

Thilo Kleickmann

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2686094/publications.pdf>

Version: 2024-02-01

20
papers

1,070
citations

687363

13
h-index

610901

24
g-index

28
all docs

28
docs citations

28
times ranked

714
citing authors

#	ARTICLE	IF	CITATIONS
1	Declining interest in science in lower secondary school classes: <scp>Quasiâ€œexperimental</scp> and longitudinal evidence on the role of teaching and teaching quality. <i>Journal of Research in Science Teaching</i> , 2023, 60, 164-195.	3.3	5
2	Class size affects preservice teachersâ€™ physiological and psychological stress reactions: An experiment in a virtual reality classroom. <i>Computers and Education</i> , 2022, 184, 104503.	8.3	16
3	Classroom complexity affects student teachersâ€™ behavior in a VR classroom. <i>Computers and Education</i> , 2021, 163, 104100.	8.3	38
4	Vernetzung professionellen Wissens angehender LehrkrÃƒfte im Lehramtsstudium. <i>Unterrichtswissenschaft</i> , 2019, 47, 1-6.	1.0	6
5	Effects of instruction on pedagogical content knowledge about fractions in sixth-grade mathematics on content knowledge and pedagogical knowledge. <i>Unterrichtswissenschaft</i> , 2019, 47, 79-97.	1.0	12
6	What makes a good teacher? The relative importance of mathematics teachersâ€™ cognitive ability, personality, knowledge, beliefs, and motivation for instructional quality. <i>British Journal of Educational Psychology</i> , 2019, 89, 767-786.	2.9	54
7	Learning to plan self-controlled physical education: Good vs. problematic teaching examples. <i>Teaching and Teacher Education</i> , 2018, 71, 168-178.	3.2	11
8	Stimulating pre-service teachersâ€™ content and pedagogical content knowledge on rational numbers. <i>Educational Studies in Mathematics</i> , 2018, 99, 197-216.	2.8	10
9	Teacher knowledge experiment: Testing mechanisms underlying the formation of preservice elementary school teachersâ€™ pedagogical content knowledge concerning fractions and fractional arithmetic.. <i>Journal of Educational Psychology</i> , 2018, 110, 1049-1065.	2.9	28
10	Science-P I: Modeling Conceptual Understanding in Primary School. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 9-17.	0.4	6
11	Teacher Knowledge Experiment: Conditions of the Development of Pedagogical Content Knowledge. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 111-129.	0.4	13
12	Instruction and Studentsâ€™ Declining Interest in Science. <i>American Educational Research Journal</i> , 2016, 53, 162-193.	2.7	39
13	The effects of expert scaffolding in elementary science professional development on teachersâ€™ beliefs and motivations, instructional practices, and student achievement.. <i>Journal of Educational Psychology</i> , 2016, 108, 21-42.	2.9	77
14	Content knowledge and pedagogical content knowledge in Taiwanese and German mathematics teachers. <i>Teaching and Teacher Education</i> , 2015, 46, 115-126.	3.2	33
15	Preservice Biology Teachersâ€™ Professional Knowledge: Structure and Learning Opportunities. <i>Journal of Science Teacher Education</i> , 2015, 26, 291-318.	2.5	87
16	Content-Related Knowledge of Biology Teachers from Secondary Schools: Structure and learning opportunities. <i>International Journal of Science Education</i> , 2014, 36, 2335-2366.	1.9	44
17	The Development of Teachersâ€™ Professional Competence. , 2013, , 63-77.		54
18	Learning at University. , 2013, , 321-332.		20

#	ARTICLE	IF	CITATIONS
19	Teachers' Content Knowledge and Pedagogical Content Knowledge. Journal of Teacher Education, 2013, 64, 90-106.	3.5	336
20	Mathematics Teachers' Beliefs. , 2013, , 249-271.		57