

# Anna-Lena Dicke

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1828689/publications.pdf>

Version: 2024-02-01

17  
papers

986  
citations

840776  
11  
h-index

839539  
18  
g-index

18  
all docs

18  
docs citations

18  
times ranked

683  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teachers caring for students and students caring for math: The development of culturally and linguistically diverse adolescents' math motivation. <i>Journal of School Psychology</i> , 2021, 84, 32-48.	2.9	13
2	Less direct than you thought: Do teachers transmit math value to students through their cognitive support for understanding?. <i>Learning and Instruction</i> , 2021, 76, 101521.	3.2	8
3	Motivational profiles across domains and academic choices within Eccles et al.'s situated expectancy-value theoretical framework.. <i>Developmental Psychology</i> , 2021, 57, 1893-1909.	1.6	8
4	Who sticks to the instructions and does it matter? Antecedents and effects of students' responsiveness to a classroom-based motivation intervention. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2020, 23, 121-144.	2.9	9
5	Profiles of motivational beliefs in math: Exploring their development, relations to student-perceived classroom characteristics, and impact on future career aspirations and choices.. <i>Journal of Educational Psychology</i> , 2020, 112, 70-92.	2.9	43
6	Social, dimensional, and temporal comparisons by students and parents: An investigation of the 2I/E model at the transition from elementary to junior high school.. <i>Journal of Educational Psychology</i> , 2020, 112, 1644-1660.	2.9	11
7	Traditional Gender Role Beliefs and Career Attainment in STEM: A Gendered Story?. <i>Frontiers in Psychology</i> , 2019, 10, 1053.	2.1	36
8	Dynamics of classroom motivation: Teacher enthusiasm and the development of math interest and teacher support. <i>Learning and Instruction</i> , 2019, 60, 126-137.	3.2	85
9	The Role of Family Characteristics for Students' Academic Outcomes: A Person-Centered Approach. <i>Child Development</i> , 2018, 89, 1405-1422.	3.0	17
10	Short Intervention, Sustained Effects: Promoting Students' Math Competence Beliefs, Effort, and Achievement. <i>American Educational Research Journal</i> , 2017, 54, 1048-1078.	2.7	60
11	Robin Hood effects on motivation in math: Family interest moderates the effects of relevance interventions.. <i>Developmental Psychology</i> , 2017, 53, 1522-1539.	1.6	7
12	Fostering adolescents' value beliefs for mathematics with a relevance intervention in the classroom.. <i>Developmental Psychology</i> , 2015, 51, 1226-1240.	1.6	243
13	More value through greater differentiation: Gender differences in value beliefs about math.. <i>Journal of Educational Psychology</i> , 2015, 107, 663-677.	2.9	214
14	Teacher support and its influence on students' intrinsic value and effort: Dimensional comparison effects across subjects. <i>Learning and Instruction</i> , 2015, 39, 45-54.	3.2	98
15	Der Wert der Mathematik im Klassenzimmer – Die Bedeutung relevanzbezogener Unterrichtsmerkmale für die Wertbezeugungen der Schülerinnen und Schüler. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2014, 17, 225-255.	2.9	8
16	Beyond quantitative decline: Conceptual shifts in adolescents' development of interest in mathematics.. <i>Developmental Psychology</i> , 2012, 48, 1069-1082.	1.6	94
17	Judging students' achievement goal orientations: Are teacher ratings accurate?. <i>Learning and Individual Differences</i> , 2012, 22, 844-849.	2.7	26