Luke K Fryer

List of Publications by Year
in descending order

41 papers	1,291 citations	471509 17 h-index	395702 33 g-index
49 all docs	49 docs citations	49 times ranked	784 citing authors

#	Article	IF	Citations
1	A comparison of three major instruments used for the assessment of university student experience: Toward a comprehensive and distributed approach. Higher Education Quarterly, 2023, 77, 27-44.	2.7	6
2	Chatbots for language learning—Are they really useful? A systematic review of chatbot‐supported language learning. Journal of Computer Assisted Learning, 2022, 38, 237-257.	5.1	144
3	Nature vs nurture: learning conceptions and environment as precursors to learning strategy patterns and their outcomes. Higher Education Research and Development, 2022, 41, 2408-2425.	2.9	4
4	Self‐efficacy latent growth trajectories' longitudinal links with achievement and interest: Both baseline and growth rate are important for interest outcomes. British Journal of Educational Psychology, 2022, 92, 730-747.	2.9	5
5	From learner to teacher: (re)training graduate teaching assistants' teaching approaches and developing self-efficacy for and interest in teaching. Higher Education Research and Development, 2021, 40, 1546-1563.	2.9	11
6	Teaching for course interest. Studies in Higher Education, 2021, 46, 2122-2133.	4.5	7
7	Formative assessment as practice: the role of students' motivation. Assessment and Evaluation in Higher Education, 2021, 46, 236-255.	5.6	53
8	Mapping students' interest in a new domain: Connecting prior knowledge, interest, and self-efficacy with interesting tasks and a lasting desire to reengage. Learning and Instruction, 2021, 75, 101493.	3.2	18
9	Assessing University and Programme Experiences: Towards an Integrated Asia Pacific Approach. Frontiers in Education, 2021, 6, .	2.1	2
10	The How of Survey Self-report: VAS-Likert-Slide-Swipe… Same difference?. Frontline Learning Research, 2020, 8, 10-25.	0.8	15
11	Supporting self-efficacy beliefs and interest as educational inputs and outcomes: Framing AI and Human partnered task experiences. Learning and Individual Differences, 2020, 80, 101850.	2.7	19
12	Girls show better quality motivation to learn languages than boys: latent profiles and their gender differences. Heliyon, 2020, 6, e04054.	3.2	18
13	Profiles of language learning motivation: Are new and own languages different?. Learning and Individual Differences, 2020, 79, 101852.	2.7	15
14	Editorial: Affective Learning in Digital Education. Frontiers in Psychology, 2020, 11, 630966.	2.1	6
15	The critical role of the individual in language education: New directions from the learning sciences. System, 2019, 86, 102118.	3.4	16
16	Getting interested: Developing a sustainable source of motivation to learn a new language at school. System, 2019, 86, 102120.	3.4	17
17	Succeeding at junior high school: Students' reasons, their reach, and the teaching that h(inders)elps their grasp. Contemporary Educational Psychology, 2019, 59, 101778.	2.9	16
18	Developing Learners' Cognitive Strategies and the Motivation to Use Them: Rethinking Education Policy. Policy Insights From the Behavioral and Brain Sciences, 2019, 6, 107-114.	2.4	5

#	ARTICLE	IF	CITATIONS
19	Chatbot learning partners: Connecting learning experiences, interest and competence. Computers in Human Behavior, 2019, 93, 279-289.	8.5	169
20	Supporting interest in a study domain: A longitudinal test of the interplay between interest, utility-value, and competence beliefs. Learning and Instruction, 2019, 60, 252-262.	3.2	49
21	The intersection between depth and the regulation of strategy use. British Journal of Educational Psychology, 2018, 88, 1-8.	2.9	4
22	Staying motivated to e-learn: Person- and variable-centred perspectives on the longitudinal risks and support. Computers and Education, 2018, 120, 227-240.	8.3	24
23	Schools can improve motivational quality: Profile transitions across early foreign language learning experiences. Motivation and Emotion, 2018, 42, 527-545.	1.3	19
24	A reciprocal test of perceptions of teaching quality and approaches to learning: A longitudinal examination of teaching-learning connections. Educational Psychology, 2018, 38, 1032-1049.	2.7	14
25	Individual differences and course attendance: why do students skip class?. Educational Psychology, 2018, 38, 470-486.	2.7	8
26	Regulating approaches to learning: Testing learning strategy convergences across a year at university. British Journal of Educational Psychology, 2018, 88, 21-41.	2.9	42
27	Quantitative Methodology. , 2018, , 55-77.		2
28	Student Learning in Higher Education: Where We Are and Paths Forward. Educational Psychology Review, 2017, 29, 199-203.	8.4	6
29	Stimulating and sustaining interest in a language course: An experimental comparison of Chatbot and Human task partners. Computers in Human Behavior, 2017, 75, 461-468.	8.5	173
30	Building Bridges: Seeking Structure and Direction for Higher Education Motivated Learning Strategy Models. Educational Psychology Review, 2017, 29, 325-344.	8.4	20
31	(Latent) transitions to learning at university: A latent profile transition analysis of first-year Japanese students. Higher Education, 2017, 73, 519-537.	4.4	30
32	Understanding Students' Instrumental Goals, Motivation Deficits and Achievement: Through the Lens of a Latent Profile Analysis. Psychologica Belgica, 2016, 56, 226-243.	1.9	22
33	Supporting students' motivation for e-learning: Teachers matter on and off line. Internet and Higher Education, 2016, 30, 21-29.	6.5	114
34	Modelling the links between students' interest in a domain, the tasks they experience and their interest in a course: Isn't interest what university is all about?. Learning and Individual Differences, 2016, 50, 157-165.	2.7	39
35	Reciprocal modelling of Japanese university students' regulation strategies and motivational deficits for studying. Learning and Individual Differences, 2016, 51, 220-228.	2.7	10
36	Predicting self-concept, interest and achievement for first-year students: The seeds of lifelong learning. Learning and Individual Differences, 2015, 38, 107-114.	2.7	28

#	Article	IF	Citations
37	Evaluation of the Learning to Teach for Social Justice–Beliefs Scale in an Australian context. Higher Education Research and Development, 2015, 34, 311-323.	2.9	10
38	Instrumental reasons for studying in compulsory English courses: I didn't come to university to study English, so why should I?. Innovation in Language Learning and Teaching, 2014, 8, 239-256.	2.8	11
39	Between students' instrumental goals and how they learn: Goal content is the gap to mind. British Journal of Educational Psychology, 2014, 84, 612-630.	2.9	29
40	E-learning: Reasons students in language learning courses don't want to. Computers and Education, 2014, 74, 26-36.	8.3	40
41	The adaptation and validation of the CEQ and the R‑SPQ‑2F to the Japanese tertiary environment. British Journal of Educational Psychology, 2012, 82, 549-563.	2.9	46