Mapping the intellectual landscape of educational psychology: Citation rankings and network structures of 60 journals, scholars, and institutions

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Cross-Citation Network Analysis of Educational Psychology Research across 60 journals (2015-2024): Leading Countries, Researchers, Journals, and Universities

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Cross-Citation Network Analysis of Educational Psychology Research across 60 journals (2015-2024): Leading Countries, Researchers, Journals, and Universities

Abstract

We analyzed educational psychology research from 2015 to 2024 using citation data from 60 high-performing journals classified under Web of Science's "Educational Psychology" category. Unlike previous studies, which relied on fewer journals, simple publication counts, or generic H-indices, we developed educational-psychology-specific H-indices (EP-H-Indices) for countries, institutions, journals, and top researchers, based solely on these educational psychology journals.

Country-level EP-H-Indices revealed that the United States leads in educational psychology research, followed by Germany, Australia, England, China, and Canada. Although Australia produced fewer articles, it had the highest citations per article, indicating a strong focus on research quality. Institutional EP-H-Indices rankings highlighted Arizona State University, the University of Maryland, and Australian Catholic University, with the latter excelling in citations per publication.

Researcher-specific EP-H-Indices identified Marsh, Pekrun, Mayer, and Graham as leading contributors across their careers, while Pekrun, Marsh, and Kim were most influential in the past decade. We also identified rising stars such as Parker, Collie, and de Jong.

For journal rankings, *Educational Psychologist* and *Educational Psychology Review* had the highest impact values, while *Educational Psychologist* and *Child Development* had the highest journal EP-H-Indices. However, centrality indices from our cross-citation network analysis showed that the *Journal of Educational Psychology* is by far the most central journal to the discipline, followed by *School Psychology*. Key themes, such as motivation, student engagement, and methodological rigor, were prominent in highly cited articles.

Our comprehensive citation and network analyses provide new insights into the structure of educational psychology research, identifying influential contributors, journals, and emerging trends.

Keywords: educational psychology; Web of Science journals; bibliometric network analysis; cross-citation analysis; Discipline-specific H-Index; ranking counties researchers, and journals.

Public Significant Statement

This study examined research published in educational psychology from 2015 to 2024, focusing on 60 journals classified as educational psychology by the Web of Science. We analyzed how these journals and the researchers, institutions, and countries involved have shaped the field. Using a method to map connections between journals, we identified key research areas such as school psychology and student motivation. Our findings offer a clearer understanding of how research spreads in educational psychology, helping to guide future studies and highlight the most influential contributors in the discipline.

The Productivity of Educational Psychology Research (2015-2024):

Cross-Citation and Network Analyses For 60 Journals

Academic journals are vital platforms for disseminating research findings and facilitating intellectual exchange. Publishing in high-quality journals and being well-cited are key indicators of scholarly productivity in educational psychology and most academic disciplines. This practice is crucial for faculty advancement and recognition within scholarly communities. Academic journals in educational psychology serve as vital platforms for disseminating research findings and facilitating intellectual exchange. Cross-citation analysis is a crucial indicator of dissemination and recognition, and it provides valuable insights into the discipline's structure, identifying key contributing countries, top institutions, influential publications, the centrality of journals, and prominent authors. While broad-scale citation measurements exist, such as the generic H-index, there is a need for more detailed analyses specific to educational psychology. Such granular examinations can reveal the influential patterns within educational psychology. This approach offers a deeper understanding of the field's dynamics and evolution, offering significant new perspectives and innovation to previous reviews of educational psychology research.

The purpose of our study is to analyze the structure and influence of educational psychology research from 2015 to 2024 by examining citation data from 60 journals classified under Web of Science, providing new insights into the contributions of leading researchers, institutions, and journals through cross-citation network analyses and discipline-specific H-indices.

Previous Reviews of Educational Psychology Research

Many comprehensive literature reviews (see Table 1) examined the productivity and reputation of researchers in educational psychology research from 1987 to 2024. Howard et al. (1987) analyzed contributions to 13 APA journals, finding strong relationships between institutional reputation and productivity. Subsequent studies focused on a limited number of educational psychology journals, with Smith et al. (1998), Smith et al. (2003), and Jones et al. (2010) identifying top institutions and scholars. The University of Maryland, Richard Mayer, and Herbert Marsh consistently ranked highly across multiple studies.

Hsieh et al. (2004) critiqued traditional productivity measures, arguing for a more nuanced approach that better captures collaborative research. Greenbaum et al. (2016) observed a shift towards international involvement, with Vanderbilt University and Fred Paas emerging as top contributors. Fong

et al., 2022, found the University of Maryland regained its top position while noting an increase in non-US institutions and larger research teams. The most recent study by Kubik et al. (2024) analyzed a few general educational psychology journals from 2017-2022, identifying Mayer, Pekrun, and Marsh as consistently top-ranking senior researchers. They also noted a significant presence of early-career researchers among the top 50, limited diversity among productive researchers, and trends in publication characteristics and research topics. Each of these studies

Similarly, Hassan et al. (2024) examined scholarly impact in educational psychology from 1988 to 2023, considering citations from all fields across 12 journals, and they identified key articles and authors, revealing motivation as a dominant topic and highlighting influential researchers such as Sweller, Mayer, and Pekrun. We report a summary of these literature reviews in Table 1.

Limitations in Previous Reviews of Educational Psychology Research

Despite a rich history of research in educational psychology, our review of existing studies (Table 1) revealed several critical limitations in the current methods used to review productivity in the field.

Narrow Scope of Journals Considered

Most previous research has focused on a narrow selection of only five leading educational psychology journals: *Cognition and Instruction, Contemporary Educational Psychology, Educational Psychologist, Educational Psychology Review,* and *Journal of Educational Psychology.* Kubik et al. (2024) and Hansen et al. (2024) slightly expanded this scope to include 10 and 12 journals respectively, but their selection remained limited and somewhat idiosyncratic. A significant issue in representing the full spectrum of educational psychology research is determining how many journals to include and the criteria for their selection. The Web of Science (WoS) addresses both issues by providing a classification scheme for educational psychology and applying rigorous quality criteria for journal inclusion. Our investigation significantly broadened the scope by evaluating results from all 60 high-performing journals classified under WoS's "Educational Psychology" category, offering a more comprehensive representation of the field.

Limited Assessment Methods for Evaluating Research Impact.

Previous reviews have predominantly relied on publication counts (whether weighted or unweighted) from a small set of educational psychology journals or total citation counts across all disciplines. These methods often overlook the importance of citation frequency within educational psychology, which is crucial for accurately assessing a researcher’s impact and a journal’s status within the discipline. Hassan et al.

(2024) emphasized the importance of total citations and the H-Index (Hirsch, 2005), which balances publication quantity and citation quality. However, they used H-Indices from general databases encompassing all academic disciplines rather than focusing specifically on educational psychology journals.

For instance, Hassan et al. (2024) specifically identified Richard Ryan and Herbert Marsh as having the highest H-Indices among educational psychology researchers. Ryan currently holds Google Scholar and WoS H-Indices of 229 and 132, respectively, while Marsh has H-Indices of 213 (Google Scholar) and 126 (WoS). However, a closer analysis reveals that only 28 of Ryan's 482 WoS publications are WoS's 60 educational psychology journals, making educational psychology his seventh most frequent WoS classification. This results in an educational psychology-specific H-Index (EP-H-Index) of just 21 for Ryan. In contrast, 186 of Marsh's 476 WoS publications are in WoS's educational psychology journals, his most frequent classification, resulting in an EP-H-Index of 78. Thus, properly evaluating contributions to educational psychology requires considering both general H-Indices and EP-H-Indices specific to the field (see subsequent discussion of Table 4b where we list Google Scholar H-Indices of leading educational psychologists).

This discussion highlights key issues with the criteria commonly used to identify leading educational psychology researchers. Most prior studies have focused solely on publication counts, prioritizing quantity over quality. However, to be recognized as a leading researcher in educational psychology, publishing regularly in educational psychology journals and achieving high citation impact are essential. To balance these factors, we set low initial thresholds to include all authors who had published a substantial number of studies in educational psychology journals. We then ranked these researchers based on their EP-H-Indices and selected the top 55. Specifically, we set a threshold of 20 articles for the last ten years and 40 articles for an entire career. These deliberately low thresholds allowed us to create a broad initial pool, which we refined based on citation impact using the EP-H-Index. This approach ensures that our list of leading authors balances both quantity and quality.

While H-Indices typically focus on individual researchers, it is also informative to compute educational psychology-specific EP-H-Indices for ranking countries, institutions, and journals. These indices provide a balanced measure of quality and quantity, offering a clearer understanding of their contributions to educational psychology.

Assessing Journal Impact and Centrality

Traditional methods of evaluating journal impact have focused on publication counts, total citations, or various journal impact metrics based on the average citation per article provided by commercial databases. While these measures offer some insight, they do not capture the complete picture. Generic H-indices applied to journals offer a potentially more balanced view but are not specific to educational psychology. However, journal-specific EP-H-Indices based on educational psychology journals offer a targeted perspective but have not been used in previous studies of the educational psychology discipline.

An alternative and potentially more informative approach is cross-citation network analysis, which examines how journals within a discipline cite each other. This method identifies clusters of educational psychology journals (i.e., groups of journals that frequently cite one another). It assesses the centrality of each journal—its influence and importance within the network based on its connections to other journals. This approach offers insights into the interconnectedness and influence of journals within educational psychology, capturing direct citation relationships and interdisciplinary impact more effectively than co-citation networks, which tend to overlook these dynamics.

Summary

These limitations in previous reviews underscore the need for a more comprehensive and nuanced approach to evaluating productivity and impact in educational psychology. By incorporating a broader range of journals, computing EP-H-Indices specific to educational psychology, and using cross-citation network analyses, we aim to capture the complex network of citations within the field. Our more holistic methods provide a better assessment of the influence and standing of researchers, institutions, and journals within the educational psychology research community.

The Present Investigation

Our study provides a comprehensive update and significant expansion of previous productivity studies in educational psychology by including a much broader set of journals, EP-H-Indices specific to educational psychology, using specified H-indices and a cross-citation network analysis approach based on citation data from educational psychology journals. Our focus is on the current decade, covering the period from 2015 to 2024, while also considering the entire career productivity of leading researchers. Building upon prior investigations, we aimed to address several key questions:

1. **Country/Region Productivity and Impact**: We examined the publication counts and citation records of countries and regions within the discipline. This includes assessing research quality using the EP-H-Index, total citation counts, and average citations per article.
2. **Institutional Contributions**: We investigated which institutions are the most productive and influential in the field, employing various metrics to provide a nuanced understanding of their contributions.
3. **Leading Researchers**: We identified the most productive and influential researchers in the discipline by utilizing different measures to provide a comprehensive view of individual contributions based on data from 2015 to 2024, as well as considering entire career productivity.
4. **Journal Centrality and Impact**: We assessed the impact, importance, and centrality of journals within the field by applying multiple criteria to gauge their impact on the discipline. We evaluated centrality through a cross-citation network analysis.
5. **Highly Cited Papers**: We identified the most highly cited papers by educational psychology researchers among the target 60 journals, highlighting the pivotal works shaping recent advancements in the field.

We comprehensively analyzed educational psychology journals from 2015 to 2024 to answer these issues using citation data from the Web of Science. We calculated H-indices and average citations per article for countries, regions, and universities. In evaluating researchers, we considered citations from the 60 educational psychology journals but also from all disciplines. We also applied cross-citation network analysis to a matrix of journal-to-journal citations, allowing us to visualize and explore the influence and centrality of journals in the field.

By identifying the most influential countries, institutions, authors, journals, and papers, this study provides a deeper understanding of the field's evolution and guides future scholarly discourse and knowledge dissemination.

Data and Methods

Selection of Journals: Web of Science (WoS) Classification

WoS selects journals through a rigorous evaluation process to ensure that only high-quality, peer-reviewed, and impactful journals are indexed (Clarivate, 2023). The selection criteria include editorial content quality, a robust peer review process, adherence to publishing standards, citation impact, timeliness

of publication, and technical quality. Once selected, WoS classified journals into one or more categories based on content, subject matter, citation patterns, keywords, and indexing terms. Using this comprehensive process, WoS currently classified 60 journals under the category of "Psychology, Educational" (See Appendix A for a complete listing). Given concerns about the breadth, scope, and inconsistencies in selecting educational psychology journals in previous studies, we used the WoS classification as an a priori, objective indicator of what constitutes a high-quality, impactful educational psychology journal.

Data Collection

To ensure data integrity and credibility in analyzing the educational psychology research landscape, we sourced data from the WoS Core Collection—a comprehensive and reputable database of scholarly literature. Our search targeted 60 leading journals in educational psychology from the last decade (2015–2024; see Appendix A for the complete list).

The data were collected on July 20, 2024, capturing the most recent research developments. We focused on research articles and review articles, excluding other publication types. This search yielded 27,482 publications: 26,978 research articles (98.15%) and 504 review articles (1.85%). We obtained comprehensive records and cited references for each publication, providing a rich dataset for analysis.

Citation-Based Indices: H-Index, EP-H-Index, and journal impact

The **H-index** is a well-known metric that measures both the productivity and impact of a researcher's published work. Proposed by Hirsch (2005), it is defined as the number of papers (h) that have received at least h citations. For example, an H-index of 12 indicates 12 publications with at least 12 citations each. Our study differentiates between the generic H-Index covering all disciplines and a new, specialized EP-H-Index focusing exclusively on citations from the 60 educational psychology journals included in our analysis.

Recognizing the widely accepted value and recognition of the H-index, we constructed EP-H-Indices for countries/regions, institutions, and journals using citation data from WoS's 60 educational psychology journals (2015 to 2024). For example, we grouped articles based on the first author's country affiliation to calculate the EP-H-Index by country. We computed the EP-H-Index for each country or region. This more specialized variant of the H-index provides a more targeted measure of impact within educational psychology by focusing solely on relevant citations, potentially highlighting the impact within specific disciplines that broader cross-disciplinary assessments might overlook.

The WoS Journal Impact Factor (JIF) is a widely used measure of a journal's influence—calculated as the average number of citations received in a specific period (typically two or five years) divided by the number of articles published. At their core, various journal impact indices measure citations per article but differ in the time frames and types of publications included. Understanding these subtleties helps clarify their strengths and limitations as indicators of journal quality or research impact. However, we chose to use WoS's JIF because it aligns with the 60 journals in WoS's educational psychology classification, which is our study's basis. Based on impact values, journal is often classified into quartiles (i.e., a Q1 journal is in the top 25% of journals within a given classification).

Cross-citation Network Analysis of Educational Psychology Journals

We applied cross-citation network analysis (Marin & Wellman, 2011; also see Chen et al., 2010; Newman, 2001) to evaluate the 60 educational psychology journals to gain a richer perspective beyond traditional metrics like citation counts or impact values. Standard metrics, such as publication counts, citations, impact values, and even EP-H-Indices provide a snapshot of a journal's influence. However, they do not capture the complex network of relationships and knowledge flows between journals. Cross-citation network analysis addresses this gap by mapping these relationships and revealing the field's structure in a way that simple citation metrics cannot.

We constructed a cross-citation network where nodes represent journals and edges represent citation relationships between them. A directed edge from one journal to another indicates that the first journal cites the second, reflecting a flow of knowledge. This approach identifies journals that act as critical connectors or bridges between different research areas within educational psychology, thereby playing a crucial role in integrating diverse research areas and facilitating the spread of ideas.

Additionally, cross-citation network analysis enables the identification of clusters of journals that frequently cite each other, often corresponding to specific subfields or research communities within educational psychology. These clusters reveal the discipline's structure, uncovering emerging trends and the interconnectedness of different research areas. This clustering helps describe the intellectual landscape of educational psychology, identifying key influencers and core themes that define the discipline.

Moving beyond simple citation counts and impact values, our cross-citation network analysis approach offers a more detailed and dynamic understanding of journal influence and the flow of knowledge, making it a powerful tool for evaluating academic impact within the educational psychology research

community. This offers a critical new foundation for assessing the centrality of each journal's contribution and for identifying the clustering of journals that define the subfields of educational psychology—a perspective not considered in previous reviews of the field.

In this work, we utilized the "igraph" library in R for the creation and analysis of graphs, with degree centrality providing insights into journal influence based on citation frequency. Additionally, VOSviewer was employed, which uses the VOS (Visualization of Similarities) algorithm for clustering and emphasizes calculating similarity scores between journals to produce clear visual representations of cross-citation networks. The integration of these tools and methods facilitates a thorough exploration of citation dynamics, uncovering underlying themes and interactions in educational psychology research.

Results

Leading Countries/Regions

Our research provides a comprehensive overview of research output and impact in educational psychology across the 68 most productive countries and regions worldwide, based on WoS articles from 2015 to 2024 (see Figure 1 and Table 2). We ranked countries in descending order of their EP-H-Index, a metric that balances the quantity and impact of publications. We constructed key metrics presented for each country/region, including the EP-H-Index, total citations, number of publications, and citations per publication, providing a nuanced view of research performance.

The USA is the clear leader in educational psychology research during this period (EP-H-Index = 125, 183,535 citations, and 11,142 publications), outperforming other countries across all three metrics. Following the United States, the top-performing countries are Germany (EP-H-Index 69, 33,181 citations, 2,079 publications), Australia (EP-H-Index 63, 18,155 citations, 918 publications), England (EP-H-Index 56, 18,005 citations, 1,069 publications), and the People's Republic of China (EP-H-Index 53, 19,345 citations, 1,634 publications).

The data also reveal significant disparities in research output and impact across countries. Some countries with fewer publications achieve high citation rates, indicating a strong impact. For instance, Denmark averages 23.21 citations per publication, with only 75 publications. Conversely, some countries have a high volume of publications but a lower average impact; for example, Russia has 618 publications but only 1.39 citations per publication.

Leading Institutions

Table 3 comprehensively ranks the top 71 institutions in educational psychology research (2015 to 2024) based on the EP-H-Index calculated from the 60 educational psychology journals. For each institution, key metrics are presented, including total citations, publication count, and citations per publication, based on the first affiliation of the authors.

At the top of the list are Arizona State University Tempe and the University of Maryland College Park (EP-H-Index = 48), followed by the Australia Catholic University (EP-H-Index = 47), indicating robust research output and impact.

However, an interesting pattern emerged where institutions with high EP-H-Indices varied substantially in publication counts and citations per publication. For instance, compared to Arizona State University Tempe and the University of Maryland, Australian Catholic University had a relatively low publication count (82) but the highest citation rate per publication at 50.43. Similarly, the University of Munich had only 76 publications but a high citation rate of 38.26 per publication. In contrast, institutions like the University of Wisconsin-Madison have many publications (174) but a lower average citation rate (17.29 per publication).

Overall, the data illustrates the global nature of educational psychology research, with top-performing institutions from different countries such as the United States, Australia, Germany, the Netherlands, China, and Canada. While many top-ranked institutions are from the United States, there is significant representation from other countries, especially within the top 20. This diversity underscores the international collaboration and strong global competition that contribute to the field of educational psychology research.

Leading Researchers

We identified the 55 most productive researchers in educational psychology for the period 2015–2024 (Table 4a) and the 55 most productive researchers in educational psychology across their entire careers (Table 4b). Researchers were initially selected based on publication counts and then ranked according to their EP-H-Index. This dual selection process balances the quantity and quality of each researcher's contributions to the field. Unsurprisingly, there is substantial overlap between the leading researchers for the last decade (Table 4A) and those who rank highly in their career-long contributions (Table 4B).

Using Web of Science (WoS) data, we calculated EP-H-Indices, citation counts, total publications, and publications in Q1 journals. However, the primary focus of our analysis is the EP-H-Index, which was used to rank the most productive researchers.

EP-H-Index.

The EP-H-Index offers a more accurate reflection of a researcher's impact on educational psychology than the general H-Index, as it focuses specifically on contributions within educational psychology. This index provides a balance between productivity and impact. Reinhard Pekrun held the highest EP-H-Index for the past decade, followed closely by Herbert Marsh, Young-Suk Grace Kim, Tamara van Gog, Ulrich Trautwein, and Andrew Martin. These individuals have consistently contributed high-impact research over the past decade.

For career-long contributions (Table 4b), Herbert Marsh leads in terms of EP-H-Indices for both educational psychology journals and across all WoS journals, followed by Reinhard Pekrun, Richard Mayer, and Steve Graham. This analysis highlights that these researchers have sustained high levels of productivity and influence over decades, establishing them as foundational figures in the field.

Comparing Recent and Career Contributions.

Comparing the results for the last decade (Table 4a) with entire career contributions (Table 4b) reveals both continuity and emerging trends. Several researchers feature prominently in both lists (e.g., Reinhard Pekrun, Herb Marsh, Ulrich Trautwein, Oliver Ludtke, Andrew Martin, Gotz Thomalla, and Kim, Grace Young-Suk), demonstrating their lasting impact on the field. However, established researchers listed in Table 4b are no longer so active (e.g., Lynn Fuchs, Douglas Fuchs, Juergen Baumert, Robert Pianta, Jack Fletcher, Kenneth Dodge, and Michael Pressley). Additionally, "rising stars" such as Katina Arens, Rebecca Collie, Marcus Dresel, Julian Roelle, Katharina Scheiter, and Ronnel King are in the top ranks for the last decade but have not yet established comparable career-long records. These emerging scholars are making significant strides and are positioned to shape the future of educational psychology.

Broader Impacts Beyond Educational Psychology.

In addition to EP-H-Indices, we examined the Google Scholar H-Indices of the leading researchers with active Google Scholar accounts (46 of the 55 researchers; see Table 4b) to capture their broader academic impact across disciplines and sources of citations. Because Google Scholar indexes a wider range of sources, the Google Scholar H-Index is substantially higher than the EP-H-Index, which is based only on

citations from all Web of Science (WoS) journals to articles published in educational psychology journals. However, despite this difference in scope and range restriction based on only leading researcher, the correlation between the two measures is strong (r = .84). In fact, the top three researchers based on EP-H-Indices are also among the top-ranked researchers according to their Google Scholar H-Indices—Herbert Marsh (212), Richard Mayer (185), and Steve Graham (156). This reflects their extensive influence across various fields, as well as within educational psychology. Other scholars with high Google Scholar H-Indices include Kenneth Dodge (191), Nancy Eisenberg (179), and Robert Pianta (153), whose interdisciplinary contributions extend beyond the field of educational psychology.

Citation Patterns and Trends

Over the last decade, the 55 leading researchers averaged 424 citations in educational psychology journals and 1,184 citations across all WoS journals, suggesting that their work resonates broadly across multiple disciplines. Researchers like Pekrun and Marsh were highly cited in educational psychology journals and all WoS journals, reflecting their cross-disciplinary influence. Other researchers, such as Richard Mayer and Johnmarshall Reeve, demonstrated significantly higher citation counts in WoS journals outside of educational psychology, indicating the broad applicability of their work in areas such as cognitive science and motivation theory.

Across entire careers (Table 4B), the average number of citations from all WoS journals (6021.5) was 3.8 times higher than from just educational psychology journals. For both educational psychology and all WoS journals, Herb Marsh was the most highly cited researcher (6584 & 21154), followed by Reinhard Pekrun (4168 & 15499) and Richard Mayer 3213 & 29491). Also notable for having more than 10,000 citations in all WoS journals were John Sweller, Fred Paas, Kenneth Dodge, and Robert Pianta.

Distinct patterns in research focus and career trajectories were also evident. Many leading researchers rank highly for the last decade and over their careers. Other researchers, like the rising stars, have published much of their career output in the last decade. In contrast, researchers such as Jari-Erik Nurmi and Richard Mayer show a lower proportion of recent work, reflecting established careers with significant earlier contributions.

Publication Counts. Tables 4a and 4b compare total career publications and those from the last decade. On average, the 55 leading researchers published 39 articles in the last decade and 70 across their entire careers. Herbert Marsh has the highest number of career publications in the 60 educational psychology

journals (186), followed by Richard Mayer (159), Andrew Martin (125), and Ulrich Trautwein (117). These researchers, frequently listed in previous studies, continue to rank highly in recent publications. For example, Marsh published 64 articles, Trautwein 52, and Mayer 47 in the last decade. In contrast, some researchers have published most of their work in the last ten years, including Reinhard Pekrun (41 of 68 publications), Tamara van Gog (50 of 80), and Rebecca Collie (52 of 52).

Publications in Q1 Journals. We also examined the number of publications in Q1 educational psychology journals over the last decade (Table 4a). Across the 55 leading researchers, 64% of their publications appeared in Q1 journals. Some researchers, such as Mayer, Parker, Marsh, Pekrun, and Dicke, had over 90% of their publications in these high-impact outlets, underscoring their strong focus on publishing in prestigious journals. Others, such as Collie (35 of 52), van Gog (35 of 52), and King (29 of 51), had a lower proportion of Q1 publications, reflecting different publication strategies or research areas. We observed similar patterns in Table 4b, where 64% of publications from the top 55 researchers across their careers appeared in Q1 journals.

Influential Journals

To identify influential journals in educational psychology, we conducted a cross-citation analysis using data from the Web of Science (WoS). We filtered the cited references to include only those from the 60 target journals in educational psychology between 2019 and 2024, excluding references from related but separate journals like the *American Educational Research Journal*, *Structural Equation Modeling,* and *Psychological Methods*. This analysis focuses on a recent five-year period, aligning with the five-year impact factors for comparative purposes.

We counted the citation numbers among these 60 journals and constructed a social network based on the cross-citation matrix. In this network, nodes represent journals, weighted by publication numbers, and edges represent citation relationships. We also calculated each journal's centrality, indicating its connectedness and importance within the field. We illustrate the resulting network in Figure 2.

Traditional Measures of Journal Influence

Table 5 provides an overview of key metrics for the 60 educational psychology journals from 2019 to 2024, offering insights into their impact, influence, and publishing patterns. The metrics include centrality, H-index, five-year impact factor (IF), publication count, and citation data from within and beyond educational psychology.

- **EP-H-Index** indicates a journal's productivity and impact based on highly cited articles. *Educational Psychology Review* and *Child Development* have the highest EP-H-Indices (48), followed by the *Journal of Educational Psychology* (43), suggesting these journals consistently publish influential research.
- **Five-Year Impact Factor (IF)** reflects the average number of citations per year for articles published in the journal. The *Educational Psychologist* leads with an IF of 15.1, followed by *Educational Psychology Review* (12.5) and *Contemporary Educational Psychology* (8.2). All three are classified as Q1 journals, placing them in the top 25% of their field.
- **Publication Count** varies widely, with some journals publishing many articles (e.g., *Child Development* with 994 articles, *Psychology in the Schools* with 974) and others fewer (e.g., *Educational Psychologist* with 101, *High Ability Studies* with 62). This variation reflects different publishing strategies and scopes.
- **Citation Metrics** are presented in two categories: total citations from all fields and citations specifically from educational psychology. This distinction shows the journal's broader impact versus its specific influence within educational psychology. *Child Development* leads in total citations (14,560), followed by the *Journal of Educational Psychology* (8,657) and *Contemporary Educational Psychology* (8,088). However, the *Educational Psychologist* stands out in citations per article (30.38), significantly higher than the other journals.

When considering citations specifically from educational psychology, the *Journal of Educational Psychology* leads with 3,084 citations. Despite having fewer total citations*, School Psychology* achieves the highest average citations per article from within the field (8.39), indicating its strong niche influence.

Juxtaposing the Traditional Measures of Journal Influence

The juxtaposition of these indices highlights interesting patterns in journal influence. For example, while *Child Development* has the highest total citation count, its lower citation count from educational psychology suggests a broader, interdisciplinary scope. Journals like *School Psychology,* the *Journal of Educational, and Psychological Consultation* have many citations from within educational psychology, indicating a focused impact.

Table 5 reveals a range of journal rankings from Q1 (top 25%) to Q4 (bottom 25%). While most highly cited journals are Q1, there are exceptions; for instance, *Reading and Writing* is ranked Q3 but has a

relatively high citation count, indicating influence despite its lower ranking. Journals like the *Journal of Applied Research in Intellectual Disabilities* and *Psychology of Music* show high publication counts and total citations but lower citations from educational psychology, reflecting their interdisciplinary nature.

Non-English language journals, such as *Zeitschrift für Pädagogische Psychologie* and *Voprosy Psikhologii*, are also included. However, they generally have lower citation counts, possibly due to language barriers or more localized readerships. Specialized journals like *Gifted Child Quarterly* and *Dyslexia*, while having fewer overall citations, are influential within their subfields.

Cross-citation network analysis: A New Approach to Journal Influence

Cross-citation network analysis provides a fresh and innovative perspective not explored in previous reviews of educational psychology. In this study, we focus on two key insights from these analyses: the grouping (clustering) of educational psychology journals within the overall network and the centrality of specific journals to the field of educational psychology.

Subfields of Educational Psychology: Clustering of Journals Within the Network

One of the key contributions of our cross-citation network analysis is the visual mapping of how educational psychology journals are grouped into clusters (Figure 2). These clusters reveal an empirical classification of the subfields within educational psychology, highlighting which journals are central to each subfield and showing the relationships both within and across clusters. Our analysis revealed two dominant clusters, several smaller clusters, and a few journals that did not strongly associate with any specific cluster.

We labeled the two largest clusters as "educational psychology" and "school psychology." In the educational psychology cluster, the most influential journal (represented by the larger size of the journal nodes) was the *Journal of Educational Psychology*. Other key journals in this cluster included *Contemporary Educational Psychology*, *Educational Psychology Review*, *Learning and Instruction*, and *Learning and Individual Differences*. In the school psychology cluster, the most influential journals were *School Psychology*, *Psychology in the Schools*, and the *Journal of School Psychology*.

Three smaller clusters were also identified. The first cluster focused on assessment and measurement, with key journals such as *Journal of Educational and Psychological Assessment*, *Studies in Educational Evaluation*, and *Educational and Psychological Measurement*. The second smaller cluster centered on developmental psychology, featuring *Child Development* and *Early Childhood Research Quarterly*. The third cluster focused on reading and writing, with notable journals such as *Reading Research*

Quarterly, *Reading and Writing*, and *Scientific Studies of Reading*. Additionally, a small cluster related to giftedness and creativity included *Gifted Child Quarterly* and *Journal of Creative Behavior*. Finally, several journals did not closely associate with any specific cluster (e.g., *Psychology of Music*, *Training and Education in Professional Psychology*, *Journal of Early Intervention*), while a few journals, such as non-English-language publications like *Voprosy Psikhologii*, had very low centrality (see Table 5).

Centrality: Educational Psychology's Most Influential Journals

Centrality measures a journal's influence and connectedness within the broader network of educational psychology journals (Table 5; see also Figure 2). The *Journal of Educational Psychology* had the highest centrality score (1.0), marking it as the most influential journal in the field. Other journals with high centrality, underscoring their significant roles, include *School Psychology* (0.69), *Contemporary Educational Psychology* (0.50), *Learning and Instruction* (0.37), and *Educational Psychology Review* (0.37). Notably, these journals are prominent in the two largest clusters of the network (educational psychology and school psychology; see Figure 2), further emphasizing their central roles in shaping the field.

Summary of Influential Journals

In summary, the analysis of 60 educational psychology journals from 2019 to 2024 highlights the prominence of the *Journal of Educational Psychology* as a core publication, with the highest centrality score (1) and substantial impact in both overall and field-specific citations. *Educational Psychologist* and *Educational Psychology Review* also stand out for their strong five-year impact factor (15.1) and high EP-H-Indices (48), respectively, underscoring their leading roles in advancing research in educational psychology. It is interesting to note that our centrality measure, not previously considered in the reviews of educational psychology journals, provides a different ordering of journals than the traditional impact value used to classify journals into quartiles. Thus, the *Journal of Educational Psychology* and particularly *School Psychology* are most central to the educational psychology discipline even though they have lower IF impact values than the *Educational Psychologist* and *Educational Psychology Review*.

Top Cited References

We identified the most influential articles in educational psychology (2015 to 2024) published in the 60 target journals by calculated their citation counts, excluding citations from other journals. Additionally, we report total citation counts from all disciplines. Table 6 presents the 38 most cited references within these

educational psychology journals, providing valuable insights into pivotal research themes and studies that have significantly shaped the field over the past decade.

One of the most notable articles by Ryan and Deci (2020), titled "Intrinsic Motivation and Self-Determination in Human Behavior," was published in *Contemporary Educational Psychology.* This study has received 126 cross-citations within the 60 educational psychology journals and 1,400 citations across all disciplines. This highlights the impact of self-determination theory in educational settings and emphasizes the importance of intrinsic motivation in student learning and development. Another seminal work is by Eccles and Wigfield (2020) on *"Expectancy-Value Theory,"* also published in *Contemporary Educational Psychology.* This article has garnered 205 cross-citations within the 60 journals and 685 citations overall, underscoring the role of expectancy-value theory in understanding student motivation and engagement. It is also interesting to note that all these highly cited articles received more citations from journals outside of the 60 educational psychology journals considered here. This pattern of cross-citation illustrates that the educational psychology discipline is inexorably linked to other disciplines.

Educational Psychology Review and *Contemporary Educational Psychology* emerge as leading journals with multiple highly cited articles. For instance, Sweller et al. (2019) in *Educational Psychology Review* discuss cognitive load theory, receiving 108 cross-citations and 637 overall citations, significantly contributing to understanding how students process information. Similarly, Taylor et al. (2017) in *Child Development* explores the promotion of school engagement among adolescents, with 98 cross-citations and 871 overall citations, indicating substantial influence. Another impactful study, Pekrun et al. (2017) in *Child Development,* examines the impact of emotions on academic achievement, receiving 87 cross-citations and 466 overall citations, underscoring the journal's role in research on emotional and social development in educational contexts. Similarly, in Educational Psychology Review, Fiorella and Mayer (2016) provide eight generative learning strategies to enhance student motivation in their article, *"Eight Motivational Strategies for Learning,"* with 63 cross-citations and 369 overall citations.

Several articles also contribute significantly to methodological advancements in the field. Marsh et al. (2019) in the *Journal of Educational Psychology* discuss jingle-jangle fallacies in the "murky" distinction between self-concept and self-efficacy, offering key insights into research design and statistical methods in educational psychology. The Kim (2017) study used advanced methodological approaches to demonstrate the direct and indirect effects of component skills of reading.

The analysis also highlights journal articles intersecting with other subdisciplines, such as the *Journal of School Psychology* and *Learning and Instruction.* For example, Wang and Degol (2016) in *Educational Psychology Review* examine the role of school environments in student success, with 58 cross-citations and 542 overall citations, bridging educational psychology and school counseling. Jang et al.'s. (2016) *Learning and Instruction* article explores students' self-regulated learning strategies, with 46 cross-citations and 370 overall citations, showcasing the interdisciplinary nature of educational psychology research that integrates insights from cognitive science and instructional design.

Recent articles also reflect emerging trends and contemporary issues in the field. For instance, Jiang et al. (2018) in *Contemporary Educational Psychology* investigates recent developments in expectancy-value theory, receiving 59 cross-citations and 140 overall citations, indicating continued interest in motivational theories. Similarly, Patall et al. (2018), in the *Journal of Educational Psychology,* focus on the daily fluctuations in student motivation, with 42 cross-citations and 125 overall citations, highlighting contemporary research trends that examine dynamic aspects of student learning.

The analysis of the top 38 cross-cited references from 2015 to 2024 reveals a dynamic landscape of influential research in educational psychology. Key themes such as motivation, student engagement, and methodological rigor are featured, reflecting the core interests and ongoing advancements in the field. Leading journals like *Contemporary Educational Psychology, Educational Psychology Review,* and *Child Development* are crucial in disseminating impactful research. Educational psychology's interdisciplinary and evolving nature is evident, with recent studies addressing contemporary issues and contributing to the field's growth and development.

Discussion

This study comprehensively evaluates educational psychology research from 2015 to 2024 by analyzing citation data from 60 educational psychology journals indexed in the WoS. We offer new insights into the field's productivity, impact, and key contributors by incorporating a broader range of journals and using more refined bibliometric measures, such as educational psychology-specific H-indices (EP-H-Indices) and cross-citation network analyses. Our findings highlight the contributions of countries, institutions, leading researchers, and influential journals and the strengths and limitations of different methods for assessing research productivity and impact.

Broader Scope and Methodological Advancements

Unlike previous reviews that often focused on a limited number of top-tier journals, our study extends the scope to include 60 high-quality educational psychology journals, thereby providing a more comprehensive overview of the field. This more comprehensive inclusion allows for a more accurate representation of diverse research outputs and perspectives, offering a more nuanced understanding of the field's dynamics and evolution. Moreover, by developing EP-H-Indices specific to educational psychology, we provide a more targeted measure of impact that better reflects contributions within the field rather than across all disciplines.

Traditional bibliometric measures such as generic H-indices and total citation counts are often criticized for overemphasizing quantity over quality and for including citations from other fields. Our approach addresses these issues by calculating EP-H-Indices that focus solely on the 60 educational psychology journals. This targeted approach demonstrates how researchers like Herbert W. Marsh and Richard Ryan, with high generic H-indices, have varying impacts when measured specifically within educational psychology. For instance, Marsh has an EP-H-Index of 78, highlighting his strong impact within the field, whereas Ryan's EP-H-Index is lower. This result is not surprising in that Marsh is primarily an educational psychologist. In contrast, Ryan, although making important contributions to educational psychology, is primarily a social psychologist who publishes in many different subdisciplines of psychology. This highlights the need to consider the EP-H-Index as well as a generic H-index when evaluating contributions to educational psychology.

Insights into Geographical and Institutional Contributions

Our analysis at the country level confirms that the United States remains the leading contributor to educational psychology research, with the highest EP-H-Index, citation count, and publication volume. However, the significant contributions from other countries, such as Germany, Australia, England, and China, reflect a growing global engagement in educational psychology. Interestingly, although Australia has fewer total publications, it shows a high citation rate per article, indicating a focus on high-quality research. This finding is consistent with prior research suggesting that smaller countries often achieve higher impact per publication due to more selective publishing strategies.

At the institutional level, we found that Arizona State University, the University of Maryland, and the Australian Catholic University lead in terms of EP-H-Indices, but the Australian Catholic University stands out with the highest citations per publication despite a lower total publication, indicating a strategic

focus on high-impact research. These findings underscore the importance of balancing quantity with quality in evaluating institutional research productivity and impact.

Leading Researchers and Diverse Research Strategies

The use of EP-H-Indices to assess researcher impact provides a more balanced reflection of their contributions to educational psychology. While established researchers like Pekrun, Marsh, and Mayer continue to rank highly, our analysis also highlights emerging scholars such as Phil Parker and Young-Suk Grace Kim, who have made significant contributions in the last decade. This dual focus on overall career productivity and recent research impact allows for a more balanced view that recognizes both long-term influence and recent innovation.

The diversity in publication strategies among leading researchers is notable, as it reflects varying approaches to academic engagement and dissemination. While some researchers, like Mayer, Marsh, and Pekrun, emphasize publishing consistently in high-impact Q1 journals throughout their careers, others such as Philip Parker, and Tamara Van Gog have focused more strongly on recent publications, with a significant portion of their work emerging in the last decade. This suggests that newer researchers prioritize rapid, high-quality output in their early careers, while established scholars tend to balance both long-term contributions and a sustained presence in top-tier venues. The variation in strategies highlights different pathways to academic success, with some researchers focusing on maintaining high visibility and impact throughout their careers, while others concentrate on innovative, recent advancements to make their mark.

Journal Impact and Centrality in Educational Psychology

Our cross-citation network analysis provides a deeper understanding of the centrality and influence of journals within educational psychology. The analysis reveals that while journals like *Educational Psychologist* and *Educational Psychology Review* have high impact factors and H-indices, the *Journal of Educational Psychology* emerges as the most central journal in the field. This finding underscores the importance of considering not only citation counts but also the network position of journals when evaluating their influence.

Cross-citation network analysis offers two new features not previously considered in the ranking of educational psychology journals—the clustering of journals that define the subfields of educational psychology and centrality measures that provide an alternative index of journal influence. Our analysis

revealed two dominant clusters (educational psychology and school psychology) and several smaller clusters (assessment and measurement, developmental psychology, reading and writing, and gifted and creative)

Centrality measures, which assess a journal's role in connecting different research areas within the field, offer insights into the journals that serve as critical connectors or bridges between subfields. Journals with high centrality scores, such as the *Journal of Educational Psychology* and *School Psychology*, play crucial roles in integrating diverse research areas and fostering interdisciplinary collaboration. This network perspective provides a more holistic view of journal influence than traditional metrics alone.

Key Themes and Emerging Trends in Top-Cited Research

Our analysis of the top-cited references provides valuable insights into the dominant themes and emerging trends in educational psychology research. Highly cited works in motivation, student engagement, and methodological rigor reflect the core interests of the field. Seminal studies, such as those by Ryan and Deci on self-determination theory and Eccles and Wigfield on expectancy-value theory, continue to shape the discourse in educational psychology, underscoring the importance of these foundational theories.

The presence of articles from journals that intersect with other disciplines, such as *Child Development* and *Journal of School Psychology*, highlights the interdisciplinary nature of educational psychology. This cross-pollination of ideas from cognitive science, instructional design, and developmental psychology enriches the field and fosters innovative approaches to understanding learning and development. Including recent articles addressing contemporary issues and emerging methodologies also reflects the field's responsiveness to new challenges and opportunities.

Methodological Contributions and Implications

This study also contributes methodologically by demonstrating the utility of combining traditional bibliometric measures with cross-citation network analysis. Conventional metrics such as publication counts, citation counts, and impact factors provide valuable information, but they can overlook the complex relationships among journals and the flow of knowledge across subfields. By incorporating cross-citation network analysis, we can better understand how journals are interlinked through citations, revealing core journals, niche publications, and interdisciplinary bridges that play unique roles in the field's development.

Our findings highlight the importance of considering multiple impact dimensions when evaluating research productivity and influence. For instance, while some journals, like *Educational Psychologist,* have high-impact factors, they may not necessarily serve as central nodes in the research network. Conversely,

journals with lower impact factors but high centrality, such as *School Psychology*, can connect diverse research communities and advance interdisciplinary research.

Implications for Future Research and Practice

Our findings have several implications for researchers, institutions, and policymakers. First, discipline-specific EP-H-Indices provide a more nuanced understanding of research productivity and impact. This approach encourages a shift from a sole focus on publication counts and generic H-indices, promoting a more balanced evaluation of scholarly influence. Importantly, the EP-H-Index can be used to rank countries, institutions, and journals as well as leading researchers.

Second, identifying leading researchers and institutions based on EP-H-Indices and citation-per-publication ratios highlights the importance of supporting diverse research strategies and promoting high-impact research. Recognizing both established and emerging researchers encourages a more inclusive approach to fostering talent and innovation in the field.

Finally, the application of cross-citation network analysis provides a valuable tool for understanding the interconnectedness of research communities and the flow of knowledge within educational psychology. Here we demonstrated how cross-citation network analysis provided a taxonomic classification of the educational psychology discipline based on the clustering of journal, and an alternative index of ranking journals based on their influence within the educational psychology discipline. This approach can inform strategic decisions regarding research funding, collaboration, and publication policies, helping to advance the field through targeted support for impactful research and interdisciplinary collaboration.

Limitations and Directions for Future Research

While this study provides a comprehensive analysis of educational psychology research published in 60 journals between 2015 and 2024, several limitations need to be addressed. First, our analysis focuses exclusively on journals classified under the WoS's "Educational Psychology" category. While providing a broader examination of the field than previous research, it excludes influential research published in other journals by scholars from related disciplines. For instance, researchers such as Richard Ryan and Jacquelynne Eccles, whose primary fields are social psychology and developmental psychology, have made substantial contributions to educational psychology, often through highly cited articles in educational psychology journals (see Table 6). Ryan’s work on self-determination theory and Eccles’s research on expectancy-value theory are prime examples of cross-disciplinary influence within the field.

Moreover, even among researchers listed as leading contributors to educational psychology, some of their most highly cited works are published in other journals—even though they are widely cited in educational psychology journals. For instance, the work of Nancy Eisenberg, a leading educational psychology researcher, often extends into developmental psychology. Similarly, many of Herbert Marsh's most highly cited articles are quantitative and methodological. These examples demonstrate that even those recognized as leaders in educational psychology contribute significantly to educational psychology with articles published outside the discipline's traditional boundaries. Future research should consider expanding the scope to include articles published in related fields like developmental psychology, cognitive science, social psychology, and quantitative/methodological psychology to provide a more comprehensive understanding of how this research influences educational psychology.

Another limitation of our study is its reliance on citation-based metrics, such as H-Indices and even EP-H-Indices. Although applicable, they may not fully capture the quality or practical significance of contributions of educational psychology. Even though citations and publication indices reflect influence, they do not necessarily reflect real-world applicability or impact on educational practice. Future research could benefit from combining citation analysis with qualitative evaluations, such as peer reviews or assessments of the practical applications of research findings, to offer a more rounded view of impact.

Additionally, the use of cross-citation network analysis, while insightful, may be limited by the complexity of the relationships between journals. For example, clustering journals into subfields might overlook emerging interdisciplinary connections that are not yet well-represented in citation patterns. Future research could explore how interdisciplinary collaborations shape the field and use more dynamic models that account for recent shifts in research priorities.

Finally, while this study examined researcher influence over the past decade and their careers, the focus on country and journal influences primarily centered on the last decade (2015-2024). This may not fully capture longer-term trends in the evolution of impact within educational psychology. Extending the time frame for journal and country analyses, and examining historical shifts in their influence, could offer valuable insights into how the field has developed and where it is heading.

In conclusion, expanding the scope of analysis to include influential research published in non-educational psychology journals, particularly by interdisciplinary scholars, and incorporating more qualitative assessments of research impact, might enhance future studies. Addressing these limitations may

provide a more comprehensive and nuanced understanding of the contributions shaping educational psychology today.

Conclusion

Our study provides a comprehensive overview of the productivity and impact of educational psychology research from 2015 to 2024, offering new insights using EP-H-Indices and cross-citation network analysis. By expanding the range of journals analyzed and incorporating more sophisticated measures of impact, we provide a more nuanced understanding of the field's dynamics, key contributors, and core journals. Our findings underscore the importance of considering multiple dimensions of research impact, from publication and citation metrics to network centrality and interdisciplinary influence. These insights can guide future research, policy development, and the continued advancement of educational psychology as a dynamic and evolving discipline.

The findings of this study have far-reaching implications for researchers, institutions, and policymakers in educational psychology. By conducting a cross-citation network analysis of 60 educational psychology journals from 2015-2024, we provide a detailed map of the discipline's intellectual structure, highlighting the most influential researchers, institutions, and journals. Scholars can use these insights as a guide for identifying key areas of research and potential collaborations, enabling them to focus on high-impact publications and emerging trends that shape the field. For institutions, the study's use of discipline-specific EP-H-Indices emphasizes the need to evaluate research not only by quantity but also by its quality and influence within the field. Institutions can use this information to develop strategies for fostering impactful research, supporting top-performing researchers, and building collaborations that enhance their academic reputation. For policymakers, the study underscores the value of citation network analysis in understanding the flow of knowledge within educational psychology. By identifying central journals and clusters of related subfields, this research provides a framework for making informed decisions on research funding, prioritizing interdisciplinary collaborations, and shaping policies that promote the advancement of educational psychology. The methodological innovations in this study—particularly the use of cross-citation network analysis—offer a powerful tool for future assessments of research influence and productivity across various academic disciplines.

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Note: also see **Supplementary Materials** for the Top 38 cross-cited references among 60 educational psychology journals from 2015 to 2024

Table 1

A summary of the literature review in educational psychology

References	Time Span	Journals	Focus	Method
Howard et al., 1987	1976-1985	13 APA Journals	Institutions, Journals	Publication count index
Smith et al., 1998	1991-1996	Top 5 journals	Institutions, Scholars, Topics	Publication count index
Smith et al., 2003	1997-2001	Top 5 journals	Institutions, Scholars, Topics	Publication count index
Hsieh et al., 2004	1991-2002	Top 5 journals	Scholars	Publication count index
Jones et al., 2010	2003-2008	Top 5 journals	Institutions, Country, Scholars	Publication count index
Greenbaum et al., 2016	2009-2014	Top 5 journals	Institutions, Country, Scholars	Publication count index
Fong et al., 2022	2015-2021	Top 5 journals	Institutions, Country, Scholars, Early Career Scholars	Publication count index
Kubik et al., 2024	2017-2022	Top 10 journals	Scholars, Keywords	Publication count index
Hassan et al., 2024	1988-2023	12 Ed Psych journals	References, Scholars	Citation count index

Note: Top 5 journals included *Cognition and Instruction, Contemporary Educational Psychology, Educational Psychologist, Educational Psychology Review, Journal of Educational Psychology;* in Kubik et al. 2024, they additionally included *Child Development, Learning and Instruction, Journal of Counseling Psychology, Journal of the Learning Sciences*, and *Journal of School Psychology*.

Table 2

Countries/regions with top 68 publication count from 2015 to 2024

	area	EP-H-index	cites	count	cites/count		area	EP-H-index	citation	count	cites/count
1	USA	125	183535	11142	16.47	35	ESTONIA	13	405	37	10.95
2	GERMANY	69	33181	2079	15.96	36	CROATIA	13	618	31	19.94
3	AUSTRALIA	63	18155	918	19.78	37	WALES	12	541	41	13.2
4	ENGLAND	56	18005	1069	16.84	38	INDIA	12	363	46	7.89
5	PEOPLES R CHINA	53	19345	1634	11.84	39	LUXEMBOURG	12	367	35	10.49
6	CANADA	53	16906	1069	15.81	40	NORTH IRELAND	12	394	37	10.65
7	NETHERLANDS	44	9237	731	12.64	41	RUSSIA	11	860	618	1.39
8	SPAIN	41	9887	839	11.78	42	BRAZIL	11	474	53	8.94
9	ISRAEL	37	6042	427	14.15	43	ARGENTINA	10	277	52	5.33
10	ITALY	37	5644	374	15.09	44	MEXICO	10	329	41	8.02
11	FINLAND	37	5559	345	16.11	45	MALAYSIA	10	276	26	10.62
12	BELGIUM	36	5541	324	17.1	46	U ARAB EMIRATES	9	244	22	11.09
13	NORWAY	35	4622	264	17.51	47	HUNGARY	9	149	22	6.77
14	SOUTH KOREA	31	4105	256	16.04	48	SAUDI ARABIA	8	299	28	10.68
15	PORTUGAL	29	2919	199	14.67	49	PAKISTAN	8	234	15	15.6
16	FRANCE	27	3085	255	12.1	50	SERBIA	8	122	14	8.71
17	SWEDEN	25	2460	190	12.95	51	COLOMBIA	7	115	22	5.23
18	SWITZERLAND	24	2815	257	10.95	52	SLOVENIA	7	166	20	8.3
19	SINGAPORE	23	1679	136	12.35	53	ICELAND	7	195	14	13.93
20	AUSTRIA	23	1639	106	15.46	54	VIETNAM	6	115	14	8.21
21	SCOTLAND	22	1791	130	13.78	55	PHILIPPINES	4	57	14	4.07
22	CHILE	22	1585	124	12.78	56	INDONESIA	4	72	11	6.55
23	NEW ZEALAND	22	1838	113	16.27	57	PERU	4	187	7	26.71
24	IRELAND	18	1110	93	11.94	58	THAILAND	4	37	10	3.7
25	DENMARK	18	1741	75	23.21	59	TURKIYE	3	38	66	0.58
26	GREECE	17	954	82	11.63	60	JORDAN	3	20	5	4
27	POLAND	17	1269	98	12.95	61	EGYPT	3	38	5	7.6
28	IRAN	17	1121	98	11.44	62	GHANA	3	51	5	10.2
29	JAPAN	14	780	91	8.57	63	LEBANON	3	76	6	12.67
30	TAIWAN	13	461	50	9.22	64	SLOVAKIA	3	39	4	9.75
31	SOUTH AFRICA	13	513	50	10.26	65	OMAN	3	16	6	2.67
32	CYPRUS	13	583	54	10.8	66	KENYA	2	44	4	11
33	ROMANIA	13	666	44	15.14	67	LITHUANIA	2	36	5	7.2
34	CZECH REPUBLIC	13	479	41	11.68	68	ECUADOR	2	17	2	8.5

Note. EP-H-Index = educational psychology specific H-index. Count = number of articles. Cites = the number of citations. All analyses are based on 60 educational psychology journals, but we considered citations from just these journals (cited by educational psychology) and citations from all Web of Science journals.

Table 3

Top 71 institutions based on H-index and publication count rankings from 2015 to 2024

	Institution	EP-H-Index	Cites	Count	Cites/Count		Institution	EP-H-Index	Cites	Count	Cites/Count
1	Arizona State Univ Tempe	48	3683	157	23.46	37	Univ Of Toronto	33	1662	111	14.97
2	Univ Of Maryland College Park	48	5072	224	22.64	38	Purdue Univ	32	1824	80	22.8
3	Australian Catholic Univ	47	4135	82	50.43	39	Temple Univ	32	1370	70	19.57
4	Univ Of Virginia	46	4059	163	24.9	40	Univ Of Alberta	32	1844	100	18.44
5	Univ Of Munich	43	2908	76	38.26	41	Erasmus Univ Rotterdam	32	1513	104	14.55
6	Univ Of New South Wales Sydney	43	3372	136	24.79	42	Univ Of California Los Angeles	31	2191	95	23.06
7	Florida State Univ	43	3888	165	23.56	43	Mcgill Univ	31	1963	100	19.63
8	Utrecht Univ	43	3491	166	21.03	44	Univ Of Pennsylvania	31	1600	91	17.58
9	Univ Of Wisconsin Madison	43	3009	174	17.29	45	Ku Leuven	31	2058	134	15.36
10	Harvard Univ	42	2130	106	20.09	46	Beijing Normal Univ	31	1976	152	13
11	Univ Of Texas Austin	41	3425	168	20.39	47	Leibniz Institute For Science Education	30	1654	91	18.18
12	Univ Of Minnesota Twin Cities	41	3376	193	17.49	48	Univ Of Groningen	30	2265	133	17.03
13	Eberhard Karls Univ of Tubingen	40	2390	103	23.2	49	Univ Of Connecticut	30	2187	132	16.57
14	Univ Of Amsterdam	40	2732	133	20.54	50	Yale Univ	30	1067	71	15.03
15	Univ Of Washington Seattle	39	2472	101	24.48	51	Georgia State Univ	30	1723	118	14.6
16	Univ Of Michigan	39	2225	92	24.18	52	Univ Of Illinois Urbana Champaign	30	1183	86	13.76
17	Vanderbilt Univ	39	3108	162	19.19	53	Chinese Univ Of Hong Kong	30	1165	86	13.55
18	Univ Of Oxford	38	1619	60	26.98	54	Univ Of Hong Kong	30	2086	163	12.8
19	New York Univ	38	2359	88	26.81	55	Univ Of South Carolina Columbia	29	2022	95	21.28
20	Stanford Univ	38	2072	90	23.02	56	Univ Of Nebraska Lincoln	29	1780	101	17.62
21	Univ Of Missouri Columbia	38	2774	156	17.78	57	Univ Of Haifa	29	2170	137	15.84
22	Pennsylvania State Univ	38	2942	187	15.73	58	Radboud Univ Nijmegen	29	1879	157	11.97
23	Ohio State Univ	37	2596	141	18.41	59	Texas A M Univ College Station	28	1391	92	15.12
24	Michigan State Univ	37	2545	161	15.81	60	Univ Of British Columbia	27	2024	84	24.1
25	Univ Of Pittsburgh	35	3296	106	31.09	61	Indiana Univ Bloomington	27	1512	88	17.18
26	Univ Of California Irvine	35	3138	108	29.06	62	Univ Of Oregon	27	765	73	10.48
27	Univ Of Jyvaskyla	35	2078	133	15.62	63	Univ Of Kansas	26	823	94	8.76
28	Univ Of North Carolina Chapel Hill	35	1600	118	13.56	64	Univ Of South Florida	25	1493	106	14.08
29	Univ Of Florida	34	3382	135	25.05	65	Univ Of Macau	24	1183	78	15.17
30	Univ Of California Santa Barbara	34	1459	69	21.14	66	Univ Of Houston	24	925	79	11.71
31	Univ Of Oslo	34	2115	111	19.05	67	Macquarie Univ	23	982	72	13.64
32	Education Univ Of Hong Kong Eduhk	34	3311	203	16.31	68	Univ Of Iowa	22	985	87	11.32
33	Columbia Univ	34	1525	94	16.22	69	Univ Of Alabama Tuscaloosa	21	1001	94	10.65
34	Univ College London	34	1608	107	15.03	70	Educational Testing Service Ets	20	951	119	7.99
35	Univ Of California Berkeley	34	1241	84	14.77	71	Lomonosov Moscow State Univ	8	216	177	1.22
36	Univ Of Georgia	33	2215	115	19.26						

Note. EP-H-Index = educational psychology specific H-index. Count = number of articles. Cites = the number of citations. All analyses are based on 60 educational psychology journals, but we considered citations from just these journals (cited by educational psychology) and citations from all Web of Science journals.

Table 4a
Top 55 researchers in educational psychology from 2015 to 2024 (also see Table 4b)

researcher	Ed Psych		All Fields		Publication	
	EP-H-index	cites	EP-H-index	cites	count	Q1 count
1 Pekrun, Reinhard	18	1043	30	3322	41	3
2 Marsh, Herbert W	15	995	24	2353	65	6
3 Kim, Young-Suk Grace	15	700	21	1546	52	3
4 van Gog, Tamara	15	496	23	1381	51	3
5 Trautwein, Ulrich	14	722	23	1810	53	4
6 Martin, Andrew J.	14	668	28	2010	76	4
7 Georgiou, George K	14	537	20	1288	52	3
8 Ludtke, Oliver	14	529	21	1447	40	3
9 Moeller, Jens	14	519	18	936	53	3
10 Thomalla, Gotz	13	587	19	1943	34	2
11 Parker, Philip	13	552	20	1847	39	3
12 Petscher, Yaacov	13	518	21	1370	42	2
13 Collie, Rebecca J	13	488	22	1504	56	3
14 Wigfield, Allan	12	675	15	1806	21	1
15 Arens, A. Katrin	12	441	15	937	26	2
16 Dresel, Markus	12	418	20	927	59	2
17 Braten, Ivar	12	398	19	860	38	1
18 Putwain, David W	12	383	19	953	45	2
19 Paas, Fred	12	359	20	1273	42	2
20 Roelle, Julian	12	336	14	567	32	1
21 Renkl, Alexander	12	330	13	736	31	1
22 Scheiter, Katharina	12	312	16	940	34	2
23 Verhoeven, Ludo	11	459	20	1235	80	3
24 Reeve, Johnmarshall	11	453	15	1914	20	1
25 Morin, Alexandre J.S.	11	446	21	1463	39	2
26 King, Ronnel B	11	428	23	1285	63	3
27 Bradshaw, Catherine P	11	373	18	1133	50	1
28 Lerkkanen, Marja-Kristiina	11	369	19	981	58	3
29 De Jong, Peter F	11	350	18	980	36	2
30 Reinke, Wendy M	11	335	14	813	42	1
31 Fiorella, Logan	11	328	16	1167	21	1
32 Muis, Krista	11	318	18	980	24	1
33 Steinmayr, Ricarda	11	309	15	795	39	2
34 Hulme, Charles	11	303	17	1101	29	2
35 Nurmi, Jari-Erik	11	282	16	693	31	2
36 Ginns, Paul	11	252	15	695	25	1
37 Nagengast, Benjamin	10	548	17	1200	33	2
38 Gaspard, Hanna	10	484	14	1025	20	1
39 Wang, Ming-Te	10	428	16	2137	30	2
40 Graham, Steve	10	410	17	1042	50	2
41 Mcbride, Catherine	10	370	20	926	46	2
42 List, Alexandra	10	320	12	575	34	1
43 Parrila, Rauno	10	294	14	725	31	1
44 Sweller, John	10	290	17	992	28	2
45 von der Embse, Nathaniel P	10	275	14	683	34	
46 Cook, Clayton R	10	271	15	807	37	
47 Preckel, Franzis	10	269	17	597	33	2
48 Schatschneider, Christopher	10	258	15	651	32	1
49 Connor, Carol M	10	246	16	629	22	1
50 Kendeou, Panayiota	10	227	12	474	27	1
51 Eitel, Alexander	10	224	13	553	20	1
52 Mayer, Richard E	9	394	22	2656	50	4
53 Dicke, Theresa	9	372	14	957	32	2
54 Jansen, Malte	9	322	13	753	26	2
55 Alexander, Patricia A.	9	312	15	781	32	1
Mean	11.51	424.09	17.80	1184.62	39.20	25.2
SD	1.84	169.33	3.82	573.51	13.95	10.7

Table 4b

Top 55 researchers in educational psychology across entire career (also see Table 4a)

	Ed Psych		All Fields		Publication		All-All Fields[a]	
researcher	EP-H-index	cites	EP_Hh-index	cites	count	Q1 count	GS-H-index	cites
1 Marsh, Herbert W	47	6584	78	21154	187	157	213	192537
2 Pekrun, Reinhard	34	4168	48	15499	68	60	130	81814
3 Mayer, Richard E	32	3213	74	20491	162	147	185	231777
4 Graham, Steve	32	3003	55	10453	122	73	156	81503
5 Trautwein, Ulrich	30	3084	47	7986	118	79	105	46792
6 Braten, Ivar	30	1948	40	4349	76	42	78	17729
7 Ludtke, Oliver	29	2946	45	7751	95	67	103	44707
8 Sweller, John	27	2837	44	17728	75	52	NA	NA
9 Thomalla, Gotz	27	2739	37	9819	64	52	88	40252
10 Wigfield, Allan	26	3040	33	9617	50	42	103	108608
11 Paas, Fred	22	2265	46	12462	90	69	109	66178
12 Martin, Andrew J	22	1933	45	6465	125	79	102	39963
13 Nurmi, Jari-Erik	22	1636	39	4599	90	62	112	43321
14 Fuchs, Lynn	22	1458	45	6806	75	49	148	82070
15 Moller, Jens	22	1452	31	3152	81	31	64	15285
16 Baumert, Juergen	22	1443	31	4508	49	23	125	75642
17 Renkl, Alexander	22	1322	38	5022	85	45	88	37648
18 Pianta, Robert C	21	2121	45	10104	63	24	153	111672
19 Fletcher, Jack M	21	1391	35	5377	50	37	147	87830
20 Kim, Young-Suk Grace	21	1309	31	3003	79	49	64	13220
21 van Gog, Tamara	20	1295	37	4950	81	60	80	23780
22 Vansteenkiste, Maarten	20	1241	30	5934	45	37	132	79242
23 Francis, David J	20	1219	35	4672	51	41	104	38617
24 Fuchs, Douglas H	20	1158	38	5226	55	36	135	64951
25 Guthrie, John	20	1081	28	3682	44	38	NA	NA
26 Mumford, Michael D	20	954	33	4630	54	1	115	57916
27 Nagengast, Benjamin	19	1281	25	3159	48	40	57	14822
28 Schatschneider, Christopher	19	1221	31	3888	64	37	78	23732
29 Kunter, Mareike	19	1216	27	4381	51	21	NA	NA
30 Georgiou, George K.	19	1203	31	2882	75	44	57	10902
31 Parrila, Rauno	19	1133	28	2888	56	29	60	13457
32 Kaufman, James C.	19	1041	29	3071	75	6	105	41467
33 Dodge, Kenneth A	19	935	39	11257	50	46	191	173657
34 Pressley, Michael	19	830	37	3416	72	68	NA	NA
35 van Merrienboer, Jeroen J.G.	18	1486	38	9576	63	40	105	63577
36 Alexander, Patricia	18	1080	27	3463	72	41	89	39345
37 Runco, Mark	18	864	31	3303	55	1	107	43197
38 Kendeou, Panayiota	17	1073	24	2906	49	27	56	14755
39 Aunola, Kaisa	17	1056	31	3097	52	42	78	20059
40 Lerkkanen, Marja-Kristiina	17	1048	32	2952	89	54	72	15441
41 Petscher, Yaacov	17	1006	32	2921	73	42	64	13391
42 Compton, Donald L	17	858	23	2551	40	37	62	18321
43 Putwain, David W	17	790	28	2149	68	44	52	8900
44 Eisenberg, Nancy	17	775	39	8507	54	47	179	141008
45 Abbott, Robert D	16	1229	28	4373	47	25	NA	NA
46 Ehri, Linnea C	16	1163	26	4114	45	34	NA	NA
47 Morin, Alexandre J.S.	16	979	28	2972	51	39	85	30467
48 Parker, Philip	16	888	26	2904	50	45	71	20635
49 Bradshaw, Catherine P	16	868	32	3551	75	29	101	38278
50 Hulme, Charles	16	780	28	2801	49	31	119	55422
51 Steinmayr, Ricarda	16	751	24	1999	55	39	NA	NA
52 Lonigan, Christopher J	16	735	28	4378	43	29	93	42026
53 Cain, Kate	15	1313	22	3948	41	24	67	23748
54 Swanson, H. Lee	15	1008	26	2948	49	38	NA	NA
55 Thompson, Barbara J	15	810	28	5389	78	8	NA	NA
Mean	20.89	1568.36	35.20	6021.51	69.51	44.71	104.07	55427.41
SD	5.93	1039.49	10.90	4440.74	28.70	27.19	39.18	49199.53

Note. EP-H-Index = educational psychology specific H-index. Count = number of articles. Cites = number of citations. All analyses are based on 60 educational psychology journals, but we considered citations from just these journals (cited by educational psychology) and citations from all Web of Science journals (all fields). However, we also include Google Scholar H-Indices (GS-H-Index) based on all publications and citations from all sources covered by Google Scholar (except for researchers with no Google Scholar account, listed as NA).

Table 5

Journal information and journal citation reports from 2019 to 2024

journal	centrality	EP-H-index	IF	count	cited by all fields		cited by educational psychology	
					cites	cites/count	cites	cites/count
Journal of Educational Psychology	1	43	7.0 (Q1)	458	8657	18.9	3084	6.73
School Psychology	0.69	24	3.5(Q1)	256	2386	9.32	2147	8.39
Contemporary Educational Psychology	0.50	38	8.2(Q1)	419	8088	19.3	1847	4.41
Learning and Instruction	0.37	39	6.1(Q1)	474	6559	13.84	1302	2.75
Educational Psychology Review	0.37	48	12.5(Q1)	398	7486	18.81	1694	4.26
Child Development	0.27	48	4.9(Q1)	994	14560	14.65	1223	1.23
Learning and Individual Differences	0.25	32	4.5(Q1)	487	4770	9.79	910	1.87
Reading and Writing	0.25	27	2.8(Q3)	562	4465	7.94	1052	1.87
British Journal of Educational Psychology	0.23	27	4.0(Q1)	407	4071	10	770	1.89
Journal of School Psychology	0.22	31	5.6(Q1)	313	3708	11.85	918	2.93
Educational Psychologist	0.21	31	15.1(Q1)	101	3068	30.38	752	7.45
Psychology In the Schools	0.20	25	2.3(Q3)	974	4174	4.29	865	0.89
Reading Research Quarterly	0.17	30	4.9(Q1)	243	3282	13.51	733	3.02
Educational Psychology	0.15	27	4.3(Q1)	349	3567	10.22	501	1.44
School Psychology Review	0.15	18	3.7(Q1)	210	1787	8.51	496	2.36
Scientific Studies of Reading	0.14	22	4.3(Q2)	187	2096	11.21	494	2.64
European Journal of Psychology of Education	0.12	25	3.2(Q2)	305	2868	9.4	425	1.39
School Mental Health	0.11	25	3.0(Q2)	379	2823	7.45	591	1.56
Journal of Experimental Education	0.11	19	2.8(Q2)	235	1760	7.49	352	1.5
Journal of Research in Reading	0.1	16	2.8(Q3)	170	1332	7.84	333	1.96
Social Psychology of Education	0.09	24	3.6(Q1)	359	2982	8.31	389	1.08
Metacognition and Learning	0.08	20	4.7(Q1)	182	1498	8.23	371	2.04
Early Education and Development	0.08	24	2.9(Q2)	438	3008	6.87	412	0.94
Educational and Psychological Measurement	0.07	23	4.1(Q2)	277	2987	10.78	344	1.24
Journal of Creative Behavior	0.07	27	3.6(Q2)	305	3143	10.3	399	1.31
Journal of Psychoeducational Assessment	0.07	17	1.7(Q3)	377	1761	4.67	317	0.84
Educational Measurement-Issues and Practice	0.06	14	2.0(Q2)	202	976	4.83	257	1.27
School Psychology International	0.05	16	2.8(Q3)	171	1094	6.4	184	1.08
Instructional Science	0.05	18	3.2(Q2)	182	1172	6.44	196	1.08
Journal of Educational and Psychological Consultation	0.05	12	1.5(Q4)	110	563	5.12	223	2.03
Journal of Emotional and Behavioral Disorders	0.05	14	1.9(Q2)	121	665	5.5	203	1.68
Discourse Processes	0.05	18	2.0(Q2)	216	1385	6.41	242	1.12
Studies In Educational Evaluation	0.04	26	2.7(Q2)	485	3695	7.62	357	0.74
Journal of the Learning Sciences	0.04	22	5.6(Q2)	113	1589	14.06	195	1.73
Behavioral Disorders	0.03	14	2.6(Q2)	111	746	6.72	156	1.41
Gifted Child Quarterly	0.03	15	3.5(Q2)	104	778	7.48	192	1.85
Journal of Educational Measurement	0.03	11	1.4(Q4)	147	551	3.75	143	0.97
Journal of School Violence	0.03	20	2.7(Q2)	232	1668	7.19	202	0.87
Applied Measurement in Education	0.03	12	1.7(Q4)	125	527	4.22	118	0.94
Creativity Research Journal	0.03	19	3.1(Q2)	225	1557	6.92	160	0.71
Cognition and Instruction	0.03	17	3.7(Q2)	108	1019	9.44	152	1.41
Dyslexia	0.03	14	2.4(Q2)	149	802	5.38	136	0.91
Zeitschrift Fur Padagogische Psychologie	0.02	11	1.7(Q3)	82	344	4.2	82	1
Canadian Journal of School Psychology	0.02	11	2.5(Q1)	113	618	5.47	88	0.78
Journal of Counseling Psychology	0.02	32	4.9(Q1)	312	4116	13.19	314	1.01
Journal of Literacy Research	0.02	15	2.5(Q3)	125	814	6.51	117	0.94
Revista De Psicodidactica	0.02	18	3.7(Q1)	116	976	8.41	99	0.85
Measurement and Evaluation in Counseling and Development	0.02	12	1.9(Q3)	120	493	4.11	107	0.89
Psicologia Educativa	0.01	11	1.7(Q2)	113	460	4.07	63	0.56
High Ability Studies	0.01	9	2.1(Q3)	62	335	5.4	61	0.98
Journal For the Study of Education and Development	0.01	6	1.1(Q4)	50	132	2.64	87	1.74
Journal Of Applied Research in Intellectual Disabilities	0.01	25	2.8(Q1)	726	4746	6.54	624	0.86
Journal Of Diversity in Higher Education	0.01	24	3.1(Q2)	252	2533	10.05	163	0.65
Psychology of Music	0.01	21	2.0(Q3)	476	2610	5.48	283	0.59
Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie	0.01	7	1.1(Q3)	60	184	3.07	47	0.78
Training And Education in Professional Psychology	0.01	14	1.8(Q3)	220	1130	5.14	155	0.7
Language Assessment Quarterly	0.01	12	2.9(Q3)	130	795	6.12	88	0.68
Psychologie In Erziehung Und Unterricht	0.01	5	0.4(Q4)	103	110	1.07	26	0.25
Journal of Early Intervention	0	12	1.9(Q3)	123	587	4.77	30	0.24
Voprosy Psikhologii	0	4	0.2(Q4)	359	199	0.55	75	0.21

Note. EP-H-Index = educational psychology specific H-index. IF = five-year impact value. Count = number of articles. Cites = citations. All analyses are based on 60 educational psychology journals, but we considered citations from just these journals (cited by educational psychology, excluding self-cited) and citations from all Web of Science journals.

Table 6

Top 38 cross-cited references among 60 educational psychology journals from 2015 to 2024

cites[a]	reference	journal	doi
205 (685)	Eccles and Wigfield, 2020	CONTEMP EDUC PSYCHOL	10.1016/j.cedpsych.2020.101859
126 (1400)	Ryan and Deci, 2020	CONTEMP EDUC PSYCHOL	10.1016/j.cedpsych.2020.101860
108 (637)	Sweller et al., 2019	EDUC PSYCHOL REV	10.1007/s10648-019-09465-5
98 (871)	Taylor et al., 2017	CHILD DEV	10.1111/cdev.12864
87 (466)	Pekrun et al., 2017	CHILD DEV	10.1111/cdev.12704
81 (209)	Marsh et al., 2019	J EDUC PSYCHOL	10.1037/edu0000281
68 (238)	Graham, 2018	EDUC PSYCHOL-US	10.1080/00461520.2018.1481406
64 (213)	Kim, 2017	SCI STUD READ	10.1080/10888438.2017.1291643
63 (369)	Fiorella and Mayer, 2016	EDUC PSYCHOL REV	10.1007/s10648-015-9348-9
61 (341)	Allen et al., 2018	EDUC PSYCHOL REV	10.1007/s10648-016-9389-8
59 (140)	Jiang et al., 2018	CONTEMP EDUC PSYCHOL	10.1016/j.cedpsych.2018.06.005
58 (542)	Wang and Degol, 2016	EDUC PSYCHOL REV	10.1007/s10648-015-9319-1
58 (110)	Benson et al., 2019	J SCHOOL PSYCHOL	10.1016/j.jsp.2018.12.004
49 (138)	Urdan and Kaplan, 2020	CONTEMP EDUC PSYCHOL	10.1016/j.cedpsych.2020.101862
47 (176)	Follmer, 2018	EDUC PSYCHOL-US	10.1080/00461520.2017.1309295
47 (143)	Rouet et al., 2017	EDUC PSYCHOL-US	10.1080/00461520.2017.1329015
47 (179)	Landerl et al., 2019	SCI STUD READ	10.1080/10888438.2018.1510936
46 (157)	Gray et al., 2018	EDUC PSYCHOL-US	10.1080/00461520.2017.1421466
46 (370)	Jang et al., 2016	LEARN INSTR	10.1016/j.learninstruc.2016.01.002
45 (230)	Aelterman et al., 2019	J EDUC PSYCHOL	10.1037/edu0000293
45 (189)	Ramirez et al., 2018	EDUC PSYCHOL-US	10.1080/00461520.2018.1447384
44 (164)	Hulleman et al., 2017	J EDUC PSYCHOL	10.1037/edu0000146
43 (358)	Schunk and DiBenedetto, 2020	CONTEMP EDUC PSYCHOL	10.1016/j.cedpsych.2019.101832
42 (125)	Patall et al., 2018	J EDUC PSYCHOL	10.1037/edu0000214
42 (158)	Hickendorff et al., 2018	LEARN INDIVID DIFFER	10.1016/j.lindif.2017.11.001
41 (469)	Sinatra et al., 2015	EDUC PSYCHOL-US	10.1080/00461520.2014.1002924
41 (131)	Wormington et al., 2017	EDUC PSYCHOL REV	10.1007/s10648-016-9358-2
41 (267)	Roorda et al., 2017	SCHOOL PSYCHOL REV	10.17105/SPR-2017-0035.V46-3
40 (135)	Butterfuss and Kendeou, 2018	EDUC PSYCHOL REV	10.1007/s10648-017-9422-6
40 (291)	Dent and Koenka, 2016	EDUC PSYCHOL REV	10.1007/s10648-015-9320-8
40 (206)	Gaspard et al., 2015	J EDUC PSYCHOL	10.1037/edu0000003
40 (112)	Bardach et al., 2020	J EDUC PSYCHOL	10.1037/edu0000419
39 (178)	Bottiani et al., 2019	J SCHOOL PSYCHOL	10.1016/j.jsp.2019.10.002
37 (114)	Kim and Schatschneider, 2017	J EDUC PSYCHOL	10.1037/edu0000129
37 (246)	Jennings et al., 2017	J EDUC PSYCHOL	10.1037/edu0000187
37 (171)	Clinton, 2019	J RES READ	10.1111/1467-9817.12269
36 (115)	Wagner et al., 2016	J EDUC PSYCHOL	10.1037/edu0000075
36 (349)	Domitrovich et al., 2017	CHILD DEV	10.1111/cdev.12739

Note. Cites = citations based on 60 educational psychology journals. The individual papers can be referenced through their DOI.

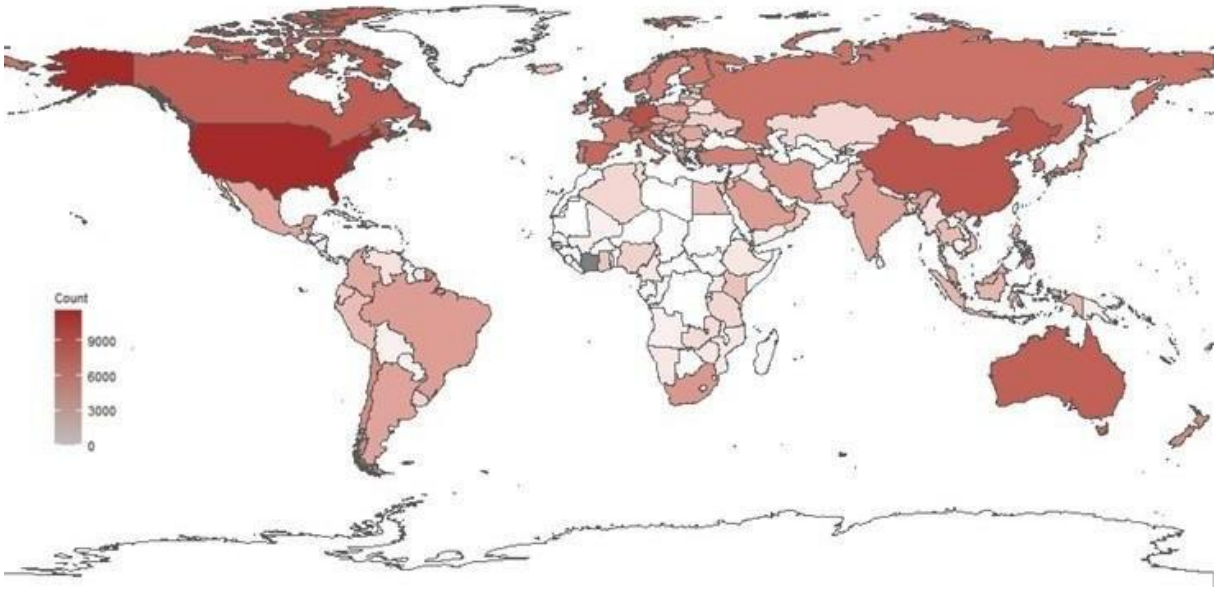

Figure 1. The global geo-distribution of publication counts: USA 11142, Germany 2079, PR China 1634, England 1069, Canada 1069, Australia 918 (Top 6 countries/regions)

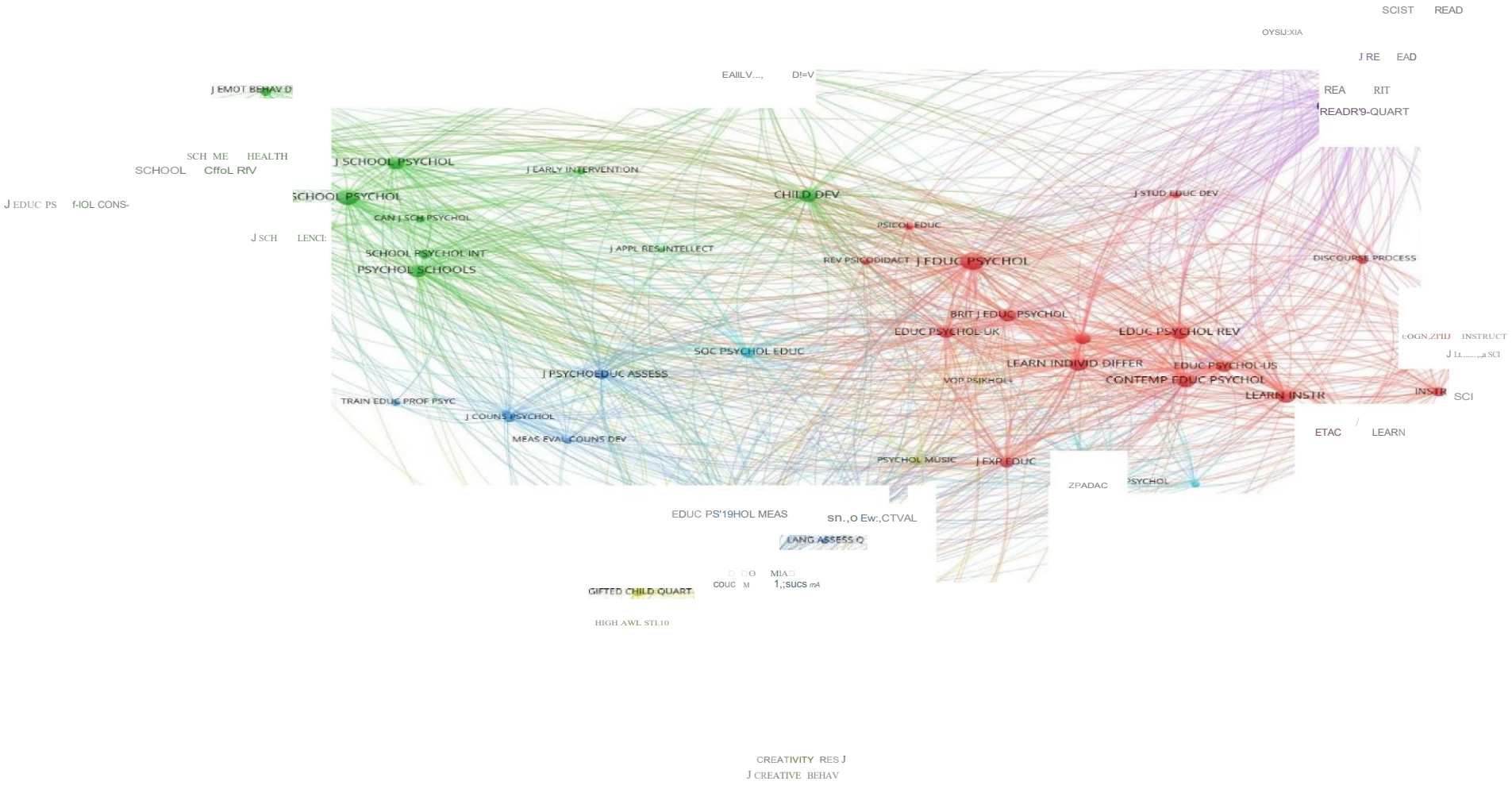

Figure 2. Cross-citation networks based on 60 educational psychology journals.

Appendix A: The full list of 60 educational psychology journal

Table A

The full list of 60 educational psychology journal in the Web of Science "Educational Psychology" Classification

	Journal name		Journal name
1	Applied Measurement in Education	31	Journal of Experimental Education
2	Behavioral Disorders	32	Journal of Literacy Research
3	British Journal of Educational Psychology	33	Journal of Psychoeducational Assessment
4	Canadian Journal of School Psychology	34	Journal of Research in Reading
5	Child Development	35	Journal of School Psychology
6	Cognition and Instruction	36	Journal of School Violence
7	Contemporary Educational Psychology	37	Journal of the Learning Sciences
8	Creativity Research Journal	38	Language Assessment Quarterly
9	Discourse Processes	39	Learning and Individual Differences
10	Dyslexia	40	Learning And Instruction
11	Early Education and Development	41	Measurement and Evaluation in Counseling and Development
12	Educational and Psychological Measurement	42	Metacognition and Learning
13	Educational Measurement-Issues and Practice	43	Psicologia Educativa
14	Educational Psychologist	44	Psychologie in Erziehung und Unterricht
15	Educational Psychology	45	Psychology in the Schools
16	Educational Psychology Review	46	Psychology of Music
17	European Journal of Psychology of Education	47	Reading and Writing
18	Gifted Child Quarterly	48	Reading Research Quarterly
19	High Ability Studies	49	Revista De Psicodidactica
20	Instructional Science	50	School Mental Health
21	Journal for the Study of Education and Development	51	School Psychology
22	Journal of Applied Research in Intellectual Disabilities	52	School Psychology International
23	Journal of Counseling Psychology	53	School Psychology Review
24	Journal of Creative Behavior	54	Scientific Studies of Reading
25	Journal of Diversity in Higher Education	55	Social Psychology of Education
26	Journal of Early Intervention	56	Studies in Educational Evaluation
27	Journal of Educational and Psychological Consultation	57	Training and Education in Professional Psychology
28	Journal of Educational Measurement	58	Voprosy Psikhologii
29	Journal of Educational Psychology	59	Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie
30	Journal of Emotional and Behavioral Disorders	60	Zeitschrift Fur Padagogische Psychologie

Appendix B:

The full list of 60 educational psychology journal

Top 38 Cross-Cited References Among 60 Educational Psychology Journals (2015-2024)

Aelterman, N., Vansteenkiste, M., Haerens, L., Soenens, B., Fontaine, J. R., & Reeve, J. (2019). Toward an integrative and fine-grained insight in motivating and demotivating teaching styles: The merits of a circumplex approach. *Journal of Educational Psychology*, 111 (3), 497.

Allen, K., Kern, M. L., Vella-Brodrick, D., Hattie, J., & Waters, L. (2018). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, 30, 1–34.

Bardach, L., Oczlon, S., Pietschnig, J., & Luftenegger, M. (2020). Has achievement goal theory been right? A meta-analysis of the relation between goal structures and personal achievement goals. *Journal of Educational Psychology*, 112 (6), 1197.

Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2019). Test use and assessment practices of school psychologists in the United States: Findings from the 2017 national survey. *Journal of School Psychology*, 72, 29–48.

Bottiani, J. H., Duran, C. A., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology*, 77, 36–51.

Butterfuss, R., & Kendeou, P. (2018). The role of executive functions in reading comprehension. *Educational Psychology Review*, 30, 801–826.

Clinton, V. (2019). Reading from paper compared to screens: A systematic review and meta-analysis. *Journal of Research in Reading*, 42 (2), 288–325.

Dent, A. L., & Koenka, A. C. (2016). The relation between self-regulated learning and academic achievement across childhood and adolescence: A meta-analysis. *Educational Psychology Review*, 28, 425–474.

Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88 (2), 408–416.

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61, 101859.

Fiorella, L., & Mayer, R. E. (2016). Eight ways to promote generative learning. *Educational Psychology Review*, 28, 717–741.

Follmer, D. J. (2018). Executive function and reading comprehension: A meta-analytic review. *Educational Psychologist*, 53 (1), 42–60.

Gaspard, H., Dicke, A.-L., Flunger, B., Schreier, B., Hafner, I., Trautwein, U., & Nagengast, B. (2015). More value through greater differentiation: Gender differences in value beliefs about math. *Journal of Educational Psychology*, 107 (3), 663.

Graham, S. (2018). A revised writer (s)-within-community model of writing. *Educational Psychologist*, 53 (4), 258–279.

Gray, D. L., Hope, E. C., & Matthews, J. S. (2018). Black and belonging at school: A case for interpersonal, instructional, and institutional opportunity structures. *Educational Psychologist*, 53 (2), 97–113.

Hickendorff, M., Edelsbrunner, P. A., McMullen, J., Schneider, M., & Trezise, K. (2018). Informative tools for characterizing individual differences in learning: Latent class, latent profile, and latent transition analysis. *Learning and Individual Differences*, 66, 4–15.

Hulleman, C. S., Kosovich, J. J., Barron, K. E., & Daniel, D. B. (2017). Making connections: Replicating and extending the utility value intervention in the classroom. *Journal of Educational Psychology*, 109 (3), 387.

Jang, H., Kim, E. J., & Reeve, J. (2016). Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model. *Learning and Instruction*, 43, 27–38.

Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A. A., Cham, H., et al. (2017). Impacts of the care for teachers' program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109 (7), 1010.

Jiang, Y., Rosenzweig, E. Q., & Gaspard, H. (2018). An expectancy-value-cost approach in predicting adolescent students' academic motivation and achievement. *Contemporary Educational Psychology*, 54, 139–152.

Kim, Y.-S. G. (2017). Why the simple view of reading is not simplistic: Unpacking component skills of reading using a direct and indirect effect model of reading (DIER). *Scientific Studies of Reading*, 21 (4), 310–333.

Kim, Y.-S. G., & Schatschneider, C. (2017). Expanding the developmental models of writing: A direct and indirect effects model of developmental writing (DIEW). *Journal of Educational Psychology*, 109 (1), 35.

Landerl, K., Freudenthaler, H. H., Heene, M., De Jong, P. F., Desrochers, A., Manolitsis, G., Parrila, R., & Georgiou, G. K. (2019). Phonological awareness and rapid automatized naming as longitudinal predictors of reading in five alphabetic orthographies with varying degrees of consistency. *Scientific Studies of Reading*, 23 (3), 220–234.

Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., Guo, J., Dicke, T., & Arens, A. K. (2019). The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies. *Journal of Educational Psychology*, 111 (2), 331.

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Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (2017). Achievement emotions and academic performance: Longitudinal models of reciprocal effects. *Child Development*, 88 (5), 1653–1670.

Ramirez, G., Shaw, S. T., & Maloney, E. A. (2018). Math anxiety: Past research, promising interventions, and a new interpretation framework. *Educational Psychologist*, 53 (3), 145–164.

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Rouet, J.-F., Britt, M. A., & Durik, A. M. (2017). Resolv: Readers' representation of reading contexts and tasks. *Educational Psychologist*, 52 (3), 200–215.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860.

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832.

Sinatra, G. M., Heddy, B. C., & Lombardi, D. (2015). The challenges of defining and measuring student engagement in science. *Educational Psychologist*, 50 (1), 1–13.

Sweller, J., van Merrienboer, J. J., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31, 261–292.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88 (4), 1156–1171.

Urdan, T., & Kaplan, A. (2020). The origins, evolution, and future directions of achievement goal theory. *Contemporary Educational Psychology*, 61, 101862.

Wagner, W., Gollner, R., Werth, S., Voss, T., Schmitz, B., & Trautwein, U. (2016). Student and teacher ratings of instructional quality: Consistency of ratings over time, agreement, and predictive power. *Journal of Educational Psychology*, 108 (5), 705.

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