

Yves Karlen

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8438554/publications.pdf>

Version: 2024-02-01

15
papers

328
citations

1040056

9
h-index

996975

15
g-index

20
all docs

20
docs citations

20
times ranked

189
citing authors

#	ARTICLE	IF	CITATIONS
1	The role of implicit theories in students' grit, achievement goals, intrinsic and extrinsic motivation, and achievement in the context of a long-term challenging task. <i>Learning and Individual Differences</i> , 2019, 74, 101757.	2.7	89
2	Differences in students' metacognitive strategy knowledge, motivation, and strategy use: A typology of self-regulated learners. <i>Journal of Educational Research</i> , 2016, 109, 253-265.	1.6	45
3	Teachers'™ Professional Competences in Self-Regulated Learning: An Approach to Integrate Teachers'™ Competences as Self-Regulated Learners and as Agents of Self-Regulated Learning in a Holistic Manner. <i>Frontiers in Education</i> , 2020, 5, .	2.1	34
4	Reliability and Validity Analyses of a Newly Developed Test to Assess Learning Strategy Knowledge. <i>Journal of Cognitive Education and Psychology</i> , 2013, 12, 391-408.	0.2	29
5	Implicit theories of self-regulated learning: Interplay with students'™ achievement goals, learning strategies, and metacognition. <i>British Journal of Educational Psychology</i> , 2021, 91, 972-996.	2.9	21
6	Implicit Theory of Writing Ability: Relationship to Metacognitive Strategy Knowledge and Strategy Use in Academic Writing. <i>Psychology Learning and Teaching</i> , 2017, 16, 47-63.	2.0	20
7	Play it safe or play to learn: mindsets and behavioral self-regulation in kindergarten. <i>Metacognition and Learning</i> , 2019, 14, 291-314.	2.7	17
8	The development of a new instrument to assess metacognitive strategy knowledge about academic writing and its relation to self-regulated writing and writing performance. <i>Journal of Writing Research</i> , 2008, 9, 61-86.	1.2	14
9	The effect of individual differences in the development of metacognitive strategy knowledge. <i>Instructional Science</i> , 2014, 42, 777-794.	2.0	13
10	Mindsets and Self-Concepts About Self-Regulated Learning: Their Relationships With Emotions, Strategy Knowledge, and Academic Achievement. <i>Frontiers in Psychology</i> , 2021, 12, 661142.	2.1	12
11	What makes high achievers different from low achievers? Self-regulated learners in the context of a high-stakes academic long-term task. <i>Learning and Individual Differences</i> , 2021, 92, 102085.	2.7	11
12	New ways in fostering self-regulated learning at university: How effective are web-based courses when compared to regular attendance-based courses?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2020, 34, 117-129.	3.0	7
13	Editorial: The Power of Implicit Theories for Learning in Different Educational Contexts. <i>Frontiers in Education</i> , 2021, 6, .	2.1	2
14	Types of social help-seeking strategies in different and across specific task stages of a real, challenging long-term task and their role in academic achievement. , 0, , 74-111.		2
15	Selbstreguliertes Lernen in unterschiedlichen Phasen des Bildungsverlaufs. <i>Unterrichtswissenschaft</i> , 2018, 46, 373-378.	1.0	0