

Achievement Emotions and Academic Performance: Longitudinal Effects

Child Development

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Systemic Gifted Education: A Theoretical Introduction. <i>Gifted Child Quarterly</i> , 2017, 61, 183-193.	2.0	39
2	Emotion and Achievement During Adolescence. <i>Child Development Perspectives</i> , 2017, 11, 215-221.	3.9	113
3	The impact of immediate test score reporting on university students' achievement emotions in the context of computer-based multiple-choice exams. <i>Learning and Instruction</i> , 2017, 52, 27-35.	3.2	28
4	Affective profiles and academic success in a college science course. <i>Contemporary Educational Psychology</i> , 2017, 51, 209-221.	2.9	44
5	Effects of classroom goal structures on student emotions at school. <i>International Journal of Educational Research</i> , 2017, 86, 13-22.	2.2	27
6	Perceived Academic Control and Academic Emotions Predict Undergraduate University Student Success: Examining Effects on Dropout Intention and Achievement. <i>Frontiers in Psychology</i> , 2017, 8, 243.	2.1	106
7	The Influence of Background Music on Learning in the Light of Different Theoretical Perspectives and the Role of Working Memory Capacity. <i>Frontiers in Psychology</i> , 2017, 8, 1902.	2.1	59
8	Affective Profiles in a Massive Open Online Course and Their Relationship with Engagement. <i>Frontiers in Education</i> , 2017, 2, .	2.1	12
9	Associations between friends, academic emotions and achievement: Individual differences in enjoyment and boredom. <i>Learning and Individual Differences</i> , 2018, 62, 164-173.	2.7	13
10	â€œInside outâ€ Appraisals for achievement emotions from constructive, positive, and negative feedback on writing. <i>Motivation and Emotion</i> , 2018, 42, 236-257.	1.3	20
11	Does Family Cohesion Predict Children's Effort? The Mediating Roles of Sense of Coherence, Hope, and Loneliness. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2018, 152, 276-289.	1.6	35
12	Student emotions in class: The relative importance of teachers and their interpersonal relations with students. <i>Learning and Instruction</i> , 2018, 53, 109-119.	3.2	105
13	Satisfaction With the Self-Assessment of University Students Through e-Coping With Academic Stress UtilityTM. <i>Frontiers in Psychology</i> , 2018, 9, 1932.	2.1	11
14	Performance Feedback and Emotions. , 0, , 554-574.		6
15	School studentsâ€™ beliefs about abilities and perspective-taking over time. <i>Large-Scale Assessments in Education</i> , 2018, 6, .	2.0	2
16	School-Related and Individual Predictors of Subjective Well-Being and Academic Achievement. <i>Frontiers in Psychology</i> , 2018, 9, 2631.	2.1	63
17	A Multimodal Exploration of Engineering Students' Emotions and Electrodermal Activity in Design Activities. <i>Journal of Engineering Education</i> , 2018, 107, 414-441.	3.0	34
18	Studentsâ€™ self-determined motivation and negative emotions in mathematics in lower secondary educationâ€”Investigating reciprocal relations. <i>Contemporary Educational Psychology</i> , 2018, 55, 166-175.	2.9	29

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19	Webpage reading: Psychophysiological correlates of emotional arousal and regulation predict multiple-text comprehension. <i>Computers in Human Behavior</i> , 2018, 87, 317-326.	8.5	26
20	Negative emotionality, emotion regulation, and achievement: Cross-lagged relations and mediation of academic engagement. <i>Learning and Individual Differences</i> , 2018, 67, 33-40.	2.7	29
21	Reading Self-Concept and Reading Anxiety in Second Grade Children: The Roles of Word Reading, Emergent Literacy Skills, Working Memory and Gender. <i>Frontiers in Psychology</i> , 2018, 9, 1180.	2.1	39
22	When Teacher Enthusiasm Is Authentic or Inauthentic: Lesson Profiles of Teacher Enthusiasm and Relations to Students' Emotions. <i>AERA Open</i> , 2018, 4, 233285841878296.	2.1	32
23	Miming neurological syndromes improves medical student's long-term retention and delayed recall of neurology. <i>Journal of the Neurological Sciences</i> , 2018, 391, 143-148.	0.6	14
24	Factorial Validity of the <i>Anxiety Questionnaire for Students</i> (AFS): Bifactor Modeling and Measurement Invariance. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 770-781.	1.5	4
25	Does learning-related social competence in the 1st grade predict academic achievement in the 3rd grade?. <i>Social Psychology of Education</i> , 2019, 22, 673-685.	2.5	0
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27	Emotions in classroom language learning: What can we learn from achievement emotion research?. <i>System</i> , 2019, 86, 102121.	3.4	107
28	Towards an Understanding of STEM Engagement: a Review of the Literature on Motivation and Academic Emotions. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2019, 19, 304-320.	1.0	39
29	The Emotions of Pretenure Faculty: Implications for Teaching and Research Success. <i>Review of Higher Education</i> , 2019, 42, 1489-1526.	1.3	21
30	Ich mag, was ich kann oder kann ich, was ich mag? Æber das Zusammenspiel von Interesse, Freude und Konzeptwissen im Fach Chemie. <i>Zeitschrift FÅ¼r Didaktik Der Naturwissenschaften</i> , 2019, 25, 161-180.	0.6	3
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35	Emotional and motivational relationship of elementary students to mathematical problem-solving: a person-centered approach. <i>European Journal of Psychology of Education</i> , 2019, 34, 705-730.	2.6	7
36	Exploring emotional and cognitive dynamics of Knowledge Building in grades 1 and 2. <i>User Modeling and User-Adapted Interaction</i> , 2019, 29, 789-820.	3.8	23

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39	Exploring the antecedents and consequences of epistemic emotions. <i>Learning and Instruction</i> , 2019, 63, 101209.	3.2	35
40	Investigating students' interaction patterns and dynamic learning sentiments in online discussions. <i>Computers and Education</i> , 2019, 140, 103589.	8.3	46
41	Getting a Grip: The PET Framework for Studying How Reader Emotions Influence Comprehension. <i>Discourse Processes</i> , 2019, 56, 386-401.	1.8	54
42	Beyond positive and negative emotions: Looking into the role of achievement emotions in discussion forums of MOOCs. <i>Internet and Higher Education</i> , 2019, 43, 100690.	6.5	63
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50	Parental support and homework emotions in Chinese children: mediating roles of homework self-efficacy and emotion regulation strategies. <i>Educational Psychology</i> , 2019, 39, 617-635.	2.7	11
51	Cognitive appraisals mediate relationships between two basic psychological needs and emotions in a massive open online course. <i>Computers in Human Behavior</i> , 2019, 96, 85-94.	8.5	35
52	Emotion regulation tendencies, achievement emotions, and physiological arousal in a medical diagnostic reasoning simulation. <i>Instructional Science</i> , 2019, 47, 151-180.	2.0	33
53	Longitudinal couplings between interest and conceptual understanding in secondary school chemistry: an activity-based perspective. <i>International Journal of Science Education</i> , 2019, 41, 607-627.	1.9	16
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56	Multiple Negative Emotions During Learning With Digital Learning Environments – Evidence on Their Detrimental Effect on Learning From Two Methodological Approaches. <i>Frontiers in Psychology</i> , 2019, 10, 2678.	2.1	19
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60	Slaves to our emotions: Examining the predictive relationship between emotional well-being and academic outcomes. <i>Active Learning in Higher Education</i> , 2019, 20, 153-166.	5.4	10
61	Student Self-Efficacy, Classroom Engagement, and Academic Achievement: Comparing Three Theoretical Frameworks. <i>Journal of Youth and Adolescence</i> , 2019, 48, 326-340.	3.5	88
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71	Bidirectionality in kindergarten children's school readiness and emotional regulation. <i>Social Development</i> , 2020, 29, 801-817.	1.3	8
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81	The Effect of Emotions on Self-Regulated-Learning (SRL) and Story Comprehension in Emerging Readers. <i>Frontiers in Education</i> , 2020, 5, .	2.1	7
82	Big-fish-little-pond effect on achievement emotions in relation to mathematics performance and gender. <i>International Journal of Educational Research</i> , 2020, 104, 101692.	2.2	9
83	Examining physiological and self-report indicators of empathy during learners'™ interaction with a queer history app. <i>British Journal of Educational Technology</i> , 2020, 51, 1921-1938.	6.3	7
84	Significant events and the role of emotion along doctoral researcher personal trajectories. <i>Educational Research</i> , 2020, 62, 304-323.	1.8	8
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86	Maths attitudes, school affect and teacher characteristics as predictors of maths attainment trajectories in primary and secondary education. <i>Royal Society Open Science</i> , 2020, 7, 200975.	2.4	8
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128	The Role of Gender and Age in the Emotional Well-Being Outcomes of Young Adults. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 522.	2.6	8
130	A motivation perspective on achievement appraisals, emotions, and performance in an online learning environment. <i>International Journal of Educational Research</i> , 2021, 108, 101772.	2.2	30
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