Matthew L Bernacki

List of Publications by Year
in descending order

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	Coping with the transition to remote instruction: Patterns of self-regulated engagement in a large post-secondary biology course. Journal of Research on Technology in Education, 2022, 54, S219-S235.	4.0	7
2	Examining the critical role of evaluation and adaptation in self-regulated learning. Contemporary Educational Psychology, 2022, 68, 102027.	1.6	30
3	Making Mathematics Relevant: an Examination of Student Interest in Mathematics, Interest in STEM Careers, and Perceived Relevance. International Journal of Research in Undergraduate Mathematics Education, 2022, 8, 612-641.	1.3	6
4	Examining the role of self-efficacy and online metacognitive monitoring behaviors in undergraduate life science education. Learning and Instruction, 2022, 80, 101577.	1.9	6
5	Initial and evolving perceptions of value and cost of engaging in undergraduate science course work and effects on achievement and persistence.. Journal of Educational Psychology, 2022, 114, 1005-1027.	2.1	4
6	Modeling temporal self-regulatory processing in a higher education biology course. Learning and Instruction, 2021, 72, 101201.	1.9	35
7	A Systematic Review of Research on Personalized Learning: Personalized by Whom, to What, How, and for What Purpose(s)?. Educational Psychology Review, 2021, 33, 1675-1715.	5.1	64
8	Effects of digital learning skill training on the academic performance of undergraduates in science and mathematics.. Journal of Educational Psychology, 2021, 113, 1107-1125.	2.1	17
9	A metacognitive retrieval practice intervention to improve undergraduates' monitoring and control processes and use of performance feedback for classroom learning.. Journal of Educational Psychology, 2021, 113, 1421-1440.	2.1	8
10	Towards convergence of mobile and psychological theories of learning. Contemporary Educational Psychology, 2020, 60, 101828.	1.6	19
11	Mobile technology, learning, and achievement: Advances in understanding and measuring the role of mobile technology in education. Contemporary Educational Psychology, 2020, 60, 101827.	1.6	115
12	Predicting achievement and providing support before STEM majors begin to fail. Computers and Education, 2020, 158, 103999.	5.1	31
13	Psychological foundations of emerging technologies for teaching and learning in higher education. Current Opinion in Psychology, 2020, 36, 101-105.	2.5	31
14	Appraising research on personalized learning: Definitions, theoretical alignment, advancements, and future directions. Journal of Research on Technology in Education, 2020, 52, 235-252.	4.0	79
15	Revisiting the dimensionality of subjective task value: Towards clarification of competing perspectives. Contemporary Educational Psychology, 2020, 62, 101875.	1.6	31
16	Can a brief, digital skill training intervention help undergraduates "learn to learn" and improve their STEM achievement?. Journal of Educational Psychology, 2020, 112, 765-781.	2.1	42
17	A latent profile analysis of undergraduates' achievement motivations and metacognitive behaviors, and their relations to achievement in science.. Journal of Educational Psychology, 2020, 112, 1409-1430.	2.1	52
18	Training preparatory mathematics students to be high ability self-regulators: Comparative and case-study analyses of impact on learning behavior and achievement. High Ability Studies, 2019, 30, 167-197.	1.0	8

#	Article	IF	Citations
19	The effects of retrieval practice and prior topic knowledge on test performance and confidence judgments. Contemporary Educational Psychology, 2019, 56, 117-129.	1.6	19
20	Personalizing Algebra to Students' Individual Interests in an Intelligent Tutoring System: Moderators of Impact. International Journal of Artificial Intelligence in Education, 2019, 29, 58-88.	3.9	39
21	Comparing Class- and Task-Level Measures of Achievement Goals. Journal of Experimental Education, 2018, 86, 560-578.	1.6	7
22	Personalization of Instruction: Design Dimensions and Implications for Cognition. Journal of Experimental Education, 2018, 86, 50-68.	1.6	26
23	Student motivation, stressors, and intent to leave nursing doctoral study: A national study using path analysis. Nurse Education Today, 2018, 61, 210-215.	1.4	51
24	The roles of social influences on student competence, relatedness, achievement, and retention in STEM. Science Education, 2018, 102, 744-770.	1.8	42
25	The role of situational interest in personalized learning.. Journal of Educational Psychology, 2018, 110, 864-881.	2.1	78
26	Examining the Cyclical, Loosely Sequenced, and Contingent Features of Self-Regulated Learning. , 2017, , 370-387.		17
27	Science diaries: a brief writing intervention to improve motivation to learn science. Educational Psychology, 2016, 36, 26-46.	1.2	29
28	Examining self-efficacy during learning: variability and relations to behavior, performance, and learning. Metacognition and Learning, 2015, 10, 99-117.	1.3	95
29	Addressing complexities in self-regulated learning: a focus on contextual factors, contingencies, and dynamic relations. Metacognition and Learning, 2015, 10, 1-13.	1.3	144
30	Students authoring personalized "algebra stories" Problem-posing in the context of out-of-school interests. Journal of Mathematical Behavior, 2015, 40, 171-191.	0.5	33
31	Motivating Students by "Personalizing" Learning around Individual Interests: A Consideration of Theory, Design, and Implementation Issues. Advances in Motivation and Achievement: A Research Annual, 2014, , 139-176.	0.3	52
32	Stability and change in adolescents' task-specific achievement goals and implications for learning mathematics with intelligent tutors. Computers in Human Behavior, 2014, 37, 73-80.	5.1	12
33	Fine-Grained Assessment of Motivation over Long Periods of Learning with an Intelligent Tutoring System: Methodology, Advantages, and Preliminary Results. Springer International Handbooks of Education, 2013, , 629-644.	0.1	10
34	The effects of achievement goals and self-regulated learning behaviors on reading comprehension in technology-enhanced learning environments. Contemporary Educational Psychology, 2012, 37, 148-161.	1.6	81
35	The effects of formative assessment pre-lecture online chapter quizzes and student-initiated inquiries to the instructor on academic achievement. Educational Research and Evaluation, 2011, 17, 253-262.	0.9	15
36	Self-Regulated Learning and Technology-Enhanced Learning Environments. , 0, , 1-26.		36