

Reinhard Pekrun

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9330883/publications.pdf>

Version: 2024-02-01

194
papers

25,826
citations

12330

69
h-index

8630

146
g-index

216
all docs

216
docs citations

216
times ranked

9410
citing authors

#	ARTICLE	IF	CITATIONS
1	The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice. <i>Educational Psychology Review</i> , 2006, 18, 315-341.	8.4	2,685
2	Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. <i>Educational Psychologist</i> , 2002, 37, 91-105.	9.0	2,396
3	Measuring emotions in students'™ learning and performance: The Achievement Emotions Questionnaire (AEQ). <i>Contemporary Educational Psychology</i> , 2011, 36, 36-48.	2.9	1,229
4	Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance.. <i>Journal of Educational Psychology</i> , 2009, 101, 115-135.	2.9	861
5	Boredom in achievement settings: Exploring control'™value antecedents and performance outcomes of a neglected emotion.. <i>Journal of Educational Psychology</i> , 2010, 102, 531-549.	2.9	742
6	Achievement goals and discrete achievement emotions: A theoretical model and prospective test.. <i>Journal of Educational Psychology</i> , 2006, 98, 583-597.	2.9	608
7	The Control-Value Theory of Achievement Emotions. , 2007, , 13-36.		603
8	A 3 Å— 2 achievement goal model.. <i>Journal of Educational Psychology</i> , 2011, 103, 632-648.	2.9	565
9	Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment.. <i>Journal of Educational Psychology</i> , 2009, 101, 705-716.	2.9	519
10	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. <i>Child Development</i> , 2017, 88, 1653-1670.	3.0	489
11	Academic Emotions and Student Engagement. , 2012, , 259-282.		467
12	Confusion can be beneficial for learning. <i>Learning and Instruction</i> , 2014, 29, 153-170.	3.2	467
13	The Impact of Emotions on Learning and Achievement: Towards a Theory of Cognitive/Motivational Mediators. <i>Applied Psychology</i> , 1992, 41, 359-376.	7.1	436
14	Girls and mathematics '™A '™hopeless'™issue? A control-value approach to gender differences in emotions towards mathematics. <i>European Journal of Psychology of Education</i> , 2007, 22, 497-514.	2.6	347
15	Perceived learning environment and students' emotional experiences: A multilevel analysis of mathematics classrooms. <i>Learning and Instruction</i> , 2007, 17, 478-493.	3.2	312
16	Development of Mathematics Interest in Adolescence: Influences of Gender, Family, and School Context. <i>Journal of Research on Adolescence</i> , 2010, 20, 507-537.	3.7	311
17	Academic control and action control in the achievement of college students: A longitudinal field study.. <i>Journal of Educational Psychology</i> , 2001, 93, 776-789.	2.9	305
18	Students'™ emotions and academic engagement: Introduction to the special issue. <i>Contemporary Educational Psychology</i> , 2011, 36, 1-3.	2.9	292

#	ARTICLE	IF	CITATIONS
19	Between- and within-domain relations of students' academic emotions.. Journal of Educational Psychology, 2007, 99, 715-733.	2.9	283
20	Do Girls Really Experience More Anxiety in Mathematics?. Psychological Science, 2013, 24, 2079-2087.	3.3	270
21	Academic emotions from a social-cognitive perspective: Antecedents and domain specificity of students' affect in the context of Latin instruction. British Journal of Educational Psychology, 2006, 76, 289-308.	2.9	260
22	Teacher enthusiasm: Dimensionality and context specificity. Contemporary Educational Psychology, 2011, 36, 289-301.	2.9	257
23	Beyond test anxiety: Development and validation of the test emotions questionnaire (TEQ). Anxiety, Stress and Coping, 2004, 17, 287-316.	2.9	252
24	Boredom and academic achievement: Testing a model of reciprocal causation.. Journal of Educational Psychology, 2014, 106, 696-710.	2.9	250
25	A longitudinal analysis of achievement goals: From affective antecedents to emotional effects and achievement outcomes.. Journal of Educational Psychology, 2009, 101, 948-963.	2.9	243
26	Achievement Emotions: A Control-Value Approach. Social and Personality Psychology Compass, 2010, 4, 238-255.	3.7	235
27	Predicting Long-Term Growth in Students' Mathematics Achievement: The Unique Contributions of Motivation and Cognitive Strategies. Child Development, 2013, 84, 1475-1490.	3.0	235
28	Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment. Contemporary Educational Psychology, 2008, 33, 9-33.	2.9	225
29	Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes. Contemporary Educational Psychology, 2008, 33, 584-608.	2.9	224
30	Measuring Teachers'™ enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). Contemporary Educational Psychology, 2016, 46, 148-163.	2.9	223
31	A Social-Cognitive, Control-Value Theory of Achievement Emotions. Advances in Psychology, 2000, 131, 143-163.	0.1	217
32	Types of boredom: An experience sampling approach. Motivation and Emotion, 2014, 38, 401-419.	1.3	202
33	The power of anticipated feedback: Effects on students' achievement goals and achievement emotions. Learning and Instruction, 2014, 29, 115-124.	3.2	194
34	The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies.. Journal of Educational Psychology, 2019, 111, 331-353.	2.9	194
35	Emotion transmission in the classroom revisited: A reciprocal effects model of teacher and student enjoyment.. Journal of Educational Psychology, 2018, 110, 628-639.	2.9	189
36	Attentional resource allocation to emotional events: An ERP study. Cognition and Emotion, 2003, 17, 477-500.	2.0	186

#	ARTICLE	IF	CITATIONS
37	Gender Differences in Gifted and Average-Ability Students. <i>Gifted Child Quarterly</i> , 2008, 52, 146-159.	2.0	183
38	Students' emotions during homework in mathematics: Testing a theoretical model of antecedents and achievement outcomes. <i>Contemporary Educational Psychology</i> , 2011, 36, 25-35.	2.9	168
39	Measuring emotions during epistemic activities: the Epistemically-Related Emotion Scales. <i>Cognition and Emotion</i> , 2017, 31, 1268-1276.	2.0	168
40	The curious case of climate change: Testing a theoretical model of epistemic beliefs, epistemic emotions, and complex learning. <i>Learning and Instruction</i> , 2015, 39, 168-183.	3.2	164
41	The Domain Specificity of Academic Emotional Experiences. <i>Journal of Experimental Education</i> , 2006, 75, 5-29.	2.6	162
42	Beyond cold technology: A systematic review and meta-analysis on emotions in technology-based learning environments. <i>Learning and Instruction</i> , 2020, 70, 101162.	3.2	162
43	Adaptive Motivation and Emotion in Education. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 228-236.	2.4	157
44	Teaching methods for modelling problems and students' task-specific enjoyment, value, interest and self-efficacy expectations. <i>Educational Studies in Mathematics</i> , 2012, 79, 215-237.	2.8	153
45	Achievement Emotions in Germany and China. <i>Journal of Cross-Cultural Psychology</i> , 2007, 38, 302-309.	1.6	151
46	The Effect of Red on Avoidance Behavior in Achievement Contexts. <i>Personality and Social Psychology Bulletin</i> , 2009, 35, 365-375.	3.0	149
47	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. <i>Learning and Individual Differences</i> , 2012, 22, 225-234.	2.7	145
48	Measuring students' emotions in the early years: The Achievement Emotions Questionnaire-Elementary School (AEQ-ES). <i>Learning and Individual Differences</i> , 2012, 22, 190-201.	2.7	130
49	Reciprocal relations between students' academic enjoyment, boredom, and achievement over time. <i>Learning and Instruction</i> , 2018, 54, 73-81.	3.2	129
50	Emotion Regulation in Achievement Situations: An Integrated Model. <i>Educational Psychologist</i> , 2019, 54, 106-126.	9.0	129
51	Progress and open problems in educational emotion research. <i>Learning and Instruction</i> , 2005, 15, 497-506.	3.2	128
52	An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years. <i>Developmental Psychology</i> , 2018, 54, 263-280.	1.6	128
53	Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach. <i>Learning and Instruction</i> , 2016, 41, 115-125.	3.2	125
54	Positive Emotions in Education. , 2002, , 149-174.		116

#	ARTICLE	IF	CITATIONS
55	Activity Achievement Emotions and Academic Performance: A Meta-analysis. <i>Educational Psychology Review</i> , 2021, 33, 1051-1095.	8.4	115
56	Emotion and Achievement During Adolescence. <i>Child Development Perspectives</i> , 2017, 11, 215-221.	3.9	113
57	Attribution-Based Treatment Interventions in Some Achievement Settings. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014, , 1-35.	0.3	109
58	Fertile Green. <i>Personality and Social Psychology Bulletin</i> , 2012, 38, 784-797.	3.0	107
59	Emotions and motivation in mathematics education: theoretical considerations and empirical contributions. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 307-322.	2.2	107
60	Emotions in classroom language learning: What can we learn from achievement emotion research?. <i>System</i> , 2019, 86, 102121.	3.4	107
61	Expectancy-Value Theory of Anxiety: Overview and Implications. , 2019, , 23-42.		104
62	A hierarchical conceptualization of enjoyment in students. <i>Learning and Instruction</i> , 2006, 16, 323-338.	3.2	102
63	Surprised-“curious”-confused: Epistemic emotions and knowledge exploration.. <i>Emotion</i> , 2020, 20, 625-641.	1.8	102
64	Research Practices That Can Prevent an Inflation of False-Positive Rates. <i>Personality and Social Psychology Review</i> , 2014, 18, 107-118.	6.0	98
65	Perceived control and emotions: interactive effects on performance in achievement settings. <i>Social Psychology of Education</i> , 2008, 11, 161-180.	2.5	97
66	Academic emotions.. , 2012, , 3-31.		97
67	Perceived Academic Control and Failure in College students: A Three-Year Study of Scholastic Attainment. <i>Research in Higher Education</i> , 2005, 46, 535-569.	1.7	95
68	Beyond quantitative decline: Conceptual shifts in adolescents' development of interest in mathematics.. <i>Developmental Psychology</i> , 2012, 48, 1069-1082.	1.6	94
69	Control-Value Appraisals, Enjoyment, and Boredom in Mathematics: A Longitudinal Latent Interaction Analysis. <i>American Educational Research Journal</i> , 2018, 55, 1339-1368.	2.7	94
70	Identity and Epistemic Emotions During Knowledge Revision: A Potential Account for the Backfire Effect. <i>Discourse Processes</i> , 2016, 53, 339-370.	1.8	92
71	Students' Emotions, Physiological Reactions, and Coping in Academic Exams. <i>Anxiety, Stress and Coping</i> , 2002, 15, 413-432.	2.9	90
72	Teaching This Class Drives Me Nuts! - Examining the Person and Context Specificity of Teacher Emotions. <i>PLoS ONE</i> , 2015, 10, e0129630.	2.5	84

#	ARTICLE	IF	CITATIONS
73	Advances in test anxiety research. <i>Anxiety, Stress and Coping</i> , 2004, 17, 205-211.	2.9	83
74	Emotions as Drivers of Learning and Cognitive Development. , 2011, , 23-39.		83
75	Control-value appraisals, achievement emotions, and foreign language performance: A latent interaction analysis. <i>Learning and Instruction</i> , 2020, 69, 101356.	3.2	83
76	Teachersâ€™ emotions and emotion management: integrating emotion regulation theory with emotional labor research. <i>Social Psychology of Education</i> , 2016, 19, 843-863.	2.5	82
77	Math self-concept, grades, and achievement test scores: Long-term reciprocal effects across five waves and three achievement tracks.. <i>Journal of Educational Psychology</i> , 2017, 109, 621-634.	2.9	80
78	Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept.. <i>Developmental Psychology</i> , 2016, 52, 1273-1290.	1.6	77
79	How do you make me feel better? Social cognitive emotion regulation and the default mode network. <i>NeuroImage</i> , 2016, 134, 270-280.	4.2	75
80	Zur Rolle des Situationsmodells beim mathematischen Modellieren â€“ Aufgabenanalysen, SchÃ¼lerkompetenzen und Lehrerinterventionen. <i>Journal Fur Mathematik-Didaktik</i> , 2010, 31, 119-141.	1.5	71
81	Self-Report is Indispensable to Assess Studentsâ€™ Learning. <i>Frontline Learning Research</i> , 2020, 8, 185-193.	0.8	67
82	The AEQ-S: A short version of the Achievement Emotions Questionnaire. <i>Contemporary Educational Psychology</i> , 2021, 65, 101940.	2.9	67
83	Happy fish in little ponds: Testing a reference group model of achievement and emotion.. <i>Journal of Personality and Social Psychology</i> , 2019, 117, 166-185.	2.8	65
84	Emotional experiences during test taking: Does cognitive ability make a difference?. <i>Learning and Individual Differences</i> , 2007, 17, 3-16.	2.7	64
85	The Achievement Emotions Questionnaire: Validation for Pre-Adolescent Students. <i>European Journal of Developmental Psychology</i> , 2015, 12, 472-481.	1.8	64
86	Donâ€™t aim too high for your kids: Parental overaspiration undermines studentsâ€™ learning in mathematics.. <i>Journal of Personality and Social Psychology</i> , 2016, 111, 766-779.	2.8	64
87	Goals, Emotions, and Emotion Regulation: Perspectives of the Control-Value Theory. <i>Human Development</i> , 2009, 52, 357-365.	2.0	62
88	Exploring the relations between epistemic beliefs, emotions, and learning from texts. <i>Contemporary Educational Psychology</i> , 2017, 48, 116-132.	2.9	61
89	Emotions and Motivation in Learning and Performance. , 2014, , 65-75.		60
90	Expectancy of success, attainment value, engagement, and Achievement: A moderated mediation analysis. <i>Learning and Instruction</i> , 2019, 60, 117-125.	3.2	56

#	ARTICLE	IF	CITATIONS
91	Attachment state of mind and perceptual processing of emotional stimuli. <i>Attachment and Human Development</i> , 2005, 7, 67-81.	2.1	55
92	Emotion in the Hierarchical Model of Approach-Avoidance Achievement Motivation. , 2007, , 57-73.		55
93	Attachment working models as unconscious structures: An experimental test. <i>International Journal of Behavioral Development</i> , 2004, 28, 180-189.	2.4	54
94	Surprise, Curiosity, and Confusion Promote Knowledge Exploration: Evidence for Robust Effects of Epistemic Emotions. <i>Frontiers in Psychology</i> , 2019, 10, 2474.	2.1	53
95	The role of achievement emotions in primary school mathematics: Controlâ€™value antecedents and achievement outcomes. <i>British Journal of Educational Psychology</i> , 2021, 91, 347-367.	2.9	52
96	Cognitive appraisals, achievement emotions, and studentsâ€™™ math achievement: A longitudinal analysis.. <i>Journal of Educational Psychology</i> , 2022, 114, 346-367.	2.9	50
97	Effects of school-average achievement on individual self-concept and achievement: Unmasking phantom effects masquerading as true compositional effects.. <i>Journal of Educational Psychology</i> , 2018, 110, 1112-1126.	2.9	50
98	Joint effects of emotion and color on memory.. <i>Emotion</i> , 2013, 13, 375-379.	1.8	48
99	Negative affect improves the quality of memories: Trading capacity for precision in sensory and working memory.. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 1450-1456.	2.1	48
100	Where Do We Go from Here? Implications and Future Directions for Inquiry on Emotions in Education. , 2007, , 313-331.		47
101	Introduction to Emotion in Education. , 2007, , 3-10.		47
102	The role of positive and negative affect in the â€™œmirroringâ€™œ of other persons' actions. <i>Cognition and Emotion</i> , 2010, 24, 1182-1190.	2.0	47
103	Studentsâ€™™ emotions for achievement and technology use in synchronous hybrid graduate programmes: a control-value approach. <i>Research in Learning Technology</i> , 0, 23, .	2.3	46
104	The semantic red effect: Processing the word red undermines intellectual performance. <i>Journal of Experimental Social Psychology</i> , 2009, 45, 1273-1276.	2.2	45
105	Context specificity of implicit preferences: The case of human preference for red.. <i>Emotion</i> , 2009, 9, 734-738.	1.8	45
106	Understanding and measuring emotions in technology-rich learning environments. <i>Learning and Instruction</i> , 2020, 70, 101272.	3.2	45
107	Inquiry on emotions in higher education: progress and open problems. <i>Studies in Higher Education</i> , 2019, 44, 1806-1811.	4.5	44
108	Test Anxiety and Physiological Arousal: A Systematic Review and Meta-Analysis. <i>Educational Psychology Review</i> , 2021, 33, 579-618.	8.4	44

#	ARTICLE	IF	CITATIONS
109	Who Enjoys Teaching, and When? Between- and Within-Person Evidence on Teachers' Appraisal-Emotion Links. <i>Frontiers in Psychology</i> , 2020, 11, 1092.	2.1	43
110	Achievement emotions and academic achievement: Reciprocal relations and the moderating influence of academic buoyancy. <i>Journal of Educational Psychology</i> , 2022, 114, 108-126.	2.9	42
111	Achievement Emotions in Higher Education. <i>Higher Education</i> , 2010, , 257-306.	1.2	41
112	Emotions in medical education: Examining the validity of the Medical Emotion Scale (MES) across authentic medical learning environments. <i>Learning and Instruction</i> , 2020, 70, 101150.	3.2	40
113	The Murky Distinction Between Curiosity and Interest: State of the Art and Future Prospects. <i>Educational Psychology Review</i> , 2019, 31, 905-914.	8.4	38
114	Getting along and feeling good: Reciprocal associations between student-teacher relationship quality and students' emotions. <i>Learning and Instruction</i> , 2021, 71, 101349.	3.2	38
115	Why do children worry about their academic achievement? An expectancy-value perspective on elementary students' worries about their mathematics and reading performance. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 339-354.	2.2	37
116	Directionality of Affective Priming: Effects of Trait Anxiety and Activation Level. <i>Experimental Psychology</i> , 2003, 50, 116-123.	0.7	37
117	Long-term positive effects of repeating a year in school: Six-year longitudinal study of self-beliefs, anxiety, social relations, school grades, and test scores. <i>Journal of Educational Psychology</i> , 2017, 109, 425-438.	2.9	36
118	Exploring the antecedents and consequences of epistemic emotions. <i>Learning and Instruction</i> , 2019, 63, 101209.	3.2	35
119	The Impact of Emotions on Student Achievement in Synchronous Hybrid Business and Public Administration Programs: A Longitudinal Test of Control-Value Theory*. <i>Decision Sciences Journal of Innovative Education</i> , 2016, 14, 441-474.	0.8	33
120	New faculty members' emotions: a mixed-method study. <i>Studies in Higher Education</i> , 2016, 41, 1167-1188.	4.5	33
121	Read-Out of Emotional Information From Iconic Memory. <i>Psychological Science</i> , 2011, 22, 695-700.	3.3	32
122	Main and moderator effects of refutation on task value, epistemic emotions, and learning strategies during conceptual change. <i>Contemporary Educational Psychology</i> , 2018, 55, 155-165.	2.9	32
123	The structure of students' emotions experienced during a mathematical achievement test. <i>Zentralblatt für Didaktik Der Mathematik</i> , 2005, 37, 221-225.	0.4	30
124	Effects of mood on the speed of conscious perception: behavioural and electrophysiological evidence. <i>Social Cognitive and Affective Neuroscience</i> , 2009, 4, 286-293.	3.0	30
125	A motivation perspective on achievement appraisals, emotions, and performance in an online learning environment. <i>International Journal of Educational Research</i> , 2021, 108, 101772.	2.2	30
126	Changes in cortical blood oxygenation during arithmetical tasks measured by near-infrared spectroscopy. <i>Journal of Neural Transmission</i> , 2009, 116, 267-273.	2.8	28

#	ARTICLE	IF	CITATIONS
127	Arithmetic tasks in different formats and their influence on behavior and brain oxygenation as assessed with near-infrared spectroscopy (NIRS): a study involving primary and secondary school children. <i>Journal of Neural Transmission</i> , 2009, 116, 1689-1700.	2.8	28
128	The influence of red on impression formation in a job application context. <i>Motivation and Emotion</i> , 2013, 37, 389-401.	1.3	28
129	Using persuasive refutation texts to prompt attitudinal and conceptual change.. <i>Journal of Educational Psychology</i> , 2020, 112, 1085-1099.	2.9	28
130	To Be Bored or Not To Be Boredâ€”How Taskâ€Related Boredom Influences Creative Performance. <i>Journal of Creative Behavior</i> , 2018, 52, 297-304.	2.9	27
131	Always look on the broad side of life: Happiness increases the breadth of sensory memory.. <i>Emotion</i> , 2011, 11, 958-964.	1.8	23
132	<i>Emotion, Lernen und Leistung.</i> , 2018, , 215-231.		23
133	The Emotions of Pretenure Faculty: Implications for Teaching and Research Success. <i>Review of Higher Education</i> , 2019, 42, 1489-1526.	1.3	21
134	Teachers need more than knowledge: Why motivation, emotion, and self-regulation are indispensable. <i>Educational Psychologist</i> , 2021, 56, 312-322.	9.0	21
135	Faculty enjoyment, anxiety, and boredom for teaching and research: instrument development and testing predictors of success. <i>Studies in Higher Education</i> , 2019, 44, 1712-1722.	4.5	20
136	Three Paradoxical Effects on Academic Self-Concept Across Countries, Schools, and Students. <i>European Psychologist</i> , 2019, 24, 231-242.	3.1	20
137	Bringing brain imaging to the school to assess arithmetic problem solving: chances and limitations in combining educational and neuroscientific research. <i>ZDM - International Journal on Mathematics Education</i> , 2010, 42, 541-554.	2.2	19
138	The Paradoxical Role of Perceived Control in Late Life Health Behavior. <i>PLoS ONE</i> , 2016, 11, e0148921.	2.5	19
139	An attribution-based motivation treatment for low control students who are bored in online learning environments.. <i>Motivation Science</i> , 2018, 4, 177-184.	1.6	19
140	Relations of epistemic beliefs with motivation, achievement, and aspirations in science: Generalizability across 72 societies.. <i>Journal of Educational Psychology</i> , 2022, 114, 734-751.	2.9	18
141	Anxiety and motivation in achievement settings: towards a systems-theoretical approach. <i>International Journal of Educational Research</i> , 1988, 12, 307-323.	2.2	17
142	<i>Emotions in Studentsâ€™ Scholastic Development.</i> , 2007, , 553-610.		17
143	Directional Ordering of Self-Concept, School Grades, and Standardized Tests Over Five Years: New Tripartite Models Juxtaposing Within- and Between-Person Perspectives. <i>Educational Psychology Review</i> , 2022, 34, 2697-2744.	8.4	17
144	Relative incidence and origins of achievement emotions in computer-based collaborative problem-solving: A control-value approach. <i>Computers in Human Behavior</i> , 2019, 98, 41-49.	8.5	16

#	ARTICLE	IF	CITATIONS
145	Overcoming fixed mindsets: The role of affect. <i>Cognition and Emotion</i> , 2014, 28, 756-767.	2.0	15
146	Effects of achievement contexts on the meaning structure of emotion words. <i>Cognition and Emotion</i> , 2018, 32, 379-388.	2.0	15
147	Emotions in Reading and Learning from Texts: Progress and Open Problems. <i>Discourse Processes</i> , 2022, 59, 116-125.	1.8	15
148	Revealing dynamic relations between mathematics self-concept and perceived achievement from lesson to lesson: An experience-sampling study.. <i>Journal of Educational Psychology</i> , 2022, 114, 1380-1393.	2.9	15
149	School grades and studentsâ€™ emotions: Longitudinal models of within-person reciprocal effects. <i>Learning and Instruction</i> , 2023, 83, 101626.	3.2	15
150	Differential binding of colors to objects in memory: red and yellow stick better than blue and green. <i>Frontiers in Psychology</i> , 2015, 6, 231.	2.1	14
151	Social Support, Achievement Evaluations, and Self-Concepts in Adolescence. <i>Recent Research in Psychology</i> , 1990, , 107-119.	0.5	14
152	Affective State Influences Retrieval-Induced Forgetting for Integrated Knowledge. <i>PLoS ONE</i> , 2013, 8, e56617.	2.5	14
153	Emotionen. Springer-Lehrbuch, 2015, , 201-224.	0.0	14
154	The baby and the bathwater: On the need for substantiveâ€™methodological synergy in organizational research. <i>Industrial and Organizational Psychology</i> , 2021, 14, 497-504.	0.6	13
155	Moderation of the Big-Fish-Little-Pond Effect: Juxtaposition of Evolutionary (Darwinian-Economic) and Achievement Motivation Theory Predictions Based on a Delphi Approach. <i>Educational Psychology Review</i> , 2021, 33, 1353-1378.	8.4	12
156	Do positive illusions of control foster happiness?. <i>Emotion</i> , 2019, 19, 1014-1022.	1.8	12
157	Using Self-Report to Assess Emotions in Education. , 2016, , 43-54.		11
158	Test Anxiety and Academic Achievement. , 2015, , 244-249.		9
159	Boredom Makes Me Sick: Adolescentsâ€™ Boredom Trajectories and Their Health-Related Quality of Life. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 6308.	2.6	9
160	Excessive boredom among adolescents: A comparison between low and high achievers. <i>PLoS ONE</i> , 2020, 15, e0241671.	2.5	9
161	Achievement emotions and elementary school childrenâ€™s academic performance: Longitudinal models of developmental ordering.. <i>Journal of Educational Psychology</i> , 2023, 115, 552-570.	2.9	9
162	Self-Report Measures of Academic Emotions. , 0, , .		8

#	ARTICLE	IF	CITATIONS
163	Using Control-Value Theory to Understand Achievement Emotions in Medical Education. <i>Academic Medicine</i> , 2014, 89, 1696.	1.6	8
164	Are concepts of achievement-related emotions universal across cultures? A semantic profiling approach. <i>Cognition and Emotion</i> , 2020, 34, 1480-1488.	2.0	8
165	Epistemic Emotions and Metacognitive Feelings. , 2021, , 41-58.		7
166	<i>Psychologische Bildungsforschung.</i> , 2010, , 71-91.		6
167	The Achievement Pride Scales (APS). <i>European Journal of Psychological Assessment</i> , 2018, 34, 181-192.	3.0	6
168	Control-Value Theory of Achievement Emotions. , 0, , .		5
169	Affect influences feature binding in memory: Trading between richness and strength of memory representations.. <i>Emotion</i> , 2016, 16, 1067-1073.	1.8	5
170	Paradoxical Effects of Perceived Control on Survival. <i>Journals of Gerontology - Series B Psychological Sciences and Social Sciences</i> , 2018, 73, 1166-1174.	3.9	5
171	<i>Psychologische Bildungsforschung.</i> , 2002, , 61-79.		5
172	Internal/External Frame of Reference Model. , 2015, , 425-432.		4
173	Priming the trait category "hostility": The moderating role of trait anxiety. <i>Cognition and Emotion</i> , 2007, 21, 577-595.	2.0	3
174	Memory suppression can help people "unlearn" behavioral responses" but only for nonemotional memories. <i>Psychonomic Bulletin and Review</i> , 2014, 21, 136-141.	2.8	3
175	Emotion Regulation. , 2012, , 1117-1119.		3
176	Emotionen. , 2020, , 211-234.		3
177	The dynamic experience of taking an examination: Ever changing cortisol and expectancy for success. <i>British Journal of Educational Psychology</i> , 0, , .	2.9	3
178	Introduction to Emotions in Education. , 0, , .		2
179	Self-Concepts: Educational Aspects. , 2015, , 469-474.		2
180	<i>Psychologische Bildungsforschung.</i> , 2018, , 73-99.		2

#	ARTICLE	IF	CITATIONS
181	Mathematische Kompetenz und ihre Entwicklung in der Grundschule. , 2008, , 107-127.		2
182	Mathematics Motivation in Students With Low Cognitive Ability: A Longitudinal Study of Motivation and Relations With Effort, Self-Regulation, and Grades. American Journal on Intellectual and Developmental Disabilities, 2020, 125, 125-147.	1.6	1
183	Emotions: Functions and Effects on Learning. , 2012, , 1141-1146.		1
184	Psychologische Bildungsforschung. , 2016, , 1-27.		1
185	Emotionen beim technologiebasierten Lernen. Springer Reference Psychologie, 2019, , 1-21.	0.0	0
186	Origins, Regulation, and Development of Emotions. , 2017, , 52-97.		0
187	Functions for Learning and Achievement. , 2017, , 30-51.		0
188	Concepts and Measurement of Emotions. , 2017, , 1-29.		0
189	Emotionen beim technologiebasierten Lernen. Springer Reference Psychologie, 2018, , 1-21.	0.0	0
190	Emotionen beim technologiebasierten Lernen. , 2020, , 417-437.		0
191	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
192	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
193	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
194	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0