

CÃ©line Darnon

List of Publications by Year in descending order

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Version: 2024-02-01

62
papers

2,062
citations

279798

23
h-index

254184

43
g-index

65
all docs

65
docs citations

65
times ranked

1147
citing authors

#	ARTICLE	IF	CITATIONS
1	Why lockdown and distance learning during the COVID-19 pandemic are likely to increase the social class achievement gap. <i>Nature Human Behaviour</i> , 2021, 5, 1273-1281.	12.0	151
2	The Experience of Lowâ€SES Students in Higher Education: Psychological Barriers to Success and Interventions to Reduce Socialâ€Class Inequality. <i>Journal of Social Issues</i> , 2017, 73, 23-41.	3.3	142
3	Achievement goal promotion at university: Social desirability and social utility of mastery and performance goals.. <i>Journal of Personality and Social Psychology</i> , 2009, 96, 119-134.	2.8	138
4	Mastery and performance goals predict epistemic and relational conflict regulation.. <i>Journal of Educational Psychology</i> , 2006, 98, 766-776.	2.9	117
5	Achievement Goals in Social Interactions: Learning with Mastery vs. Performance Goals. <i>Motivation and Emotion</i> , 2007, 31, 61-70.	1.3	113
6	Toward a More Social Understanding of Achievement Goals. <i>Current Directions in Psychological Science</i> , 2010, 19, 324-328.	5.3	107
7	Performance-Approach and Performance-Avoidance Goals: When Uncertainty Makes a Difference. <i>Personality and Social Psychology Bulletin</i> , 2007, 33, 813-827.	3.0	103
8	Conflict Elaboration and Cognitive Outcomes. <i>Theory Into Practice</i> , 2004, 43, 23-30.	1.6	79
9	Reducing the Socio-Economic Status Achievement Gap at University by Promoting Mastery-Oriented Assessment. <i>PLoS ONE</i> , 2013, 8, e71678.	2.5	69
10	The interplay of mastery and performance goals in social comparison: A multiple-goal perspective.. <i>Journal of Educational Psychology</i> , 2010, 102, 212-222.	2.9	67
11	From social class to self-efficacy: internalization of low social status pupilsâ€™ school performance. <i>Social Psychology of Education</i> , 2015, 18, 769-784.	2.5	65
12	Faking the Desire to Learn. <i>Psychological Science</i> , 2009, 20, 939-943.	3.3	63
13	Achievement Goals in Educational Contexts: A Social Psychology Perspective. <i>Social and Personality Psychology Compass</i> , 2012, 6, 760-771.	3.7	62
14	â€Too complex for me!â€Why do performance-approach and performance-avoidance goals predict exam performance?. <i>European Journal of Psychology of Education</i> , 2009, 24, 423-434.	2.6	56
15	Autonomy and task performance: Explaining the impact of grades on intrinsic motivation.. <i>Journal of Educational Psychology</i> , 2013, 105, 39-57.	2.9	52
16	Belief in school meritocracy as a system-justifying tool for low status students. <i>Frontiers in Psychology</i> , 2015, 6, 1053.	2.1	43
17	First-generation studentsâ€™ underperformance at university: the impact of the function of selection. <i>Frontiers in Psychology</i> , 2015, 6, 710.	2.1	41
18	Dealing with a disagreeing partner: Relational and epistemic conflict elaboration. <i>European Journal of Psychology of Education</i> , 2007, 22, 227-242.	2.6	39

#	ARTICLE	IF	CITATIONS
19	When first-generation students succeed at university: On the link between social class, academic performance, and performance-avoidance goals. <i>Contemporary Educational Psychology</i> , 2015, 41, 25-36.	2.9	37
20	Performance goals in conflictual social interactions: Towards the distinction between two modes of relational conflict regulation. <i>British Journal of Social Psychology</i> , 2014, 53, 134-153.	2.8	34
21	Epistemic and relational conflicts in sharing identical vs. complementary information during cooperative learning. <i>Swiss Journal of Psychology</i> , 2002, 61, 139-151.	0.9	29
22	Regulaci3n de los conflictos sociocognitivos y aprendizajes. <i>Revue Francaise De Pedagogie</i> , 2008, , 105-125.	0.1	29
23	To confirm or to conform? Performance goals as a regulator of conflict with more-competent others.. <i>Journal of Educational Psychology</i> , 2015, 107, 580-598.	2.9	28
24	Belief in school meritocracy as an ideological barrier to the promotion of equality. <i>European Journal of Social Psychology</i> , 2018, 48, 523-534.	2.4	25
25	â€œWhere there is a will, there is a wayâ€™: Belief in school meritocracy and the socialâ€™class achievement gap. <i>British Journal of Social Psychology</i> , 2018, 57, 250-262.	2.8	24
26	When performanceâ€™approach goals predict academic achievement and when they do not: A social value approach. <i>British Journal of Social Psychology</i> , 2013, 52, 587-596.	2.8	23
27	Who benefits from mastery-approach and performance-approach goals in college? Studentsâ€™ social class as a moderator of the link between goals and grade. <i>European Journal of Psychology of Education</i> , 2018, 33, 713-726.	2.6	23
28	Learning or Succeeding? Conflict Regulation With Mastery or Performance Goals. <i>Swiss Journal of Psychology</i> , 2007, 66, 145-152.	0.9	20
29	Improving Low Achieversâ€™ Academic Performance at University by Changing the Social Value of Mastery Goals. <i>American Educational Research Journal</i> , 2015, 52, 720-749.	2.7	19
30	The jigsaw technique and self-efficacy of vocational training students: a practice report. <i>European Journal of Psychology of Education</i> , 2012, 27, 439-449.	2.6	17
31	Understanding Positive Attitudes toward Helping Peers: The Role of Mastery Goals and Academic Self-Efficacy. <i>Self and Identity</i> , 2014, 13, 345-363.	1.6	17
32	Sociocognitive Conflict Regulation: How to Make Sense of Diverging Ideas. <i>Current Directions in Psychological Science</i> , 2019, 28, 145-151.	5.3	16
33	The coordination of problem solving strategies: When low competence sources exert more influence on task processing than high competence sources. <i>British Journal of Social Psychology</i> , 2009, 48, 159-182.	2.8	15
34	Assessing does not mean threatening: The purpose of assessment as a key determinant of girls' and boys' performance in a science class. <i>British Journal of Educational Psychology</i> , 2014, 84, 125-136.	2.9	15
35	Examining the role of perceived prestige in the link between studentsâ€™ subjective socioeconomic status and sense of belonging. <i>Group Processes and Intergroup Relations</i> , 2019, 22, 356-370.	3.9	14
36	When an academic culture based on self-enhancement values undermines female studentsâ€™ sense of belonging, self-efficacy, and academic choices. <i>Journal of Social Psychology</i> , 2020, 160, 373-389.	1.5	14

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37	A Two-Sided Lockdown? Social Class Variations in the Implementation of Homeschooling During the COVID-19 Lockdown. <i>Frontiers in Psychology</i> , 2021, 12, 670722.	2.1	13
38	Are performanceâ€ avoidance goals always deleterious for academic achievement in college? The moderating role of social class. <i>Social Psychology of Education</i> , 2019, 22, 539-555.	2.5	12
39	Distinguishing the desire to learn from the desire to perform: The social value of achievement goals. <i>Journal of Social Psychology</i> , 2017, 157, 30-46.	1.5	11
40	Doing better (or worse) than one's parents: Social status, mobility, and performanceâ€ avoidance goals. <i>British Journal of Educational Psychology</i> , 2018, 88, 659-674.	2.9	11
41	The social utility of performance-approach goals in a selective educational environment. <i>Social Psychology of Education</i> , 2017, 20, 215-235.	2.5	10
42	Higher and lower status individualsâ€™ performance goals: The role of hierarchy stability.. <i>Motivation Science</i> , 2019, 5, 52-65.	1.6	10
43	Performance and Â mastery goals and social interactions between students: the specific situation of disagreeing with others. <i>Revue Francaise De Pedagogie</i> , 2006, , 35-44.	0.1	10
44	The motivation to learn as a self-presentation tool among Swiss high school students: The moderating role of mastery goals' perceived social value on learning. <i>Learning and Individual Differences</i> , 2015, 43, 204-210.	2.7	8
45	On the academic disadvantage of low social class individuals: Pursuing performance goals fosters the emergence of the achievement gap.. <i>Journal of Educational Psychology</i> , 2019, 111, 1261-1272.	2.9	7
46	Why do high working memory individuals choke? An examination of choking under pressure effects in math from a self-improvement perspective. <i>Learning and Individual Differences</i> , 2015, 37, 176-182.	2.7	6
47	Boys, girls, and the school cultural environment: Teachersâ€™ judgment and studentsâ€™ values. <i>Journal of Social Psychology</i> , 2017, 157, 556-570.	1.5	6
48	Do jigsaw classrooms improve learning outcomes? Five experiments and an internal meta-analysis.. <i>Journal of Educational Psychology</i> , 2022, 114, 1461-1476.	2.9	5
49	A multilevel account of social valueâ€™related reasons behind mastery goals. <i>British Journal of Educational Psychology</i> , 2022, 92, 394-408.	2.9	4
50	Individual differences in perceived social desirability of openness to experience: A new framework for social desirability responding in personality research. <i>Personality and Individual Differences</i> , 2017, 113, 155-160.	2.9	3
51	Dealing with a Crisis: Does Covid-19 Promote Traditional Gender Roles?. <i>Psychologica Belgica</i> , 2021, 61, 212-223.	1.9	3
52	Socio-Emotional Competencies and School Performance in Adolescence: What Role for School Adjustment?. <i>Frontiers in Psychology</i> , 2021, 12, 640661.	2.1	3
53	Structured cooperative learning as a means for improving average achievers' mathematical learning in fractions. <i>Inovacije U Nastavi</i> , 2015, 28, 15-35.	0.5	3
54	Economic insecurity and compliance with the COVIDâ€™19 restrictions. <i>European Journal of Social Psychology</i> , 2022, 52, 448-456.	2.4	3

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55	Facing the risk of upward mobility: Performance-avoidance goals and social class among high-school students. <i>Journal of Social Psychology</i> , 2020, 160, 496-508.	1.5	2
56	Conflict Elaboration and Cognitive Outcomes. <i>Theory Into Practice</i> , 2004, 43, 23-30.	1.6	2
57	When School and Family Convey Different Cultural Messages: The Experience of Turkish Minority Group Members in France. <i>Psychologica Belgica</i> , 2016, 56, 111-117.	1.9	2
58	Personal self and collective self: when academic choices depend on the context of social comparison. <i>Social Psychology of Education</i> , 2012, 15, 449-463.	2.5	1
59	Can an early mathematical intervention boost the progress of children in kindergarten? A field experiment. <i>European Journal of Psychology of Education</i> , 0, , 1.	2.6	1
60	Can tests improve learning in real university classrooms?. <i>Journal of Cognitive Psychology</i> , 0, , 1-19.	0.9	1
61	Chapitre 19. Le conflit: une motivation Ã double tranchant pour l'apprenant. , 2011, , 285.		0
62	Turning the gender tables: evidence of studentsâ€™ awareness of a reversal in gender status between academic and occupational contexts. <i>Social Psychology of Education</i> , 2021, 24, 247-272.	2.5	0