

Reinhard Pekrun

List of Publications by Year in descending order

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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	School grades and students'™ emotions: Longitudinal models of within-person reciprocal effects. <i>Learning and Instruction</i> , 2023, 83, 101626.	3.2	15
2	Achievement emotions and elementary school children'™s academic performance: Longitudinal models of developmental ordering. <i>Journal of Educational Psychology</i> , 2023, 115, 552-570.	2.9	9
3	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
4	Emotions in Reading and Learning from Texts: Progress and Open Problems. <i>Discourse Processes</i> , 2022, 59, 116-125.	1.8	15
5	Cognitive appraisals, achievement emotions, and students'™ math achievement: A longitudinal analysis. <i>Journal of Educational Psychology</i> , 2022, 114, 346-367.	2.9	50
6	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
7	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
8	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
9	The role of achievement emotions in primary school mathematics: Control'™value antecedents and achievement outcomes. <i>British Journal of Educational Psychology</i> , 2021, 91, 347-367.	2.9	52
10	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
11	Test Anxiety and Physiological Arousal: A Systematic Review and Meta-Analysis. <i>Educational Psychology Review</i> , 2021, 33, 579-618.	8.4	44
12	Activity Achievement Emotions and Academic Performance: A Meta-analysis. <i>Educational Psychology Review</i> , 2021, 33, 1051-1095.	8.4	115
13	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
14	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
15	The AEQ-S: A short version of the Achievement Emotions Questionnaire. <i>Contemporary Educational Psychology</i> , 2021, 65, 101940.	2.9	67
16	Boredom Makes Me Sick: Adolescents'™ 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
17	Epistemic Emotions and Metacognitive Feelings. , 2021, , 41-58.		7
18	Teachers need more than knowledge: Why motivation, emotion, and self-regulation are indispensable. <i>Educational Psychologist</i> , 2021, 56, 312-322.	9.0	21

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19	The baby and the bathwater: On the need for substantive“methodological synergy in organizational research. <i>Industrial and Organizational Psychology</i> , 2021, 14, 497-504.	0.6	13
20	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
21	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
22	Understanding and measuring emotions in technology-rich learning environments. <i>Learning and Instruction</i> , 2020, 70, 101272.	3.2	45
23	Self-Report is Indispensable to Assess Students“ Learning. <i>Frontline Learning Research</i> , 2020, 8, 185-193.	0.8	67
24	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
25	Control-value appraisals, achievement emotions, and foreign language performance: A latent interaction analysis. <i>Learning and Instruction</i> , 2020, 69, 101356.	3.2	83
26	Mathematics Motivation in Students With Low Cognitive Ability: A Longitudinal Study of Motivation and Relations With Effort, Self-Regulation, and Grades. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2020, 125, 125-147.	1.6	1
27	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
28	Emotionen. , 2020, , 211-234.		3
29	Using persuasive refutation texts to prompt attitudinal and conceptual change.. <i>Journal of Educational Psychology</i> , 2020, 112, 1085-1099.	2.9	28
30	Surprised“curious“confused: Epistemic emotions and knowledge exploration.. <i>Emotion</i> , 2020, 20, 625-641.	1.8	102
31	Excessive boredom among adolescents: A comparison between low and high achievers. <i>PLoS ONE</i> , 2020, 15, e0241671.	2.5	9
32	Emotionen beim technologiebasierten Lernen. , 2020, , 417-437.		0
33	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
34	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
35	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0
36	Excessive boredom among adolescents: A comparison between low and high achievers. , 2020, 15, e0241671.		0

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37	Emotions in classroom language learning: What can we learn from achievement emotion research?. System, 2019, 86, 102121.	3.4	107
38	The Emotions of Pretenure Faculty: Implications for Teaching and Research Success. Review of Higher Education, 2019, 42, 1489-1526.	1.3	21
39	Inquiry on emotions in higher education: progress and open problems. Studies in Higher Education, 2019, 44, 1806-1811.	4.5	44
40	Faculty enjoyment, anxiety, and boredom for teaching and research: instrument development and testing predictors of success. Studies in Higher Education, 2019, 44, 1712-1722.	4.5	20
41	Emotionen beim technologiebasierten Lernen. Springer Reference Psychologie, 2019, , 1-21.	0.0	0
42	Expectancy of success, attainment value, engagement, and Achievement: A moderated mediation analysis. Learning and Instruction, 2019, 60, 117-125.	3.2	56
43	Exploring the antecedents and consequences of epistemic emotions. Learning and Instruction, 2019, 63, 101209.	3.2	35
44	Emotion Regulation in Achievement Situations: An Integrated Model. Educational Psychologist, 2019, 54, 106-126.	9.0	129
45	Relative incidence and origins of achievement emotions in computer-based collaborative problem-solving: A control-value approach. Computers in Human Behavior, 2019, 98, 41-49.	8.5	16
46	Surprise, Curiosity, and Confusion Promote Knowledge Exploration: Evidence for Robust Effects of Epistemic Emotions. Frontiers in Psychology, 2019, 10, 2474.	2.1	53
47	The Murky Distinction Between Curiosity and Interest: State of the Art and Future Prospects. Educational Psychology Review, 2019, 31, 905-914.	8.4	38
48	Three Paradoxical Effects on Academic Self-Concept Across Countries, Schools, and Students. European Psychologist, 2019, 24, 231-242.	3.1	20
49	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
50	Do positive illusions of control foster happiness?. Emotion, 2019, 19, 1014-1022.	1.8	12
51	Happy fish in little ponds: Testing a reference group model of achievement and emotion.. Journal of Personality and Social Psychology, 2019, 117, 166-185.	2.8	65
52	Expectancyâ€“Value Theory of Anxiety: Overview and Implications. , 2019, , 23-42.		104
53	To Be Bored or Not To Be Boredâ€“How Taskâ€“Related Boredom Influences Creative Performance. Journal of Creative Behavior, 2018, 52, 297-304.	2.9	27
54	Effects of achievement contexts on the meaning structure of emotion words. Cognition and Emotion, 2018, 32, 379-388.	2.0	15

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55	Reciprocal relations between students' academic enjoyment, boredom, and achievement over time. <i>Learning and Instruction</i> , 2018, 54, 73-81.	3.2	129
56	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
57	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
58	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
59	<i>Psychologische Bildungsforschung.</i> , 2018, , 73-99.		2
60	<i>Emotion, Lernen und Leistung.</i> , 2018, , 215-231.		23
61	The Achievement Pride Scales (APS). <i>European Journal of Psychological Assessment</i> , 2018, 34, 181-192.	3.0	6
62	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
63	Emotion transmission in the classroom revisited: A reciprocal effects model of teacher and student enjoyment.. <i>Journal of Educational Psychology</i> , 2018, 110, 628-639.	2.9	189
64	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
65	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
66	Emotionen beim technologiebasierten Lernen. <i>Springer Reference Psychologie</i> , 2018, , 1-21.	0.0	0
67	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
68	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. <i>Child Development</i> , 2017, 88, 1653-1670.	3.0	489
69	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
70	Emotion and Achievement During Adolescence. <i>Child Development Perspectives</i> , 2017, 11, 215-221.	3.9	113
71	Exploring the relations between epistemic beliefs, emotions, and learning from texts. <i>Contemporary Educational Psychology</i> , 2017, 48, 116-132.	2.9	61
72	Measuring emotions during epistemic activities: the Epistemically-Related Emotion Scales. <i>Cognition and Emotion</i> , 2017, 31, 1268-1276.	2.0	168

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73	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.. Journal of Educational Psychology, 2017, 109, 425-438.	2.9	36
74	Math self-concept, grades, and achievement test scores: Long-term reciprocal effects across five waves and three achievement tracks.. Journal of Educational Psychology, 2017, 109, 621-634.	2.9	80
75	Origins, Regulation, and Development of Emotions. , 2017, , 52-97.		0
76	Functions for Learning and Achievement. , 2017, , 30-51.		0
77	Concepts and Measurement of Emotions. , 2017, , 1-29.		0
78	The Paradoxical Role of Perceived Control in Late Life Health Behavior. PLoS ONE, 2016, 11, e0148921.	2.5	19
79	How do you make me feel better? Social cognitive emotion regulation and the default mode network. NeuroImage, 2016, 134, 270-280.	4.2	75
80	Measuring Teachersâ€™ enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). Contemporary Educational Psychology, 2016, 46, 148-163.	2.9	223
81	Teachersâ€™ emotions and emotion management: integrating emotion regulation theory with emotional labor research. Social Psychology of Education, 2016, 19, 843-863.	2.5	82
82	Affect influences feature binding in memory: Trading between richness and strength of memory representations.. Emotion, 2016, 16, 1067-1073.	1.8	5
83	Adaptive Motivation and Emotion in Education. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 228-236.	2.4	157
84	The Impact of Emotions on Student Achievement in Synchronous Hybrid Business and Public Administration Programs: A Longitudinal Test of Controlâ€™Value Theory*. Decision Sciences Journal of Innovative Education, 2016, 14, 441-474.	0.8	33
85	Donâ€™t aim too high for your kids: Parental overaspiration undermines studentsâ€™ learning in mathematics.. Journal of Personality and Social Psychology, 2016, 111, 766-779.	2.8	64
86	Identity and Epistemic Emotions During Knowledge Revision: A Potential Account for the Backfire Effect. Discourse Processes, 2016, 53, 339-370.	1.8	92
87	New faculty members' emotions: a mixed-method study^{â€‹}. Studies in Higher Education, 2016, 41, 1167-1188.	4.5	33
88	Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach. Learning and Instruction, 2016, 41, 115-125.	3.2	125
89	Using Self-Report to Assess Emotions in Education. , 2016, , 43-54.		11
90	Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept.. Developmental Psychology, 2016, 52, 1273-1290.	1.6	77

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91	Psychologische Bildungsforschung. , 2016, , 1-27.		1
92	Self-Concepts: Educational Aspects. , 2015, , 469-474.		2
93	Internal/External Frame of Reference Model. , 2015, , 425-432.		4
94	Test Anxiety and Academic Achievement. , 2015, , 244-249.		9
95	Differential binding of colors to objects in memory: red and yellow stick better than blue and green. Frontiers in Psychology, 2015, 6, 231.	2.1	14
96	The curious case of climate change: Testing a theoretical model of epistemic beliefs, epistemic emotions, and complex learning. Learning and Instruction, 2015, 39, 168-183.	3.2	164
97	The Achievement Emotions Questionnaire: Validation for Pre-Adolescent Students. European Journal of Developmental Psychology, 2015, 12, 472-481.	1.8	64
98	Teaching This Class Drives Me Nuts! - Examining the Person and Context Specificity of Teacher Emotions. PLoS ONE, 2015, 10, e0129630.	2.5	84
99	Emotionen. Springer-Lehrbuch, 2015, , 201-224.	0.0	14
100	Boredom and academic achievement: Testing a model of reciprocal causation.. Journal of Educational Psychology, 2014, 106, 696-710.	2.9	250
101	Attribution-Based Treatment Interventions in Some Achievement Settings. Advances in Motivation and Achievement: A Research Annual, 2014, , 1-35.	0.3	109
102	Using Control-Value Theory to Understand Achievement Emotions in Medical Education. Academic Medicine, 2014, 89, 1696.	1.6	8
103	Overcoming fixed mindsets: The role of affect. Cognition and Emotion, 2014, 28, 756-767.	2.0	15
104	Memory suppression can help people "unlearn" behavioral responses"but only for nonemotional memories. Psychonomic Bulletin and Review, 2014, 21, 136-141.	2.8	3
105	The power of anticipated feedback: Effects on students' achievement goals and achievement emotions. Learning and Instruction, 2014, 29, 115-124.	3.2	194
106	Types of boredom: An experience sampling approach. Motivation and Emotion, 2014, 38, 401-419.	1.3	202
107	Research Practices That Can Prevent an Inflation of False-Positive Rates. Personality and Social Psychology Review, 2014, 18, 107-118.	6.0	98
108	Confusion can be beneficial for learning. Learning and Instruction, 2014, 29, 153-170.	3.2	467

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109	Negative affect improves the quality of memories: Trading capacity for precision in sensory and working memory.. Journal of Experimental Psychology: General, 2014, 143, 1450-1456.	2.1	48
110	Emotions and Motivation in Learning and Performance. , 2014, , 65-75.		60
111	The influence of red on impression formation in a job application context. Motivation and Emotion, 2013, 37, 389-401.	1.3	28
112	Do Girls Really Experience More Anxiety in Mathematics?. Psychological Science, 2013, 24, 2079-2087.	3.3	270
113	Predicting Longâ€Term Growth in Students' Mathematics Achievement: The Unique Contributions of Motivation and Cognitive Strategies. Child Development, 2013, 84, 1475-1490.	3.0	235
114	Joint effects of emotion and color on memory.. Emotion, 2013, 13, 375-379.	1.8	48
115	Affective State Influences Retrieval-Induced Forgetting for Integrated Knowledge. PLoS ONE, 2013, 8, e56617.	2.5	14
116	Fertile Green. Personality and Social Psychology Bulletin, 2012, 38, 784-797.	3.0	107
117	Academic emotions.. , 2012, , 3-31.		97
118	Beyond quantitative decline: Conceptual shifts in adolescents' development of interest in mathematics.. Developmental Psychology, 2012, 48, 1069-1082.	1.6	94
119	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. Learning and Individual Differences, 2012, 22, 225-234.	2.7	145
120	Measuring students' emotions in the early years: The Achievement Emotions Questionnaire-Elementary School (AEQ-ES). Learning and Individual Differences, 2012, 22, 190-201.	2.7	130
121	Academic Emotions and Student Engagement. , 2012, , 259-282.		467
122	Teaching methods for modelling problems and studentsâ€™ task-specific enjoyment, value, interest and self-efficacy expectations. Educational Studies in Mathematics, 2012, 79, 215-237.	2.8	153
123	Emotion Regulation. , 2012, , 1117-1119.		3
124	Emotions: Functions and Effects on Learning. , 2012, , 1141-1146.		1
125	Always look on the broad side of life: Happiness increases the breadth of sensory memory.. Emotion, 2011, 11, 958-964.	1.8	23
126	Studentsâ€™ emotions during homework in mathematics: Testing a theoretical model of antecedents and achievement outcomes. Contemporary Educational Psychology, 2011, 36, 25-35.	2.9	168

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127	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
128	Students' emotions and academic engagement: Introduction to the special issue. <i>Contemporary Educational Psychology</i> , 2011, 36, 1-3.	2.9	292
129	Teacher enthusiasm: Dimensionality and context specificity. <i>Contemporary Educational Psychology</i> , 2011, 36, 289-301.	2.9	257
130	Emotions as Drivers of Learning and Cognitive Development. , 2011, , 23-39.		83
131	Read-Out of Emotional Information From Iconic Memory. <i>Psychological Science</i> , 2011, 22, 695-700.	3.3	32
132	A 3 - 2 achievement goal model.. <i>Journal of Educational Psychology</i> , 2011, 103, 632-648.	2.9	565
133	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
134	Zur Rolle des Situationsmodells beim mathematischen Modellieren - Aufgabenanalysen, Schlerkompetenzen und Lehrerinterventionen. <i>Journal Fur Mathematik-Didaktik</i> , 2010, 31, 119-141.	1.5	71
135	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
136	Achievement Emotions: A Control-Value Approach. <i>Social and Personality Psychology Compass</i> , 2010, 4, 238-255.	3.7	235
137	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
138	Achievement Emotions in Higher Education. <i>Higher Education</i> , 2010, , 257-306.	1.2	41
139	The role of positive and negative affect in the "mirroring" of other persons' actions. <i>Cognition and Emotion</i> , 2010, 24, 1182-1190.	2.0	47
140	Psychologische Bildungsforschung. , 2010, , 71-91.		6
141	A longitudinal analysis of achievement goals: From affective antecedents to emotional effects and achievement outcomes.. <i>Journal of Educational Psychology</i> , 2009, 101, 948-963.	2.9	243
142	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
143	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
144	The Effect of Red on Avoidance Behavior in Achievement Contexts. <i>Personality and Social Psychology Bulletin</i> , 2009, 35, 365-375.	3.0	149

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145	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
146	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
147	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
148	Goals, Emotions, and Emotion Regulation: Perspectives of the Control-Value Theory. <i>Human Development</i> , 2009, 52, 357-365.	2.0	62
149	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
150	Context specificity of implicit preferences: The case of human preference for red.. <i>Emotion</i> , 2009, 9, 734-738.	1.8	45
151	Perceived control and emotions: interactive effects on performance in achievement settings. <i>Social Psychology of Education</i> , 2008, 11, 161-180.	2.5	97
152	Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment. <i>Contemporary Educational Psychology</i> , 2008, 33, 9-33.	2.9	225
153	Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes. <i>Contemporary Educational Psychology</i> , 2008, 33, 584-608.	2.9	224
154	Gender Differences in Gifted and Average-Ability Students. <i>Gifted Child Quarterly</i> , 2008, 52, 146-159.	2.0	183
155	Mathematische Kompetenz und ihre Entwicklung in der Grundschule. , 2008, , 107-127.		2
156	Priming the trait category "hostility": The moderating role of trait anxiety. <i>Cognition and Emotion</i> , 2007, 21, 577-595.	2.0	3
157	Between- and within-domain relations of students' academic emotions.. <i>Journal of Educational Psychology</i> , 2007, 99, 715-733.	2.9	283
158	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
159	Emotional experiences during test taking: Does cognitive ability make a difference?. <i>Learning and Individual Differences</i> , 2007, 17, 3-16.	2.7	64
160	Emotion in the Hierarchical Model of Approach-Avoidance Achievement Motivation. , 2007, , 57-73.		55
161	Where Do We Go from Here? Implications and Future Directions for Inquiry on Emotions in Education. , 2007, , 313-331.		47
162	Achievement Emotions in Germany and China. <i>Journal of Cross-Cultural Psychology</i> , 2007, 38, 302-309.	1.6	151

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163	The Control-Value Theory of Achievement Emotions. , 2007, , 13-36.		603
164	Introduction to Emotion in Education. , 2007, , 3-10.		47
165	Girls and mathematics â€”A â€œhopelessâ€•issue? A control-value approach to gender differences in emotions towards mathematics. European Journal of Psychology of Education, 2007, 22, 497-514.	2.6	347
166	Emotions in Studentsâ€™ Scholastic Development. , 2007, , 553-610.		17
167	A hierarchical conceptualization of enjoyment in students. Learning and Instruction, 2006, 16, 323-338.	3.2	102
168	The Domain Specificity of Academic Emotional Experiences. Journal of Experimental Education, 2006, 75, 5-29.	2.6	162
169	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
170	The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice. Educational Psychology Review, 2006, 18, 315-341.	8.4	2,685
171	Achievement goals and discrete achievement emotions: A theoretical model and prospective test.. Journal of Educational Psychology, 2006, 98, 583-597.	2.9	608
172	The structure of students' emotions experienced during a mathematical achievement test. Zentralblatt FÃ¼r Didaktik Der Mathematik, 2005, 37, 221-225.	0.4	30
173	Perceived Academic Control and Failure in College students: A Three-Year Study of Scholastic Attainment. Research in Higher Education, 2005, 46, 535-569.	1.7	95
174	Attachment state of mind and perceptual processing of emotional stimuli. Attachment and Human Development, 2005, 7, 67-81.	2.1	55
175	Progress and open problems in educational emotion research. Learning and Instruction, 2005, 15, 497-506.	3.2	128
176	Attachment working models as unconscious structures: An experimental test. International Journal of Behavioral Development, 2004, 28, 180-189.	2.4	54
177	Beyond test anxiety: Development and validation of the test emotions questionnaire (TEQ). Anxiety, Stress and Coping, 2004, 17, 287-316.	2.9	252
178	Advances in test anxiety research. Anxiety, Stress and Coping, 2004, 17, 205-211.	2.9	83
179	Attentional resource allocation to emotional events: An ERP study. Cognition and Emotion, 2003, 17, 477-500.	2.0	186
180	Directionality of Affective Priming: Effects of Trait Anxiety and Activation Level. Experimental Psychology, 2003, 50, 116-123.	0.7	37

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181	Students' Emotions, Physiological Reactions, and Coping in Academic Exams. <i>Anxiety, Stress and Coping</i> , 2002, 15, 413-432.	2.9	90
182	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
183	<i>Psychologische Bildungsforschung.</i> , 2002, , 61-79.		5
184	Positive Emotions in Education. , 2002, , 149-174.		116
185	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
186	A Social-Cognitive, Control-Value Theory of Achievement Emotions. <i>Advances in Psychology</i> , 2000, 131, 143-163.	0.1	217
187	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
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