Andreas Lachner

List of Publications by Year
in descending order

37 papers	983 citations	471509 17 h-index	477307 29 g-index
45 all docs	45 docs citations	45 times ranked	537 citing authors

#	Article	IF	Citations
1	Procrastination and self-efficacy: Tracing vicious and virtuous circles in self-regulated learning. Learning and Instruction, 2014, 29, 103-114.	3.2	128
2	Professional knowledge or motivation? Investigating the role of teachersâ€™ expertise on the quality of technology-enhanced lesson plans. Learning and Instruction, 2020, 66, 101300.	3.2	80
3	Variability of teachersâ€™ technology integration in the classroom: A matter of utility!. Computers and Education, 2021, 166, 104159.	8.3	76
4	What makes an expert teacher? Investigating teachersâ€™ professional vision and discourse abilities. Instructional Science, 2016, 44, 197-203.	2.0	61
5	Fostering pre-service teachersâ€™ technological pedagogical content knowledge (TPACK): A quasi-experimental field study. Computers and Education, 2021, 174, 104304.	8.3	55
6	A test-based approach of Modeling and Measuring Technological Pedagogical Knowledge. Computers and Education, 2019, 142, 103645.	8.3	52
7	Bothered by abstractness or engaged by cohesion? Expertsâ€™ explanations enhance novicesâ€™ deep-learning.. Journal of Experimental Psychology: Applied, 2015, 21, 101-115.	1.2	51
8	Providing Written or Oral Explanations? Differential Effects of the Modality of Explaining on Students' Conceptual Learning and Transfer. Journal of Experimental Education, 2018, 86, 344-361.	2.6	39
9	Generating an instructional video as homework activity is both effective and enjoyable. Learning and Instruction, 2019, 64, 101226.	3.2	39
10	Learning by explaining orally or in written form? Text complexity matters. Learning and Instruction, 2020, 68, 101344.	3.2	39
11	Timing matters! Explaining between study phases enhances studentsâ€™ learning.. Journal of Educational Psychology, 2020, 112, 841-853.	2.9	36
12	Learning by writing explanations: Is explaining to a fictitious student more effective than self-explaining?. Learning and Instruction, 2021, 74, 101438.	3.2	35
13	Formative computer-based feedback in the university classroom: Specific concept maps scaffold students' writing. Computers in Human Behavior, 2017, 72, 459-469.	8.5	31
14	Effects of visual feedback on medical studentsâ€™ procrastination within web-based planning and reflection protocols. Computers in Human Behavior, 2014, 41, 120-136.	8.5	28
15	Learning-by-Teaching Without Audience Presence or Interaction: When and Why Does it Work?. Educational Psychology Review, 2022, 34, 575-607.	8.4	27
16	Tell me why! Content knowledge predicts process-orientation of math researchersâ€™ and math teachersâ€™ explanations. Instructional Science, 2016, 44, 221-242.	2.0	26
17	Learning by writing explanations: computer-based feedback about the explanatory cohesion enhances studentsâ€™ transfer. Instructional Science, 2019, 47, 19-37.	2.0	22
18	Mind the gap! Automated concept map feedback supports students in writing cohesive explanations.. Journal of Experimental Psychology: Applied, 2017, 23, 29-46.	1.2	18

#	Article	IF	Citations
19	Teachersâ€™ technology use for teaching: Comparing two explanatory mechanisms. Teaching and Teacher Education, 2021, 104, 103390.	3.2	17
20	To teach or not to teach the conceptual structure of mathematics? Teachers undervalue the potential of Principle-Oriented explanations. Contemporary Educational Psychology, 2019, 58, 175-185.	2.9	14
21	Does increasing social presence enhance the effectiveness of writing explanations?. PLoS ONE, 2021, 16, e0250406.	2.5	14
22	Does the accuracy matter? Accurate concept map feedback helps students improve the cohesion of their explanations. Educational Technology Research and Development, 2018, 66, 1051-1067.	2.8	13
23	Assisting studentsâ€™ writing with computer-based concept map feedback: A validation study of the CohViz feedback system. PLoS ONE, 2020, 15, e0235209.	2.5	11
24	It takes two to tango: How scientific reasoning and self-regulation processes impact argumentation quality. Journal of the Learning Sciences, 2022, 31, 237-277.	2.9	10
25	Do school studentsâ€™ academic self-concept and prior knowledge constrain the effectiveness of generating technology-mediated explanations?. Computers and Education, 2022, 182, 104469.	8.3	7
26	Selfâ€concept but not prior knowledge moderates effects of different implementations of computerâ€assisted inquiry learning activities on students' learning. Journal of Computer Assisted Learning, 2022, 38, 1141-1159.	5.1	6
27	Using spatial contiguity and signaling to optimize visual feedback on studentsâ€™ written explanations.. Journal of Educational Psychology, 2021, 113, 998-1023.	2.9	5
28	Mathematics is practice or argumentation: Mindset priming impacts principle- and procedure-orientation of teachersâ€™ explanations.. Journal of Experimental Psychology: Applied, 2019, 25, 618-646.	1.2	5
29	Do Video Modeling and Metacognitive Prompts Improve Self-Regulated Scientific Inquiry?. Educational Psychology Review, 2022, 34, 1025-1061.	8.4	5
30	Facilitating open science practices for research syntheses: PreregRS guides preregistration. Research Synthesis Methods, 2021, , .	8.7	2
31	Digitalisierung in der Schule: Vorschlag eines systematisierenden Rahmenmodells aus schulpÃdagogischer Perspektive. Zeitschrift FÃ¼r Bildungsforschung, 0, , .	1.1	1
32	Title is missing!. , 2020, 15, e0235209.		0
33	Title is missing!. , 2020, 15, e0235209.		0
34	Title is missing!. , 2020, 15, e0235209.		0
35	Title is missing!. , 2020, 15, e0235209.		0
36	Title is missing!. , 2020, 15, e0235209.		0

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37	Title is missing!. , 2020, 15, e0235209.		0