

Differential use of learning strategies in first-year high
personality, academic motivation, and teaching strategies

British Journal of Educational Psychology

83, 238-251

DOI: [10.1111/bjep.12016](https://doi.org/10.1111/bjep.12016)

Citation Report

#	ARTICLE	IF	CITATIONS
1	Styles, approaches, and patterns in student learning. <i>British Journal of Educational Psychology</i> , 2013, 83, 185-195.	2.9	12
2	Profiling First-Year Students in STEM Programs Based on Autonomous Motivation and Academic Self-Concept and Relationship with Academic Achievement. <i>PLoS ONE</i> , 2014, 9, e112489.	2.5	39
3	Knowledge assimilation by employees in learning organizations. <i>Learning Organization</i> , 2014, 21, 350-368.	1.4	7
4	Between students' instrumental goals and how they learn: Goal content is the gap to mind. <i>British Journal of Educational Psychology</i> , 2014, 84, 612-630.	2.9	29
5	Workplace learning within teacher education: the role of job characteristics and goal orientation. <i>Educational Studies</i> , 2014, 40, 515-532.	2.4	15
6	Can inquiry-based instruction promote higher-level learning?. <i>Scholarship of Teaching and Learning in Psychology</i> , 2015, 1, 208-218.	1.4	13
7	Effects of web-based electrocardiography simulation on strategies and learning styles. <i>Revista Da Escola De Enfermagem Da U S P</i> , 2015, 49, 0650-0656.	0.9	20
8	Predicting students'™ learning strategies: The contribution of chronotype over personality. <i>Personality and Individual Differences</i> , 2015, 85, 199-204.	2.9	23
9	The development of students' motivation in the transition from secondary to higher education: A longitudinal study. <i>Learning and Individual Differences</i> , 2015, 39, 114-123.	2.7	44
10	Understanding individual differences in approaches to learning across courses: A mixed method approach. <i>Learning and Individual Differences</i> , 2016, 51, 69-80.	2.7	35
11	The connection between teaching and learning: Linking teaching quality and metacognitive strategy use in primary school. <i>British Journal of Educational Psychology</i> , 2016, 86, 526-545.	2.9	14
12	The crucial first year: a longitudinal study of students'™ motivational development at a Swiss Business School. <i>Higher Education</i> , 2017, 73, 459-478.	4.4	38
13	Building Bridges: Seeking Structure and Direction for Higher Education Motivated Learning Strategy Models. <i>Educational Psychology Review</i> , 2017, 29, 325-344.	8.4	20
14	How do they find their place? A typology of students' enculturation during the first year at a business school. <i>Learning, Culture and Social Interaction</i> , 2017, 12, 87-99.	1.8	11
15	The complex relationship between emotions, approaches to learning, study success and study progress during the transition to university. <i>Higher Education</i> , 2017, 73, 441-457.	4.4	80
16	A Learning Patterns Perspective on Student Learning in Higher Education: State of the Art and Moving Forward. <i>Educational Psychology Review</i> , 2017, 29, 269-299.	8.4	189
17	student diversity in a cross-continental EU-simulation exploring variation in affective learning outcomes among political science students. <i>European Political Science</i> , 2018, 17, 601-620.	1.2	19
18	Implementation and evaluation of a first-year university induction support programme for business students in Spain. <i>British Journal of Guidance and Counselling</i> , 2018, 46, 467-478.	1.2	0

#	ARTICLE	IF	CITATIONS
19	Identifying science students at risk in the first year of higher education: the incremental value of non-cognitive variables in predicting early academic achievement. <i>European Journal of Psychology of Education</i> , 2019, 34, 847-872.	2.6	23
20	Persistence in studies in relation to learning approaches and first-year grades: a study of university chemistry students in Finland. <i>Chemistry Education Research and Practice</i> , 2019, 20, 452-467.	2.5	7
21	Assessing the construct validity and reliability of the Academic Motivation Scale in the Vietnamese context. <i>Current Issues in Personality Psychology</i> , 2019, 7, 64-79.	0.5	4
22	The interaction between student motivation and the instructional environment on academic outcome: a hierarchical linear model. <i>Social Psychology of Education</i> , 2019, 22, 471-500.	2.5	5
23	Fostering self-efficacy and self-regulation in higher education: a matter of autonomy support or academic motivation?. <i>Higher Education Research and Development</i> , 2019, 38, 733-747.	2.9	42
24	Motivaci3n de maestros de infantil y primaria durante la formaci3n inicial universitaria. <i>Revista De Humanidades (SPAIN)</i> , 2019, , 37.	0.1	0
25	Applying Educational Data Mining Tools to Learning Management Problems. , 2019, , .		0
26	The directional links between studentsâ€™ academic motivation and social integration during the first year of higher education. <i>European Journal of Psychology of Education</i> , 2019, 34, 67-86.	2.6	43
27	Enhancing the sustainability of employees' careers through training: The roles of career actors' openness and of supervisor support. <i>Journal of Vocational Behavior</i> , 2020, 117, 103333.	3.4	37
28	Grouping learning approaches and emotional factors to predict studentsâ€™ academic progress. <i>International Journal of School and Educational Psychology</i> , 2020, , 1-18.	1.6	10
29	Are contextual rather than personal factors at the basis of an anti-school culture? A Bayesian analysis of differences in intelligence, overexcitability, and learning patterns between (former) lower and higher-track students. <i>Social Psychology of Education</i> , 2020, 23, 1627-1657.	2.5	0
30	Engagement in College and University Applied Learning Experiences and Studentsâ€™ Academic Motivation. <i>Journal of Experiential Education</i> , 2020, 43, 317-335.	1.1	16
31	Learning strategies and self-regulation in context: how higher education students approach different courses, assessments, and challenges. <i>European Journal of Psychology of Education</i> , 2021, 36, 533-550.	2.6	17
32	A comparative study of learning patterns of secondary school, high school and college students. <i>Studies in Educational Evaluation</i> , 2021, 68, 100958.	2.3	5
33	The interplay of personal and contextual diversity during the first year at Higher Education: Combining a quantitative and a qualitative approach. <i>Frontline Learning Research</i> , 2021, 9, 50-77.	0.8	3
34	Satisfaction with Self and External Regulation of Learning in Higher Education Students in Brazil. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 5914.	2.6	2
35	A Bibliometric Analysis of Blended Learning in Higher Education: Perception, Achievement and Engagement. <i>International Journal of Learning, Teaching and Educational Research</i> , 2021, 20, 126-151.	0.6	4
36	Teaching as a part of academics' professionalization: the case of Czech educational sciences. <i>Journal of Professional Capital and Community</i> , 2021, ahead-of-print, .	1.2	0

#	ARTICLE	IF	CITATIONS
37	The Moderation Role of Being Valued by Teachers Over the Association Between School Children Motivation and Need for Competition. <i>SAGE Open</i> , 2021, 11, 215824402110441.	1.7	2
38	Validating the Resource-Management Inventory (ReMI). <i>European Journal of Psychological Assessment</i> , 2020, 36, 777-786.	3.0	8
39	Achievement goals, reasons for goal pursuit, and achievement goal complexes as predictors of beneficial outcomes: Is the influence of goals reducible to reasons?. <i>Journal of Educational Psychology</i> , 2017, 109, 1141-1162.	2.9	61
40	Academic Motivation. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2018, , 443-477.	0.2	1
41	Nature vs nurture: learning conceptions and environment as precursors to learning strategy patterns and their outcomes. <i>Higher Education Research and Development</i> , 2022, 41, 2408-2425.	2.9	4
42	Patrones de Aprendizaje, algunas consideraciones en el contexto de la formación de profesores. <i>Revista Rutas De Formación Prácticas Y Experiencias</i> , 2019, 9, 79-90.	0.0	0
43	A Cognitive Approach to Predicting Academic Success in Computing. , 0, , .		0
44	Meta-análise das pesquisas sobre autorregulação acadêmica. <i>Research, Society and Development</i> , 2020, 9, e1949117864.	0.1	0
45	DrIVE-MATH: Reimagining Education. <i>Open Education Studies</i> , 2022, 4, 21-34.	0.8	1
46	An In-depth Review of Conscientiousness and Educational Issues. <i>Educational Psychology Review</i> , 2022, 34, 2745-2781.	8.4	12
47	How to assess? Student preferences for methods to assess experiential learning: A best-worst scaling approach. <i>PLoS ONE</i> , 2022, 17, e0276745.	2.5	2
49	Variable- and Person-centred meta-re-analyses of university students' learning strategies from a cross-cultural perspective. <i>Higher Education</i> , 0, , .	4.4	0
50	How Personality Matters for Education Research. <i>Educational Psychology Review</i> , 2023, 35, .	8.4	2
51	The mediating role of academic motivation in the relationship between self-efficacy and learning strategies during the COVID-19 pandemic. <i>Frontiers in Education</i> , 0, 8, .	2.1	0