

Kathrin Lockl

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5314599/publications.pdf>

Version: 2024-02-01

22
papers

935
citations

759233

12
h-index

677142

22
g-index

26
all docs

26
docs citations

26
times ranked

547
citing authors

#	ARTICLE	IF	CITATIONS
1	Knowledge About the Mind: Links Between Theory of Mind and Later Metamemory. <i>Child Development</i> , 2007, 78, 148-167.	3.0	133
2	Developmental trends in children's memory monitoring. <i>Cognitive Development</i> , 2000, 15, 115-134.	1.3	99
3	The development of metacognitive knowledge in children and adolescents. , 2002, , 224-258.		99
4	The memorizing effort heuristic in judgments of learning: A developmental perspective. <i>Journal of Experimental Child Psychology</i> , 2009, 102, 265-279.	1.4	80
5	The effects of goal-driven and data-driven regulation on metacognitive monitoring during learning: A developmental perspective.. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 386-403.	2.1	72
6	Developmental trends in children's feeling-of-knowing judgements. <i>International Journal of Behavioral Development</i> , 2002, 26, 327-333.	2.4	68
7	Internal and external influences on vocabulary development in preschool children. <i>School Effectiveness and School Improvement</i> , 2013, 24, 138-154.	2.9	67
8	Precursors of metamemory in young children: the role of theory of mind and metacognitive vocabulary. <i>Metacognition and Learning</i> , 2006, 1, 15-31.	2.7	64
9	The effects of incentives and instructions on children's allocation of study time. <i>European Journal of Developmental Psychology</i> , 2004, 1, 153-169.	1.8	53
10	The easily learned, easily remembered heuristic in children. <i>Cognitive Development</i> , 2009, 24, 169-182.	1.3	51
11	Predicting school achievement from early theory of mind: Differential effects on achievement tests and teacher ratings. <i>Learning and Individual Differences</i> , 2017, 53, 93-102.	2.7	24
12	Self-paced study time as a cue for recall predictions across school age. <i>British Journal of Developmental Psychology</i> , 2010, 28, 767-784.	1.7	22
13	Assessment of metacognitive knowledge in students with special educational needs. <i>Metacognition and Learning</i> , 2014, 9, 333-352.	2.7	11
14	Metacognitive knowledge in children at early elementary school. <i>Metacognition and Learning</i> , 2014, 9, 239-263.	2.7	11
15	Development of Competencies Across the Life Course. <i>Edition ZfE</i> , 2019, , 57-81.	0.2	10
16	Reading comprehension of monolingual and bilingual children in primary school: the role of linguistic abilities and phonological processing skills. <i>European Journal of Psychology of Education</i> , 0, , .	2.6	5
17	Cognitive and Affective-Motivational Factors as Predictors of Students' Home Learning During the School Lockdown. <i>Frontiers in Psychology</i> , 2021, 12, 751120.	2.1	5
18	Determinants of profiles of competence development in mathematics and reading in upper secondary education in Germany. <i>PLoS ONE</i> , 2021, 16, e0258152.	2.5	4

#	ARTICLE	IF	CITATIONS
19	Bidirectional effects between reading and mathematics development across secondary school. Zeitschrift Fur Erziehungswissenschaft, 2023, 26, 345-371.	2.9	4
20	Metacognitive Knowledge in Young Children: Development of a New Test Procedure for First Graders. , 2016, , 465-484.		2
21	Profiles of competence development in upper secondary education and their predictors. PLoS ONE, 2021, 16, e0245884.	2.5	1
22	Profiles of competence development in mathematics and reading in early secondary education. European Journal of Psychology of Education, 0, , .	2.6	0