

Detlev Leutner

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/147699/publications.pdf>

Version: 2024-02-01

89
papers

6,211
citations

109137

35
h-index

76769

74
g-index

127
all docs

127
docs citations

127
times ranked

3707
citing authors

#	ARTICLE	IF	CITATIONS
1	Self-efficacy for motivational regulation and satisfaction with academic studies in STEM undergraduates: The mediating role of study motivation. <i>Learning and Individual Differences</i> , 2022, 93, 102096.	1.5	21
2	How Did It Get So Late So Soon? The Effects of Time Management Knowledge and Practice on Students' Time Management Skills and Academic Performance. <i>Sustainability</i> , 2022, 14, 5097.	1.6	8
3	Was beeinflusst die Entscheidung zum Studienabbruch? Längsschnittliche Analysen zum Zusammenspiel von Studienzufriedenheit, Fachwissen und Abbruchintention in den Fächern Chemie, Ingenieur- und Sozialwissenschaften. <i>ZeHf – Zeitschrift für Empirische Hochschulforschung</i> , 2021, 4, 55-80.	0.3	3
4	Prokrastination als Risikofaktor für den Abbruch des Studiums: eine motivations- und handlungsregulatorische Perspektive. , 2021, , 43-74.		1
5	Unterschiedlich motiviert für das Studium: Motivationale Profile von Studierenden und ihre Zusammenhänge mit demografischen Merkmalen, Lernverhalten und Befinden. <i>ZeHf – Zeitschrift für Empirische Hochschulforschung</i> , 2021, 4, 81-105.	0.3	3
6	Psychometric Properties of the German Short Version of the Maslach Burnout Inventory – Student Survey. <i>European Journal of Health Psychology</i> , 2021, 28, 45-58.	0.3	9
7	Empirische Arbeit: Erwerb von Wissen über nonverbale Komponenten der Klassenführung mittels inszenierter Videovignetten. <i>Physics and Chemistry of Minerals</i> , 2021, 68, 183-198.	0.3	2
8	Chemie, Sozialwissenschaften und Ingenieurwissenschaften: Studienerfolg und Studienabbruch. , 2021, , 153-177.		0
9	The Drawing Principle in Multimedia Learning. , 2021, , 360-369.		1
10	Do motivational regulation strategies contribute to university students' academic success?. <i>Learning and Individual Differences</i> , 2020, 82, 101912.	1.5	28
11	Is too much help an obstacle? Effects of interactivity and cognitive style on learning with dynamic versus non-dynamic visualizations with narrative explanations. <i>Educational Technology Research and Development</i> , 2020, 68, 2971-2990.	2.0	7
12	Transfer of metacognitive skills in self-regulated learning: an experimental training study. <i>Metacognition and Learning</i> , 2020, 15, 455-477.	1.3	33
13	An Interactive Layers Model of Self-Regulated Learning and Cognitive Load. <i>Educational Psychology Review</i> , 2020, 32, 1127-1149.	5.1	30
14	Validating the Resource-Management Inventory (ReMI). <i>European Journal of Psychological Assessment</i> , 2020, 36, 777-786.	1.7	8
15	Putting Educational Knowledge of Prospective Teachers to the Test. , 2020, , 9-28.		3
16	Does modality play a role? Visual-verbal cognitive style and multimedia learning. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 747-757.	3.3	10
17	How generative drawing affects the learning process: An eye-tracking analysis. <i>Applied Cognitive Psychology</i> , 2019, 33, 1147-1164.	0.9	27
18	Inszenierte Unterrichtsvideovignetten zur Förderung des Wissens um Klassenführung von (angehenden) Lehrkräften. , 2019, , 241-257.		5

#	ARTICLE	IF	CITATIONS
19	Teachers' assessment competence: Integrating knowledge-, process-, and product-oriented approaches into a competence-oriented conceptual model. <i>Teaching and Teacher Education</i> , 2018, 76, 181-193.	1.6	129
20	A longitudinal study of teachers'™ occupational well-being: Applying the job demands-resources model.. <i>Journal of Occupational Health Psychology</i> , 2018, 23, 262-277.	2.3	154
21	When Do Pictures Help Learning from Expository Text? Multimedia and Modality Effects in Primary Schools. <i>Research in Science Education</i> , 2017, 47, 685-704.	1.4	26
22	More Evidence for Three Types of Cognitive Style: Validating the Object'™Spatial Imagery and Verbal Questionnaire Using Eye Tracking when Learning with Texts and Pictures. <i>Applied Cognitive Psychology</i> , 2017, 31, 109-115.	0.9	24
23	Training in Components of Problem-Solving Competence: An Experimental Study of Aspects of the Cognitive Potential Exploitation Hypothesis. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 315-331.	0.4	1
24	Self-Regulated Learning with Expository Texts as a Competence: Competence Structure and Competence Training. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 75-89.	0.4	0
25	Competence Assessment in Education: An Introduction. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 1-6.	0.4	8
26	Visualizers versus verbalizers: Effects of cognitive style on learning with texts and pictures '™ An eye-tracking study. <i>Computers in Human Behavior</i> , 2017, 68, 170-179.	5.1	116
27	Professionswissen in den Naturwissenschaften (ProwiN). , 2017, , 113-130.		11
28	'™Doppelter Praxisschock'™ auf dem Weg ins Lehramt? Verlauf und potenzielle Einflussfaktoren emotionaler Ersch'™pfung w'™hrend des Vorbereitungsdienstes und nach dem Berufseintritt. <i>Physics and Chemistry of Minerals</i> , 2016, 63, 244.	0.3	30
29	Improving students'™ science text comprehension through metacognitive self-regulation when applying learning strategies. <i>Metacognition and Learning</i> , 2015, 10, 313-346.	1.3	49
30	Reducing reality shock: The effects of classroom management skills training on beginning teachers. <i>Teaching and Teacher Education</i> , 2015, 48, 1-12.	1.6	177
31	Measuring cognitive load with subjective rating scales during problem solving: differences between immediate and delayed ratings. <i>Instructional Science</i> , 2015, 43, 93-114.	1.1	130
32	Teachers'™ knowledge about psychology: Development and validation of a test measuring theoretical foundations for teaching and its relation to instructional behavior. <i>Studies in Educational Evaluation</i> , 2015, 44, 36-49.	1.2	28
33	Effects of strategy instructions on learning from text and pictures. <i>Instructional Science</i> , 2015, 43, 345-364.	1.1	16
34	A field experimental study of analytical problem solving competence'™ Investigating effects of training and transfer. <i>Thinking Skills and Creativity</i> , 2015, 18, 18-31.	1.9	1
35	Complex problem solving and intelligence: A meta-analysis. <i>Intelligence</i> , 2015, 53, 92-101.	1.6	79
36	Beginning teachers' efficacy and emotional exhaustion: Latent changes, reciprocity, and the influence of professional knowledge. <i>Contemporary Educational Psychology</i> , 2015, 41, 62-72.	1.6	123

#	ARTICLE	IF	CITATIONS
37	Self-efficacy in classroom management, classroom disturbances, and emotional exhaustion: A moderated mediation analysis of teacher candidates.. Journal of Educational Psychology, 2014, 106, 569-583.	2.1	189
38	Motivation and emotion as mediators in multimedia learning. Learning and Instruction, 2014, 29, 174-175.	1.9	96
39	Drawing pictures during learning from scientific text: testing the generative drawing effect and the prognostic drawing effect. Contemporary Educational Psychology, 2014, 39, 275-286.	1.6	81
40	The Generative Drawing Principle in Multimedia Learning. , 2014, , 433-448.		33
41	Applying the Rasch sampler to identify aberrant responding through person fit statistics under fixed nominal $\hat{\mu}$ -level. Journal of Applied Measurement, 2014, 15, 276-91.	0.3	0
42	Editorial: Kompetenzmodelle zur Erfassung individueller Lernergebnisse und zur Bilanzierung von Bildungsprozessen. Zeitschrift Fur Erziehungswissenschaft, 2013, 16, 1-4.	3.5	14
43	Kompetenzmodellierung: Struktur, Konzepte und Forschungszugänge des DFG-Schwerpunktprogramms. Zeitschrift Fur Erziehungswissenschaft, 2013, 16, 5-22.	3.5	35
44	Learning with summaries: Effects of representation mode and type of learning activity on comprehension and transfer. Learning and Instruction, 2013, 27, 40-49.	1.9	66
45	Metacognitive Knowledge About and Metacognitive Regulation of Strategy Use in Self-Regulated Scientific Discovery Learning: New Methods of Assessment in Computer-Based Learning Environments. Springer International Handbooks of Education, 2013, , 575-588.	0.1	6
46	Arithmetische Basiskompetenzen von SchÃ¼lerinnen und SchÃ¼lern in den Klassen 5 bis 7 der Sekundarstufe. Journal Fur Mathematik-Didaktik, 2013, 34, 237-263.	1.0	9
47	Core knowledge and working memory as prerequisites of early school arithmetic. South African Journal of Childhood Education, 2013, 3, .	0.2	6
48	Science text comprehension: Drawing, main idea selection, and summarizing as learning strategies. Learning and Instruction, 2012, 22, 16-26.	1.9	140
49	Metacognition and Hypermedia Learning: How Do They Relate?. , 2012, , 2224-2228.		1
50	Cognitive load and instructionally supported learning with provided and learner-generated visualizations. Computers in Human Behavior, 2011, 27, 89-93.	5.1	89
51	The role of spatial ability in learning from instructional animations â€œ Evidence for an ability-as-compensator hypothesis. Computers in Human Behavior, 2011, 27, 209-216.	5.1	113
52	Drawing as a generative activity and drawing as a prognostic activity.. Journal of Educational Psychology, 2010, 102, 872-879.	2.1	125
53	Concept Mapping â€œ Learning Strategy is Something You Must Learn. Chemkon - Chemie Konkret, Forum Fuer Unterricht Und Didaktik, 2010, 17, 66-70.	0.2	8
54	Individual Differences and Cognitive Load Theory. , 2010, , 65-88.		18

#	ARTICLE	IF	CITATIONS
55	Teaching Learning Strategies with a Pedagogical Agent. Journal of Media Psychology, 2010, 22, 73-83.	0.7	26
56	Is it Merely a Question of "What" to Prompt or Also "When" to Prompt?. Zeitschrift Fur Padagogische Psychologie, 2009, 23, 105-115.	1.2	63
57	The impact of goal specificity and goal type on learning outcome and cognitive load. Computers in Human Behavior, 2009, 25, 299-305.	5.1	51
58	Cognitive load and science text comprehension: Effects of drawing and mentally imagining text content. Computers in Human Behavior, 2009, 25, 284-289.	5.1	140
59	Inquiry Learning. Zeitschrift Fur Padagogische Psychologie, 2009, 23, 117-127.	1.2	24
60	Double-fading support - a training approach to complex software systems. Journal of Computer Assisted Learning, 2008, 16, 347-357.	3.3	30
61	Assessment of Competencies. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2008, 216, 60-60.	1.1	4
62	Self-Regulated Learning as a Competence. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2008, 216, 102-110.	1.1	89
63	Current Issues in Competence Modeling and Assessment. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2008, 216, 61-73.	1.1	154
64	Landesweite Lernstandserhebungen zwischen Bildungsmonitoring und Individualdiagnostik. , 2008, , 149-167.		5
65	Self-Regulated Learning with a Text-Highlighting Strategy. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2007, 215, 174-182.	1.1	53
66	Instructional animation versus static pictures: A meta-analysis. Learning and Instruction, 2007, 17, 722-738.	1.9	690
67	Framework for Empirical Research on Science Teaching and Learning. Journal of Science Teacher Education, 2005, 16, 309-349.	1.4	35
68	Intelligence assessment with computer simulations. Intelligence, 2005, 33, 347-368.	1.6	97
69	ProblemlÃ¶sekompetenz " Ã–konomisch und zugleich differenziert erfassbar?. , 2005, , 73-82.		3
70	Konstanz im Wandel?. Diagnostica, 2004, 50, 18-21.	1.0	2
71	Assessment of Cognitive Load in Multimedia Learning with Dual-Task Methodology: Auditory Load and Modality Effects. Instructional Science, 2004, 32, 115-132.	1.1	211
72	Cognitive load in reading a foreign language text with multimedia aids and the influence of verbal and spatial abilities. Computers in Human Behavior, 2003, 19, 221-243.	5.1	214

#	ARTICLE	IF	CITATIONS
73	Direct Measurement of Cognitive Load in Multimedia Learning. <i>Educational Psychologist</i> , 2003, 38, 53-61.	4.7	594
74	The fuzzy relationship of intelligence and problem solving in computer simulations. <i>Computers in Human Behavior</i> , 2002, 18, 685-697.	5.1	35
75	Assessment of Cognitive Load in Multimedia Learning Using Dual-Task Methodology. <i>Experimental Psychology</i> , 2002, 49, 109-119.	0.3	213
76	Designing Instructional Technology from an Emotional Perspective. <i>Journal of Research on Technology in Education</i> , 2000, 32, 497-510.	0.9	36
77	Measuring learning styles with questionnaires versus direct observation of preferential choice behavior in authentic learning situations: the visualizer/verbalizer behavior observation scale (VV-BOS). <i>Computers in Human Behavior</i> , 1998, 14, 543-557.	5.1	54
78	Supporting visual and verbal learning preferences in a second-language multimedia learning environment.. <i>Journal of Educational Psychology</i> , 1998, 90, 25-36.	2.1	326
79	Applying Standard Network Analysis to Hypermedia Systems: Implications for Learning. <i>Journal of Educational Computing Research</i> , 1996, 14, 285-303.	3.6	13
80	Temporal discrimination as a function of marker duration. <i>Perception & Psychophysics</i> , 1996, 58, 1213-1223.	2.3	32
81	Learning Strategies for Unstructured Hypermedia—A Framework for Theory, Research, and Practice. <i>Journal of Educational Computing Research</i> , 1995, 13, 387-400.	3.6	37
82	Complex Trait-Treatment-Interaction analysis: A powerful approach for analysing individual differences in experimental designs. <i>Personality and Individual Differences</i> , 1995, 19, 493-511.	1.6	7
83	Attitudes towards computers and information technology at three universities in Germany, Belgium, and the U.S.. <i>Computers in Human Behavior</i> , 1994, 10, 569-591.	5.1	4
84	Guided discovery learning with computer-based simulation games: Effects of adaptive and non-adaptive instructional support. <i>Learning and Instruction</i> , 1993, 3, 113-132.	1.9	150
85	MAILFORM: Sending manuscripts and graphics files by e-mail. <i>Behavior Research Methods</i> , 1991, 23, 549-549.	1.3	0
86	The Structure of Student Interest in Computers and Information Technology: An Application of Facet Theory and Multidimensional Scaling. <i>Multivariate Behavioral Research</i> , 1991, 26, 709-736.	1.8	5
87	The effects of different on-line adaptive response time limits on speed and amount of learning in computer assisted instruction and intelligent tutoring. <i>Computers in Human Behavior</i> , 1990, 6, 17-29.	5.1	2
88	Measuring the Similarity of MDS Configurations. <i>Multivariate Behavioral Research</i> , 1985, 20, 325-334.	1.8	34
89	Dimensional models for the perception of rectangles. <i>Perception & Psychophysics</i> , 1983, 34, 257-267.	2.3	28