

Marion Händel

List of Publications by Year in descending order

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Version: 2024-02-01

31
papers

749
citations

686830

13
h-index

610482

24
g-index

45
all docs

45
docs citations

45
times ranked

546
citing authors

#	ARTICLE	IF	CITATIONS
1	Digital readiness and its effects on higher education students' socio-emotional perceptions in the context of the COVID-19 pandemic. <i>Journal of Research on Technology in Education</i> , 2022, 54, 267-280.	4.0	96
2	Testing pays off twice: Potentials of practice tests and feedback regarding exam performance and judgment accuracy. <i>Metacognition and Learning</i> , 2022, 17, 479-498.	1.3	8
3	Preservice Teachers' Online Self-Regulated Learning: Does Digital Readiness Matter?. <i>Education Sciences</i> , 2022, 12, 272.	1.4	4
4	The webcam and student engagement in synchronous online learning: visually or verbally?. <i>Education and Information Technologies</i> , 2022, 27, 10405-10428.	3.5	17
5	Stress development during emergency remote teaching in higher education. <i>Learning and Individual Differences</i> , 2022, 98, 102178.	1.5	5
6	Generation invisible?. Higher Education Students' (Non)Use of Webcams in Synchronous Online Learning. <i>International Journal of Educational Research Open</i> , 2021, 2, 100068.	1.0	33
7	Self-Regulated Resource Management in Emergency Remote Higher Education: Status Quo and Predictors. <i>Frontiers in Psychology</i> , 2021, 12, 672741.	1.1	16
8	Emergency remote teaching in higher education: mapping the first global online semester. <i>International Journal of Educational Technology in Higher Education</i> , 2021, 18, 50.	4.5	114
9	Helplessness among University Students: An Empirical Study Based on a Modified Framework of Implicit Personality Theories. <i>Education Sciences</i> , 2021, 11, 630.	1.4	2
10	The Structure of Social Networks and Its Link to Higher Education Students' Socio-Emotional Loneliness During COVID-19. <i>Frontiers in Psychology</i> , 2021, 12, 733867.	1.1	5
11	E-portfolio use and its effects on exam performance – a field study. <i>Studies in Higher Education</i> , 2020, 45, 258-270.	2.9	22
12	Enhanced monitoring accuracy and test performance: Incremental effects of judgment training over and above repeated testing. <i>Learning and Instruction</i> , 2020, 65, 101245.	1.9	29
13	Individual differences in local and global metacognitive judgments. <i>Metacognition and Learning</i> , 2020, 15, 51-75.	1.3	35
14	Female top performers in higher education STEM and humanities: socio-emotional perceptions and digital learning-related characteristics during COVID-19. <i>Journal for the Education of Gifted Young Scientists</i> , 2020, 8, 1373-1385.	0.1	1
15	The gap between desired and expected performance as predictor for judgment confidence.. <i>Journal of Applied Research in Memory and Cognition</i> , 2019, 8, 347-354.	0.7	7
16	Confidence in performance judgment accuracy: the unskilled and unaware effect revisited. <i>Metacognition and Learning</i> , 2018, 13, 265-285.	1.3	20
17	What do second-order judgments tell us about low-performing students' metacognitive awareness?. <i>Metacognition and Learning</i> , 2018, 13, 159-177.	1.3	12
18	A Cross-National Study of Implicit Theories of a Creative Person. <i>Education Sciences</i> , 2016, 6, 38.	1.4	7

#	ARTICLE	IF	CITATIONS
19	Metacognitive Knowledge in Young Children: Development of a New Test Procedure for First Graders. , 2016, , 465-484.		2
20	Unskilled but subjectively aware: Metacognitive monitoring ability and respective awareness in low-performing students. Memory and Cognition, 2016, 44, 229-241.	0.9	29
21	Studentsâ€™ confidence in their performance judgements: a comparison of different response scales. Educational Psychology, 2015, 35, 377-395.	1.2	13
22	Kompetenztestung bei SchÃ¼lerinnen und SchÃ¼lern mit FÃ¼rderschwerpunkt Lernen. , 2015, , 221-242.		1
23	Assessment of metacognitive knowledge in students with special educational needs. Metacognition and Learning, 2014, 9, 333-352.	1.3	11
24	Successful in Science Education and Still Popular: A pattern that is possible in China rather than in Germany or Russia. International Journal of Science Education, 2014, 36, 887-907.	1.0	6
25	Student perceptions of high-achieving classmates. High Ability Studies, 2013, 24, 99-114.	1.0	15
26	Motivationale Konzepte und PersÃ¶nlichkeitsaspekte im Lebensverlauf. Zeitschrift Fur Erziehungswissenschaft, 2011, 14, 155-168.	3.5	23
27	Collaborative modelling of the vascular system - designing and evaluating a new learning method for secondary students. Journal of Biological Education, 2010, 44, 136-140.	0.8	9
28	Cognitive ability and the instructional efficacy of collaborative concept mapping. Learning and Individual Differences, 2010, 20, 536-543.	1.5	46
29	A Computer-Based Approach to Fostering Motivation and Self-Regulated Learning. Journal of Experimental Education, 2008, 77, 3-20.	1.6	70
30	The relationship between cognitive abilities and selfâ€regulated learning: evidence for interactions with academic selfâ€concept and gender. High Ability Studies, 2006, 16, 201-218.	1.0	35
31	Akademische Mediennutzung Studierender im Corona-Semester 2020. MedienpÃ„dagogik, 0, 40, 229-252.	0.3	3