

# Dustin B Thoman

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6110797/publications.pdf>

Version: 2024-02-01

37  
papers

1,691  
citations

331538

21  
h-index

395590

33  
g-index

38  
all docs

38  
docs citations

38  
times ranked

1462  
citing authors

#	ARTICLE	IF	CITATIONS
1	Appealing to Faculty Gatekeepers: Motivational Processes for Intentions to Adopt an Evidence-Based Intervention. <i>BioScience</i> , 2022, 72, 664-672.	2.2	3
2	"Where will I belong more?" The role of belonging comparisons between STEM fields in high school girls' STEM interest. <i>Social Psychology of Education</i> , 2021, 24, 1363-1387.	1.2	3
3	Highlighting Prosocial Affordances of Science in Textbooks to Promote Science Interest. <i>CBE Life Sciences Education</i> , 2020, 19, ar24.	1.1	5
4	Open science, communal culture, and women's participation in the movement to improve science. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2020, 117, 24154-24164.	3.3	36
5	Implicit theories of interest regulation. <i>Motivation Science</i> , 2020, 6, 321-334.	1.2	8
6	The Role of Prosocial Goal Congruity on Student Motivation in Electrical Engineering. <i>IEEE Transactions on Education</i> , 2019, 62, 256-263.	2.0	4
7	Social influences of interest: Conceptualizing group differences in education through a self-regulation of motivation model. <i>Group Processes and Intergroup Relations</i> , 2019, 22, 330-355.	2.4	8
8	Self-Regulation of Motivation. , 2019, , 87-110.		9
9	Talking about science interests: the importance of social recognition when students talk about their interests in STEM. <i>Social Psychology of Education</i> , 2019, 22, 149-167.	1.2	15
10	Fluctuating team science: Perceiving science as collaborative improves science motivation. <i>Motivation Science</i> , 2018, 4, 347-361.	1.2	11
11	Research Microcultures as Socialization Contexts for Underrepresented Science Students. <i>Psychological Science</i> , 2017, 28, 760-773.	1.8	35
12	The Promotion and Development of Interest: The Importance of Perceived Values. , 2017, , 189-208.		13
13	The Dynamic Nature of Interest: Embedding Interest Within Self-Regulation. , 2017, , 27-47.		14
14	Science That Matters: The Importance of a Cultural Connection in Underrepresented Students' Science Pursuit. <i>CBE Life Sciences Education</i> , 2016, 15, ar42.	1.1	62
15	Gender bias triggers diverging science interests between women and men: The role of activity interest appraisals. <i>Motivation and Emotion</i> , 2016, 40, 464-477.	0.8	13
16	From bench to bedside: A communal utility value intervention to enhance students' biomedical science motivation. <i>Journal of Educational Psychology</i> , 2015, 107, 1116-1135.	2.1	110
17	Closing the communal gap: The importance of communal affordances in science career motivation. <i>Journal of Applied Social Psychology</i> , 2015, 45, 662-673.	1.3	73
18	Losing its expected communal value: how stereotype threat undermines women's identity as research scientists. <i>Social Psychology of Education</i> , 2015, 18, 443-466.	1.2	54

#	ARTICLE	IF	CITATIONS
19	The Role of Altruistic Values in Motivating Underrepresented Minority Students for Biomedicine. <i>BioScience</i> , 2015, 65, 183-188.	2.2	122
20	To grab and to hold: Cultivating communal goals to overcome cultural and structural barriers in first-generation college students's science interest.. <i>Translational Issues in Psychological Science</i> , 2015, 1, 331-341.	0.6	63
21	The Relation Between Interest and Self-Regulation in Mathematics and Science. , 2015, , 111-131.		12
22	The Grass Is Greener in Non-Science, Technology, Engineering, and Math Classes. <i>Psychology of Women Quarterly</i> , 2014, 38, 246-258.	1.3	53
23	Precision in Career Motivation Assessment. <i>Journal of Career Assessment</i> , 2014, 22, 489-504.	1.4	10
24	Motivation under the microscope: Understanding undergraduate science students's multiple motivations for research. <i>Motivation and Emotion</i> , 2014, 38, 496-512.	0.8	34
25	Feeling the Threat. <i>Journal of Career Development</i> , 2014, 41, 141-158.	1.6	69
26	Beyond Performance: A Motivational Experiences Model of Stereotype Threat. <i>Educational Psychology Review</i> , 2013, 25, 211-243.	5.1	85
27	Dimensionality of the New Ecological Paradigm. <i>Environment and Behavior</i> , 2012, 44, 235-256.	2.1	120
28	How students socially evaluate interest: Peer responsiveness influences evaluation and maintenance of interest. <i>Contemporary Educational Psychology</i> , 2012, 37, 254-265.	1.6	22
29	Regulating interest when learning online: Potential motivation and performance trade-offs. <i>Internet and Higher Education</i> , 2012, 15, 141-149.	4.2	47
30	The Resource Replenishment Function of Interest. <i>Social Psychological and Personality Science</i> , 2011, 2, 592-599.	2.4	63
31	Inference Patterns in Theoretical Social Psychology: Looking Back as We Move Forward. <i>Social and Personality Psychology Compass</i> , 2010, 4, 417-427.	2.0	9
32	Married With Children: The Influence of Parental Status and Gender on Ambulatory Blood Pressure. <i>Annals of Behavioral Medicine</i> , 2009, 38, 170-179.	1.7	6
33	Variations of Gender's Stereotype Content Affect Women's Vulnerability to Stereotype Threat. <i>Sex Roles</i> , 2008, 58, 702-712.	1.4	44
34	Talking about interest: exploring the role of social interaction for regulating motivation and the interest experience. <i>Journal of Happiness Studies</i> , 2007, 8, 335-370.	1.9	61
35	Maintaining Activity Engagement: Individual Differences in the Process of Self-Regulating Motivation. <i>Journal of Personality</i> , 2006, 74, 1697-1720.	1.8	70
36	Interest as the Missing Motivator in Self-Regulation. <i>European Psychologist</i> , 2005, 10, 175-186.	1.8	249

#	ARTICLE	IF	CITATIONS
37	Does what we feel affect what we learn? Some answers and new questions. Learning and Instruction, 2005, 15, 507-515.	1.9	56