

# Lucia Bigozzi

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5117435/publications.pdf>

Version: 2024-02-01

39  
papers

469  
citations

687363

13  
h-index

794594

19  
g-index

39  
all docs

39  
docs citations

39  
times ranked

325  
citing authors

#	ARTICLE	IF	CITATIONS
1	The relationship between oral and written narratives: A three-year longitudinal study of narrative cohesion, coherence, and structure. <i>British Journal of Educational Psychology</i> , 2015, 85, 551-569.	2.9	56
2	Emergent literacy and learning to write: A predictive model for Italian language. <i>European Journal of Psychology of Education</i> , 2009, 24, 61-78.	2.6	32
3	Reading Fluency As a Predictor of School Outcomes across Grades 4-9. <i>Frontiers in Psychology</i> , 2017, 8, 200.	2.1	29
4	Emergent Literacy and Early Writing Skills. <i>Journal of Genetic Psychology</i> , 2012, 173, 330-354.	1.2	28
5	Emergent literacy and reading acquisition: a longitudinal study from kindergarten to primary school. <i>European Journal of Psychology of Education</i> , 2017, 32, 571-587.	2.6	28
6	Cross-lag analysis of longitudinal associations between primary school students' writing and reading skills. <i>Reading and Writing</i> , 2015, 28, 1233-1255.	1.7	24
7	Predicting Reading, Spelling, and Mathematical Skills. <i>Psychological Reports</i> , 2016, 118, 413-440.	1.7	23
8	Evaluating the Predictive Impact of an Emergent Literacy Model on Dyslexia in Italian Children. <i>Journal of Learning Disabilities</i> , 2016, 49, 51-64.	2.2	23
9	Predicting Reading and Spelling Disorders: A 4-Year Prospective Cohort Study. <i>Frontiers in Psychology</i> , 2016, 7, 337.	2.1	18
10	The Mediating Role of Conceptions of Learning in the Relationship Between Metacognitive Skills/Strategies and Academic Outcomes Among Middle-School Students. <i>Frontiers in Psychology</i> , 2018, 9, 1985.	2.1	18
11	To tell a story, to write it: developmental patterns of narrative skills from preschool to first grade. <i>European Journal of Psychology of Education</i> , 2016, 31, 461-477.	2.6	17
12	Children are scientists know the reasons why and they are poets too. Non-randomized controlled trial to evaluate the effectiveness of a strategy aimed at improving the learning of scientific concepts. <i>European Journal of Psychology of Education</i> , 2002, 17, 343-362.	2.6	14
13	The role of individual writing in fostering scientific conceptualization. <i>European Journal of Psychology of Education</i> , 2011, 26, 45-59.	2.6	14
14	The Influence of Teaching Approach on Students' Conceptual Learning in Physics. <i>Frontiers in Psychology</i> , 2018, 9, 2474.	2.1	14
15	Where is my attention? Children's metaknowledge expressed through drawings. <i>Educational Psychology</i> , 2016, 36, 616-637.	2.7	13
16	Slow Science: Building scientific concepts in physics in high school. <i>International Journal of Science Education</i> , 2014, 36, 2221-2242.	1.9	11
17	Is two better than one? Comparing children's narrative competence in an individual versus joint storytelling task. <i>Social Psychology of Education</i> , 2018, 21, 91-109.	2.5	11
18	Divergent Thinking in Italian Students with and Without Reading Impairments. <i>International Journal of Disability Development and Education</i> , 2016, 63, 450-466.	1.1	9

#	ARTICLE	IF	CITATIONS
19	Consistency and Stability of Italian Children's Spelling in Dictation Versus Composition Assessments. <i>Reading and Writing Quarterly</i> , 2017, 33, 109-122.	1.4	8
20	Mental State Talk Structure in Children's Narratives: A Cluster Analysis. <i>Child Development Research</i> , 2017, 2017, 1-7.	1.9	8
21	Spelling across Tasks and Levels of Language in a Transparent Orthography. <i>PLoS ONE</i> , 2016, 11, e0163033.	2.5	8
22	The predictive role of prior achievements and conceptions of learning in university success: evidence from a retrospective longitudinal study in the Italian context. <i>Higher Education Research and Development</i> , 2020, , 1-14.	2.9	7
23	Improving Conceptual Knowledge of the Italian Writing System in Kindergarten: A Cluster Randomized Trial. <i>Frontiers in Psychology</i> , 2018, 9, 1396.	2.1	6
24	Efficacy of Two School-Based Interventions on Notational Ability of Bilingual Preschoolers: A Group-Randomized Trial Study. <i>Frontiers in Psychology</i> , 2021, 12, 686285.	2.1	6
25	The influence of narrative competence on mental state talk in kindergarten and primary school children. <i>British Journal of Developmental Psychology</i> , 2019, 37, 535-550.	1.7	5
26	Identifying pre-service teachers' profiles of conceptions of learning: a cluster analysis. <i>Social Psychology of Education</i> , 2019, 22, 1131-1152.	2.5	5
27	Upper secondary school students' conceptions of learning, learning strategies, and academic achievement. <i>Journal of Educational Research</i> , 2020, 113, 475-485.	1.6	5
28	Multidimensional profiles of learning orientations and school achievement: a person-oriented approach in middle-school students. <i>European Journal of Psychology of Education</i> , 2022, 37, 439-458.	2.6	4
29	The mediating role of emotions in the relation between beliefs and teachers' job satisfaction. <i>Acta Psychologica</i> , 2022, 226, 103580.	1.5	4
30	Appearances Are Deceiving: Observing the World as It Looks and How It Really Is—Theory of Mind Performances Investigated in 3-, 4-, and 5-Year-Old Children. <i>Child Development Research</i> , 2016, 2016, 1-10.	1.9	3
31	Peer Interaction Does Not Always Improve Children's Mental State Talk Production in Oral Narratives. A Study in 6- to 10-Year-Old Italian Children. <i>Frontiers in Psychology</i> , 2016, 7, 1669.	2.1	3
32	Improving children's textual competence in kindergarten through genre awareness. <i>European Journal of Psychology of Education</i> , 2020, 35, 137-154.	2.6	3
33	Patterns of academic performances and conceptions of learning in on-time, delayed, and dropout university participants: a cohort retrospective study. <i>Educational Psychology</i> , 0, , 1-17.	2.7	3
34	The impact of children's lexical and morphosyntactic knowledge on narrative competence development: A prospective cohort study. <i>Journal of Genetic Psychology</i> , 2019, 180, 114-129.	1.2	2
35	The Validation of the Free Fantasy Questionnaire for Children and Adolescents: From Imaginary Playmate to "Dreamtime". <i>Frontiers in Psychology</i> , 2019, 10, 1343.	2.1	2
36	Attention Components and Spelling Accuracy: Which Connections Matter?. <i>Children</i> , 2021, 8, 539.	1.5	2

#	ARTICLE	IF	CITATIONS
37	Assessing the Multidimensionality of Students' Learning Orientations: The Use of LO-COMPASS for the Well-being and Scholastic Success. <i>Journal of Educational, Cultural and Psychological Studies</i> , 2020, , .	0.2	2
38	The contribution of attentional processes to calculation skills in second and third grade in a typically developing sample. <i>European Journal of Psychology of Education</i> , 2021, 36, 965-988.	2.6	1
39	Difficulty in Writing Perceived by University Students: A Comparison of Inaccurate Writers with and without Diagnostic Certification. <i>Children</i> , 2021, 8, 88.	1.5	0