Susanne Narciss

List of Publications by Year
in descending order

		623734	395702
34 papers	1,191 citations	14 h-index	33 g-index
40 all docs	40 docs citations	40 times ranked	975 citing authors

#	Article	IF	Citations
1	Peer feedback content and sender's competence level in academic writing revision tasks: Are they critical for feedback perceptions and efficiency?. Learning and Instruction, 2010, 20, 291-303.	3.2	218
2	Promoting self-regulated learning in web-based learning environments. Computers in Human Behavior, 2007, 23, 1126-1144.	8.5	172
3	Exploring feedback and student characteristics relevant for personalizing feedback strategies. Computers and Education, 2014, 71, 56-76.	8.3	140
4	Fostering achievement and motivation with bug-related tutoring feedback in a computer-based training for written subtraction. Learning and Instruction, 2006, 16, 310-322.	3.2	127
5	The Impact of Informative Tutoring Feedback and Self-Efficacy on Motivation and Achievement in Concept Learning. Experimental Psychology, 2004, 51, 214-228.	0.7	93
6	Regulation During Cooperative and Collaborative Learning: A Theory-Based Review of Terms and Concepts. Educational Psychologist, 2015, 50, 97-119.	9.0	73
7	New Directions in Formative Feedback in Interactive Learning Environments. International Journal of Artificial Intelligence in Education, 2017, 27, 385-392.	5.5	37
8	Further boundary conditions for the effects of perceptual disfluency on judgments of learning. Metacognition and Learning, 2016, 11, 35-56.	2.7	36
9	Computer‐based scaffolding to facilitate students' development of expertise in academic writing. Journal of Research in Reading, 2012, 35, 136-152.	2.0	21
10	Effects of a formative assessment script on how vocational students generate formative feedback to a peer's or their own performance. European Journal of Psychology of Education, 2018, 33, 117-143.	2.6	21
11	Who benefits from a low versus high guidance CSCL script and why?. Instructional Science, 2017, 45, 439-468.	2.0	17
12	Curriculum Design for (Non-)Psychology Programs – a Reflection on General and Specific Issues, and Approaches on How to Address Them: Comment on Dutke et al., 2019. Psychology Learning and Teaching, 2019, 18, 144-147.	2.0	17
13	Distributing vs. Blocking Learning Questions in a Web-Based Learning Environment. Journal of Educational Computing Research, 2015, 51, 397-416.	5.5	15
14	New Perspectives on Integrating Self-Regulated Learning at School. Education Research International, 2013, 2013, 1-4.	1.1	13
15	What Early User Involvement Could Look Like—Developing Technology Applications for Piano Teaching and Learning. Multimodal Technologies and Interaction, 2021, 5, 38.	2.5	12
16	Design and Evaluation of a Problem-Based Learning Environment for Teacher Training. Interdisciplinary Journal of Problem-based Learning, 2017, 11, .	0.5	12
17	Informal Learning with Technology: The Effects of Self-Constructing Externalizations. Journal of Educational Research, 2013, 106, 431-440.	1.6	11
18	Individual preparation for collaborative learning: Systematic review and synthesis. Educational Psychologist, 2021, 56, 29-53.	9.0	11

#	Article	IF	Citations
19	Benefits and Constraints of Distributed Cognition in Foreign Language Learning. Journal of Research on Technology in Education, 2008, 40, 281-307.	6.5	10
20	Relating Instructional Design Components to the Effectiveness of Internet-Based Mindfulness Interventions: A Critical Interpretive Synthesis. Journal of Medical Internet Research, 2019, 21, e12497.	4.3	10
21	Effects of timing of formative feedback in computerâ€assisted learning environments. Journal of Computer Assisted Learning, 2020, 36, 718-728.	5.1	9
22	Interoperable Competencies Characterizing Learning Objects in Mathematics. Lecture Notes in Computer Science, 2008, , 416-425.	1.3	9
23	Investigating changes in self-evaluation of technical competences in the serious game Serena Supergreen: Findings, challenges and lessons learned. Metacognition and Learning, 2019, 14, 387-411.	2.7	8
24	Promoting Prospective Teacher Competencies for Designing, Implementing, Evaluating, and Adapting Interactive Formative Feedback Strategies. Psychology Learning and Teaching, 2021, 20, 261-278.	2.0	8
25	The concreteness of titles affects metacognition and study motivation. Instructional Science, 2019, 47, 257-277.	2.0	6
26	Introduction to the special Issue â€œapplied metacognition: real-world applications beyond learningâ€. Metacognition and Learning, 2019, 14, 335-342.	2.7	5
27	Analyzing Computer-Based Fraction Tasks on the Basis of a Two-Dimensional View of Mathematics Competences. , 2008, , 125-134.		4
28	Study 2000â€"Problems and Perspectives for the Development of Multimedia Tools for Teaching and Learning on the Internet. European Psychologist, 1998, 3, 219-226.	3.1	4
29	Effects of keyword tasks and biasing titles on metacognitive monitoring and recall. Metacognition and Learning, 2021, 16, 233-253.	2.7	2
30	Adapting Tutoring Feedback Strategies to Motivation. Lecture Notes in Computer Science, 2014, , 288-301.	1.3	2
31	Effects of Feeding Back the Motivation of a Collaboratively Learning Group. Electronic Journal of Research in Educational Psychology, 2017, 12, 191-210.	0.6	2
32	Exploring the Effects of an Optional Learning Plan Tool in Technology-Enhanced Learning. , 0, , 315-333.		2
33	Accuracy of Self-Evaluation of Competence: How is it Affected Through Feedback in a Computer-Based Arithmetic Training?. , 2008, , 143-151.		1
34	Gestaltung und Erprobung problemorientierter Seminare zum Thema "Messen & Beurteilen". Zeitschrift FÃ¼r Hochschulentwicklung, 2016, 11, .	0.1	0