

Allan Wigfield

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/93780/publications.pdf>

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11
papers

8,727
citations

840776
11
h-index

1281871
11
g-index

12
all docs

12
docs citations

12
times ranked

5027
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|------|-----------|
| 1 | Motivational Beliefs, Values, and Goals. Annual Review of Psychology, 2002, 53, 109-132. | 17.7 | 4,145 |
| 2 | Changes in Children's Self-Competence and Values: Gender and Domain Differences across Grades One through Twelve. Child Development, 2002, 73, 509-527. | 3.0 | 1,256 |
| 3 | Age and Gender Differences in Children's Self- and Task Perceptions during Elementary School. Child Development, 1993, 64, 830-847. | 3.0 | 961 |
| 4 | Expectancy-value theory of achievement motivation: A developmental perspective. Educational Psychology Review, 1994, 6, 49-78. | 8.4 | 807 |
| 5 | Change in children's competence beliefs and subjective task values across the elementary school years: A 3-year study.. Journal of Educational Psychology, 1997, 89, 451-469. | 2.9 | 761 |
| 6 | I can do this! The development and calibration of children's expectations for success and competence beliefs. Developmental Review, 2018, 48, 24-39. | 4.7 | 144 |
| 7 | Trajectories of change in students' self-concepts of ability and values in math and college major choice. Educational Research and Evaluation, 2015, 21, 343-370. | 1.6 | 136 |
| 8 | Dimensional comparisons: How academic track students' achievements are related to their expectancy and value beliefs across multiple domains. Contemporary Educational Psychology, 2018, 52, 1-14. | 2.9 | 84 |
| 9 | Beyond utility value interventions: The why, when, and how for next steps in expectancy-value intervention research. Educational Psychologist, 2022, 57, 11-30. | 9.0 | 46 |
| 10 | Cross-Domain Trajectories of Students' Ability Self-Concepts and Intrinsic Values in Math and Language Arts. Child Development, 2020, 91, 1800-1818. | 3.0 | 33 |
| 11 | Achievement Motivation: What We Know and Where We Are Going. Annual Review of Developmental Psychology, 2021, 3, 87-111. | 2.9 | 23 |