

Reinhard Pekrun

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

194
papers

17,462
citations

64
h-index

131
g-index

216
ext. papers

21,041
ext. citations

4
avg, IF

7.32
L-index

#	Paper	IF	Citations
194	School grades and students' emotions: Longitudinal models of within-person reciprocal effects. <i>Learning and Instruction</i> , 2022 , 101626	5.8	2
193	The baby and the bathwater: On the need for substantive methodological synergy in organizational research. <i>Industrial and Organizational Psychology</i> , 2021 , 14, 497-504	0.5	2
192	Teachers need more than knowledge: Why motivation, emotion, and self-regulation are indispensable. <i>Educational Psychologist</i> , 2021 , 56, 312-322	6.8	6
191	The AEQ-S: A short version of the Achievement Emotions Questionnaire. <i>Contemporary Educational Psychology</i> , 2021 , 65, 101940	5.6	11
190	Boredom Makes Me Sick: Adolescents' Boredom Trajectories and Their Health-Related Quality of Life. <i>International Journal of Environmental Research and Public Health</i> , 2021 , 18,	4.6	1
189	The role of achievement emotions in primary school mathematics: Control-value antecedents and achievement outcomes. <i>British Journal of Educational Psychology</i> , 2021 , 91, 347-367	3.2	13
188	Getting along and feeling good: Reciprocal associations between student-teacher relationship quality and students' emotions. <i>Learning and Instruction</i> , 2021 , 71, 101349	5.8	16
187	Test Anxiety and Physiological Arousal: A Systematic Review and Meta-Analysis. <i>Educational Psychology Review</i> , 2021 , 33, 579-618	7.1	11
186	Activity Achievement Emotions and Academic Performance: A Meta-analysis. <i>Educational Psychology Review</i> , 2021 , 33, 1051-1095	7.1	27
185	A motivation perspective on achievement appraisals, emotions, and performance in an online learning environment. <i>International Journal of Educational Research</i> , 2021 , 108, 101772	2.1	7
184	Epistemic Emotions and Metacognitive Feelings 2021 , 41-58		1
183	Self-Report is Indispensable to Assess Students' Learning. <i>Frontline Learning Research</i> , 2020 , 8, 185-193	2.4	26
182	Who Enjoys Teaching, and When? Between- and Within-Person Evidence on Teachers' Appraisal-Emotion Links. <i>Frontiers in Psychology</i> , 2020 , 11, 1092	3.4	15
181	Control-value appraisals, achievement emotions, and foreign language performance: A latent interaction analysis. <i>Learning and Instruction</i> , 2020 , 69, 101356	5.8	32
180	Mathematics Motivation in Students With Low Cognitive Ability: A Longitudinal Study of Motivation and Relations With Effort, Self-Regulation, and Grades. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2020 , 125, 125-147	2.2	
179	Are concepts of achievement-related emotions universal across cultures? A semantic profiling approach. <i>Cognition and Emotion</i> , 2020 , 34, 1480-1488	2.3	3
178	Excessive boredom among adolescents: A comparison between low and high achievers. <i>PLoS ONE</i> , 2020 , 15, e0241671	3.7	4

177 Emotionen beim technologiebasierten Lernen **2020**, 417-437

176 Emotionen **2020**, 211-234

2

175 Using persuasive refutation texts to prompt attitudinal and conceptual change.. *Journal of Educational Psychology*, **2020**, 112, 1085-1099

5.3

15

174 Surprised-curious-confused: Epistemic emotions and knowledge exploration. *Emotion*, **2020**, 20, 625-641

4.1

51

173 Understanding and measuring emotions in technology-rich learning environments. *Learning and Instruction*, **2020**, 70, 101272

5.8

21

172 Emotions in medical education: Examining the validity of the Medical Emotion Scale (MES) across authentic medical learning environments. *Learning and Instruction*, **2020**, 70, 101150

5.8

21

171 Beyond cold technology: A systematic review and meta-analysis on emotions in technology-based learning environments. *Learning and Instruction*, **2020**, 70, 101162

5.8

82

170 Excessive boredom among adolescents: A comparison between low and high achievers **2020**, 15, e0241671

169 Excessive boredom among adolescents: A comparison between low and high achievers **2020**, 15, e0241671

168 Excessive boredom among adolescents: A comparison between low and high achievers **2020**, 15, e0241671

167 Excessive boredom among adolescents: A comparison between low and high achievers **2020**, 15, e0241671

166 Inquiry on emotions in higher education: progress and open problems. *Studies in Higher Education*, **2019**, 44, 1806-1811

2.6

18

165 Faculty enjoyment, anxiety, and boredom for teaching and research: instrument development and testing predictors of success. *Studies in Higher Education*, **2019**, 44, 1712-1722

2.6

12

164 Emotionen beim technologiebasierten Lernen. *Springer Reference Psychologie*, **2019**, 1-21

0.2

163 Expectancy of success, attainment value, engagement, and Achievement: A moderated mediation analysis. *Learning and Instruction*, **2019**, 60, 117-125

5.8

22

162 Exploring the antecedents and consequences of epistemic emotions. *Learning and Instruction*, **2019**, 63, 101209

5.8

13

161 Emotion Regulation in Achievement Situations: An Integrated Model. *Educational Psychologist*, **2019**, 54, 106-126

6.8

65

160 Relative incidence and origins of achievement emotions in computer-based collaborative problem-solving: A control-value approach. *Computers in Human Behavior*, **2019**, 98, 41-49

7.7

10

159	Emotions in classroom language learning: What can we learn from achievement emotion research?. <i>System</i> , 2019 , 86, 102121	3.5	46
158	The Emotions of Pretenure Faculty: Implications for Teaching and Research Success. <i>Review of Higher Education</i> , 2019 , 42, 1489-1526	1.8	10
157	Expectancy-Value Theory of Anxiety: Overview and Implications 2019 , 23-42		82
156	Three Paradoxical Effects on Academic Self-Concept Across Countries, Schools, and Students. <i>European Psychologist</i> , 2019 , 24, 231-242	4.4	9
155	The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies.. <i>Journal of Educational Psychology</i> , 2019 , 111, 331-353	5.3	99
154	Do positive illusions of control foster happiness?. <i>Emotion</i> , 2019 , 19, 1014-1022	4.1	8
153	Happy fish in little ponds: Testing a reference group model of achievement and emotion. <i>Journal of Personality and Social Psychology</i> , 2019 , 117, 166-185	6.5	37
152	Surprise, Curiosity, and Confusion Promote Knowledge Exploration: Evidence for Robust Effects of Epistemic Emotions. <i>Frontiers in Psychology</i> , 2019 , 10, 2474	3.4	19
151	The Murky Distinction Between Curiosity and Interest: State of the Art and Future Prospects. <i>Educational Psychology Review</i> , 2019 , 31, 905-914	7.1	15
150	To Be Bored or Not To Be Bored? How Task-Related Boredom Influences Creative Performance. <i>Journal of Creative Behavior</i> , 2018 , 52, 297-304	2.6	21
149	Effects of achievement contexts on the meaning structure of emotion words. <i>Cognition and Emotion</i> , 2018 , 32, 379-388	2.3	10
148	Reciprocal relations between students' academic enjoyment, boredom, and achievement over time. <i>Learning and Instruction</i> , 2018 , 54, 73-81	5.8	69
147	Control-Value Appraisals, Enjoyment, and Boredom in Mathematics: A Longitudinal Latent Interaction Analysis. <i>American Educational Research Journal</i> , 2018 , 55, 1339-1368	2.9	45
146	Emotionen beim technologiebasierten Lernen. <i>Springer Reference Psychologie</i> , 2018 , 1-21	0.2	
145	Psychologische Bildungsforschung 2018 , 73-99		2
144	Emotion, Lernen und Leistung 2018 , 215-231		8
143	The Achievement Pride Scales (APS). <i>European Journal of Psychological Assessment</i> , 2018 , 34, 181-192	2.2	0
142	An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years. <i>Developmental Psychology</i> , 2018 , 54, 263-280	3.7	73

141	Emotion transmission in the classroom revisited: A reciprocal effects model of teacher and student enjoyment.. <i>Journal of Educational Psychology</i> , 2018 , 110, 628-639	5.3	119
140	Effects of school-average achievement on individual self-concept and achievement: Unmasking phantom effects masquerading as true compositional effects.. <i>Journal of Educational Psychology</i> , 2018 , 110, 1112-1126	5.3	28
139	An attribution-based motivation treatment for low control students who are bored in online learning environments.. <i>Motivation Science</i> , 2018 , 4, 177-184	3.4	15
138	Paradoxical Effects of Perceived Control on Survival. <i>Journals of Gerontology - Series B Psychological Sciences and Social Sciences</i> , 2018 , 73, 1166-1174	4.6	4
137	Main and moderator effects of refutation on task value, epistemic emotions, and learning strategies during conceptual change?. <i>Contemporary Educational Psychology</i> , 2018 , 55, 155-165	5.6	12
136	Why do children worry about their academic achievement? An expectancy-value perspective on elementary students' worries about their mathematics and reading performance. <i>ZDM - International Journal on Mathematics Education</i> , 2017 , 49, 339-354	2	21
135	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. <i>Child Development</i> , 2017 , 88, 1653-1670	4.9	263
134	Emotions and motivation in mathematics education: theoretical considerations and empirical contributions. <i>ZDM - International Journal on Mathematics Education</i> , 2017 , 49, 307-322	2	58
133	Emotion and Achievement During Adolescence. <i>Child Development Perspectives</i> , 2017 , 11, 215-221	5.5	56
132	Exploring the relations between epistemic beliefs, emotions, and learning from texts. <i>Contemporary Educational Psychology</i> , 2017 , 48, 116-132	5.6	37
131	Measuring emotions during epistemic activities: the Epistemically-Related Emotion Scales. <i>Cognition and Emotion</i> , 2017 , 31, 1268-1276	2.3	93
130	Long-term positive effects of repeating a year in school: Six-year longitudinal study of self-beliefs, anxiety, social relations, school grades, and test scores.. <i>Journal of Educational Psychology</i> , 2017 , 109, 425-438	5.3	17
129	Math self-concept, grades, and achievement test scores: Long-term reciprocal effects across five waves and three achievement tracks.. <i>Journal of Educational Psychology</i> , 2017 , 109, 621-634	5.3	47
128	Origins, Regulation, and Development of Emotions 2017 , 52-97		
127	Functions for Learning and Achievement 2017 , 30-51		
126	Concepts and Measurement of Emotions 2017 , 1-29		
125	Adaptive Motivation and Emotion in Education: Research and Principles for Instructional Design. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016 , 3, 228-236	2.1	86
124	The Impact of Emotions on Student Achievement in Synchronous Hybrid Business and Public Administration Programs: A Longitudinal Test of Control-Value Theory*. <i>Decision Sciences Journal of Innovative Education</i> , 2016 , 14, 441-474	1.2	25

123	Success and Failure □ Achievement-Related Emotions 2016 , 215-236		
122	Don't aim too high for your kids: Parental overaspiration undermines students' learning in mathematics. <i>Journal of Personality and Social Psychology</i> , 2016 , 111, 766-779	6.5	41
121	Identity and Epistemic Emotions During Knowledge Revision: A Potential Account for the Backfire Effect. <i>Discourse Processes</i> , 2016 , 53, 339-370	2.1	65
120	New faculty members' emotions: a mixed-method study □ This research was presented at the annual meeting of the American Educational Research Association in San Francisco, CA, 29 April 2013. View all notes. <i>Studies in Higher Education</i> , 2016 , 41, 1167-1188	2.6	21
119	Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach. <i>Learning and Instruction</i> , 2016 , 41, 115-125	5.8	77
118	Using Self-Report to Assess Emotions in Education 2016 , 43-54		5
117	Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept. <i>Developmental Psychology</i> , 2016 , 52, 1273-90	3.7	49
116	Psychologische Bildungsforschung 2016 , 1-27		1
115	The Paradoxical Role of Perceived Control in Late Life Health Behavior. <i>PLoS ONE</i> , 2016 , 11, e0148921	3.7	16
114	How do you make me feel better? Social cognitive emotion regulation and the default mode network. <i>NeuroImage</i> , 2016 , 134, 270-280	7.9	38
113	Measuring Teachers' Enjoyment, anger, and anxiety: The Teacher Emotions Scales (TES). <i>Contemporary Educational Psychology</i> , 2016 , 46, 148-163	5.6	136
112	Teachers' emotions and emotion management: integrating emotion regulation theory with emotional labor research. <i>Social Psychology of Education</i> , 2016 , 19, 843-863	2	48
111	Affect influences feature binding in memory: Trading between richness and strength of memory representations. <i>Emotion</i> , 2016 , 16, 1067-73	4.1	5
110	Differential binding of colors to objects in memory: red and yellow stick better than blue and green. <i>Frontiers in Psychology</i> , 2015 , 6, 231	3.4	6
109	The curious case of climate change: Testing a theoretical model of epistemic beliefs, epistemic emotions, and complex learning. <i>Learning and Instruction</i> , 2015 , 39, 168-183	5.8	106
108	The Achievement Emotions Questionnaire: Validation for Pre-Adolescent Students. <i>European Journal of Developmental Psychology</i> , 2015 , 12, 472-481	1.5	38
107	Students' emotions for achievement and technology use in synchronous hybrid graduate programmes: a control-value approach. <i>Research in Learning Technology</i> , 2015 , 23,	1.9	26
106	Self-Concepts: Educational Aspects 2015 , 469-474		1

105	Internal/External Frame of Reference Model 2015 , 425-432		4
104	Test Anxiety and Academic Achievement 2015 , 244-249		3
103	Teaching This Class Drives Me Nuts!--Examining the Person and Context Specificity of Teacher Emotions. <i>PLoS ONE</i> , 2015 , 10, e0129630	3.7	57
102	Emotionen. <i>Springer-Lehrbuch</i> , 2015 , 201-224	0.4	3
101	The power of anticipated feedback: Effects on students' achievement goals and achievement emotions. <i>Learning and Instruction</i> , 2014 , 29, 115-124	5.8	154
100	Types of boredom: An experience sampling approach. <i>Motivation and Emotion</i> , 2014 , 38, 401-419	2.5	127
99	Research practices that can prevent an inflation of false-positive rates. <i>Personality and Social Psychology Review</i> , 2014 , 18, 107-18	13.4	75
98	Confusion can be beneficial for learning. <i>Learning and Instruction</i> , 2014 , 29, 153-170	5.8	319
97	Negative affect improves the quality of memories: trading capacity for precision in sensory and working memory. <i>Journal of Experimental Psychology: General</i> , 2014 , 143, 1450-6	4.7	40
96	Boredom and academic achievement: Testing a model of reciprocal causation.. <i>Journal of Educational Psychology</i> , 2014 , 106, 696-710	5.3	187
95	Attribution-Based Treatment Interventions in Some Achievement Settings. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014 , 1-35	1.5	97
94	AM last page. Using control-value theory to understand achievement emotions in medical education. <i>Academic Medicine</i> , 2014 , 89, 1696	3.9	5
93	Overcoming fixed mindsets: the role of affect. <i>Cognition and Emotion</i> , 2014 , 28, 756-67	2.3	9
92	Memory suppression can help people "unlearn" behavioral responses--but only for nonemotional memories. <i>Psychonomic Bulletin and Review</i> , 2014 , 21, 136-141	4.1	3
91	Emotions and Motivation in Learning and Performance 2014 , 65-75		40
90	The influence of red on impression formation in a job application context. <i>Motivation and Emotion</i> , 2013 , 37, 389-401	2.5	24
89	Do girls really experience more anxiety in mathematics?. <i>Psychological Science</i> , 2013 , 24, 2079-87	7.9	201
88	Predicting long-term growth in students' mathematics achievement: the unique contributions of motivation and cognitive strategies. <i>Child Development</i> , 2013 , 84, 1475-90	4.9	156

87	Joint effects of emotion and color on memory. <i>Emotion</i> , 2013 , 13, 375-9	4.1	37
86	Affective state influences retrieval-induced forgetting for integrated knowledge. <i>PLoS ONE</i> , 2013 , 8, e56617	3.7	11
85	Teaching methods for modelling problems and students' task-specific enjoyment, value, interest and self-efficacy expectations. <i>Educational Studies in Mathematics</i> , 2012 , 79, 215-237	2.9	117
84	Beyond quantitative decline: conceptual shifts in adolescents' development of interest in mathematics. <i>Developmental Psychology</i> , 2012 , 48, 1069-82	3.7	72
83	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. <i>Learning and Individual Differences</i> , 2012 , 22, 225-234	3.1	115
82	Measuring students' emotions in the early years: The Achievement Emotions Questionnaire-Elementary School (AEQ-ES). <i>Learning and Individual Differences</i> , 2012 , 22, 190-201	3.1	89
81	Academic Emotions and Student Engagement 2012 , 259-282		285
80	Fertile green: green facilitates creative performance. <i>Personality and Social Psychology Bulletin</i> , 2012 , 38, 784-97	4.1	81
79	Academic emotions. 2012 , 3-31		54
78	Always look on the broad side of life: happiness increases the breadth of sensory memory. <i>Emotion</i> , 2011 , 11, 958-64	4.1	19
77	Students' emotions during homework in mathematics: Testing a theoretical model of antecedents and achievement outcomes. <i>Contemporary Educational Psychology</i> , 2011 , 36, 25-35	5.6	139
76	Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ). <i>Contemporary Educational Psychology</i> , 2011 , 36, 36-48	5.6	836
75	Students' emotions and academic engagement: Introduction to the special issue. <i>Contemporary Educational Psychology</i> , 2011 , 36, 1-3	5.6	216
74	Teacher enthusiasm: Dimensionality and context specificity. <i>Contemporary Educational Psychology</i> , 2011 , 36, 289-301	5.6	153
73	Emotions as Drivers of Learning and Cognitive Development 2011 , 23-39		61
72	Read-out of emotional information from iconic memory: the longevity of threatening stimuli. <i>Psychological Science</i> , 2011 , 22, 695-700	7.9	26
71	A 3 × 2 achievement goal model.. <i>Journal of Educational Psychology</i> , 2011 , 103, 632-648	5.3	418
70	Development of Mathematics Interest in Adolescence: Influences of Gender, Family, and School Context. <i>Journal of Research on Adolescence</i> , 2010 , 20, 507-537	3.2	229

69	Achievement Emotions in Higher Education. <i>Higher Education</i> , 2010 , 257-306	1.1	32
68	The role of positive and negative affect in the mirroring of other persons' actions. <i>Cognition and Emotion</i> , 2010 , 24, 1182-1190	2.3	40
67	Boredom in achievement settings: Exploring control-value antecedents and performance outcomes of a neglected emotion.. <i>Journal of Educational Psychology</i> , 2010 , 102, 531-549	5.3	537
66	The Role of the Situation Model in Mathematical Modelling Task Analyses, Student Competencies, and Teacher Interventions. <i>Journal Fur Mathematik-Didaktik</i> , 2010 , 31, 119-141	0.6	58
65	Bringing brain imaging to the school to assess arithmetic problem solving: chances and limitations in combining educational and neuroscientific research. <i>ZDM - International Journal on Mathematics Education</i> , 2010 , 42, 541-554	2	14
64	Achievement Emotions: A Control-Value Approach. <i>Social and Personality Psychology Compass</i> , 2010 , 4, 238-255	3	150
63	Psychologische Bildungsforschung 2010 , 71-91		6
62	A longitudinal analysis of achievement goals: From affective antecedents to emotional effects and achievement outcomes.. <i>Journal of Educational Psychology</i> , 2009 , 101, 948-963	5.3	175
61	Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance.. <i>Journal of Educational Psychology</i> , 2009 , 101, 115-135	5.3	645
60	Effects of mood on the speed of conscious perception: behavioural and electrophysiological evidence. <i>Social Cognitive and Affective Neuroscience</i> , 2009 , 4, 286-93	4	26
59	The effect of red on avoidance behavior in achievement contexts. <i>Personality and Social Psychology Bulletin</i> , 2009 , 35, 365-75	4.1	128
58	Changes in cortical blood oxygenation during arithmetical tasks measured by near-infrared spectroscopy. <i>Journal of Neural Transmission</i> , 2009 , 116, 267-73	4.3	25
57	Arithmetic tasks in different formats and their influence on behavior and brain oxygenation as assessed with near-infrared spectroscopy (NIRS): a study involving primary and secondary school children. <i>Journal of Neural Transmission</i> , 2009 , 116, 1689-700	4.3	25
56	The semantic red effect: Processing the word red undermines intellectual performance. <i>Journal of Experimental Social Psychology</i> , 2009 , 45, 1273-1276	2.6	39
55	Goals, Emotions, and Emotion Regulation: Perspectives of the Control-Value Theory. <i>Human Development</i> , 2009 , 52, 357-365	1.7	39
54	Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment.. <i>Journal of Educational Psychology</i> , 2009 , 101, 705-716	5.3	364
53	Context specificity of implicit preferences: the case of human preference for red. <i>Emotion</i> , 2009 , 9, 734-8	4.1	37
52	Psychologische Bildungsforschung 2009 , 71-91		1

51	Antecedents of academic emotions: Testing the internal/external frame of reference model for academic enjoyment. <i>Contemporary Educational Psychology</i> , 2008 , 33, 9-33	5.6	172
50	Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes. <i>Contemporary Educational Psychology</i> , 2008 , 33, 584-608	5.6	174
49	Gender Differences in Gifted and Average-Ability Students: Comparing Girls' and Boys' Achievement, Self-Concept, Interest, and Motivation in Mathematics. <i>Gifted Child Quarterly</i> , 2008 , 52, 146-159	2.3	138
48	Perceived control and emotions: interactive effects on performance in achievement settings. <i>Social Psychology of Education</i> , 2008 , 11, 161-180	2	81
47	Mathematische Kompetenz und ihre Entwicklung in der Grundschule 2008 , 107-127		1
46	The Control-Value Theory of Achievement Emotions 2007 , 13-36		407
45	Introduction to Emotion in Education 2007 , 3-10		29
44	Girls and mathematics – A Hopeless Issue? A control-value approach to gender differences in emotions towards mathematics. <i>European Journal of Psychology of Education</i> , 2007 , 22, 497-514	2.3	264
43	Priming the trait category Hostility – The moderating role of trait anxiety. <i>Cognition and Emotion</i> , 2007 , 21, 577-595	2.3	2
42	Between- and within-domain relations of students' academic emotions.. <i>Journal of Educational Psychology</i> , 2007 , 99, 715-733	5.3	229
41	Perceived learning environment and students' emotional experiences: A multilevel analysis of mathematics classrooms. <i>Learning and Instruction</i> , 2007 , 17, 478-493	5.8	234
40	Emotional experiences during test taking: Does cognitive ability make a difference?. <i>Learning and Individual Differences</i> , 2007 , 17, 3-16	3.1	48
39	Emotion in the Hierarchical Model of Approach-Avoidance Achievement Motivation 2007 , 57-73		33
38	Where Do We Go from Here? Implications and Future Directions for Inquiry on Emotions in Education 2007 , 313-331		27
37	Achievement Emotions in Germany and China: A Cross-Cultural Validation of the Academic Emotions Questionnaire in Mathematics. <i>Journal of Cross-Cultural Psychology</i> , 2007 , 38, 302-309	1.9	112
36	Emotions in Students' Scholastic Development 2007 , 553-610		15
35	Achievement goals and discrete achievement emotions: A theoretical model and prospective test.. <i>Journal of Educational Psychology</i> , 2006 , 98, 583-597	5.3	480
34	A hierarchical conceptualization of enjoyment in students. <i>Learning and Instruction</i> , 2006 , 16, 323-338	5.8	79

33	The Domain Specificity of Academic Emotional Experiences. <i>Journal of Experimental Education</i> , 2006 , 75, 5-29	1.3	120
32	Academic emotions from a social-cognitive perspective: antecedents and domain specificity of students' affect in the context of Latin instruction. <i>British Journal of Educational Psychology</i> , 2006 , 76, 289-308	3.2	200
31	The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice. <i>Educational Psychology Review</i> , 2006 , 18, 315-341	7.1	1784
30	Progress and open problems in educational emotion research. <i>Learning and Instruction</i> , 2005 , 15, 497-506	6.8	90
29	The structure of students' emotions experienced during a mathematical achievement test. <i>Zentralblatt Für Didaktik Der Mathematik</i> , 2005 , 37, 221-225		19
28	Perceived Academic Control and Failure in College students: A Three-Year Study of Scholastic Attainment. <i>Research in Higher Education</i> , 2005 , 46, 535-569	2.1	75
27	Attachment state of mind and perceptual processing of emotional stimuli. <i>Attachment and Human Development</i> , 2005 , 7, 67-81	2.8	49
26	Attachment working models as unconscious structures: An experimental test. <i>International Journal of Behavioral Development</i> , 2004 , 28, 180-189	2.6	48
25	Beyond test anxiety: Development and validation of the test emotions questionnaire (TEQ). <i>Anxiety, Stress and Coping</i> , 2004 , 17, 287-316	3.1	184
24	Advances in test anxiety research. <i>Anxiety, Stress and Coping</i> , 2004 , 17, 205-211	3.1	36
23	Leistung und emotionales Erleben im Fach Mathematik. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2004 , 18, 201-212	1.3	30
22	Attentional resource allocation to emotional events: An ERP study. <i>Cognition and Emotion</i> , 2003 , 17, 477-500	2.3	144
21	Directionality of affective priming: effects of trait anxiety and activation level. <i>Experimental Psychology</i> , 2003 , 50, 116-23	1.5	25
20	Students' Emotions, Physiological Reactions, and Coping in Academic Exams. <i>Anxiety, Stress and Coping</i> , 2002 , 15, 413-432	3.1	66
19	Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. <i>Educational Psychologist</i> , 2002 , 37, 91-105	6.8	1750
18	Psychologische Bildungsforschung 2002 , 61-79		4
17	Positive Emotions in Education 2002 , 149-174		83
16	Academic control and action control in the achievement of college students: A longitudinal field study.. <i>Journal of Educational Psychology</i> , 2001 , 93, 776-789	5.3	245

15	Leistungsstrebe bei Jugendlichen. <i>Kindheit Und Entwicklung (discontinued)</i> , 2001 , 10, 161-171	0.3	1
14	A Social-Cognitive, Control-Value Theory of Achievement Emotions. <i>Advances in Psychology</i> , 2000 , 131, 143-163		131
13	The Impact of Emotions on Learning and Achievement: Towards a Theory of Cognitive/Motivational Mediators. <i>Applied Psychology</i> , 1992 , 41, 359-376	4.3	324
12	Social Support, Achievement Evaluations, and Self-Concepts in Adolescence. <i>Recent Research in Psychology</i> , 1990 , 107-119		10
11	Anxiety and motivation in achievement settings: towards a systems-theoretical approach. <i>International Journal of Educational Research</i> , 1988 , 12, 307-323	2.1	13
10	Introduction to Emotions in Education		1
9	Control-Value Theory of Achievement Emotions		1
8	Revealing dynamic relations between mathematics self-concept and perceived achievement from lesson to lesson: An experience-sampling study.. <i>Journal of Educational Psychology</i> ,	5.3	3
7	Emotions at School		15
6	Achievement emotions and academic achievement: Reciprocal relations and the moderating influence of academic buoyancy.. <i>Journal of Educational Psychology</i> ,	5.3	15
5	Relations of epistemic beliefs with motivation, achievement, and aspirations in science: Generalizability across 72 societies.. <i>Journal of Educational Psychology</i> ,	5.3	5
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