

# Judith M Harackiewicz

## List of Publications by Year in descending order

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Version: 2024-02-01

75  
papers

13,303  
citations

41344

49  
h-index

74163

75  
g-index

76  
all docs

76  
docs citations

76  
times ranked

5964  
citing authors

#	ARTICLE	IF	CITATIONS
1	Affirming both independent and interdependent values improves achievement for all students and mitigates cultural mismatch for first-generation college students. <i>Journal of Social Issues</i> , 2021, 77, 851-887.	3.3	8
2	College students' reasons for leaving biomedical fields: Disenchantment with biomedicine or attraction to other fields?. <i>Journal of Educational Psychology</i> , 2021, 113, 351-369.	2.9	14
3	The role of utility value in promoting interest development.. <i>Motivation Science</i> , 2021, 7, 1-20.	1.6	24
4	Inside the STEM pipeline: Changes in students' biomedical career plans across the college years. <i>Science Advances</i> , 2021, 7, .	10.3	12
5	Open science, communal culture, and women's participation in the movement to improve science. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2020, 117, 24154-24164.	7.1	36
6	Editorial: Affective Learning in Digital Education. <i>Frontiers in Psychology</i> , 2020, 11, 630966.	2.1	6
7	Unintended consequences of framing a utility-value intervention in two-year colleges. <i>Learning and Instruction</i> , 2019, 62, 37-48.	3.2	25
8	Understanding Long-term Effects of Motivation Interventions in a Changing World. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2019, 20, 81-98.	0.3	13
9	Helping parents support adolescents' career orientation: Effects of a parent-based utility-value intervention. <i>Unterrichtswissenschaft</i> , 2019, 47, 271-293.	1.0	7
10	The benefits of combining value for the self and others in utility-value interventions.. <i>Journal of Educational Psychology</i> , 2019, 111, 1478-1497.	2.9	21
11	Choose your own intervention: Using choice to enhance the effectiveness of a utility-value intervention.. <i>Motivation Science</i> , 2019, 5, 269-276.	1.6	22
12	Improving Student Outcomes in Higher Education: The Science of Targeted Intervention. <i>Annual Review of Psychology</i> , 2018, 69, 409-435.	17.7	198
13	Making Learning Personally Meaningful: A New Framework for Relevance Research. <i>Journal of Experimental Education</i> , 2018, 86, 11-29.	2.6	97
14	Personalized Education to Increase Interest. <i>Current Directions in Psychological Science</i> , 2018, 27, 449-454.	5.3	45
15	Different Institutions and Different Values: Exploring First-Generation Student Fit at 2-Year Colleges. <i>Frontiers in Psychology</i> , 2018, 9, 502.	2.1	19
16	Improving performance and retention in introductory biology with a utility-value intervention.. <i>Journal of Educational Psychology</i> , 2018, 110, 834-849.	2.9	98
17	The Role of Mothers' Communication in Promoting Motivation for Math and Science Course-taking in High School. <i>Journal of Research on Adolescence</i> , 2017, 27, 49-64.	3.7	19
18	Utility-value intervention with parents increases students' STEM preparation and career pursuit. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2017, 114, 909-914.	7.1	147

#	ARTICLE	IF	CITATIONS
19	Mathematicsâ€”a Critical Filter for STEM-Related Career Choices? A Longitudinal Examination among Australian and U.S. Adolescents. <i>Sex Roles</i> , 2017, 77, 254-271.	2.4	69
20	Reflective Writing About the Utility Value of Science as a Tool for Increasing STEM Motivation and Retention â€” Can AI Help Scale Up?. <i>International Journal of Artificial Intelligence in Education</i> , 2017, 27, 791-818.	5.5	23
21	Affirming independence: Exploring mechanisms underlying a values affirmation intervention for first-generation students.. <i>Journal of Personality and Social Psychology</i> , 2016, 110, 635-659.	2.8	71
22	Interest Matters. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 220-227.	2.4	292
23	Closing achievement gaps with a utility-value intervention: Disentangling race and social class.. <i>Journal of Personality and Social Psychology</i> , 2016, 111, 745-765.	2.8	326
24	Teach it, donâ€™t preach it: The differential effects of directly-communicated and self-generated utilityâ€”value information.. <i>Motivation Science</i> , 2015, 1, 47-71.	1.6	126
25	What if I canâ€™t? Success expectancies moderate the effects of utility value information on situational interest and performance. <i>Motivation and Emotion</i> , 2015, 39, 104-118.	1.3	116
26	Gender differences in the effects of a utility-value intervention to help parents motivate adolescents in mathematics and science.. <i>Journal of Educational Psychology</i> , 2015, 107, 195-206.	2.9	89
27	How situational is situational interest? Investigating the longitudinal structure of situational interest. <i>Contemporary Educational Psychology</i> , 2015, 43, 39-50.	2.9	128
28	Harnessing Values to Promote Motivation in Education. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014, 18, 71-105.	0.3	75
29	Closing the social class achievement gap for first-generation students in undergraduate biology.. <i>Journal of Educational Psychology</i> , 2014, 106, 375-389.	2.9	271
30	Helping Parents to Motivate Adolescents in Mathematics and Science. <i>Psychological Science</i> , 2012, 23, 899-906.	3.3	370
31	Achievement Goal Theory at the Crossroads: Old Controversies, Current Challenges, and New Directions. <i>Educational Psychologist</i> , 2011, 46, 26-47.	9.0	589
32	The Role of Utility Value in Achievement Behavior: The Importance of Culture. <i>Personality and Social Psychology Bulletin</i> , 2011, 37, 303-317.	3.0	70
33	A meta-analytic review of achievement goal measures: Different labels for the same constructs or different constructs with similar labels?. <i>Psychological Bulletin</i> , 2010, 136, 422-449.	6.1	865
34	The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting the Development of Interest. <i>Social and Personality Psychology Compass</i> , 2010, 4, 42-52.	3.7	132
35	Enhancing interest and performance with a utility value intervention.. <i>Journal of Educational Psychology</i> , 2010, 102, 880-895.	2.9	492
36	Promoting Interest and Performance in High School Science Classes. <i>Science</i> , 2009, 326, 1410-1412.	12.6	788

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37	The role of achievement goals in the development of interest: Reciprocal relations between achievement goals, interest, and performance.. Journal of Educational Psychology, 2008, 100, 105-122.	2.9	520
38	Task values, achievement goals, and interest: An integrative analysis.. Journal of Educational Psychology, 2008, 100, 398-416.	2.9	350
39	Performance-Approach and Performance-Avoidance Goals: When Uncertainty Makes a Difference. Personality and Social Psychology Bulletin, 2007, 33, 813-827.	3.0	103
40	Achievement Goals in Social Interactions: Learning with Mastery vs. Performance Goals. Motivation and Emotion, 2007, 31, 61-70.	1.3	113
41	Different strokes for different folks: How individual interest moderates the effects of situational factors on task interest.. Journal of Educational Psychology, 2007, 99, 597-610.	2.9	188
42	Regulation of Achievement Goals: The Role of Competence Feedback.. Journal of Educational Psychology, 2005, 97, 320-336.	2.9	164
43	Achievement Goals, Task Performance, and Interest: Why Perceived Goal Difficulty Matters. Personality and Social Psychology Bulletin, 2005, 31, 1739-1753.	3.0	92
44	Multiple Achievement Goals and Multiple Pathways for Learning: The Agenda and Impact of Paul R. Pintrich. Educational Psychologist, 2005, 40, 75-84.	9.0	56
45	Multiple Goals, Optimal Motivation, and the Development of Interest. , 2004, , 21-39.		3
46	The Effects of Cooperation and Competition on Intrinsic Motivation and Performance.. Journal of Personality and Social Psychology, 2004, 86, 849-861.	2.8	304
47	Achievement goals and intrinsic motivation: Coherence, concordance, and achievement orientation. Journal of Experimental Social Psychology, 2003, 39, 378-385.	2.2	36
48	Predicting success in college: A longitudinal study of achievement goals and ability measures as predictors of interest and performance from freshman year through graduation.. Journal of Educational Psychology, 2002, 94, 562-575.	2.9	594
49	Performance goals: The moderating roles of context and achievement orientation. Journal of Experimental Social Psychology, 2002, 38, 603-610.	2.2	48
50	Short-term and long-term consequences of achievement goals: Predicting interest and performance over time.. Journal of Educational Psychology, 2000, 92, 316-330.	2.9	616
51	Motivating the Academically Unmotivated: A Critical Issue for the 21st Century. Review of Educational Research, 2000, 70, 151-179.	7.5	1,032
52	Competence Valuation as a Strategic Intrinsic Motivation Process. Personality and Social Psychology Bulletin, 2000, 26, 780-794.	3.0	91
53	Winning Isn't Everything: Competition, Achievement Orientation, and Intrinsic Motivation. Journal of Experimental Social Psychology, 1999, 35, 209-238.	2.2	131
54	Rethinking achievement goals: When are they adaptive for college students and why?. Educational Psychologist, 1998, 33, 1-21.	9.0	481

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55	"Reality" is complicated.. American Psychologist, 1998, 53, 673-674.	4.2	27
56	Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade.. Journal of Personality and Social Psychology, 1997, 73, 1284-1295.	2.8	562
57	Test Anxiety, Self-Awareness, and Cognitive Interference: A Process Analysis. Journal of Personality, 1995, 63, 931-951.	3.2	32
58	Life Is a Roller Coaster When You View the World Through Entity Glasses. Psychological Inquiry, 1995, 6, 298-301.	0.9	34
59	Achievement goals and intrinsic motivation.. Journal of Personality and Social Psychology, 1993, 65, 904-915.	2.8	225
60	Winning is Not Enough: The Effects of Competition and Achievement Orientation on Intrinsic Interest. Personality and Social Psychology Bulletin, 1992, 18, 128-138.	3.0	128
61	An Evolutionary Milestone in the Psychology of Personality. Psychological Inquiry, 1990, 1, 86-92.	0.9	20
62	Nicotine gum and self-help manuals in smoking cessation: an evaluation in a medical context. Addictive Behaviors, 1988, 13, 319-330.	3.0	46
63	Performance evaluation and intrinsic motivation: The effects of evaluative focus, rewards, and achievement orientation.. Journal of Personality and Social Psychology, 1987, 53, 1015-1023.	2.8	129
64	Managing motivation: The impact of supervisor feedback on subordinate task interest.. Journal of Personality and Social Psychology, 1986, 51, 547-556.	2.8	83
65	Competence, achievement orientation, and intrinsic motivation: A process analysis.. Journal of Personality and Social Psychology, 1985, 48, 493-508.	2.8	96
66	Increasing Children's Interest through Performance-Contingent Reward. Social Cognition, 1985, 3, 400-411.	0.9	22
67	A process analysis of the effects of performance-contingent rewards on intrinsic motivation. Journal of Experimental Social Psychology, 1984, 20, 531-551.	2.2	107
68	Rewarding pinball wizardry: Effects of evaluation and cue value on intrinsic interest.. Journal of Personality and Social Psychology, 1984, 47, 287-300.	2.8	189
69	Proximal versus distal goal setting and intrinsic motivation.. Journal of Personality and Social Psychology, 1984, 47, 918-928.	2.8	135
70	Accuracy of Person Perception. Personality and Social Psychology Bulletin, 1982, 8, 247-256.	3.0	25
71	The earliest recollection: A new survey. Journal of Personality, 1982, 50, 134-148.	3.2	138
72	Contrast effects in attitude judgment: An examination of the accentuation hypothesis.. Journal of Personality and Social Psychology, 1980, 38, 390-398.	2.8	31

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73	The effects of reward contingency and performance feedback on intrinsic motivation.. Journal of Personality and Social Psychology, 1979, 37, 1352-1363.	2.8	242
74	Opposite-sex interpersonal attraction as a function of the sex roles of the perceiver and the perceived. Sex Roles, 1979, 5, 443-452.	2.4	20
75	Cross-lagged panel correlation: Practice and promise.. Journal of Applied Psychology, 1979, 64, 372-379.	5.3	127