

JÃ¼rgen Baumert

List of Publications by Year in descending order

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90
papers

14,499
citations

47409

49
h-index

32181

105
g-index

138
all docs

138
docs citations

138
times ranked

6202
citing authors

#	ARTICLE	IF	CITATIONS
1	Development of German reading comprehension in two-way immersive primary schools. Learning and Instruction, 2022, 79, 101598.	1.9	3
2	Effects of CLIL on second language learning: Disentangling selection, preparation, and CLIL-effects. Learning and Instruction, 2021, 74, 101459.	1.9	12
3	Separating PIAAC competencies from general cognitive skills: A dimensionality and explanatory analysis. Studies in Educational Evaluation, 2021, 71, 101069.	1.2	1
4	The Long-Term Proficiency of Early, Middle, and Late Starters Learning English as a Foreign Language at School: A Narrative Review and Empirical Study. Language Learning, 2020, 70, 1091-1135.	1.4	17
5	Ready to read in two languages? Testing the native language hypothesis and the majority language hypothesis in two-way immersion students. Learning and Instruction, 2019, 64, 101247.	1.9	4
6	Childhood intelligence, family background, and gender as drivers of socioeconomic success: The mediating role of education.. Developmental Psychology, 2019, 55, 2231-2248.	1.2	17
7	Empirische Arbeit: Bereit für VerÄnderungen? Zum Zusammenhang von Akzeptanz und handlungsbezogener Auseinandersetzung von Schulleiterinnen und Schulleitern in Reformprozessen. Physics and Chemistry of Minerals, 2019, 66, 51-68.	0.3	1
8	Bildungsungleichheit und Bildungsarmut – Der Beitrag von Large-Scale-Assessments. , 2019, , 261-285.		4
9	What happens to the fish’s achievement in a little pond? A simultaneous analysis of class-average achievement effects on achievement and academic self-concept.. Journal of Educational Psychology, 2017, 109, 191-207.	2.1	34
10	Still Doing Fine? the Interplay of Negative Life Events and Self-Esteem during Young Adulthood. European Journal of Personality, 2016, 30, 358-373.	1.9	20
11	Leistungen, LeistungsfÄhigkeit und Leistungsgrenzen der empirischen Bildungsforschung. Zeitschrift Fur Erziehungswissenschaft, 2016, 19, 215-253.	3.5	25
12	Content knowledge and pedagogical content knowledge in Taiwanese and German mathematics teachers. Teaching and Teacher Education, 2015, 46, 115-126.	1.6	33
13	Is early ability grouping good for high-achieving students’s psychosocial development? Effects of the transition into academically selective schools.. Journal of Educational Psychology, 2014, 106, 555-568.	2.1	30
14	Strategy shifts during learning from texts and pictures.. Journal of Educational Psychology, 2014, 106, 974-989.	2.1	53
15	Professional Development Across the Teaching Career. , 2014, , 97-121.		29
16	Schwerpunkt: Auswirkungen für pädagogischer Institutionen auf die kindliche Entwicklung. Zeitschrift Fur Erziehungswissenschaft, 2013, 16, 233-235.	3.5	0
17	How different mentoring approaches affect beginning teachers’ development in the first years of practice. Teaching and Teacher Education, 2013, 36, 166-177.	1.6	147
18	The COACTIV Model of Teachers’ Professional Competence. , 2013, , 25-48.		195

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19	The COACTIV Research Program: Methodological Framework. , 2013, , 79-96.		5
20	Mathematics Teachersâ€™ Domain-Specific Professional Knowledge: Conceptualization and Test Construction in COACTIV. , 2013, , 147-174.		14
21	The Effect of Content Knowledge and Pedagogical Content Knowledge on Instructional Quality and Student Achievement. , 2013, , 175-205.		25
22	The COACTIV Research Program on Teachersâ€™ Professional Competence: Summary and Discussion. , 2013, , 345-368.		13
23	Teachersâ€™ Content Knowledge and Pedagogical Content Knowledge. Journal of Teacher Education, 2013, 64, 90-106.	2.0	336
24	Dynamics of mental model construction from text and graphics. European Journal of Psychology of Education, 2013, 28, 1105-1126.	1.3	30
25	Professional competence of teachers: Effects on instructional quality and student development.. Journal of Educational Psychology, 2013, 105, 805-820.	2.1	772
26	Professional Competence of Teachers, Cognitively Activating Instruction, and the Development of Studentsâ€™ Mathematical Literacy (COACTIV): A Research Program. , 2013, , 1-21.		17
27	The differential effects of school tracking on psychometric intelligence: Do academic-track schools make students smarter?. Journal of Educational Psychology, 2012, 104, 682-699.	2.1	111
28	Cognitively demanding learning materials with texts and instructional pictures: teachersâ€™ diagnostic skills, pedagogical beliefs and motivation. European Journal of Psychology of Education, 2012, 27, 403-420.	1.3	24
29	Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. Teaching and Teacher Education, 2012, 28, 791-805.	1.6	320
30	Improving second language skills of immigrant students: A field trial study evaluating the effects of a summer learning program. Learning and Instruction, 2012, 22, 159-170.	1.9	49
31	Embeddedness and empathy: How the social network shapes adolescents' social understanding. Journal of Adolescence, 2012, 35, 1295-1305.	1.2	44
32	Cumulative Advantages and the Emergence of Social and Ethnic Inequality: Matthew Effects in Reading and Mathematics Development Within Elementary Schools?. Child Development, 2012, 83, 1347-1367.	1.7	84
33	Assessing teacher candidates' general pedagogical/psychological knowledge: Test construction and validation.. Journal of Educational Psychology, 2011, 103, 952-969.	2.1	254
34	Teacher enthusiasm: Dimensionality and context specificity. Contemporary Educational Psychology, 2011, 36, 289-301.	1.6	257
35	Teachersâ€™ beliefs, instructional behaviors, and studentsâ€™ engagement in learning from texts with instructional pictures. Learning and Instruction, 2011, 21, 403-415.	1.9	41
36	Professional development across the teaching career: Teachersâ€™ uptake of formal and informal learning opportunities. Teaching and Teacher Education, 2011, 27, 116-126.	1.6	253

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37	Genese sozialer Ungleichheit im institutionellen Kontext der Schule: Wo entsteht und vergrÄ¼ert sich soziale Ungleichheit?. , 2011, , 69-102.		11
38	â€œTransforming educationâ€. Zeitschrift Fur Erziehungswissenschaft, 2011, 14, 1-8.	3.5	1
39	Homework works if homework quality is high: Using multilevel modeling to predict the development of achievement in mathematics.. Journal of Educational Psychology, 2010, 102, 467-482.	2.1	132
40	The Development of Students' Mathematics Self-Concept in Relation to Gender: Different Countries, Different Trajectories?. Journal of Research on Adolescence, 2010, 20, 482-506.	1.9	137
41	Teachersâ€™ Mathematical Knowledge, Cognitive Activation in the Classroom, and Student Progress. American Educational Research Journal, 2010, 47, 133-180.	1.6	1,294
42	Genese sozialer Ungleichheit im institutionellen Kontext der Schule: Wo entsteht und vergrÄ¼ert sich soziale Ungleichheit?. , 2010, , 69-102.		18
43	Bildungsungleichheit und Bildungsarmut â€œ Der Beitrag von Large-Scale-Assessments. , 2010, , 159-179.		8
44	Large-scale student assessment studies measure the results of processes of knowledge acquisition: Evidence in support of the distinction between intelligence and student achievement. Educational Research Review, 2009, 4, 165-176.	4.1	82
45	Secondary mathematics teachersâ€™ pedagogical content knowledge and content knowledge: validation of the COACTIV constructs. ZDM - International Journal on Mathematics Education, 2008, 40, 873-892.	1.3	169
46	Pedagogical content knowledge and content knowledge of secondary mathematics teachers.. Journal of Educational Psychology, 2008, 100, 716-725.	2.1	331
47	Educational Transitions and Differential Learning Environments: How Explicit Betweenâ€ School Tracking Contributes to Social Inequality in Educational Outcomes. Child Development Perspectives, 2008, 2, 99-106.	2.1	219
48	Engagement and Emotional Exhaustion in Teachers: Does the School Context Make a Difference?. Applied Psychology, 2008, 57, 127-151.	4.4	146
49	Die Untersuchung des professionellen Wissens deutscher Mathematik-Lehrerinnen und -Lehrer im Rahmen der COACTIV-Studie. Journal Fur Mathematik-Didaktik, 2008, 29, 233-258.	1.0	56
50	Aufgaben im COACTIV-Projekt: Zeugnisse des kognitiven Aktivierungspotentials im deutschen Mathematikunterricht. Journal Fur Mathematik-Didaktik, 2008, 29, 83-107.	1.0	55
51	Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction. Learning and Instruction, 2008, 18, 468-482.	1.9	310
52	Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns.. Journal of Educational Psychology, 2008, 100, 702-715.	2.1	310
53	Der Ä¼bergang von der Grundschule in die weiterf¼hrende Schule: Die Rolle von SchÄ¼ler- und Klassenmerkmalen beim EinschÄ¼tzen der individuellen Lernkompetenz durch die LehrkrÄ¼fte.. Schweizerische Zeitschrift Fur Bildungswissenschaften, 2008, 30, 519-548.	0.0	19
54	The Big-Fish-Little-Pond Effect: Persistent Negative Effects of Selective High Schools on Self-Concept After Graduation. American Educational Research Journal, 2007, 44, 631-669.	1.6	235

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55	Coaching for the PISA test. Learning and Instruction, 2007, 17, 111-122.	1.9	21
56	Effective classroom management and the development of subject-related interest. Learning and Instruction, 2007, 17, 494-509.	1.9	232
57	Reliability and agreement of student ratings of the classroom environment: A reanalysis of TIMSS data. Learning Environments Research, 2007, 9, 215-230.	1.8	156
58	Who is the expert? Construct and criteria validity of student and teacher ratings of instruction. Learning Environments Research, 2007, 9, 231-251.	1.8	269
59	OECD's Brief Self-Report Measure of Educational Psychology's Most Useful Affective Constructs: Cross-Cultural, Psychometric Comparisons Across 25 Countries. International Journal of Testing, 2006, 6, 311-360.	0.2	328
60	Gender and course selection in upper secondary education: Effects of academic self-concept and intrinsic value. Educational Research and Evaluation, 2006, 12, 323-345.	0.9	226
61	Tracking, grading, and student motivation: Using group composition and status to predict self-concept and interest in ninth-grade mathematics.. Journal of Educational Psychology, 2006, 98, 788-806.	2.1	284
62	Self-esteem, academic self-concept, and achievement: How the learning environment moderates the dynamics of self-concept.. Journal of Personality and Social Psychology, 2006, 90, 334-349.	2.6	245
63	Integration of Multidimensional Self-Concept and Core Personality Constructs: Construct Validation and Relations to Well-Being and Achievement. Journal of Personality, 2006, 74, 403-456.	1.8	229
64	Stichwort: ÅbergÅnge im Bildungssystem. Zeitschrift Fur Erziehungswissenschaft, 2006, 9, 299-327.	3.5	97
65	Das theoretische und methodische Konzept von PISA zur Erfassung sozialer und kultureller Ressourcen der Herkunftsfamilie: Internationale und nationale Rahmenkonzeption. , 2006, , 11-29.		29
66	Entwicklung eines Strukturmodells zum Zusammenhang zwischen sozialer Herkunft und fachlichen und Åberfachlichen Kompetenzen: Befunde national und international vergleichender Analysen. , 2006, , 61-94.		45
67	Schulstruktur und die Entstehung differenzieller Lern- und Entwicklungsmilieus. , 2006, , 95-188.		198
68	Bildungsexpansion und kognitive Mobilisierung. , 2006, , 63-89.		17
69	Academic Self-Concept, Interest, Grades, and Standardized Test Scores: Reciprocal Effects Models of Causal Ordering. Child Development, 2005, 76, 397-416.	1.7	832
70	Schulumwelten Å institutionelle Bedingungen des Lehrens und Lernens. , 2003, , 261-331.		132
71	PISA und PISA-E: Zusammenfassung der bereits vorliegenden Befunde. , 2003, , 51-75.		2
72	Family Background, Selection and Achievement: The German Experience. Improving Schools, 2002, 5, 13-20.	0.6	9

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73	Do Homework Assignments Enhance Achievement? A Multilevel Analysis in 7th-Grade Mathematics. <i>Contemporary Educational Psychology</i> , 2002, 27, 26-50.	1.6	146
74	Parental Influence on Students' Educational Choices in the United States and Germany: Different Ramificationsâ€”Same Effect?. <i>Journal of Vocational Behavior</i> , 2002, 60, 178-198.	1.9	140
75	FamiliÄre LebensverhÄltnisse, Bildungsbeteiligung und Kompetenzerwerb im nationalen Vergleich. , 2002, , 159-202.		89
76	Eine ÄœberprÄ¼fung von Modellen zur Genese akademischer Selbstkonzepte: Ergebnisse aus der PISA-Studie. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2002, 16, 151-164.	1.2	34
77	Does Interest Matter? The Relationship between Academic Interest and Achievement in Mathematics. <i>Journal for Research in Mathematics Education</i> , 2001, 32, 448.	1.0	326
78	Identifying national cultures of mathematics education: Analysis of cognitive demands and differential item functioning in TIMSS. <i>European Journal of Psychology of Education</i> , 2001, 16, 385-402.	1.3	45
79	Test motivation in the assessment of student skills: The effects of incentives on motivation and performance. <i>European Journal of Psychology of Education</i> , 2001, 16, 441-462.	1.3	130
80	Reunification of East and West German School Systems: Longitudinal Multilevel Modeling Study of the Big-Fish-Little-Pond Effect on Academic Self-Concept. <i>American Educational Research Journal</i> , 2001, 38, 321-350.	1.6	139
81	FamiliÄre LebensverhÄltnisse, Bildungsbeteiligung und Kompetenzerwerb. , 2001, , 323-407.		329
82	PISA 2000: Untersuchungsgegenstand, theoretische Grundlagen und DurchfÄ¼hrung der Studie. , 2001, , 15-68.		75
83	National and International School Performance Studies. <i>European Education</i> , 2000, 32, 37-49.	0.7	3
84	Why sex differences in mathematics achievement disappear in German secondary schools: A reanalysis of the German TIMSS-data. <i>Studies in Educational Evaluation</i> , 1999, 25, 143-161.	1.2	34
85	Predicting Mathematics Achievement of Eighth Grade Students in Germany: An Application of Parts of the Model of Educational Productivity to the TIMSS Data. <i>Educational Research and Evaluation</i> , 1999, 5, 180-194.	0.9	11
86	TIMSS â€” Mathematisch-naturwissenschaftlicher Unterricht im internationalen Vergleich. , 1997, , .		344
87	Reaktionskinetik und Reaktionstechnik der Brenzcatechin- und Hydrochinon-Synthese aus Phenol und PerpropionsÄure. <i>Chemie-Ingenieur-Technik</i> , 1990, 62, 1041-1043.	0.4	0
88	Expansion des Gymnasiums und Leistungsentwicklung. <i>Zeitschrift Fur Soziologie</i> , 1986, 15, 210-220.	0.4	3
89	Trends and Perspectives of Secondary Education in West Berlin. <i>European Journal of Education</i> , 1984, 19, 365.	1.7	0
90	Brenzcatechin und Hydrochinon aus Phenol und PercarbonsÄure - eine Verfahrensentwicklung. <i>Chemie-Ingenieur-Technik</i> , 1981, 53, 664-665.	0.4	3