

Stefan Janke

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8042770/publications.pdf>

Version: 2024-02-01

40
papers

996
citations

430442

18
h-index

500791

28
g-index

59
all docs

59
docs citations

59
times ranked

572
citing authors

#	ARTICLE	IF	CITATIONS
1	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
2	Longitudinal relations between teaching-related motivations and student-reported teaching quality. <i>Teaching and Teacher Education</i> , 2017, 65, 241-254.	1.6	75
3	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
4	The role of perceived need satisfaction at work for teachers' work-related learning goal orientation. <i>Teaching and Teacher Education</i> , 2015, 47, 184-194.	1.6	53
5	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
6	A prospective correlational analysis of achievement goals as mediating constructs linking distal motivational dispositions to intrinsic motivation and academic achievement. <i>Learning and Individual Differences</i> , 2016, 50, 30-41.	1.5	37
7	Ostracism breeds depression: Longitudinal associations between ostracism and depression over a three-year-period. <i>Journal of Affective Disorders Reports</i> , 2021, 4, 100118.	0.9	35
8	Effects of a brief psychological intervention on students' sense of belonging and educational outcomes: The role of students' migration and educational background. <i>Journal of School Psychology</i> , 2019, 75, 41-57.	1.5	31
9	Here today, gone tomorrow? Revisiting the stability of teachers' achievement goals. <i>Contemporary Educational Psychology</i> , 2014, 39, 379-387.	1.6	30
10	A situated process model of vocational achievement goal striving within members of the academic staff at university. <i>Motivation and Emotion</i> , 2018, 42, 466-481.	0.8	29
11	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
12	A neglected tenet of achievement goal theory: Associations between life aspirations and achievement goal orientations. <i>Personality and Individual Differences</i> , 2019, 142, 90-99.	1.6	25
13	Migrationsbedingte Disparitäten in der Notenvergabe nach dem Übergang auf das Gymnasium. <i>Zeitschrift Für Entwicklungspsychologie Und Pädagogische Psychologie</i> , 2017, 49, 11-23.	0.3	25
14	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
15	Enhancing feasibility when measuring teachers' motivation: A brief scale for teachers' achievement goal orientations. <i>Teaching and Teacher Education</i> , 2019, 83, 1-11.	1.6	23
16	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
17	The experience of ostracism over the adult life span.. <i>Developmental Psychology</i> , 2020, 56, 1999-2012.	1.2	22
18	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

#	ARTICLE	IF	CITATIONS
19	Following the crowd in times of crisis: Descriptive norms predict physical distancing, stockpiling, and prosocial behavior during the COVID-19 pandemic. <i>Group Processes and Intergroup Relations</i> , 2022, 25, 1819-1835.	2.4	21
20	Deconstructing performance goal orientations: The merit of a dimensional approach. <i>Learning and Individual Differences</i> , 2016, 50, 133-146.	1.5	20
21	Knowing One's Place: Parental Educational Background Influences Social Identification with Academia, Test Anxiety, and Satisfaction with Studying at University. <i>Frontiers in Psychology</i> , 2017, 8, 1326.	1.1	19
22	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
23	Prospective effects of motivation for enrollment on well-being and motivation at university. <i>Studies in Higher Education</i> , 2020, 45, 2413-2425.	2.9	17
24	Exploring University Instructors' Achievement Goals and Discrete Emotions. <i>Frontiers in Psychology</i> , 2020, 11, 1484.	1.1	16
25	The Impact of Performance Goals on Cheating Depends on How Performance Is Evaluated. <i>AERA Open</i> , 2019, 5, 233285841989427.	1.3	13
26	Different major, different goals: University students studying economics differ in life aspirations and achievement goal orientations from social science students. <i>Learning and Individual Differences</i> , 2019, 73, 138-146.	1.5	9
27	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
28	Berufliche Zielorientierungen von Lehrkräften. , 2017, , 17-35.		8
29	Teaching Quality in Higher Education. <i>European Journal of Psychological Assessment</i> , 2023, 39, 176-181.	1.7	8
30	Under threat by popular vote: German-speaking immigrants affect and cognitions following the Swiss vote against mass immigration. <i>PLoS ONE</i> , 2017, 12, e0175896.	1.1	7
31	Demonstration of Feeding Vehicle-Integrated Photovoltaic-Converted Energy into the High-Voltage On-Board Network of Practical Light Commercial Vehicles for Range Extension. <i>Solar Rrl</i> , 2022, 6, 2100516.	3.1	7
32	STUWA: Ein multifaktorielles Inventar zur Erfassung von Studienwahlmotivation. <i>Zeitschrift Fur Pädagogische Psychologie</i> , 2023, 37, 215-231.	1.2	6
33	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
34	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
35	Give me freedom or see my motivation decline: Basic psychological needs and the development of students' learning goal orientation. <i>Learning and Individual Differences</i> , 2022, 96, 102158.	1.5	4
36	Call me maybe: Risk factors of impaired social contact during the COVID-19 pandemic and associations with well-being. <i>British Journal of Social Psychology</i> , 2023, 62, 281-301.	1.8	4

#	ARTICLE	IF	CITATIONS
37	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
38	University in the rear-view mirror: psychological needs in pleasant and unpleasant memories of alumni. <i>Studies in Higher Education</i> , 0, , 1-13.	2.9	2
39	Higher Education Instructors' Usage of and Learning From Student Evaluations of Teaching "Do Achievement Goals Matter?". <i>Frontiers in Psychology</i> , 2021, 12, 652093.	1.1	2
40	Obfuscating the Truth: , 2020, , 35-42.		0