

# Oliver Dickhäuser

## List of Publications by Year in descending order

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Version: 2024-02-01

84  
papers

3,563  
citations

172207

29  
h-index

168136

53  
g-index

132  
all docs

132  
docs citations

132  
times ranked

2584  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teaching Quality in Higher Education. <i>European Journal of Psychological Assessment</i> , 2023, 39, 176-181.	1.7	8
2	Need satisfaction and achievement goals of university faculty: an international study of their interplay and relevance. <i>Higher Education</i> , 2022, 83, 1183-1206.	2.8	9
3	From teachers' personal achievement goals to students'™ perceptions of classroom goal structures: Via student-oriented goals and specific instructional practices. <i>Teaching and Teacher Education</i> , 2022, 111, 103617.	1.6	8
4	A theory-based video intervention to enhance communication and engagement in online health communities: two experiments. <i>Health Psychology and Behavioral Medicine</i> , 2022, 10, 199-228.	0.8	1
5	Motivational school climate and teachers' achievement goal orientations: A hierarchical approach. <i>British Journal of Educational Psychology</i> , 2021, 91, 391-408.	1.6	21
6	Students'™ Perception of Teachers'™ Reference Norm Orientation and Cheating in the Classroom. <i>Frontiers in Psychology</i> , 2021, 12, 614199.	1.1	6
7	The Effect of a Computerized Growth-Mindset Intervention on Teaching Students'™ Mindset and Cognitive Stress Appraisal. <i>Frontiers in Education</i> , 2021, 6, .	1.2	6
8	Personal Metaphors as Motivational Resources: Boosting Anticipated Incentives and Feelings of Vitality Through a Personal Motto-Goal. <i>Frontiers in Psychology</i> , 2021, 12, 566215.	1.1	0
9	Shifting from face-to-face to online teaching during COVID-19: The role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality. <i>Computers in Human Behavior</i> , 2021, 118, 106677.	5.1	142
10	Do teachers' achievement goals and self-efficacy beliefs matter for students'™ learning experiences? Evidence from two studies on perceived teaching quality and emotional experiences. <i>Learning and Instruction</i> , 2021, 76, 101458.	1.9	26
11	Higher Education Instructors'™ Usage of and Learning From Student Evaluations of Teaching "Do Achievement Goals Matter?". <i>Frontiers in Psychology</i> , 2021, 12, 652093.	1.1	2
12	University instructors'™ implicit theories of intelligence, achievement goals for teaching, and teaching quality. <i>Educational Psychology</i> , 2021, 41, 1280-1299.	1.2	7
13	What reduces the adverse development of motivation at the beginning of secondary education: The relationship between student-perceived teaching practices and changes in students'™ achievement goals. <i>Edition ZfE</i> , 2021, , 179-210.	0.2	4
14	Humor in university teaching: role of teachers'™ achievement goals and self-efficacy for their use of content-related humor. <i>Studies in Higher Education</i> , 2020, 45, 2619-2633.	2.9	16
15	Do preservice teachers'™ judgments and judgment accuracy depend on students'™ characteristics? The effect of gender and immigration background. <i>Social Psychology of Education</i> , 2020, 23, 189-216.	1.2	22
16	Exploring University Instructors'™ Achievement Goals and Discrete Emotions. <i>Frontiers in Psychology</i> , 2020, 11, 1484.	1.1	16
17	No learning without autonomy? Moderators of the association between university instructors' learning goals and learning time in the teaching-related learning process. <i>Learning and Individual Differences</i> , 2020, 83-84, 101937.	1.5	4
18	Effekt Gl¼ckssache?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2020, 34, 51-60.	1.2	0

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19	Effects of a brief psychological intervention on students' sense of belonging and educational outcomes: The role of students' migration and educational background. <i>Journal of School Psychology</i> , 2019, 75, 41-57.	1.5	31
20	Implicit and explicit attitudes toward Turkish students in Germany as a function of teachers' ethnicity. <i>Social Psychology of Education</i> , 2019, 22, 883-899.	1.2	25
21	How to Reduce Test Anxiety and Academic Procrastination Through Inquiry of Cognitive Appraisals: A Pilot Study Investigating the Role of Academic Self-Efficacy. <i>Frontiers in Psychology</i> , 2019, 10, 1917.	1.1	35
22	A neglected tenet of achievement goal theory: Associations between life aspirations and achievement goal orientations. <i>Personality and Individual Differences</i> , 2019, 142, 90-99.	1.6	25
23	Different major, different goals: University students studying economics differ in life aspirations and achievement goal orientations from social science students. <i>Learning and Individual Differences</i> , 2019, 73, 138-146.	1.5	9
24	How learning time mediates the impact of university Scholars' learning goals on professional learning in research and teaching. <i>Learning and Individual Differences</i> , 2019, 72, 15-25.	1.5	19
25	Reduction of Chronic Stress and Trait Anxiety by Inquiry of Cognitive Appraisals with the Inquiry-Based Stress Reduction (IBSR) Method. <i>Open Psychology</i> , 2019, 1, 185-199.	0.2	4
26	University instructors' achievement goals for teaching. <i>Journal of Educational Psychology</i> , 2019, 111, 131-148.	2.1	74
27	Comparing global judgments and specific judgments of teachers about students' knowledge: Is the whole the sum of its parts?. <i>Teaching and Teacher Education</i> , 2018, 76, 194-203.	1.6	14
28	A situated process model of vocational achievement goal striving within members of the academic staff at university. <i>Motivation and Emotion</i> , 2018, 42, 466-481.	0.8	29
29	Effects of an Inquiry-Based Short Intervention on State Test Anxiety in Comparison to Alternative Coping Strategies. <i>Frontiers in Psychology</i> , 2018, 9, 201.	1.1	12
30	(Biased) Grading of Students' Performance: Students' Names, Performance Level, and Implicit Attitudes. <i>Frontiers in Psychology</i> , 2018, 9, 481.	1.1	84
31	Longitudinal relations between teaching-related motivations and student-reported teaching quality. <i>Teaching and Teacher Education</i> , 2017, 65, 241-254.	1.6	75
32	Knowing One's Place: Parental Educational Background Influences Social Identification with Academia, Test Anxiety, and Satisfaction with Studying at University. <i>Frontiers in Psychology</i> , 2017, 8, 1326.	1.1	19
33	Berufliche Zielorientierungen von Lehrkräften. , 2017, , 17-35.		8
34	Migrationsbedingte Disparitäten in der Notenvergabe nach dem Übergang auf das Gymnasium. <i>Zeitschrift Für Entwicklungspsychologie Und Pädagogische Psychologie</i> , 2017, 49, 11-23.	0.3	25
35	Structure and Relationships of University Instructors' Achievement Goals. <i>Frontiers in Psychology</i> , 2016, 7, 375.	1.1	35
36	Boon and bane of being sure: the effect of performance certainty and expectancy on task performance. <i>European Journal of Psychology of Education</i> , 2016, 31, 245-253.	1.3	3

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37	Deconstructing performance goal orientations: The merit of a dimensional approach. <i>Learning and Individual Differences</i> , 2016, 50, 133-146.	1.5	20
38	Assessing task difficulty for other people: when deeper evaluation means "it's more about me!". <i>Social Psychology of Education</i> , 2016, 19, 865-877.	1.2	4
39	A prospective correlational analysis of achievement goals as mediating constructs linking distal motivational dispositions to intrinsic motivation and academic achievement. <i>Learning and Individual Differences</i> , 2016, 50, 30-41.	1.5	37
40	The Relationship Between Self-Compassion and Well-Being: A Meta-Analysis. <i>Applied Psychology: Health and Well-Being</i> , 2015, 7, 340-364.	1.6	635
41	Effects of Subjective Task Values and Information Processing on Motivation Formation. <i>International Journal of Psychological Studies</i> , 2015, 7, .	0.1	2
42	The role of perceived need satisfaction at work for teachers' work-related learning goal orientation. <i>Teaching and Teacher Education</i> , 2015, 47, 184-194.	1.6	53
43	The female fish is more responsive: gender moderates the BFLPE in the domain of science. <i>Educational Psychology</i> , 2015, 35, 213-227.	1.2	17
44	Saving cognitive resources when possible: the role of judgment consequences and the judgment tendency of other teachers in teachers' assessment of students. <i>Social Psychology of Education</i> , 2015, 18, 735-747.	1.2	2
45	From basic personality to motivation: Relating the HEXACO factors to achievement goals. <i>Learning and Individual Differences</i> , 2015, 40, 1-8.	1.5	14
46	Detecting Lies and Truths in Social Work: How Suspicion Level and Familiarity Affect Detection Accuracy. <i>British Journal of Social Work</i> , 2014, 44, 328-347.	0.9	2
47	The lag effect in secondary school classrooms: Enhancing students' memory for vocabulary. <i>Instructional Science</i> , 2014, 42, 373-388.	1.1	44
48	Here today, gone tomorrow? Revisiting the stability of teachers' achievement goals. <i>Contemporary Educational Psychology</i> , 2014, 39, 379-387.	1.6	30
49	Antecedents and consequences of students' achievement goals: A mediation analysis. <i>Learning and Individual Differences</i> , 2013, 28, 90-101.	1.5	67
50	Role of self-control strength in the relation between anxiety and cognitive performance.. <i>Emotion</i> , 2013, 13, 668-680.	1.5	70
51	Teachers' professional goal orientations: Importance for further training and sick leave. <i>Learning and Individual Differences</i> , 2013, 23, 272-278.	1.5	56
52	Does implicit theory of intelligence cause achievement goals? Evidence from an experimental study. <i>International Journal of Educational Research</i> , 2013, 61, 38-47.	1.2	55
53	Assessing How Teachers Enhance Self-Regulated Learning: A Multiperspective Approach. <i>Journal of Cognitive Education and Psychology</i> , 2013, 12, 338-358.	0.2	57
54	Humor von Lehrkräften in der Schülerwahrnehmung: Abgrenzung von Lehrerenthusiasmus und Zusammenhänge mit Dimensionen des Unterrichts. <i>Physics and Chemistry of Minerals</i> , 2013, 61, 56.	0.3	3

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55	Relations between Teachers'™ Goal Orientations, Their Instructional Practices and Students'™ Motivation. <i>Psychology</i> , 2013, 04, 572-584.	0.3	46
56	How do teachers perceive cheating students? Beliefs about cues to deception and detection accuracy in the educational field. <i>European Journal of Psychology of Education</i> , 2012, 27, 329-350.	1.3	12
57	Accurately detecting students'™ lies regarding relational aggression by correctional instructions. <i>Educational Psychology</i> , 2012, 32, 257-271.	1.2	3
58	Passionate Thinkers Feel Better. <i>Journal of Individual Differences</i> , 2012, 33, 69-75.	0.5	25
59	Beyond Functional Aspects of Reading Literacy: Theoretical Structure and Empirical Validity of Literary Literacy. <i>L1 Educational Studies in Language and Literature</i> , 2012, 12 S.I. Literature, 1-24.	0.3	6
60	How affective states, task difficulty, and self-concepts influence the formation and consequences of performance expectancies. <i>Cognition and Emotion</i> , 2011, 25, 220-228.	1.2	10
61	Achievement after failure: The role of achievement goals and negative self-related thoughts. <i>Learning and Instruction</i> , 2011, 21, 152-162.	1.9	42
62	Rethinking teachers'™ goal orientations: Conceptual and methodological enhancements. <i>Learning and Instruction</i> , 2011, 21, 574-586.	1.9	85
63	The case of Pinocchio: teachers'™ ability to detect deception. <i>Social Psychology of Education</i> , 2011, 14, 299-318.	1.2	19
64	“Of course I will ...” The combined effect of certainty and level of expectancies on persistence and performance. <i>Social Psychology of Education</i> , 2011, 14, 519-528.	1.2	16
65	How Task Experience Influences Students' Performance Expectancies: The Role of Certainty. <i>Psychological Reports</i> , 2011, 109, 380-388.	0.9	6
66	Dispositional Self-Control Capacity and Trait Anxiety as Relates to Coping Styles. <i>Psychology</i> , 2011, 02, 598-604.	0.3	16
67	How students build their performance expectancies: The importance of need for cognition. <i>European Journal of Psychology of Education</i> , 2010, 25, 399-409.	1.3	14
68	Self-control strength in the relation between trait test anxiety and state anxiety. <i>Journal of Research in Personality</i> , 2010, 44, 738-741.	0.9	64
69	University and School Students'™ Motivation for Effortful Thinking. <i>European Journal of Psychological Assessment</i> , 2010, 26, 263-268.	1.7	12
70	How need for cognition affects the formation of performance expectancies at school. <i>Social Psychology of Education</i> , 2009, 12, 385-395.	1.2	10
71	High-school students' need for cognition, self-control capacity, and school achievement: Testing a mediation hypothesis. <i>Learning and Individual Differences</i> , 2009, 19, 135-138.	1.5	57
72	How need for cognition affects the processing of achievement-related information. <i>Learning and Individual Differences</i> , 2009, 19, 283-287.	1.5	27

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73	Need for cognition, task difficulty, and the formation of performance expectancies.. Journal of Personality and Social Psychology, 2009, 96, 1062-1076.	2.6	36
74	The effects of affective states on the formation of performance expectancies. Cognition and Emotion, 2008, 22, 1542-1554.	1.2	8
75	Factors underlying expectancies of success and achievement: The influential roles of need for cognition and general or specific self-concepts.. Journal of Personality and Social Psychology, 2006, 90, 490-500.	2.6	44
76	Coursework selection: A frame of reference approach using structural equation modelling. British Journal of Educational Psychology, 2005, 75, 673-688.	1.6	25
77	A fresh look: testing the internal/external frame of reference model with frame-specific academic self-concepts. Educational Research, 2005, 47, 279-290.	0.9	22
78	Teachers' inferences about students' self-concepts – the role of dimensional comparison. Learning and Instruction, 2005, 15, 225-235.	1.9	14
79	Dimensional comparisons in subject-specific academic self-concepts and achievements: A quasi-experimental approach. Learning and Instruction, 2005, 15, 557-570.	1.9	21
80	Kein Mensch kann alles? Effekte dimensionaler Vergleiche auf das FÄhigkeitsselbstkonzept. Zeitschrift Fur Padagogische Psychologie, 2005, 19, 97-106.	1.2	9
81	â€œLetztes Halbjahr stand ich zweiâ€• Zeitschrift Fur Padagogische Psychologie, 2005, 19, 219-224.	1.2	91
82	Zielorientierung und Bezugsnormorientierung: Zum Zusammenhang zweier Konzepte. Zeitschrift Fur Padagogische Psychologie, 2004, 18, 93-99.	1.2	39
83	Gender Differences in the Choice of Computer Courses: Applying an Expectancy-Value Model. Social Psychology of Education, 2003, 6, 173-189.	1.2	41
84	Gender Differences in Computer Work: Evidence for the Model of Achievement-Related Choices. Contemporary Educational Psychology, 2002, 27, 486-496.	1.6	41