

# Christopher A Wolters

## List of Publications by Year in descending order

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Version: 2024-02-01

44  
papers

5,658  
citations

279701  
23  
h-index

345118  
36  
g-index

44  
all docs

44  
docs citations

44  
times ranked

3146  
citing authors

#	ARTICLE	IF	CITATIONS
1	“This weird time we’re in”: How a sudden change to remote education impacted college students’ self-regulated learning. <i>Journal of Research on Technology in Education</i> , 2022, 54, S203-S218.	4.0	28
2	What Makes a Study Strategy Intervention Impactful? An Interview-Based Study. <i>College Student Affairs Journal</i> , 2022, 40, 17-31.	0.2	0
3	College Students’ Time Management: a Self-Regulated Learning Perspective. <i>Educational Psychology Review</i> , 2021, 33, 1319-1351.	5.1	59
4	Brief Research Report: Sense of Belonging and Academic Help-Seeking as Self-Regulated Learning. <i>Journal of Experimental Education</i> , 2021, 89, 112-124.	1.6	41
5	Academic, social, and well-being goals in the classroom: The dynamic interplay between multiple goals and self-regulatory processes. <i>Contemporary Educational Psychology</i> , 2021, 67, 102018.	1.6	5
6	Supporting Undergraduate Biology Students’ Academic Success: Comparing Two Workshop Interventions. <i>CBE Life Sciences Education</i> , 2021, 20, ar60.	1.1	5
7	Insufficient Effort Responding in Surveys Assessing Self-Regulated Learning: Nuisance or Fatal Flaw?. <i>Frontline Learning Research</i> , 2020, 8, 104-125.	0.4	11
8	College students’ regulation of cognition, motivation, behavior, and context: Distinct or overlapping processes?. <i>Learning and Individual Differences</i> , 2020, 80, 101872.	1.5	25
9	Academic Probation, Time Management, and Time Use in a College Success Course. <i>Journal of College Reading and Learning</i> , 2018, 48, 105-123.	0.4	23
10	Development and validation of the brief regulation of motivation scale. <i>Learning and Individual Differences</i> , 2018, 67, 259-265.	1.5	33
11	Sense of Belonging and Self-Regulated Learning: Testing Achievement Goals as Mediators. <i>Journal of Experimental Education</i> , 2018, 86, 402-418.	1.6	45
12	Achievement goals, motivational self-talk, and academic engagement among Chinese students. <i>Asia Pacific Education Review</i> , 2017, 18, 295-307.	1.4	27
13	Examining the relations of time management and procrastination within a model of self-regulated learning. <i>Metacognition and Learning</i> , 2017, 12, 381-399.	1.3	86
14	Examining a motivational treatment and its impact on adolescents’ reading comprehension and fluency. <i>Journal of Educational Research</i> , 2017, 110, 98-109.	0.8	12
15	Investigating grit and its relations with college students’ self-regulated learning and academic achievement. <i>Metacognition and Learning</i> , 2015, 10, 293-311.	1.3	337
16	Impact of a Student Success Course on Undergraduate Academic Outcomes. <i>Journal of College Reading and Learning</i> , 2015, 45, 123-146.	0.4	8
17	Adolescents’ use of reading comprehension strategies: Differences related to reading proficiency, grade level, and gender. <i>Learning and Individual Differences</i> , 2015, 37, 81-95.	1.5	70
18	Examining Relevant Influences on the Persistence of African-American College Students at a Diverse Urban University. <i>The Journal of College Student Retention: Research and Practice</i> , 2014, 15, 551-573.	0.9	6

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19	Adolescents'™ motivation for reading: group differences and relation to standardized achievement. <i>Reading and Writing</i> , 2014, 27, 503-533.	1.0	63
20	The role of the college classroom climate on academic procrastination. <i>Learning and Individual Differences</i> , 2014, 32, 294-303.	1.5	44
21	School motivation and high school dropout: The mediating role of educational expectation. <i>British Journal of Educational Psychology</i> , 2014, 84, 22-39.	1.6	82
22	Assessing and Predicting College Students'™ Use of Strategies for the Self-Regulation of Motivation. <i>Journal of Experimental Education</i> , 2013, 81, 199-221.	1.6	156
23	Examining Achievement Goals and Causal Attributions Together as Predictors of Academic Functioning. <i>Journal of Experimental Education</i> , 2013, 81, 295-321.	1.6	32
24	Parental Involvement in Predicting School Motivation: Similar and Differential Effects Across Ethnic Groups. <i>Journal of Educational Research</i> , 2012, 105, 21-35.	0.8	98
25	A Self-regulated Learning Perspective on Student Engagement. , 2012, , 635-651.		87
26	Procrastination and Learning. , 2012, , 2697-2700.		2
27	Goal Theory/Goal Setting. , 2012, , 1372-1375.		1
28	Regulation of Motivation: Contextual and Social Aspects. <i>Teachers College Record</i> , 2011, 113, 265-283.	0.4	93
29	Teacher-Reported Goal Structures: Assessing Factor Structure and Invariance. <i>Journal of Experimental Education</i> , 2010, 79, 1-29.	1.6	14
30	Classroom climate and motivation: a step toward integration. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2008, , 493-519.	0.3	8
31	Goal structures and teachers' sense of efficacy: Their relation and association to teaching experience and academic level.. <i>Journal of Educational Psychology</i> , 2007, 99, 181-193.	2.1	343
32	The Relation Between Perceived Parenting Practices and Achievement Motivation in Mathematics. <i>Journal of Research in Childhood Education</i> , 2006, 21, 203-217.	0.6	65
33	Assessing Academic Self-Regulated Learning. , 2005, , 251-270.		103
34	Advancing Achievement Goal Theory: Using Goal Structures and Goal Orientations to Predict Students'™ Motivation, Cognition, and Achievement.. <i>Journal of Educational Psychology</i> , 2004, 96, 236-250.	2.1	924
35	Regulation of Motivation: Evaluating an Underemphasized Aspect of Self-Regulated Learning. <i>Educational Psychologist</i> , 2003, 38, 189-205.	4.7	609
36	Understanding procrastination from a self-regulated learning perspective.. <i>Journal of Educational Psychology</i> , 2003, 95, 179-187.	2.1	381

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37	Academic and Social Experiences of Children With Insulin-Dependent Diabetes Mellitus. <i>Children's Health Care</i> , 2000, 29, 189-207.	0.5	12
38	The relation between high school students' motivational regulation and their use of learning strategies, effort, and classroom performance. <i>Learning and Individual Differences</i> , 1999, 11, 281-299.	1.5	287
39	Title is missing!. <i>Instructional Science</i> , 1998, 26, 27-47.	1.1	347
40	Self-regulated learning and college students' regulation of motivation.. <i>Journal of Educational Psychology</i> , 1998, 90, 224-235.	2.1	407
41	The relation between goal orientation and students' motivational beliefs and self-regulated learning. <i>Learning and Individual Differences</i> , 1996, 8, 211-238.	1.5	595
42	Assessing Strategies for the Self-Regulation of Motivation. , 0, , .		5
43	Goals, Values, and Affect: Influences on Student Motivation. , 0, , .		25
44	Self-regulated learning interventions for motivationally disengaged college students.. , 0, , 67-88.		54