluations and Reasoning About Exclusion of Students with Autism and Learning Disability: Context and Goals may Matter More than Contact. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 307-323.	2.7	14
10	Metamotivational knowledge of the role of high-level and low-level construal in goal-relevant task performance.. <i>Journal of Personality and Social Psychology</i> , 2019, 117, 876-899.	2.8	26
11	The Role of Metamotivational Monitoring in Motivation Regulation. <i>Educational Psychologist</i> , 2018, 53, 1-21.	9.0	98
12	New Directions in Self-Regulation: The Role of Metamotivational Beliefs. <i>Current Directions in Psychological Science</i> , 2018, 27, 437-442.	5.3	59
13	Students' Thinking About Effort and Ability: The Role of Developmental, Contextual, and Individual Difference Factors. <i>Review of Educational Research</i> , 2017, 87, 707-735.	7.5	39
14	Do you have an opportunity or an obligation to score well? The influence of regulatory focus on academic test performance. <i>Learning and Individual Differences</i> , 2016, 45, 114-127.	2.7	28
15	Hitting a high note on math tests: Remembered success influences test preferences.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 17-38.	0.9	16
16	The role of metamotivation in creating task-motivation fit.. <i>Motivation Science</i> , 2016, 2, 171-197.	1.6	30
17	The relation between college students' academic mindsets and their persistence during math problem solving. <i>Psychology in Russia: State of the Art</i> , 2016, 9, 38-56.	0.6	6
18	Metacognition of agency and theory of mind in adults with high functioning autism. <i>Consciousness and Cognition</i> , 2015, 31, 126-138.	1.5	40

#	ARTICLE	IF	CITATIONS
19	Quantitative and Qualitative Relations Between Motivation and Critical-Analytic Thinking. Educational Psychology Review, 2014, 26, 519-541.	8.4	27
20	Motivated comprehension regulation: Vigilant versus eager metacognitive control. Memory and Cognition, 2009, 37, 779-795.	1.6	14
21	The origins and influences of promotion-focused and prevention-focused achievement motivations. Advances in Motivation and Achievement: A Research Annual, 2008, , 81-118.	0.3	13