

Matthew L Bernacki

List of Publications by Year in descending order

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Version: 2024-02-01

36
papers

1,371
citations

331538

21
h-index

377752

34
g-index

44
all docs

44
docs citations

44
times ranked

969
citing authors

#	ARTICLE	IF	CITATIONS
1	Addressing complexities in self-regulated learning: a focus on contextual factors, contingencies, and dynamic relations. <i>Metacognition and Learning</i> , 2015, 10, 1-13.	1.3	144
2	Mobile technology, learning, and achievement: Advances in understanding and measuring the role of mobile technology in education. <i>Contemporary Educational Psychology</i> , 2020, 60, 101827.	1.6	115
3	Examining self-efficacy during learning: variability and relations to behavior, performance, and learning. <i>Metacognition and Learning</i> , 2015, 10, 99-117.	1.3	95
4	The effects of achievement goals and self-regulated learning behaviors on reading comprehension in technology-enhanced learning environments. <i>Contemporary Educational Psychology</i> , 2012, 37, 148-161.	1.6	81
5	Appraising research on personalized learning: Definitions, theoretical alignment, advancements, and future directions. <i>Journal of Research on Technology in Education</i> , 2020, 52, 235-252.	4.0	79
6	The role of situational interest in personalized learning.. <i>Journal of Educational Psychology</i> , 2018, 110, 864-881.	2.1	78
7	A Systematic Review of Research on Personalized Learning: Personalized by Whom, to What, How, and for What Purpose(s)?. <i>Educational Psychology Review</i> , 2021, 33, 1675-1715.	5.1	64
8	Motivating Students by "Personalizing" Learning around Individual Interests: A Consideration of Theory, Design, and Implementation Issues. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014, , 139-176.	0.3	52
9	A latent profile analysis of undergraduates' achievement motivations and metacognitive behaviors, and their relations to achievement in science.. <i>Journal of Educational Psychology</i> , 2020, 112, 1409-1430.	2.1	52
10	Student motivation, stressors, and intent to leave nursing doctoral study: A national study using path analysis. <i>Nurse Education Today</i> , 2018, 61, 210-215.	1.4	51
11	The roles of social influences on student competence, relatedness, achievement, and retention in STEM. <i>Science Education</i> , 2018, 102, 744-770.	1.8	42
12	Can a brief, digital skill training intervention help undergraduates "learn to learn" and improve their STEM achievement?. <i>Journal of Educational Psychology</i> , 2020, 112, 765-781.	2.1	42
13	Personalizing Algebra to Students' Individual Interests in an Intelligent Tutoring System: Moderators of Impact. <i>International Journal of Artificial Intelligence in Education</i> , 2019, 29, 58-88.	3.9	39
14	Self-Regulated Learning and Technology-Enhanced Learning Environments. , 0, , 1-26.		36
15	Modeling temporal self-regulatory processing in a higher education biology course. <i>Learning and Instruction</i> , 2021, 72, 101201.	1.9	35
16	Students authoring personalized "algebra stories": Problem-posing in the context of out-of-school interests. <i>Journal of Mathematical Behavior</i> , 2015, 40, 171-191.	0.5	33
17	Predicting achievement and providing support before STEM majors begin to fail. <i>Computers and Education</i> , 2020, 158, 103999.	5.1	31
18	Psychological foundations of emerging technologies for teaching and learning in higher education. <i>Current Opinion in Psychology</i> , 2020, 36, 101-105.	2.5	31

#	ARTICLE	IF	CITATIONS
19	Revisiting the dimensionality of subjective task value: Towards clarification of competing perspectives. <i>Contemporary Educational Psychology</i> , 2020, 62, 101875.	1.6	31
20	Examining the critical role of evaluation and adaptation in self-regulated learning. <i>Contemporary Educational Psychology</i> , 2022, 68, 102027.	1.6	30
21	Science diaries: a brief writing intervention to improve motivation to learn science. <i>Educational Psychology</i> , 2016, 36, 26-46.	1.2	29
22	Personalization of Instruction: Design Dimensions and Implications for Cognition. <i>Journal of Experimental Education</i> , 2018, 86, 50-68.	1.6	26
23	The effects of retrieval practice and prior topic knowledge on test performance and confidence judgments. <i>Contemporary Educational Psychology</i> , 2019, 56, 117-129.	1.6	19
24	Towards convergence of mobile and psychological theories of learning. <i>Contemporary Educational Psychology</i> , 2020, 60, 101828.	1.6	19
25	Effects of digital learning skill training on the academic performance of undergraduates in science and mathematics.. <i>Journal of Educational Psychology</i> , 2021, 113, 1107-1125.	2.1	17
26	Examining the Cyclical, Loosely Sequenced, and Contingent Features of Self-Regulated Learning. , 2017, , 370-387.		17
27	The effects of formative assessment pre-lecture online chapter quizzes and student-initiated inquiries to the instructor on academic achievement. <i>Educational Research and Evaluation</i> , 2011, 17, 253-262.	0.9	15
28	Stability and change in adolescents'™ task-specific achievement goals and implications for learning mathematics with intelligent tutors. <i>Computers in Human Behavior</i> , 2014, 37, 73-80.	5.1	12
29	Fine-Grained Assessment of Motivation over Long Periods of Learning with an Intelligent Tutoring System: Methodology, Advantages, and Preliminary Results. <i>Springer International Handbooks of Education</i> , 2013, , 629-644.	0.1	10
30	Training preparatory mathematics students to be high ability self-regulators: Comparative and case-study analyses of impact on learning behavior and achievement. <i>High Ability Studies</i> , 2019, 30, 167-197.	1.0	8
31	A metacognitive retrieval practice intervention to improve undergraduates'™ monitoring and control processes and use of performance feedback for classroom learning.. <i>Journal of Educational Psychology</i> , 2021, 113, 1421-1440.	2.1	8
32	Comparing Class- and Task-Level Measures of Achievement Goals. <i>Journal of Experimental Education</i> , 2018, 86, 560-578.	1.6	7
33	Coping with the transition to remote instruction: Patterns of self-regulated engagement in a large post-secondary biology course. <i>Journal of Research on Technology in Education</i> , 2022, 54, S219-S235.	4.0	7
34	Making Mathematics Relevant: an Examination of Student Interest in Mathematics, Interest in STEM Careers, and Perceived Relevance. <i>International Journal of Research in Undergraduate Mathematics Education</i> , 2022, 8, 612-641.	1.3	6
35	Examining the role of self-efficacy and online metacognitive monitoring behaviors in undergraduate life science education. <i>Learning and Instruction</i> , 2022, 80, 101577.	1.9	6
36	Initial and evolving perceptions of value and cost of engaging in undergraduate science course work and effects on achievement and persistence.. <i>Journal of Educational Psychology</i> , 2022, 114, 1005-1027.	2.1	4