

Dirk Richter

List of Publications by Year in descending order

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34
papers

2,294
citations

471509

17
h-index

395702

33
g-index

43
all docs

43
docs citations

43
times ranked

1575
citing authors

#	ARTICLE	IF	CITATIONS
1	Teachers' professional vision in action. Zeitschrift Fur Padagogische Psychologie, 2023, 37, 122-139.	3.0	20
2	A Dynamic Structural Equation Approach to Modeling Wage Dynamics and Cumulative Advantage across the Lifespan. Multivariate Behavioral Research, 2023, 58, 504-525.	3.1	2
3	How can principal leadership practices promote teacher collaboration and organizational change? A longitudinal multiple case study of three school improvement initiatives. Journal of Educational Change, 2023, 24, 425-455.	3.6	7
4	The relationship between principal leadership and teacher collaboration: Investigating the mediating effect of teachers' collective efficacy. Educational Management Administration and Leadership, 2022, 50, 593-612.	3.8	26
5	Retention intention and job satisfaction of alternatively certified teachers in their first year of teaching. Teaching and Teacher Education, 2022, 114, 103704.	3.2	10
6	Class size affects preservice teachers' physiological and psychological stress reactions: An experiment in a virtual reality classroom. Computers and Education, 2022, 184, 104503.	8.3	16
7	How do traditionally and alternatively certified teachers differ? A comparison of their motives for teaching, their well-being, and their intention to stay in the profession. Teaching and Teacher Education, 2022, 117, 103784.	3.2	7
8	Classroom complexity affects student teachers' behavior in a VR classroom. Computers and Education, 2021, 163, 104100.	8.3	38
9	Effekte von integrativer Fuhrung auf die Datennutzung von Lehrkraften. Die Deutsche Schule, 2021, 2021, 85-100.	0.2	2
10	Teacher educators' task perception and its relationship to professional identity and teaching practice. Teaching and Teacher Education, 2021, 101, 103303.	3.2	36
11	Four reasons for becoming a teacher educator: A large-scale study on teacher educators' motives and well-being. Teaching and Teacher Education, 2021, 102, 103322.	3.2	15
12	Who Participates in Content-Focused Teacher Professional Development? Evidence From a Large Scale Study. Frontiers in Education, 2021, 6, .	2.1	5
13	Wie relevant ist die gesetzliche Fortbildungsverpflichtung fur Lehrkrafte? Eine empirische Untersuchung zur Fortbildungsteilnahme in verschiedenen deutschen Bundeslandern. Zeitschrift fur Bildungsforschung, 2020, 10, 211-229.	1.1	13
14	Fort- und Weiterbildung von Lehrpersonen. , 2020, , .		3
15	Themen schulinterner Lehrkraftefortbildungen. Eine empirische Programmanalyse. , 2020, , .		0
16	Professionalisierung von Schulleitungen am Beispiel der Werkstatt "Schule leiten". Evaluationsergebnisse einer Fortbildungsreihe fur Schulleitungen zum Thema Schulentwicklung. Die Deutsche Schule, 2020, 2020, 277-295.	0.2	1
17	Alternative Wege in das Berliner Grundschullehramt. Struktur und Evaluation eines Studiengangs. , 2020, , .		0
18	What motivates teachers to participate in professional development? An empirical investigation of motivational orientations and the uptake of formal learning opportunities. Teaching and Teacher Education, 2019, 86, 102929.	3.2	35

#	ARTICLE	IF	CITATIONS
19	Using the theory of planned behavior to predict teachers' likelihood of taking a competency-based approach to instruction. <i>European Journal of Psychology of Education</i> , 2019, 34, 169-186.	2.6	5
20	Investigating core assumptions of the "American Dream": Historical changes in how adolescents' socioeconomic status, IQ, and GPA are related to key life outcomes in adulthood.. <i>Psychology and Aging</i> , 2019, 34, 1055-1076.	1.6	10
21	Entwicklung des Anteils fachfremden Unterrichts an Berliner Schulen. Eine Untersuchung zur Identifizierung verschiedener Verlaufsmuster. , 2019, , 121-139.		1
22	Change in test-taking motivation and its relationship to test performance in low-stakes assessments. <i>Educational Assessment, Evaluation and Accountability</i> , 2017, 29, 55-79.	2.3	38
23	Ethnic composition and heterogeneity in the classroom: Their measurement and relationship with student outcomes.. <i>Journal of Educational Psychology</i> , 2017, 109, 1188-1204.	2.9	34
24	Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study.. <i>Journal of Educational Psychology</i> , 2016, 108, 1193-1203.	2.9	184
25	Classroom composition and language minority students' motivation in language lessons.. <i>Journal of Educational Psychology</i> , 2015, 107, 1171-1185.	2.9	25
26	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
27	Socioeconomic and language minority classroom composition and individual reading achievement: The mediating role of instructional quality. <i>Learning and Instruction</i> , 2014, 32, 63-72.	3.2	71
28	Aufgabenanalyse erlernen " Empirische Forschung zum Einsatz eines allgemeindidaktischen Kategoriensystems in der Lehrerfortbildung. , 2014, , 137-158.		0
29	How different mentoring approaches affect beginning teachers' development in the first years of practice. <i>Teaching and Teacher Education</i> , 2013, 36, 166-177.	3.2	147
30	Professional Development Across the Teaching Career. , 2013, , 333-342.		13
31	Teachers' Content Knowledge and Pedagogical Content Knowledge. <i>Journal of Teacher Education</i> , 2013, 64, 90-106.	3.5	336
32	Professional competence of teachers: Effects on instructional quality and student development.. <i>Journal of Educational Psychology</i> , 2013, 105, 805-820.	2.9	772
33	Professional development across the teaching career: Teachers' uptake of formal and informal learning opportunities. <i>Teaching and Teacher Education</i> , 2011, 27, 116-126.	3.2	253
34	Unterschiedliche Wege ins Lehramt " unterschiedliche Kompetenzen?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 0, , 1-16.	3.0	4