## Céline Darnon

## List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/8432505/publications.pdf

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279778 254170 2,062 62 23 43 h-index citations g-index papers 65 65 65 1147 all docs docs citations times ranked 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. Nature Human Behaviour, 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. Journal of Social Issues, 2017, 73, 23-41.	3.3	142
3	Achievement goal promotion at university: Social desirability and social utility of mastery and performance goals Journal of Personality and Social Psychology, 2009, 96, 119-134.	2.8	138
4	Mastery and performance goals predict epistemic and relational conflict regulation Journal of Educational Psychology, 2006, 98, 766-776.	2.9	117
5	Achievement Goals in Social Interactions: Learning with Mastery vs. Performance Goals. Motivation and Emotion, 2007, 31, 61-70.	1.3	113
6	Toward a More Social Understanding of Achievement Goals. Current Directions in Psychological Science, 2010, 19, 324-328.	5 <b>.</b> 3	107
7	Performance-Approach and Performance-Avoidance Goals: When Uncertainty Makes a Difference. Personality and Social Psychology Bulletin, 2007, 33, 813-827.	3.0	103
8	Conflict Elaboration and Cognitive Outcomes. Theory Into Practice, 2004, 43, 23-30.	1.6	79
9	Reducing the Socio-Economic Status Achievement Gap at University by Promoting Mastery-Oriented Assessment. PLoS ONE, 2013, 8, e71678.	2.5	69
10	The interplay of mastery and performance goals in social comparison: A multiple-goal perspective Journal of Educational Psychology, 2010, 102, 212-222.	2.9	67
11	From social class to self-efficacy: internalization of low social status pupils' school performance. Social Psychology of Education, 2015, 18, 769-784.	2.5	65
12	Faking the Desire to Learn. Psychological Science, 2009, 20, 939-943.	3.3	63
13	Achievement Goals in Educational Contexts: A Social Psychology Perspective. Social and Personality Psychology Compass, 2012, 6, 760-771.	3.7	62
14	"Too complex for me!―Why do performance-approach and performance-avoidance goals predict exam performance?. European Journal of Psychology of Education, 2009, 24, 423-434.	2.6	56
15	Autonomy and task performance: Explaining the impact of grades on intrinsic motivation Journal of Educational Psychology, 2013, 105, 39-57.	2.9	52
16	Belief in school meritocracy as a system-justifying tool for low status students. Frontiers in Psychology, 2015, 6, 1053.	2.1	43
17	First-generation students $\tilde{A}$ $\hat{a}$ , $\hat{a}$ , $\hat{a}$ underperformance at university: the impact of the function of selection. Frontiers in Psychology, 2015, 6, 710.	2.1	41
18	Dealing with a disagreeing partner: Relational and epistemic conflict elaboration. European Journal of Psychology of Education, 2007, 22, 227-242.	2.6	39

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19	When first-generation students succeed at university: On the link between social class, academic performance, and performance-avoidance goals. Contemporary Educational Psychology, 2015, 41, 25-36.	2.9	37
20	Performance goals in conflictual social interactions: Towards the distinction between two modes of relational conflict regulation. British Journal of Social Psychology, 2014, 53, 134-153.	2.8	34
21	Epistemic and relational conflicts in sharing identical vs. complementary information during cooperative learning. Swiss Journal of Psychology, 2002, 61, 139-151.	0.9	29
22	Regulaci $\tilde{A}^3$ n de los conflictos sociocognitivos y aprendizajes. Revue Francaise De Pedagogie, 2008, , 105-125.	0.1	29
23	To confirm or to conform? Performance goals as a regulator of conflict with more-competent others Journal of Educational Psychology, 2015, 107, 580-598.	2.9	28
24	Belief in school meritocracy as an ideological barrier to the promotion of equality. European Journal of Social Psychology, 2018, 48, 523-534.	2.4	25
25	â€`Where there is a will, there is a way': Belief in school meritocracy and the socialâ€class achievement gap. British Journal of Social Psychology, 2018, 57, 250-262.	2.8	24
26	When performanceâ€approach goals predict academic achievement and when they do not: A social value approach. British Journal of Social Psychology, 2013, 52, 587-596.	2.8	23
27	Who benefits from mastery-approach and performance-approach goals in college? Students' social class as a moderator of the link between goals and grade. European Journal of Psychology of Education, 2018, 33, 713-726.	2.6	23
28	Learning or Succeeding? Conflict Regulation With Mastery or Performance Goals. Swiss Journal of Psychology, 2007, 66, 145-152.	0.9	20
29	Improving Low Achievers' Academic Performance at University by Changing the Social Value of Mastery Goals. American Educational Research Journal, 2015, 52, 720-749.	2.7	19
30	The jigsaw technique and self-efficacy of vocational training students: a practice report. European Journal of Psychology of Education, 2012, 27, 439-449.	2.6	17
31	Understanding Positive Attitudes toward Helping Peers: The Role of Mastery Goals and Academic Self-Efficacy. Self and Identity, 2014, 13, 345-363.	1.6	17
32	Sociocognitive Conflict Regulation: How to Make Sense of Diverging Ideas. Current Directions in Psychological Science, 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. British Journal of Social Psychology, 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. British Journal of Educational Psychology, 2014, 84, 125-136.	2.9	15
35	Examining the role of perceived prestige in the link between students' subjective socioeconomic status and sense of belonging. Group Processes and Intergroup Relations, 2019, 22, 356-370.	3.9	14
36	When an academic culture based on self-enhancement values undermines female students' sense of belonging, self-efficacy, and academic choices. Journal of Social Psychology, 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. Frontiers in Psychology, 2021, 12, 670722.	2.1	13
38	Are performance–avoidance goals always deleterious for academic achievement in college? The moderating role of social class. Social Psychology of Education, 2019, 22, 539-555.	2.5	12
39	Distinguishing the desire to learn from the desire to perform: The social value of achievement goals. Journal of Social Psychology, 2017, 157, 30-46.	1.5	11
40	Doing better (or worse) than one's parents: Social status, mobility, and performanceâ€avoidance goals. British Journal of Educational Psychology, 2018, 88, 659-674.	2.9	11
41	The social utility of performance-approach goals in a selective educational environment. Social Psychology of Education, 2017, 20, 215-235.	2.5	10
42	Higher and lower status individuals' performance goals: The role of hierarchy stability Motivation Science, 2019, 5, 52-65.	1.6	10
43	Performance and Âmastery goals and social interactions between students: the specific situation of disagreeing with others. Revue Francaise De Pedagogie, 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. Learning and Individual Differences, 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 Journal of Educational Psychology, 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. Learning and Individual Differences, 2015, 37, 176-182.	2.7	6
47	Boys, girls, and the school cultural environment: Teachers' judgment and students' values. Journal of Social Psychology, 2017, 157, 556-570.	1.5	6
48	Do jigsaw classrooms improve learning outcomes? Five experiments and an internal meta-analysis Journal of Educational Psychology, 2022, 114, 1461-1476.	2.9	5
49	A multilevel account of social valueâ€related reasons behind mastery goals. British Journal of Educational Psychology, 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. Personality and Individual Differences, 2017, 113, 155-160.	2.9	3
51	Dealing with a Crisis: Does Covid-19 Promote Traditional Gender Roles?. Psychologica Belgica, 2021, 61, 212-223.	1.9	3
52	Socio-Emotional Competencies and School Performance in Adolescence: What Role for School Adjustment?. Frontiers in Psychology, 2021, 12, 640661.	2.1	3
53	Structured cooperative learning as a means for improving average achievers' mathematical learning in fractions. Inovacije U Nastavi, 2015, 28, 15-35.	0.5	3
54	Economic insecurity and compliance with the COVIDâ€19 restrictions. European Journal of Social Psychology, 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. Journal of Social Psychology, 2020, 160, 496-508.	1.5	2
56	Conflict Elaboration and Cognitive Outcomes. Theory Into Practice, 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. Psychologica Belgica, 2016, 56, 111-117.	1.9	2
58	Personal self and collective self: when academic choices depend on the context of social comparison. Social Psychology of Education, 2012, 15, 449-463.	2.5	1
59	Can an early mathematical intervention boost the progress of children in kindergarten? A field experiment. European Journal of Psychology of Education, $0$ , $1$ .	2.6	1
60	Can tests improve learning in real university classrooms?. Journal of Cognitive Psychology, 0, , 1-19.	0.9	1
61	Chapitre 19. Le conflitÂ: une motivation à double tranchant pour l'apprenant., 2011,, 285.		0
62	Turning the gender tables: evidence of students' awareness of a reversal in gender status between academic and occupational contexts. Social Psychology of Education, 2021, 24, 247-272.	2.5	0