

Martin Daumiller

List of Publications by Year in descending order

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Version: 2024-02-01

55
papers

962
citations

516561

16
h-index

526166

27
g-index

105
all docs

105
docs citations

105
times ranked

456
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	Multiple Social and Academic Achievement Goals: Students'™ Goal Profiles and Their Linkages. <i>Journal of Experimental Education</i> , 2023, 91, 655-675.	1.6	5
3	Using digital technology to promote higher education learning: The importance of different learning activities and their relations to learning outcomes. <i>Journal of Research on Technology in Education</i> , 2022, 54, 1-17.	4.0	53
4	Elite athletes'™ achievement goals, burnout levels, psychosomatic stress symptoms, and coping strategies. <i>International Journal of Sport and Exercise Psychology</i> , 2022, 20, 416-435.	1.1	12
5	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
6	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
7	Motivational development in times of campus closure: Longitudinal trends in undergraduate students' need satisfaction and intrinsic learning motivation. <i>British Journal of Educational Psychology</i> , 2022, 92, 1582-1596.	1.6	4
8	Faculty subjective well-being: An achievement goal approach. <i>International Journal of Educational Research</i> , 2022, 115, 101942.	1.2	2
9	Academics'™ motivations in professional training courses: effects on learning engagement and learning gains. <i>International Journal for Academic Development</i> , 2021, 26, 7-23.	0.8	33
10	Relationship between achievement goals and attention of university instructors in higher education professional training courses. <i>Higher Education, Skills and Work-based Learning</i> , 2021, 11, 860-873.	0.9	3
11	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
12	The relevance of stability and change of achievement goals for self-regulated motor learning processes and outcomes.. <i>Sport, Exercise, and Performance Psychology</i> , 2021, 10, 519-535.	0.6	4
13	Students'™ and Instructors'™ Understandings, Attitudes and Beliefs about Educational Theories: Results of a Mixed-Methods Study. <i>Education Sciences</i> , 2021, 11, 197.	1.4	6
14	The role of state and trait motivational regulation for procrastinatory behavior in academic contexts: Insights from two diary studies. <i>Contemporary Educational Psychology</i> , 2021, 65, 101951.	1.6	14
15	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
16	â€œMy goal is to do the best that I can in this classâ€– Relevance of potentialâ€–based achievement goals for intrinsic motivation and course performance. <i>International Journal of Psychology</i> , 2021, 56, 934-940.	1.7	2
17	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
18	Higher Education Instructors'™ Usage of and Learning From Student Evaluations of Teaching â€– Do Achievement Goals Matter?. <i>Frontiers in Psychology</i> , 2021, 12, 652093.	1.1	2

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19	University instructors'™ implicit theories of intelligence, achievement goals for teaching, and teaching quality. <i>Educational Psychology</i> , 2021, 41, 1280-1299.	1.2	7
20	Student adaptability, emotions, and achievement: Navigating new academic terrains in a global crisis. <i>Learning and Individual Differences</i> , 2021, 90, 102046.	1.5	25
21	Test anxiety, anxiety disorders, and school-related wellbeing: Manifestations of the same or different constructs?. <i>Journal of School Psychology</i> , 2021, 88, 47-67.	1.5	24
22	Cheating in the wake of COVID-19: How dangerous is ad-hoc online testing for academic integrity?. <i>Computers and Education Open</i> , 2021, 2, 100055.	2.6	56
23	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
24	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
25	Effects of performance goals and social norms on academic dishonesty in a test. <i>British Journal of Educational Psychology</i> , 2020, 90, 537-559.	1.6	23
26	Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions. <i>International Journal of Educational Research</i> , 2020, 99, 101502.	1.2	51
27	â€œWhen They Struggle, I Cannot Sleep Well Eitherâ€™: Perceptions and Interactions Surrounding University Student and Teacher Well-Being. <i>Frontiers in Psychology</i> , 2020, 11, 578378.	1.1	14
28	Exploring University Instructors'™ Achievement Goals and Discrete Emotions. <i>Frontiers in Psychology</i> , 2020, 11, 1484.	1.1	16
29	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
30	Teaching and research: Specificity and congruence of university faculty achievement goals. <i>International Journal of Educational Research</i> , 2020, 99, 101460.	1.2	28
31	Researchers'™ achievement goals: Prevalence, structure, and associations with job burnout/engagement and professional learning. <i>Contemporary Educational Psychology</i> , 2020, 61, 101843.	1.6	21
32	Obtaining secondary students'™ perceptions of instructional quality: Two-level structure and measurement invariance. <i>Learning and Instruction</i> , 2020, 66, 101303.	1.9	20
33	Open Science als Antwort auf die GlaubwÃ¼rdigkeitskrise der Wissenschaft. , 2020, , 89-98.		0
34	Wie wollen wir in Zukunft Wissenschaft betreiben?. , 2020, , 105-112.		0
35	Ist das Vertrauen in die Wissenschaft dahin? â€œ Betrug und Fehlverhalten in der Wissenschaft. , 2020, , 11-22.		1
36	Dark Pathways to Achievement in Science: Researchers'™ Achievement Goals Predict Engagement in Questionable Research Practices. <i>Social Psychological and Personality Science</i> , 2019, 10, 783-791.	2.4	23

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37	Construction and validation of a short multidisciplinary research performance questionnaire (SMRPQ). <i>Research Evaluation</i> , 2019, 28, 241-252.	1.3	4
38	Back to the roots: The 2â€–2 standpoints and standards achievement goal model. <i>Learning and Individual Differences</i> , 2019, 72, 92-102.	1.5	24
39	<i>Forschungsmethoden.</i> , 2019, , 533-561.		0
40	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
41	The Impact of Performance Goals on Cheating Depends on How Performance Is Evaluated. <i>AERA Open</i> , 2019, 5, 233285841989427.	1.3	13
42	Supporting Self-Regulated Learning With Digital Media Using Motivational Regulation and Metacognitive Prompts. <i>Journal of Experimental Education</i> , 2019, 87, 161-176.	1.6	39
43	University instructorsâ€™ achievement goals for teaching.. <i>Journal of Educational Psychology</i> , 2019, 111, 131-148.	2.1	74
44	How Conscientiousness and Neuroticism Affect Academic Procrastination. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , 2019, 51, 216-227.	0.3	4
45	<i>Motivation von Wissenschaftlern in Lehre und Forschung.</i> , 2018, , .		9
46	Selbstbezogene Ziele im Zusammenhang mit dem Leisten und Lernen Hochschuldozierender. <i>Zeitschrift FÃ¼r Hochschulentwicklung</i> , 2018, , 129-151.	0.1	3
47	<i>Vertiefende Analyse der Performanzziele.</i> , 2018, , 347-366.		0
48	Studie III: LÃngsschnittstudie zu StabilitÃt, Bedingungen und Effekten selbstbezogener Ziele. , 2018, , 367-433.		0
49	<i>Forschungsstand zur Motivation von Wissenschaftler(inne)n.</i> , 2018, , 171-187.		0
50	<i>Selbstbezogene Ziele.</i> , 2018, , 15-125.		0
51	<i>Lehre und Forschung von Wissenschaftler(inne)n.</i> , 2018, , 127-170.		0
52	Studie I: StrukturbestÃtigung, DomÃnenprÃ¼fung und erste Zusammenhangsanalysen. , 2018, , 227-273.		0
53	<i>Untersuchungsanliegen der vorliegenden Arbeit.</i> , 2018, , 189-202.		0
54	Structure and Relationships of University Instructorsâ€™ Achievement Goals. <i>Frontiers in Psychology</i> , 2016, 7, 375.	1.1	35

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55	Attitudes and Beliefs of Students and Lecturers about Educational Theories: Results of a Mixed Methods Study. SSRN Electronic Journal, 0, , .	0.4	0