

Christiane Spiel

List of Publications by Citations

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Version: 2024-04-25

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

119
papers

2,303
citations

29
h-index

40
g-index

129
ext. papers

2,747
ext. citations

2.3
avg, IF

5.37
L-index

#	Paper	IF	Citations
119	Traditional Bullying and Cyberbullying. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , 2009 , 217, 205-213		182
118	Lifelong learning as a goal [Do autonomy and self-regulation in school result in well prepared pupils?. <i>Learning and Instruction</i> , 2012 , 22, 27-36	5.8	74
117	Prevention of Cyberbullying and Cyber Victimization: Evaluation of the ViSC Social Competence Program. <i>Journal of School Violence</i> , 2015 , 14, 87-110	2.5	70
116	Diagnostic competence of teachers: A process model that accounts for diagnosing learning behavior tested by means of a case scenario. <i>Teaching and Teacher Education</i> , 2013 , 30, 38-46	2.9	66
115	Immigrant Children in Austria. <i>Journal of Applied School Psychology</i> , 2003 , 19, 99-116	1.1	57
114	Promotion of students' mastery goal orientations: does TARGET work?. <i>Educational Psychology</i> , 2014 , 34, 451-469	2.2	53
113	Evaluation of competence-based teaching in higher education: From theory to practice. <i>Evaluation and Program Planning</i> , 2015 , 52, 1-9	1.7	52
112	Effectiveness and sustainability of the ViSC Social Competence Program to prevent cyberbullying and cyber-victimization: Class and individual level moderators. <i>Aggressive Behavior</i> , 2016 , 42, 181-93	2.8	49
111	Time students spend working at home for school. <i>Learning and Instruction</i> , 2008 , 18, 309-320	5.8	48
110	Cyber-Victimisation: The Association Between Help-Seeking Behaviours and Self-Reported Emotional Symptoms in Australia and Austria. <i>Australian Journal of Guidance and Counselling</i> , 2010 , 20, 194-209		46
109	When Will They Blow My Cover?. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2012 , 220, 109-120	1.8	46
108	Gender stereotypes in education: Development, consequences, and interventions. <i>European Journal of Developmental Psychology</i> , 2018 , 15, 361-377	1.5	44
107	Competencies for successful self-regulated learning in higher education: structural model and indications drawn from expert interviews. <i>Studies in Higher Education</i> , 2015 , 40, 454-470	2.6	42
106	Parents' Judgments about the Desirability of Toys for Their Children: Associations with Gender Role Attitudes, Gender-typing of Toys, and Demographics. <i>Sex Roles</i> , 2018 , 79, 329-341	3.1	39
105	Learning during COVID-19: the role of self-regulated learning, motivation, and procrastination for perceived competence. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2021 , 24, 1-26	1.2	39
104	Fostering lifelong learning [Evaluation of a teacher education program for professional teachers. <i>Teaching and Teacher Education</i> , 2013 , 29, 144-155	2.9	38
103	Depressive symptoms in native and immigrant adolescents: the role of critical life events and daily hassles. <i>Anxiety, Stress and Coping</i> , 2012 , 25, 201-17	3.1	36

102	Social relationships in multicultural schools: Bullying and victimization. <i>European Journal of Developmental Psychology</i> , 2008 , 5, 262-285	1.5	35
101	Cyber-victimization and popularity in early adolescence: Stability and predictive associations. <i>European Journal of Developmental Psychology</i> , 2012 , 9, 228-243	1.5	34
100	The relevance of the school class as social unit for the prevalence of bullying and victimization. <i>European Journal of Developmental Psychology</i> , 2007 , 4, 372-387	1.5	34
99	Measuring a Mastery Goal Structure Using the TARGET Framework. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017 , 225, 64-75	1.8	34
98	Higher Education in Times of COVID-19: University Students' Basic Need Satisfaction, Self-Regulated Learning, and Well-Being. <i>AERA Open</i> , 2021 , 7, 23328584211003164	2.2	33
97	School-Based Social Training with and without Dogs: Evaluation of Their Effectiveness. <i>Anthrozoos</i> , 2007 , 20, 365-373	2.4	32
96	ViSC Social Competence Program. <i>New Directions for Youth Development</i> , 2012 , 2012, 71-84		31
95	Peer Mentoring Styles and Their Contribution to Academic Success Among Mentees: A Person-Oriented Study in Higher Education. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2011 , 19, 347-364	0.6	31
94	Mathematically gifted students and high achievement: the role of motivation and classroom structure. <i>High Ability Studies</i> , 2015 , 26, 227-243	1.3	30
93	Introduction: Cyberbullying: Development, consequences, risk and protective factors. <i>European Journal of Developmental Psychology</i> , 2012 , 9, 163-167	1.5	29
92	Bullying and Victimization in Ethnically Diverse Schools: Risk and Protective Factors on the Individual and Class Level. <i>International Journal of Developmental Sciences</i> , 2011 , 5, 73-84	0.6	29
91	Evidence-based practice: A challenge for European developmental psychology. <i>European Journal of Developmental Psychology</i> , 2009 , 6, 11-33	1.5	29
90	Measuring Implementation of a School-Based Violence Prevention Program. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2014 , 222, 49-57	1.8	27
89	Lead Article: Configural Frequency Analysis in Applied Psychological Research. <i>Applied Psychology</i> , 1996 , 45, 301-352	4.3	27
88	Students' Achievement Goals, Learning-Related Emotions and Academic Achievement. <i>Frontiers in Psychology</i> , 2016 , 7, 603	3.4	27
87	Implicit Theories of Creativity: the conceptions of politicians, scientists, artists and school teachers. <i>High Ability Studies</i> , 1998 , 9, 43-58	1.3	26
86	Evidence-based practice and policy: When researchers, policy makers, and practitioners learn how to work together. <i>European Journal of Developmental Psychology</i> , 2012 , 9, 150-162	1.5	25
85	Implementing Intervention Research into Public Policy-the "I-Approach". <i>Prevention Science</i> , 2018 , 19, 337-346	4	23

84	Knowledge vs. Action: Discrepancies in University Students' Knowledge about and Self-Reported Use of Self-Regulated Learning Strategies. <i>Frontiers in Psychology</i> , 2017 , 8, 1288	3.4	23
83	Introduction: Evidence-based parent education programmes to promote positive parenting. <i>European Journal of Developmental Psychology</i> , 2012 , 9, 2-10	1.5	23
82	Angewandte Psychologie im Spannungsfeld zwischen Grundlagenforschung und Praxis - Plädoyer für mehr Pluralismus. <i>Psychologische Rundschau</i> , 2007 , 58, 238-248	0.6	23
81	How do teachers promote their students' lifelong learning in class? Development and first application of the LLL Interview. <i>Teaching and Teacher Education</i> , 2014 , 37, 119-129	2.9	21
80	Gender Differences in Digital Learning During COVID-19: Competence Beliefs, Intrinsic Value, Learning Engagement, and Perceived Teacher Support. <i>Frontiers in Psychology</i> , 2021 , 12, 637776	3.4	21
79	TALK - A Training Program to Encourage Lifelong Learning in School. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , 2007 , 215, 183-193		20
78	Concepts of nonindependence in Configural Frequency Analysis* Preparation of this article was supported in part by NIA Grant #5T32 AG0011007 to Alexander von Eye and Grant No. RO1 A GO 9984 to Michael J. Rovine.. <i>Journal of Mathematical Sociology</i> , 1995 , 20, 41-54	1.2	20
77	Dynamic Change of Aggressive Behavior and Victimization Among Adolescents: Effectiveness of the ViSC Program. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2019 , 48, S90-S104	5.4	20
76	The role of classroom structure in fostering students' school functioning: A comprehensive and application-oriented approach. <i>Learning and Individual Differences</i> , 2013 , 26, 131-138	3.1	18
75	Standard and Nonstandard Log-Linear Symmetry Models for Measuring Change in Categorical Variables. <i>American Statistician</i> , 1996 , 50, 300-305	5	18
74	Measuring intervention fidelity from different perspectives with multiple methods: The Reflect program as an example. <i>Studies in Educational Evaluation</i> , 2015 , 47, 102-112	2	16
73	Motives for Bullying Others in Cyberspace 2012 , 263-284		16
72	The goal to be accepted by friends as underlying function of overt aggressive behaviour in immigrant adolescents. <i>Scandinavian Journal of Psychology</i> , 2012 , 53, 80-8	2.2	15
71	Evaluation of curricula in higher education: challenges for evaluators. <i>Evaluation Review</i> , 2006 , 30, 430-50.6	5.6	15
70	Wie lange arbeiten Kinder zu Hause für die Schule?. <i>Zeitschrift Fur Entwicklungspsychologie Und Pädagogische Psychologie</i> , 2002 , 34, 125-135	0.8	15
69	A Euclidean Distance-Based Matching Procedure for Nonrandomized Comparison Studies. <i>European Psychologist</i> , 2008 , 13, 180-187	4.4	15
68	Conducting Person-Oriented Research. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , 2010 , 218, 151-154		14
67	A citizen science approach to measuring students' achievement goals. <i>International Journal of Educational Research</i> , 2019 , 95, 36-51	2.1	13

66	Through the magnifying glass: Empathy's differential role in preventing and promoting traditional and cyberbullying. <i>Computers in Human Behavior</i> , 2019 , 96, 186-195	7.7	12
65	The role of within-class consensus on mastery goal structures in predicting socio-emotional outcomes. <i>British Journal of Educational Psychology</i> , 2019 , 89, 239-258	3.2	12
64	Stability and Change of Unidimensionality: The Sample Case of Deductive Reasoning. <i>Journal of Adolescent Research</i> , 2001 , 16, 150-168	2	12
63	Adolescent well-being and learning in times of COVID-19-A multi-country study of basic psychological need satisfaction, learning behavior, and the mediating roles of positive emotion and intrinsic motivation. <i>PLoS ONE</i> , 2021 , 16, e0251352	3.7	12
62	Configural Frequency Analysis as a Parametric Method for the Search of Types and Antitypes. <i>Biometrical Journal</i> , 1993 , 35, 151-164	1.5	11
61	Zum Einfluß von Biasvariablen auf die Bewertung universitärer Lehre durch Studierende. <i>Zeitschrift Fur Pädagogische Psychologie</i> , 2000 , 14, 38-47	1.3	11
60	Stability and Constancy of Bully-Victim Behavior. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , 2010 , 218, 185-193		11
59	Overcoming the ivory tower: Transfer and societal responsibility as crucial aspects of the Bildung-Psychology approach. <i>European Journal of Developmental Psychology</i> , 2016 , 13, 636-651	1.5	11
58	Peer Relations in Multicultural Schools 376-396		10
57	Loglinear Symmetry and Quasi-Symmetry Models for the Analysis of Change. <i>Biometrical Journal</i> , 1997 , 39, 351-368	1.5	10
56	Time investment and time management: an analysis of time students spend working at home for school. <i>Educational Research and Evaluation</i> , 2008 , 14, 139-153	0.6	10
55	A Missing Data Approach to Correct for Direct and Indirect Range Restrictions with a Dichotomous Criterion: A Simulation Study. <i>PLoS ONE</i> , 2016 , 11, e0152330	3.7	10
54	Transfer psychologischer Erkenntnisse in Gesellschaft und Politik. <i>Psychologische Rundschau</i> , 2009 , 60, 241-242	0.6	10
53	Evidenzbasierte Bildungspolitik und Bildungspraxis – keine Fiktion? Problemaufriss, Thesen, Anregungen. <i>Psychologische Rundschau</i> , 2009 , 60, 255-256	0.6	10
52	Facilitating Lifelong Learning in School-Age Learners. <i>European Psychologist</i> , 2013 , 18, 114-125	4.4	10
51	Achievement or agreement – Which comes first? Clarifying the temporal ordering of achievement and within-class consensus on classroom goal structures. <i>Learning and Instruction</i> , 2019 , 61, 72-83	5.8	10
50	Configural Frequency Analysis in Applied Psychological Research. <i>Applied Psychology</i> , 1996 , 45, 301-327	4.3	9
49	Distance learning in higher education during COVID-19: The role of basic psychological needs and intrinsic motivation for persistence and procrastination-a multi-country study. <i>PLoS ONE</i> , 2021 , 16, e0257346	3.7	9

48	Teaching Research Methods in an Internet-Based Blended-Learning Setting. <i>Methodology</i> , 2006 , 2, 73-82	1.2	9
47	Students' basic needs and well-being during the COVID-19 pandemic: A two-country study of basic psychological need satisfaction, intrinsic learning motivation, positive emotion and the moderating role of self-regulated learning. <i>International Journal of Psychology</i> , 2021 , 56, 843-852	1.9	9
46	Secondary School Students' LLL Competencies, and Their Relation with Classroom Structure and Achievement. <i>Frontiers in Psychology</i> , 2016 , 7, 680	3.4	9
45	The Competence Screening Questionnaire for Higher Education: Adaptable to the needs of a study programme. <i>Assessment and Evaluation in Higher Education</i> , 2018 , 43, 537-554	3.1	8
44	Standard and Nonstandard Log-Linear Symmetry Models for Measuring Change in Categorical Variables. <i>American Statistician</i> , 1996 , 50, 300	5	8
43	Transfer psychologischer Erkenntnisse [eine notwendige, jedoch schwierige Aufgabe. <i>Psychologische Rundschau</i> , 2009 , 60, 257-258	0.6	8
42	Context-related problems and university students' dropout intentions [the buffering effect of personal best goals. <i>European Journal of Psychology of Education</i> , 2020 , 35, 477-493	2.3	8
41	Assessment at school [Teachers' diary-supported implementation of a training program. <i>Teaching and Teacher Education</i> , 2018 , 76, 298-308	2.9	7
40	Young physicians' competences from different points of view. <i>Medical Teacher</i> , 2004 , 26, 451-7	3	7
39	Item Response Models for Assessing Change in Dichotomous Items. <i>International Journal of Behavioral Development</i> , 1998 , 22, 517-536	2.6	7
38	Gender role identity and gender intensification: Agency and communion in adolescents' spontaneous self-descriptions. <i>European Journal of Developmental Psychology</i> , 1-25	1.5	7
37	New Developments in the Field of Self-Regulated Learning. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , 2007 , 215, 153-156		6
36	Wer hilft beim Lernen [die Schule?. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , 2005 , 37, 101-109	0.8	6
35	The relevance of innovative school architecture for school principals. <i>School Leadership and Management</i> , 2016 , 36, 184-203	2.1	6
34	Gendered Pathways to Bullying Perpetration via Social Achievement Goals [Mediating Effects of Sense of Belonging and Non-inclusive Group Norms. <i>Journal of School Violence</i> , 2020 , 19, 248-263	2.5	6
33	The effect of classroom structure on verbal and physical aggression among peers: a short-term longitudinal study. <i>Journal of School Psychology</i> , 2013 , 51, 159-74	4.5	5
32	Bildungspsychologie. <i>Psychologische Rundschau</i> , 2005 , 56, 291-294	0.6	5
31	Grundkompetenzen [lebenslanges Lernen - eine Herausforderung [Schule und Hochschule? 2006 , 85-96		5

30	Peer Relations Among Immigrant Adolescents: Methodological Challenges and Key Findings 2012 , 57-65		5
29	E-Learning unterstützte Förderung von selbstreguliertem Lernen an der Universität. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2010 , 24, 289-303	1.3	5
28	REFLECT Ein Interventionsprogramm zum Aufbau von Lehrkräftekompetenzen für Reflexive Koedukation. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , 2019 , 51, 110-122	0.8	5
27	Parents' and Teachers' Opinions on Bullying and Cyberbullying Prevention. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017 , 225, 76-84	1.8	5
26	REFLECT A Teacher Training Program to Promote Gender Equality in Schools. <i>Frontiers in Education</i> , 2020 , 5,	2.1	5
25	Challenges for Evaluation in Higher Education: Entrance Examinations and Beyond: The Sample Case of Medical Education. <i>Methodology of Educational Measurement and Assessment</i> , 2018 , 59-71	0.6	4
24	Attitudes toward evaluation: An exploratory study of students' and stakeholders' social representations. <i>Evaluation and Program Planning</i> , 2018 , 70, 44-50	1.7	4
23	Sensation Seeking's Differential Role in Face-to-Face and Cyberbullying: Taking Perceived Contextual Properties Into Account. <i>Frontiers in Psychology</i> , 2019 , 10, 1572	3.4	4
22	La necesidad de aceptación por los iguales como motivo subyacente del comportamiento agresivo y el acoso a los demás entre los jóvenes inmigrantes que viven en Austria y Noruega. <i>Anales De Psicología</i> , 2012 , 28,	1.3	4
21	Why did you do that? Differential types of aggression in offline and in cyberbullying. <i>Computers in Human Behavior</i> , 2021 , 128, 107107	7.7	4
20	Bullying and Victimization in Ethnically Diverse Schools 2012 , 79-88		4
19	Motivation und Selbstreguliertes Lernen in SchülerInnengruppen mit unterschiedlicher Aggressionserfahrung. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , 2011 , 43, 89-98	0.8	4
18	Förderung von Lebenslangem Lernen Eine Aufgabe der Schule 2011 , 305-319		4
17	A tool for investigating the differential functions of aggressive behavior in the face-to-face and cyber context: Extending the Cyber-Aggression Typology Questionnaire. <i>Aggressive Behavior</i> , 2020 , 46, 380-390	2.8	3
16	Modeling and Measurement of Competencies in Higher Education The Contribution of Scientific Evaluation 2013 , 195-206		3
15	Wer nimmt Nachhilfe in Anspruch?. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2003 , 17, 233-243	1.3	3
14	Reaktion auf die Diskussionsbeiträge zum Artikel Angewandte Psychologie im Spannungsfeld zwischen Grundlagenforschung und Praxis Plädoyer für mehr Pluralismus <i>Psychologische Rundschau</i> , 2008 , 59, 175-178	0.6	3
13	Enabling Improvements: Combining Intervention and Implementation Research 2016 , 1-13		2

12	Lehre und Lehrevaluation - (un)geliebt?. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , 2002 , 210, 27-39		2
11	Gaining Substantial New Insights Into University Students' Self-Regulated Learning Competencies. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2015 , 223, 64-65	1.8	2
10	Gender-stereotyped preferences in childhood and early adolescence: A comparison of cross-sectional and longitudinal data. <i>European Journal of Developmental Psychology</i> , 2019 , 16, 198-214	1.5	2
9	Schlussfolgerndes Denken - SDV. <i>Diagnostica</i> , 2004 , 50, 145-152	0.8	1
8	Moving beyond the ivory tower – Why researchers from the field of education should go ahead. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2020 , 34, 1-8	1.3	0
7	Conceptualisation of students' school-related wellbeing: students' and teachers' perspectives. <i>Educational Research</i> , 1-23	1.9	0
6	Capacity Building for Sustainable Development: Coherent Concepts of Universities' Third Mission as a Parameter. <i>Social Indicators Research Series</i> , 2018 , 391-406	0.4	
5	Lebenslang erfolgreich lernen – Die LehrerInnen legen den Grundstein 2019 , 335-350		
4	Evaluation und Qualitätssicherung 2019 , 517-532		
3	Lebenslang erfolgreich lernen – Die LehrerInnen legen den Grundstein 2017 , 1-16		
2	Gender-Stereotyped Attitudes in Kindergarten Students: A Multicausal Analysis. <i>European Journal of Social & Behavioural Sciences</i> , 2014 , 9, 56-63	0.1	
1	Gender Typicality and Prestige of Occupational Aspirations in Adolescents: The Relevance of Agency and Communion. <i>Journal of Career Development</i> , 089484532211007	1.3	