Green Journals

International Approved Journals

Journal Information

Journal Title	Contemporary Educational Psychology
Publisher	
ISSN	0361-476X
E-ISSN	
Database	AERES
Domain	Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

To be ashamed or not to be ashamed? Profiles of pre-service teachers' shame in mathematics
2026-12 Vol. 87 Pages 102500
Authors: Lars Meyer-Jenßen, Malte Lehmann, Christin Laschke
DOI: 10.1016/j.cedpsych.2026.102500

Understanding science with citizen science: A randomized controlled field trial investigating the efficacy of a soil science intervention for promoting children's scientific reasoning
2026-12 Vol. 87 Pages 102502
Authors: Julia Maria Lange, Julia Schiefer, Carola Garrecht et al.
DOI: 10.1016/j.cedpsych.2026.102502

Not all who avoid help are lost: The relations between help avoidance and performance in a digital learning platform
2026-12 Vol. 87 Pages 102505
Authors: Natalia S. Martin, Nicholas A. Vest, Avery H. Closser et al.
DOI: 10.1016/j.cedpsych.2026.102505

Beyond the classroom sample: Validating a STEM biographical data measure with online adult learners
2026-12 Vol. 87 Pages 102501
Authors: Brittany C. Bradford, Debshila Basu Mallick, Frederick L. Oswald et al.
DOI: 10.1016/j.cedpsych.2026.102501

Contextual factors that contribute to school belonging for Indigenous middle and high school students: A mixed methods study
2026-12 Vol. 87 Pages 102506
Authors: Macy L. Bowman, Matthew T. McCrudden, Jimena Cosso
DOI: 10.1016/j.cedpsych.2026.102506

Parent learning-oriented responses to failure dampen math anxiety development at lower math achievement levels
2026-12 Vol. 87 Pages 102503
Authors: Zhe Wang, Connie Barroso, Minchao Wang et al.
DOI: 10.1016/j.cedpsych.2026.102503

Corrigendum to “Mathematics motivation and sense of belonging among transgender and nonbinary college students” [Contemp. Educ. Psychol. 82 (2025) 102403]
2026-10 Pages 102504
Authors: Kaitlyn Brown, Giulia A. Borriello, Sanjana Rahman et al.
DOI: 10.1016/j.cedpsych.2026.102504

Accept, elaborate, modify, or no uptake?: Which peer feedback features matter?
2026-9 Vol. 86 Pages 102491
Authors: Xingshi Gao, Christian D. Schunn, Judith Gulikers et al.
DOI: 10.1016/j.cedpsych.2026.102491

When do performance-approach goals undermine achievement? An experimental test of the goal complex model
2026-9 Vol. 86 Pages 102468
Authors: Corwin Senko, Sarah Pallone
DOI: 10.1016/j.cedpsych.2026.102468

Growth Feedback, Mastery-approach Goals, and Learning-related Outcomes: An Achievement Goal Perspective
2026-9 Vol. 86 Pages 102479
Authors: Faming Wang, Ronnel B. King, Andrew J. Elliot
DOI: 10.1016/j.cedpsych.2026.102479