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Journal Information

Journal Title	Educational Psychology
Publisher	
ISSN	1469-5820
E-ISSN	0144-3410
Database	ERIH PLUS
Domain	Physical Sciences, Social Sciences

Classification History

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

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Recent Articles

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2026-10-15 Pages 1-20
Authors: Jie Huang, Yanhong Su, Dongqing Yu et al.
DOI: 10.1080/01443410.2026.2742891

Examining the impact of COVID-19 on student mathematics achievement across countries: A multilevel machine learning analysis of PISA 2022
2026-10-13 Pages 1-18
Authors: Xuelan Qiu, Jin Yuan, Jinran Wu et al.
DOI: 10.1080/01443410.2026.2742894

Parents' judgments of their children's social and language competences: the role of child, parent, and family characteristics
2026-10-8 Pages 1-21
Authors: Anna Ratka-Pauler, Jan Lenhart
DOI: 10.1080/01443410.2026.2742889

Correction
2026-10-8 Pages 1-3
DOI: 10.1080/01443410.2026.2746275

Too much of a good thing? Curvilinear effects of parental involvement on student achievement across socioeconomic groups
2026-10-7 Pages 1-17
Authors: Xiaoting Huang, Xuewen Yang, Yawen Cheng et al.
DOI: 10.1080/01443410.2026.2742892

Understanding students' perceived source of effort: Bridging effort source belief and effort attribution
2026-10-6 Pages 1-20
Authors: Yiting Hao, Lars-Erik Malmberg, Gabriel J. Stylianides
DOI: 10.1080/01443410.2026.2742893

Special Issue on "Revisiting Self-Regulated Learning (SRL) in the Digital Age: Perspectives on the SRL-Achievement Link in Technology-Enhanced Learning Environments" (Part 2)
2026-10-1 Pages 1-9
Authors: Zi Yan, Norman B. Mendoza, Ying Zhan et al.
DOI: 10.1080/01443410.2026.2739049

Exploring the effects of AI-powered feedback in language learning: a meta-analysis
2026-9-22 Pages 1-27
Authors: Zhenzhen Chen, Shuo Chen, Weichao Chen
DOI: 10.1080/01443410.2026.2735272

Using technology-based interventions to improve students' self-directed learning and achievement in online postsecondary STEM courses: Evidence from a mixed-methods analysis
2026-9-15 Pages 1-22
Authors: Jessica Mislevy, Paul Burkander, Krystal Thomas et al.
DOI: 10.1080/01443410.2026.2718420

A multiple mediation model of academic encouragement and course engagement involving mental resilience, feedback literacy, and fear of failure among Chinese students
2026-9-2 Pages 1-19
Authors: Jiaxin Ren, Ghayth Al-Shaibani, Juncheng Guo
DOI: 10.1080/01443410.2026.2724845