

Corwin Senko

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11574324/publications.pdf>

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15
papers

1,525
citations

567281

15
h-index

996975

15
g-index

15
all docs

15
docs citations

15
times ranked

978
citing authors

#	ARTICLE	IF	CITATIONS
1	When do mastery and performance goals facilitate academic achievement?. Contemporary Educational Psychology, 2019, 59, 101795.	2.9	37
2	Performance-approach goal effects depend on how they are defined: Meta-analytic evidence from multiple educational outcomes.. Journal of Educational Psychology, 2017, 109, 574-598.	2.9	121
3	Comparing three models of achievement goals: Goal orientations, goal standards, and goal complexes.. Journal of Educational Psychology, 2016, 108, 1178-1192.	2.9	88
4	Are mastery-avoidance achievement goals always detrimental? An adult development perspective. Motivation and Emotion, 2015, 39, 477-488.	1.3	46
5	Achievement goals, study strategies, and achievement: A test of the "learning agenda" framework. Learning and Individual Differences, 2013, 24, 1-10.	2.7	46
6	Performance-approach goal effects on achievement under low versus high challenge conditions. Learning and Instruction, 2013, 23, 60-68.	3.2	33
7	The role of goal attainment expectancies in achievement goal pursuit.. Journal of Educational Psychology, 2013, 105, 504-521.	2.9	36
8	How students' achievement goals shape their beliefs about effective teaching: A "build-a-professor" study. British Journal of Educational Psychology, 2012, 82, 420-435.	2.9	23
9	Achievement Goal Theory at the Crossroads: Old Controversies, Current Challenges, and New Directions. Educational Psychologist, 2011, 46, 26-47.	9.0	589
10	Up around the bend: Forecasts for achievement goal theory and research in 2020. Advances in Motivation and Achievement: A Research Annual, 2010, , 71-104.	0.3	24
11	An Evolutionary Perspective on Effective vs. Ineffective Pick-up Lines. Journal of Social Psychology, 2010, 150, 648-667.	1.5	26
12	Pursuing their own learning agenda: How mastery-oriented students jeopardize their class performance. Contemporary Educational Psychology, 2008, 33, 561-583.	2.9	152
13	Regulation of Achievement Goals: The Role of Competence Feedback.. Journal of Educational Psychology, 2005, 97, 320-336.	2.9	164
14	Achievement Goals, Task Performance, and Interest: Why Perceived Goal Difficulty Matters. Personality and Social Psychology Bulletin, 2005, 31, 1739-1753.	3.0	92
15	Performance goals: The moderating roles of context and achievement orientation. Journal of Experimental Social Psychology, 2002, 38, 603-610.	2.2	48