

# 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	STUWA: Ein multifaktorielles Inventar zur Erfassung von Studienwahlmotivation. Zeitschrift Fur Pädagogische Psychologie, 2023, 37, 215-231.	1.2	6
2	Teaching Quality in Higher Education. European Journal of Psychological Assessment, 2023, 39, 176-181.	1.7	8
3	Call me maybe: Risk factors of impaired social contact during the COVID-19 pandemic and associations with well-being. British Journal of Social Psychology, 2023, 62, 281-301.	1.8	4
4	Following the crowd in times of crisis: Descriptive norms predict physical distancing, stockpiling, and prosocial behavior during the COVID-19 pandemic. Group Processes and Intergroup Relations, 2022, 25, 1819-1835.	2.4	21
5	Demonstration of Feeding Vehicle-Integrated Photovoltaic-Converted Energy into the High-Voltage On-Board Network of Practical Light Commercial Vehicles for Range Extension. Solar Rrl, 2022, 6, 2100516.	3.1	7
6	Need satisfaction and achievement goals of university faculty: an international study of their interplay and relevance. Higher Education, 2022, 83, 1183-1206.	2.8	9
7	Give me freedom or see my motivation decline: Basic psychological needs and the development of students' learning goal orientation. Learning and Individual Differences, 2022, 96, 102158.	1.5	4
8	Motivational development in times of campus closure: Longitudinal trends in undergraduate students' need satisfaction and intrinsic learning motivation. British Journal of Educational Psychology, 2022, 92, 1582-1596.	1.6	4
9	Motivational school climate and teachers' achievement goal orientations: A hierarchical approach. British Journal of Educational Psychology, 2021, 91, 391-408.	1.6	21
10	Ostracism breeds depression: Longitudinal associations between ostracism and depression over a three-year-period. Journal of Affective Disorders Reports, 2021, 4, 100118.	0.9	35
11	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. Computers in Human Behavior, 2021, 118, 106677.	5.1	142
12	Do teachers' achievement goals and self-efficacy beliefs matter for students' learning experiences? Evidence from two studies on perceived teaching quality and emotional experiences. Learning and Instruction, 2021, 76, 101458.	1.9	26
13	Higher Education Instructors' Usage of and Learning From Student Evaluations of Teaching "Do Achievement Goals Matter?". Frontiers in Psychology, 2021, 12, 652093.	1.1	2
14	Cheating in the wake of COVID-19: How dangerous is ad-hoc online testing for academic integrity?. Computers and Education Open, 2021, 2, 100055.	2.6	56
15	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. Edition ZfE, 2021, , 179-210.	0.2	4
16	Prospective effects of motivation for enrollment on well-being and motivation at university. Studies in Higher Education, 2020, 45, 2413-2425.	2.9	17
17	Effects of performance goals and social norms on academic dishonesty in a test. British Journal of Educational Psychology, 2020, 90, 537-559.	1.6	23
18	Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions. International Journal of Educational Research, 2020, 99, 101502.	1.2	51

#	ARTICLE	IF	CITATIONS
19	Exploring University Instructors' Achievement Goals and Discrete Emotions. <i>Frontiers in Psychology</i> , 2020, 11, 1484.	1.1	16
20	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
21	The experience of ostracism over the adult life span.. <i>Developmental Psychology</i> , 2020, 56, 1999-2012.	1.2	22
22	Obfuscating the Truth: , 2020, , 35-42.		0
23	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
24	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
25	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
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	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
28	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
29	The Impact of Performance Goals on Cheating Depends on How Performance Is Evaluated. <i>AERA Open</i> , 2019, 5, 233285841989427.	1.3	13
30	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
31	Longitudinal relations between teaching-related motivations and student-reported teaching quality. <i>Teaching and Teacher Education</i> , 2017, 65, 241-254.	1.6	75
32	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
33	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
34	Berufliche Zielorientierungen von Lehrkräften. , 2017, , 17-35.		8
35	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
36	Deconstructing performance goal orientations: The merit of a dimensional approach. <i>Learning and Individual Differences</i> , 2016, 50, 133-146.	1.5	20

#	ARTICLE	IF	CITATIONS
37	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
38	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
39	Here today, gone tomorrow? Revisiting the stability of teachers' achievement goals. <i>Contemporary Educational Psychology</i> , 2014, 39, 379-387.	1.6	30
40	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