

Falko Rheinberg

List of Publications by Year in descending order

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Version: 2024-02-01

16
papers

1,691
citations

759233

12
h-index

839539

18
g-index

22
all docs

22
docs citations

22
times ranked

1292
citing authors

#	ARTICLE	IF	CITATIONS
1	Intrinsic Motivation and Flow. , 2018, , 579-622.		43
2	Know Your Preferences: Self-Regulation as Need-Congruent Goal Selection. Review of General Psychology, 2018, 22, 437-451.	3.2	18
3	The Role of Motivation in Knowledge Acquisition. Springer International Handbooks of Education, 2013, , 697-707.	0.1	7
4	Chapter 18 Motive Training and Motivational Competence. , 2010, , 510-548.		51
5	Flow, performance and moderators of challenge-skill balance. Motivation and Emotion, 2008, 32, 158-172.	1.3	554
6	Motivational Effects on Self-Regulated Learning with Different Tasks. Educational Psychology Review, 2006, 18, 239-253.	8.4	129
7	Motivation, Flow-Erleben und Lernleistung in universitären Lernsettings 1Dieser Beitrag wurde unter der geschäftsführenden Herausgeberschaft von Joachim C. Brunstein akzeptiert.. Zeitschrift Fur Padagogische Psychologie, 2005, 19, 159-172.	3.0	71
8	A surprising effect of feedback on learning. Learning and Instruction, 2005, 15, 589-602.	3.2	100
9	Influence de la motivation sur l'apprentissage d'un système linéaire. Revue Des Sciences De L'Éducation, 2004, 30, 91-104.	0.2	3
10	MOTIVATION AND SELF-REGULATED LEARNING: A TYPE ANALYSIS WITH PROCESS VARIABLES. Psychologia, 2002, 45, 237-249.	0.3	10
11	Motivation and Self-Regulated Learning. Advances in Psychology, 2000, 131, 81-108.	0.1	51
12	Motivation and Action in Self-Regulated Learning. , 2000, , 503-529.		118
13	Does motivation affect performance via persistence?. Learning and Instruction, 2000, 10, 293-309.	3.2	82
14	Motivation and metacognition when learning a complex system. European Journal of Psychology of Education, 1999, 14, 541-554.	2.6	43
15	Motivation and learning activities: how research could proceed. International Journal of Educational Research, 1988, 12, 299-306.	2.2	3
16	Achievement evaluation: A fundamental difference and its motivational consequences. Studies in Educational Evaluation, 1983, 9, 185-194.	2.3	15