Franz X Bogner

List of Publications by Citations

140 papers	3,366 citations	30 h-index	53 g-index
145 ext. papers	3,872 ext. citations	2.2 avg, IF	6.12 L-index

#	Paper	IF	Citations
140	Contrasting the Theory of Planned Behavior With the Value-Belief-Norm Model in Explaining Conservation Behavior1. *Journal of Applied Social Psychology*, **2005**, 35, 2150-2170	2.1	363
139	The Influence of Short-Term Outdoor Ecology Education on Long-Term Variables of Environmental Perspective. *Journal of Environmental Education*, **1998**, 29, 17-29	2.7	261
138	Promoting connectedness with nature through environmental education. *Environmental Education Research*, **2013**, 19, 370-384	3.1	201
137	Behavior-based environmental attitude: Development of an instrument for adolescents. *Journal of Environmental Psychology*, **2007**, 27, 242-251	6.7	181
136	A Competence Model for Environmental Education. *Environment and Behavior*, **2014**, 46, 972-992	5.6	132
135	Toward Measuring Adolescent Environmental Perception. *European Psychologist*, **1999**, 4, 139-151	4.4	109
134	Adolescents attitudes towards nature and environment: Quantifying the 2-MEV model. *The Environmentalist*, **2006**, 26, 247-254		98
133	Visualizing the Invisible: Augmented Reality as an Innovative Science Education Scheme. *Advanced Science Letters*, **2008**, 1, 114-122	0.1	66
132	Empirical evaluation of an educational conservation programme introduced in Swiss secondary schools. *International Journal of Science Education*, **1999**, 21, 1169-1185	2.2	65
131	Climate change education: quantitatively assessing the impact of a botanical garden as an informal learning environment. *Environmental Education Research*, **2013**, 19, 415-429	3.1	61
130	Environmental perspectives of pupils: the development of an attitude and behaviour scale. *The Environmentalist*, **1996**, 16, 95-110		58
129	ENVIRONMENTAL PERCEPTION OF RURAL AND URBAN PUPILS. *Journal of Environmental Psychology*, **1997**, 17, 111-122	6.7	57
128	Teachers' conceptions of nature and environment in 16 countries. *Journal of Environmental Psychology*, **2009**, 29, 407-413	6.7	48
127	Effects of a 1-day environmental education intervention on environmental attitudes and connectedness with nature. *European Journal of Psychology of Education*, **2013**, 28, 1077-1086	2.3	47
126	How does a one-day environmental education programme support individual connectedness with nature?. *Journal of Biological Education*, **2012**, 46, 180-187	0.9	47
125	Student-oriented versus Teacher-centred: The effect of learning at workstations about birds and bird flight on cognitive achievement and motivation. *International Journal of Science Education*, **2008**, 30, 941-959	2.2	47
124	Social Desirability, Environmental Attitudes, and General Ecological Behaviour in Children. *International Journal of Science Education*, **2013**, 35, 713-730	2.2	44

123	Learning in a gene technology laboratory with educational focus: Results of a teaching unit with authentic experiments. *Biochemistry and Molecular Biology Education*, **2007**, 35, 28-39	1.3	44
122	Cognitive achievements in identification skills. *Journal of Biological Education*, **2006**, 40, 161-165	0.9	43
121	Environmental Perception: Factor Profiles of Extreme Groups. *European Psychologist*, **2002**, 7, 225-237	4.4	43
120	The influence of a residential outdoor education programme to pupil environmental perception. *European Journal of Psychology of Education*, **2002**, 17, 19-34	2.3	40
119	Environmental Values (2-MEV) and Appreciation of Nature. *Sustainability*, **2018**, 10, 350	3.6	40
118	Learning at workstations in two different environments: A museum and a classroom. *Studies in Educational Evaluation*, **2010**, 36, 14-19	2	38
117	Measuring adolescent science motivation. *International Journal of Science Education*, **2016**, 38, 434-449	2.2	37
116	Pupils' Interest Before, During, and After a Curriculum Dealing With Ecological Topics and its Relationship With Achievement. *Educational Research and Evaluation*, **2007**, 13, 463-478	0.6	34
115	The influence of situational emotions on the intention for sustainable consumer behaviour in a student-centred intervention. *Environmental Education Research*, **2013**, 19, 747-764	3.1	33
114	Exploitative vs. appreciative use of nature Two interpretations of utilization and their relevance for environmental education. *Studies in Educational Evaluation*, **2014**, 41, 106-112	2	33
113	Evaluating Environmental Knowledge Dimension Convergence to Assess Educational Programme Effectiveness. *International Journal of Science Education*, **2015**, 37, 684-702	2.2	32
112	Risk-taking and environmental perception. *The Environmentalist*, **2000**, 20, 49-62		32
111	Environmental Perspectives of Danish and Bavarian Pupils: towards a methodological framework. *Scandinavian Journal of Educational Research*, **1997**, 41, 53-71	1.2	31
110	Human visual perception learning at workstations. *Journal of Biological Education*, **2005**, 40, 32-37	0.9	30
109	From STEM to STEAM: Cracking the Code? How Creativity & Motivation Interacts with Inquiry-based Learning. *Creativity Research Journal*, **2019**, 31, 284-295	1.8	29
108	Gender, age and subject matter: impact on teachers ecological values. *The Environmentalist*, **2010**, 30, 111-122		28
107	Two ways of acquiring environmental knowledge: by encountering living animals at a beehive and by observing bees via digital tools. *International Journal of Science Education*, **2017**, 39, 723-741	2.2	27
106	Cognitive learning in authentic environments in relation to green attitude preferences. *Studies in Educational Evaluation*, **2015**, 44, 9-15	2	25

105	Efficacy of Two Different Instructional Methods Involving Complex Ecological Content. *International Journal of Science and Mathematics Education*, **2009**, 7, 315-337	1.7	25
104	Concept map structure, gender and teaching methods: an investigation of students' science learning. *Educational Research*, **2009**, 51, 425-438	1.9	25
103	Environmental perception of French and some Western European secondary school students. *European Journal of Psychology of Education*, **2002**, 17, 3-18	2.3	25
102	Cognitive Achievement and Motivation in Hands-on and Teacher-Centred Science Classes: Does an additional hands-on consolidation phase (concept mapping) optimise cognitive learning at work stations?. *International Journal of Science Education*, **2010**, 32, 849-870	2.2	24
101	From STEM to STEAM: How to Monitor Creativity. *Creativity Research Journal*, **2018**, 30, 233-240	1.8	24
100	A New Two-Step Approach for Hands-On Teaching of Gene Technology: Effects on Students Activities During Experimentation in an Outreach Gene Technology Lab. *Research in Science Education*, **2011**, 41, 505-523	1.5	23
99	Instructional Efficiency of Changing Cognitive Load in an Out-of-School Laboratory. *International Journal of Science Education*, **2010**, 32, 829-844	2.2	23
98	Short- and long-term outreach at the zoo: cognitive learning about marine ecological and conservational issues. *Environmental Education Research*, **2017**, 23, 252-268	3.1	21
97	How to sustainably increase students willingness to protect pollinators. *Environmental Education Research*, **2018**, 24, 461-473	3.1	20
96	Effects of Students Effort Scores in a Structured Inquiry Unit on Long-Term Recall Abilities of Content Knowledge. *Education Research International*, **2015**, 2015, 1-11	1.2	19
95	Environmental perceptions of Irish and Bavarian pupils: an empirical study. *The Environmentalist*, **1998**, 18, 27-38		19
94	Teaching Gene Technology in an Outreach Lab: Students Assigned Cognitive Load Clusters and the Clusters Relationships to Learner Characteristics, Laboratory Variables, and Cognitive Achievement. *Research in Science Education*, **2013**, 43, 141-161	1.5	18
93	Is creativity, hands-on modeling and cognitive learning gender-dependent?. *Thinking Skills and Creativity*, **2019**, 31, 91-102	3	18
92	Modelling environmental literacy with environmental knowledge, values and (reported) behaviour. *Studies in Educational Evaluation*, **2020**, 65, 100863	2	17
91	How Creativity in STEAM Modules Intervenes with Self-Efficacy and Motivation. *Education Sciences*, **2020**, 10, 70	2.2	17
90	The impact of science motivation on cognitive achievement within a 3-lesson unit about renewable energies. *Studies in Educational Evaluation*, **2016**, 50, 14-21	2	17
89	Conceptual Change in Students Molecular Biology Education: Tilting at Windmills?. *Journal of Educational Research*, **2011**, 104, 7-18	1.1	17
88	How Environmental Attitudes Interact with Cognitive Learning in a Science Lesson Module. *Education Research International*, **2016**, 2016, 1-7	1.2	17

87	The Relation between Knowledge Acquisition and Environmental Values within the Scope of a Biodiversity Learning Module. *Sustainability*, **2020**, 12, 2036	3.6	15
86	Enriching Students Education Using Interactive Workstations at a Salt Mine Turned Science Center. *Journal of Chemical Education*, **2011**, 88, 510-515	2.4	15
85	A New Role Change Approach in Pre-service Teacher Education for Developing Pedagogical Content Knowledge in the Context of a Student Outreach Lab. *Research in Science Education*, **2016**, 46, 743-766	1.5	14
84	Learning About Genetic Engineering in an Outreach Laboratory: Influence of Motivation and Gender on Students Cognitive Achievement. *International Journal of Science Education, Part B: Communication and Public Engagement*, **2016**, 6, 166-187	1.2	14
83	Young peoples cognitive achievement as fostered by hands-on-centred environmental education. *Environmental Education Research*, **2016**, 22, 943-957	3.1	14
82	Hypertext or Textbook: Effects on Motivation and Gain in Knowledge. *Education Sciences*, **2016**, 6, 29	2.2	14
81	Instructional efficiency of different discussion approaches in an outreach laboratory: Teacher-guided versus student-centered. *Journal of Educational Research*, **2016**, 109, 27-36	1.1	13
80	Student conceptions about the DNA structure within a hierarchical organizational level: Improvement by experiment- and computer-based outreach learning. *Biochemistry and Molecular Biology Education*, **2015**, 43, 393-402	1.3	13
79	Cognitive Influences of Students Alternative Conceptions Within a Hands-on Gene Technology Module. *Journal of Educational Research*, **2011**, 104, 158-170	1.1	13
78	Environmental literacy in practice: education on tropical rainforests and climate change. *Environment, Development and Sustainability*, **2018**, 20, 2079-2094	4.5	13
77	How teachers' attitudes on GMO relate to their environmental values. *Journal of Environmental Psychology*, **2018**, 57, 1-9	6.7	12
76	Green Awareness in Action How Energy Conservation Action Forces on Environmental Knowledge, Values and Behaviour in Adolescents School Life. *Sustainability*, **2020**, 12, 955	3.6	12
75	Environmental values and environmental concern. *Environmental Education Research*, **2019**, 25, 1570-1581	3.1	11
74	Between Environmental Utilization and Protection: Adolescent Conceptions of Biodiversity. *Sustainability*, **2019**, 11, 4517	3.6	11
73	PATHWAYS A Case of Large-Scale Implementation of Evidence-Based Practice in Scientific Inquiry-Based Science Education. *International Journal of Higher Education*, **2017**, 6, 8	0.7	11
72	Learning about Drinking Water: How Important are the Three Dimensions of Knowledge that Can Change Individual Behavior?. *Education Sciences*, **2014**, 4, 213-228	2.2	11
71	How does integrating alternative conceptions into lessons influence pupils situational emotions and learning achievement?. *Journal of Biological Education*, **2013**, 47, 1-11	0.9	11
70	Conceptions about Drinking Water of 10th Graders and Undergraduates. *Journal of Water Resource and Protection*, **2014**, 06, 1112-1123	0.7	11

69	Measuring Environmental Perceptions Grounded on Different Theoretical Models: The 2-Major Environmental Values (2-MEV) Model in Comparison with the New Ecological Paradigm (NEP) Scale. *Sustainability*, **2019**, 11, 1286	3.6	10
68	To What Extent do Biology Textbooks Contribute to Scientific Literacy? Criteria for Analysing Science-Technology-Society-Environment Issues. *Education Sciences*, **2015**, 5, 255-280	2.2	10
67	Does the issue of bionics within a student-centered module generate long-term knowledge?. *Studies in Educational Evaluation*, **2017**, 55, 117-124	2	9
66	Deeper learning as integrated knowledge and fascination for Science. *International Journal of Science Education*, **2020**, 42, 807-834	2.2	9
65	Computer-related self-concept: The impact on cognitive achievement. *Studies in Educational Evaluation*, **2016**, 50, 46-52	2	8
64	What Germany University Beginners Think about Water Reuse. *Water (Switzerland)*, **2018**, 10, 731	3	8
63	How Environmental Values Predict Acquisition of Different Cognitive Knowledge Types with Regard to Forest Conservation. *Sustainability*, **2018**, 10, 2188	3.6	8
62	Implementation of concept mapping to novices: reasons for errors, a matter of technique or content?. *Educational Studies*, **2010**, 36, 47-58	1	8
61	Comparing the Use of Two Different Model Approaches on Students Understanding of DNA Models. *Education Sciences*, **2019**, 9, 115	2.2	7
60	Between Science Education and Environmental Education: How Science Motivation Relates to Environmental Values. *Sustainability*, **2020**, 12, 1968	3.6	7
59	Introducing Large-Scale Innovation in Schools. *Journal of Science Education and Technology*, **2016**, 25, 541-549	2.8	7
58	Instructional Efficiency of Tutoring in an Outreach Gene Technology Laboratory. *Research in Science Education*, **2013**, 43, 1267-1288	1.5	7
57	Strengthening resistance self-efficacy: influence of teaching approaches and gender on different consumption groups. *Journal of Drug Education*, **2009**, 39, 439-57	0.1	7
56	Association tests and outdoor ecology education. *European Journal of Psychology of Education*, **1997**, 12, 89-102	2.3	7
55	International educators perspectives on the purpose of science education and the relationship between school science and creativity. *Research in Science and Technological Education*, **2020**, 38, 19-41	1	7
54	Cognitive Learning about Waste Management: How Relevance and Interest Influence Long-Term Knowledge. *Education Sciences*, **2020**, 10, 102	2.2	6
53	Ecuadorian students conceptions and personal experience regarding water management issues / Concepciones y experiencias personales de los estudiantes ecuatorianos sobre la gesti del agua. *Psyecology*, **2016**, 7, 25-63	1.1	6
52	Is there more than the sewage plant? University freshmen's conceptions of the urban water cycle. *PLoS ONE*, **2018**, 13, e0200928	3.7	6

51	A Category-based Video Analysis of Students' Activities in an Out-of-school Hands-on Gene Technology Lesson. *International Journal of Science Education*, **2008**, 30, 451-467	2.2	6
50	Computer-Aided Learning: Unguided versus Guided Instruction. *Advanced Science Letters*, **2011**, 4, 3310-3316	0.1	6
49	Monitoring a gender gap in interest and social aspects of technology in different age groups. *International Journal of Technology and Design Education*, **2019**, 29, 217-229	1.1	6
48	Science teaching based on cognitive load theory: Engaged students, but cognitive deficiencies. *Studies in Educational Evaluation*, **2012**, 38, 127-134	2	5
47	Student-centred anti-smoking education: Comparing a classroom-based and an out-of-school setting. *Learning Environments Research*, **2010**, 13, 147-157	2.1	5
46	Inspiring Science Learning: Designing the Science Classroom of the Future. *Advanced Science Letters* , **2011**, 4, 3304-3309	0.1	5
45	FutureForest: Promoting Biodiversity Literacy by Implementing Citizen Science in the Classroom. *American Biology Teacher*, **2020**, 82, 234-240	0.3	5
44	Conceptual change when growing up: frameset for role models?. *International Journal of Adolescence and Youth*, **2020**, 25, 292-304	3.3	5
43	Intervention Impact on Young Students Associations about Wolf and Lynx. *Society and Animals*, **2019**, 27, 544-574	0.5	4
42	Investigations of Modellers and Model Viewers in an Out-of-School Gene Technology Laboratory. *Research in Science Education*, **2019**, 1	1.5	4
41	A Role-Play-Based Tutor Training in Preservice Teacher Education for Developing Procedural Pedagogical Content Knowledge by Optimizing Tutor Student Interactions in the Context of an Outreach Lab. *Journal of Science Teacher Education*, **2019**, 30, 461-482	1.1	4
40	Quantitative Analysis of the Usage of the COSMOS Science Education Portal. *Journal of Science Education and Technology*, **2011**, 20, 333-346	2.8	4
39	The search for potential origins of a favorable attitude toward nature. *Psyecology*, **2012**, 3, 341-352	1.1	4
38	Students Care for Dogs, Environmental Attitudes, and Behaviour. *Sustainability*, **2020**, 12, 1317	3.6	4
37	Is there deep learning on Mars? STEAM education in an inquiry-based out-of-school setting. *Interactive Learning Environments*, **2020**, 1-13	3.1	4
36	Microplastics in the Environment: Raising Awareness in Primary Education. *American Biology Teacher*, **2020**, 82, 478-487	0.3	4
35	Assessing Environmental Attitudes and Cognitive Achievement within 9 Years of Informal Earth Education. *Sustainability*, **2021**, 13, 3622	3.6	4
34	Testing Creativity and Personality to Explore Creative Potentials in the Science Classroom. *Research in Science Education*,1	1.5	4

33	How Young Early Birds Prefer Preservation, Appreciation and Utilization of Nature. *Sustainability*, **2018**, 10, 4000	3.6	4
32	Measuring the Computer-Related Self-Concept. *Journal of Educational Computing Research*, **2016**, 54, 352-370	3.8	3
31	A modified refutation text design: effects on instructional efficiency for experts and novices. *Educational Research and Evaluation*, **2013**, 19, 402-425	0.6	3
30	Inquiry-based learning and E-learning: how to serve high and low achievers. *Smart Learning Environments*, **2020**, 7,	4.2	3
29	Simply InGEN(E)ious! How Creative DNA Modeling Can Enrich Classic Hands-On Experimentation. *Journal of Microbiology and Biology Education*, **2020**, 21,	1.3	2
28	How fascination for biology is associated with students learning in a biodiversity citizen science project. *Studies in Educational Evaluation*, **2020**, 66, 100892	2	2
27	Science-technology-society-environment issues in German and Portuguese biology textbooks: influenced by the socio-cultural context?. *International Journal of Science Education, Part B: Communication and Public Engagement*, **2018**, 8, 266-286	1.2	2
26	Explore Your Local Biodiversity How School Grounds Evoke Visions of Sustainability. *American Biology Teacher*, **2020**, 82, 606-613	0.3	2
25	Environmental Values and Authoritarianism. *Psychology Research (Libertyville, Ill)*, **2012**, 2,	1	2
24	Self-evaluative Scientific Modeling in an Outreach Gene Technology Laboratory. *Journal of Science Education and Technology*, **2020**, 29, 725-739	2.8	2
23	The Effect of Environmental Values on German Primary School Students Knowledge on Water Supply. *Water (Switzerland)*, **2021**, 13, 702	3	2
22	Cannot See the Forest for the Trees? Comparing Learning Outcomes of a Field Trip vs. a Classroom Approach. *Forests*, **2021**, 12, 1265	2.8	2
21	The supportive role of environmental attitude for learning about environmental issues. *Journal of Environmental Psychology*, **2022**, 81, 101799	6.7	2
20	Module-Phase-Dependent Development of Pedagogical Content Knowledge: Replicating a Role-Change Approach in Pre-Service Teacher Education in an Outreach Lab. *Research in Science Education*, **2019**, 51, 1177	1.5	1
19	Environmental Values and Technology Preferences of First-Year University Students. *Sustainability*, **2020**, 12, 62	3.6	1
18	BIONICS: An Out-of-School Day at the Zoo. *American Biology Teacher*, **2018**, 80, 429-435	0.3	1
17	Knowledge acquisition and environmental values in a microplastic learning module: Does the learning environment matter?. *Studies in Educational Evaluation*, **2021**, 71, 101091	2	1
16	Bridging the Gap Towards Flying: Archaeopteryx as a Unique Evolutionary Tool to Inquiry-Based Learning **2019**, 149-165		1

15	Bringing Out-of-School Learning into the Classroom: Self- versus Peer-Monitoring of Learning Behaviour. *Education Sciences*, **2020**, 10, 284	2.2	1
14	COVID-19 and lockdown schooling: how digital learning environments influence semantic structures and sustainability knowledge.. *Discover Sustainability*, **2021**, 2, 32	1.3	1
13	Biosphere 2 as an informal learning platform to assess motivation, fascination, and cognitive achievement for sustainability. *Studies in Educational Evaluation*, **2021**, 70, 101061	2	1
12	Individual Creativity and Career Choices of Pre-teens in the Context of a Math-Art Learning Event. *Open Education Studies*, **2021**, 3, 147-156	0.7	1
11	Education for Sustainable Development: How Seminar Design and Time Structure of Teacher Professional Development Affect Students Motivation and Creativity. *Education Sciences*, **2022**, 12, 296	2.2	1
10	Green Awareness in Action of Saving Energy in School Life: Modeling Environmental Literacy in Theory and Practice Experience **2022**, 3531-3556		1
9	Measuring Students School Motivation. *Education Sciences*, **2022**, 12, 378	2.2	1
8	Conceptions of university students on microplastics in Germany. *PLoS ONE*, **2021**, 16, e0257734	3.7	0
7	The relevance of school self-concept and creativity for CLIL outreach learning. *Studies in Educational Evaluation*, **2022**, 73, 101153	2	0
6	Hearing: An Inquiry-Based Learning Module Linking Biology & Physics. *American Biology Teacher*, **2019**, 81, 485-489	0.3	
5	Die Wirkung von Biologieunterricht auf verantwortungsbewusstes Verhalten zu umweltgerechter Nachhaltigkeit (Environmental Literacy) **2019**, 209-226		
4	Green Awareness in Action of Saving Energy in School Life: Modeling Environmental Literacy in Theory and Practice Experience **2021**, 1-27		
3	Green Awareness in Action of Saving Energy in School Life: Modeling Environmental Literacy in Theory and Practice Experience **2021**, 1-26		
2	Learning about waste management: The role of science motivation, preferences in technology and environmental values. *Sustainable Futures*, **2021**, 3, 100054	2.9	
1	Wege zum nachhaltigen Umgang mit Kunststoffen: Kernbotschaften sozialwissenschaftlicher Forschung. *Gaia*, **2022**, 31, 51-53	1.4	