

Social-Psychological Interventions in Education

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Nudges, Norms, and Navigation. , 0 , 249-276.		2
2	Promoting Mindset Change and Student Success. , 0 , 277-308.		0
3	Understanding Engineering Students' Stress and Emotions during an Introductory Engineering course.. , 2015,, 26.1622.1.		4
4	Dangerous mindsets: How beliefs about intelligence predict motivational change. Learning and Individual Differences, 2011, 21, 747-752.	1.5	86
5	The benefits of reflecting on and discussing purpose in life in emerging adulthood. New Directions for Youth Development, 2011, 2011, 89-103.	0.6	61
7	Chronic threat and contingent belonging: Protective benefits of values affirmation on identity development.. Journal of Personality and Social Psychology, 2012, 102, 479-496.	2.6	204
8	Social class disparities in health and education: Reducing inequality by applying a sociocultural self model of behavior.. Psychological Review, 2012, 119, 723-744.	2.7	171
9	Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. Educational Psychologist, 2012, 47, 302-314.	4.7	1,249
10	Helping Parents to Motivate Adolescents in Mathematics and Science. Psychological Science, 2012, 23, 899-906.	1.8	370
11	Teacher Licensure Exams and Black Teacher Candidates: Toward New Theory and Promising Practice. Journal of Negro Education, The, 2012, 81, 252.	0.6	21
14	Arousing "gentle passions" in young adolescents: Sustained experimental effects of value affirmations on prosocial feelings and behaviors.. Developmental Psychology, 2012, 48, 103-110.	1.2	40
16	Rest Is Not Idleness. Perspectives on Psychological Science, 2012, 7, 352-364.	5.2	183
17	The role of future work goal motives in adolescent identity development: A longitudinal mixed-methods investigation. Contemporary Educational Psychology, 2012, 37, 206-217.	1.6	46
18	High Schools That Work and college preparedness: Measuring the model's impact on mathematics and science pipeline progression. Economics of Education Review, 2012, 31, 1116-1135.	0.7	9
19	REFLECTIONS ON BIASED ASSIMILATION AND BELIEF POLARIZATION. Critical Review, 2012, 24, 233-245.	0.1	13
20	Can Educators "Shape Intelligence"? Journal of Dental Education, 2012, 76, 1547-1547.	0.7	0
21	Reducing stereotype threat in order to facilitate learning. European Journal of Social Psychology, 2012, 42, 174-179.	1.5	15
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23	Seeking research-grounded solutions to problems of practice: classroom-based interventions in mathematics education. <i>ZDM - International Journal on Mathematics Education</i> , 2013, 45, 333-341.	1.3	50
24	Something Old, Something New: Evidence of Self-Accommodation to Gendered Social Change. <i>Sex Roles</i> , 2013, 68, 550-561.	1.4	9
25	A lesson not to be learned? Understanding stereotype threat does not protect women from stereotype threat. <i>Social Psychology of Education</i> , 2013, 16, 199-213.	1.2	14
26	An Implicit Theories of Personality Intervention Reduces Adolescent Aggression in Response to Victimization and Exclusion. <i>Child Development</i> , 2013, 84, 970-988.	1.7	226
27	From Fantasy to Action. <i>Social Psychological and Personality Science</i> , 2013, 4, 745-753.	2.4	113
28	Beyond Performance: A Motivational Experiences Model of Stereotype Threat. <i>Educational Psychology Review</i> , 2013, 25, 211-243.	5.1	85
29	Changes in race and sex stereotype threat among diverse STEM students: Relation to grades and retention in the majors. <i>Contemporary Educational Psychology</i> , 2013, 38, 247-258.	1.6	21
30	The opportunity to collaborate increases preschoolers'™ motivation for challenging tasks. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 953-961.	0.7	45
31	Affirmative Meritocracy. <i>Social Issues and Policy Review</i> , 2013, 7, 1-35.	3.7	56
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38	Enhancing a brief writing intervention to combat stereotype threat among middle-school students.. <i>Journal of Educational Psychology</i> , 2013, 105, 427-435.	2.1	47
39	Drug Taking Beliefs of Australian Adolescents: A Pilot Study. <i>Journal of Drug Education</i> , 2013, 43, 1-18.	0.1	2
40	Stereotyped: Investigating Gender in Introductory Science Courses. <i>CBE Life Sciences Education</i> , 2013, 12, 30-38.	1.1	51

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42	A Brief Intervention to Promote Conflict Reappraisal Preserves Marital Quality Over Time. <i>Psychological Science</i> , 2013, 24, 1595-1601.	1.8	171
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50	Addressing Achievement Gaps with Psychological Interventions. <i>Phi Delta Kappan</i> , 2013, 94, 62-65.	0.4	85
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62	Thinking patterns, victimisation and bullying among adolescents in a South Australian metropolitan secondary school. <i>International Journal of Adolescence and Youth</i> , 2014, 19, 190-202.	0.9	13
63	Threat in Context. <i>Sociology of Education</i> , 2014, 87, 106-124.	1.7	80
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65	Harnessing Values to Promote Motivation in Education. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014, 18, 71-105.	0.3	75
66	Going Beyond the "Whoa! That's Cool!" of Inquiry: Achieving Science Interest and Learning with the ICAN Intervention. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014, , 107-138.	0.3	10
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76	Proven practices that can reduce stereotype threat in engineering education: A literature review. , 2014, , .		8
77	A historical examination of the social factors affecting female participation in computing. , 2014, , .		27
78	Evaluating diversity initiatives in computer science. , 2014, , .		1

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80	Indirect emotion regulation in intractable conflicts: A new approach to conflict resolution. <i>European Review of Social Psychology</i> , 2014, 25, 1-31.	5.8	42
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90	Impacting positively on students' mathematical problem solving beliefs: An instructional intervention of short duration. <i>Journal of Mathematical Behavior</i> , 2014, 33, 8-29.	0.5	28
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101	Educational Theory, Practice, and Policy and the Wisdom of Social Psychology. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2014, 1, 13-20.	1.4	23
102	What do we know about positive appraisals? Low cognitive cost, orbitofrontal-striatal connectivity, and only short-term bolstering of resilience. <i>Behavioral and Brain Sciences</i> , 2015, 38, e93.	0.4	0
103	The importance of not only individual, but also community and society factors in resilience in later life. <i>Behavioral and Brain Sciences</i> , 2015, 38, e94.	0.4	11
104	“œIf you want to understand something, try to change it” Social-psychological interventions to cultivate resilience. <i>Behavioral and Brain Sciences</i> , 2015, 38, e96.	0.4	2
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106	The challenges of forecasting resilience. <i>Behavioral and Brain Sciences</i> , 2015, 38, e98.	0.4	6
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109	The value of “œnegative” appraisals for resilience. Is positive (re)appraisal always good and negative always bad?. <i>Behavioral and Brain Sciences</i> , 2015, 38, e101.	0.4	7
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111	The self in its social context: Why resilience needs company. <i>Behavioral and Brain Sciences</i> , 2015, 38, e104.	0.4	0
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113	Resilience: Mediated by not one but many appraisal mechanisms. <i>Behavioral and Brain Sciences</i> , 2015, 38, e106.	0.4	2
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115	Appreciating methodological complexity and integrating neurobiological perspectives to advance the science of resilience. <i>Behavioral and Brain Sciences</i> , 2015, 38, e108.	0.4	4
116	Resilience is more about being flexible than about staying positive. <i>Behavioral and Brain Sciences</i> , 2015, 38, e109.	0.4	13

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119	Positive appraisal style: The mental immune system?. Behavioral and Brain Sciences, 2015, 38, e112.	0.4	3
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157	A Difference-Education Intervention Equips First-Generation College Students to Thrive in the Face of Stressful College Situations. <i>Psychological Science</i> , 2015, 26, 1556-1566.	1.8	67
158	Perceptions of a Changing World Induce Hope and Promote Peace in Intractable Conflicts. <i>Personality and Social Psychology Bulletin</i> , 2015, 41, 498-512.	1.9	63
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160	Stereotype Threat in Organizations: Implications for Equity and Performance. <i>Annual Review of Organizational Psychology and Organizational Behavior</i> , 2015, 2, 523-550.	5.6	84
161	Stumbling in Their Shoes. <i>Social Psychological and Personality Science</i> , 2015, 6, 464-471.	2.4	62
162	Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. <i>Teaching and Teacher Education</i> , 2015, 47, 120-130.	1.6	238
163	What if I can't? Success expectancies moderate the effects of utility value information on situational interest and performance. <i>Motivation and Emotion</i> , 2015, 39, 104-118.	0.8	116
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