

# Christiane Spiel

## List of Publications by Year in Descending Order

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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	Why did you do that? Differential types of aggression in offline and in cyberbullying. <i>Computers in Human Behavior</i> , <b>2021</b> , 128, 107107	7.7	4
118	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> , <b>2021</b> , 16, e0257346	3.7	9
117	Learning during COVID-19: the role of self-regulated learning, motivation, and procrastination for perceived competence. <i>Zeitschrift Fur Erziehungswissenschaft</i> , <b>2021</b> , 24, 1-26	1.2	39
116	Gender Differences in Digital Learning During COVID-19: Competence Beliefs, Intrinsic Value, Learning Engagement, and Perceived Teacher Support. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 637776	3.4	21
115	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> , <b>2021</b> , 16, e0251352	3.7	12
114	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> , <b>2021</b> , 56, 843-852	1.9	9
113	Higher Education in Times of COVID-19: University Students' Basic Need Satisfaction, Self-Regulated Learning, and Well-Being. <i>AERA Open</i> , <b>2021</b> , 7, 23328584211003164	2.2	33
112	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> , <b>2020</b> , 46, 380-390	2.8	3
111	Moving beyond the ivory tower – why researchers from the field of education should go ahead. <i>Zeitschrift Fur Padagogische Psychologie</i> , <b>2020</b> , 34, 1-8	1.3	0
110	REFLECT – A Teacher Training Program to Promote Gender Equality in Schools. <i>Frontiers in Education</i> , <b>2020</b> , 5,	2.1	5
109	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> , <b>2020</b> , 19, 248-263	2.5	6
108	Context-related problems and university students' dropout intentions – The buffering effect of personal best goals. <i>European Journal of Psychology of Education</i> , <b>2020</b> , 35, 477-493	2.3	8
107	A citizen science approach to measuring students' achievement goals. <i>International Journal of Educational Research</i> , <b>2019</b> , 95, 36-51	2.1	13
106	Through the magnifying glass: Empathy's differential role in preventing and promoting traditional and cyberbullying. <i>Computers in Human Behavior</i> , <b>2019</b> , 96, 186-195	7.7	12
105	The role of within-class consensus on mastery goal structures in predicting socio-emotional outcomes. <i>British Journal of Educational Psychology</i> , <b>2019</b> , 89, 239-258	3.2	12
104	Sensation Seeking's Differential Role in Face-to-Face and Cyberbullying: Taking Perceived Contextual Properties Into Account. <i>Frontiers in Psychology</i> , <b>2019</b> , 10, 1572	3.4	4
103	Lebenslang erfolgreich lernen – Die LehrerInnen legen den Grundstein <b>2019</b> , 335-350		

102 Evaluation und Qualitätssicherung **2019**, 517-532

101	REFLECT Ein Interventionsprogramm zum Aufbau von Lehrkräftekompetenzen für Reflexive Koedukation. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , <b>2019</b> , 51, 110-122	0.8	5
100	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> , <b>2019</b> , 61, 72-83	5.8	10
99	Gender-stereotyped preferences in childhood and early adolescence: A comparison of cross-sectional and longitudinal data. <i>European Journal of Developmental Psychology</i> , <b>2019</b> , 16, 198-214	1.5	2
98	Dynamic Change of Aggressive Behavior and Victimization Among Adolescents: Effectiveness of the ViSC Program. <i>Journal of Clinical Child and Adolescent Psychology</i> , <b>2019</b> , 48, S90-S104	5.4	20
97	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> , <b>2018</b> , 79, 329-341	3.1	39
96	Challenges for Evaluation in Higher Education: Entrance Examinations and Beyond: The Sample Case of Medical Education. <i>Methodology of Educational Measurement and Assessment</i> , <b>2018</b> , 59-71	0.6	4
95	Gender stereotypes in education: Development, consequences, and interventions. <i>European Journal of Developmental Psychology</i> , <b>2018</b> , 15, 361-377	1.5	44
94	Implementing Intervention Research into Public Policy-the "I-Approach". <i>Prevention Science</i> , <b>2018</b> , 19, 337-346	4	23
93	Assessment at school Teachers' diary-supported implementation of a training program. <i>Teaching and Teacher Education</i> , <b>2018</b> , 76, 298-308	2.9	7
92	The Competence Screening Questionnaire for Higher Education: Adaptable to the needs of a study programme. <i>Assessment and Evaluation in Higher Education</i> , <b>2018</b> , 43, 537-554	3.1	8
91	Attitudes toward evaluation: An exploratory study of students' and stakeholders' social representations. <i>Evaluation and Program Planning</i> , <b>2018</b> , 70, 44-50	1.7	4
90	Capacity Building for Sustainable Development: Coherent Concepts of Universities Third Mission as a Parameter. <i>Social Indicators Research Series</i> , <b>2018</b> , 391-406	0.4	
89	Knowledge vs. Action: Discrepancies in University Students' Knowledge about and Self-Reported Use of Self-Regulated Learning Strategies. <i>Frontiers in Psychology</i> , <b>2017</b> , 8, 1288	3.4	23
88	Measuring a Mastery Goal Structure Using the TARGET Framework. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , <b>2017</b> , 225, 64-75	1.8	34
87	Parents and Teachers' Opinions on Bullying and Cyberbullying Prevention. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , <b>2017</b> , 225, 76-84	1.8	5
86	Lebenslang erfolgreich lernen Die LehrerInnen legen den Grundstein <b>2017</b> , 1-16		
85	Enabling Improvements: Combining Intervention and Implementation Research <b>2016</b> , 1-13		2

84	Effectiveness and sustainability of the ViSC Social Competence Program to prevent cyberbullying and cyber-victimization: Class and individual level moderators. <i>Aggressive Behavior</i> , <b>2016</b> , 42, 181-93	2.8	49
83	A Missing Data Approach to Correct for Direct and Indirect Range Restrictions with a Dichotomous Criterion: A Simulation Study. <i>PLoS ONE</i> , <b>2016</b> , 11, e0152330	3.7	10
82	Students' Achievement Goals, Learning-Related Emotions and Academic Achievement. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 603	3.4	27
81	Secondary School Students' LLL Competencies, and Their Relation with Classroom Structure and Achievement. <i>Frontiers in Psychology</i> , <b>2016</b> , 7, 680	3.4	9
80	The relevance of innovative school architecture for school principals. <i>School Leadership and Management</i> , <b>2016</b> , 36, 184-203	2.1	6
79	Overcoming the ivory tower: Transfer and societal responsibility as crucial aspects of the Bildung-Psychology approach. <i>European Journal of Developmental Psychology</i> , <b>2016</b> , 13, 636-651	1.5	11
78	Competencies for successful self-regulated learning in higher education: structural model and indications drawn from expert interviews. <i>Studies in Higher Education</i> , <b>2015</b> , 40, 454-470	2.6	42
77	Evaluation of competence-based teaching in higher education: From theory to practice. <i>Evaluation and Program Planning</i> , <b>2015</b> , 52, 1-9	1.7	52
76	Prevention of Cyberbullying and Cyber Victimization: Evaluation of the ViSC Social Competence Program. <i>Journal of School Violence</i> , <b>2015</b> , 14, 87-110	2.5	70
75	Mathematically gifted students and high achievement: the role of motivation and classroom structure. <i>High Ability Studies</i> , <b>2015</b> , 26, 227-243	1.3	30
74	Measuring intervention fidelity from different perspectives with multiple methods: The Reflect program as an example. <i>Studies in Educational Evaluation</i> , <b>2015</b> , 47, 102-112	2	16
73	Gaining Substantial New Insights Into University Students' Self-Regulated Learning Competencies. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , <b>2015</b> , 223, 64-65	1.8	2
72	Promotion of students' mastery goal orientations: does TARGET work?. <i>Educational Psychology</i> , <b>2014</b> , 34, 451-469	2.2	53
71	How do teachers promote their students' lifelong learning in class? Development and first application of the LLL Interview. <i>Teaching and Teacher Education</i> , <b>2014</b> , 37, 119-129	2.9	21
70	Measuring Implementation of a School-Based Violence Prevention Program. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , <b>2014</b> , 222, 49-57	1.8	27
69	Gender-Stereotyped Attitudes in Kindergarten Students: A Multicausal Analysis. <i>European Journal of Social &amp; Behavioural Sciences</i> , <b>2014</b> , 9, 56-63	0.1	
68	The effect of classroom structure on verbal and physical aggression among peers: a short-term longitudinal study. <i>Journal of School Psychology</i> , <b>2013</b> , 51, 159-74	4.5	5
67	The role of classroom structure in fostering students' school functioning: A comprehensive and application-oriented approach. <i>Learning and Individual Differences</i> , <b>2013</b> , 26, 131-138	3.1	18

66	Fostering lifelong learning [Evaluation of a teacher education program for professional teachers. <i>Teaching and Teacher Education</i> , <b>2013</b> , 29, 144-155	2.9	38
65	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> , <b>2013</b> , 30, 38-46	2.9	66
64	Modeling and Measurement of Competencies in Higher Education [The Contribution of Scientific Evaluation <b>2013</b> , 195-206		3
63	Facilitating Lifelong Learning in School-Age Learners. <i>European Psychologist</i> , <b>2013</b> , 18, 114-125	4.4	10
62	Introduction: Cyberbullying: Development, consequences, risk and protective factors. <i>European Journal of Developmental Psychology</i> , <b>2012</b> , 9, 163-167	1.5	29
61	Cyber-victimization and popularity in early adolescence: Stability and predictive associations. <i>European Journal of Developmental Psychology</i> , <b>2012</b> , 9, 228-243	1.5	34
60	Lifelong learning as a goal [Do autonomy and self-regulation in school result in well prepared pupils?. <i>Learning and Instruction</i> , <b>2012</b> , 22, 27-36	5.8	74
59	Motives for Bullying Others in Cyberspace <b>2012</b> , 263-284		16
58	La necesidad de aceptaci3n por los iguales como motivo subyacente del comportamiento agresivo y el acoso a los dem3s entre los j3venes inmigrantes que viven en Austria y Noruega. <i>Anales De Psicologia</i> , <b>2012</b> , 28,	1.3	4
57	ViSC Social Competence Program. <i>New Directions for Youth Development</i> , <b>2012</b> , 2012, 71-84		31
56	The goal to be accepted by friends as underlying function of overt aggressive behaviour in immigrant adolescents. <i>Scandinavian Journal of Psychology</i> , <b>2012</b> , 53, 80-8	2.2	15
55	Evidence-based practice and policy: When researchers, policy makers, and practitioners learn how to work together. <i>European Journal of Developmental Psychology</i> , <b>2012</b> , 9, 150-162	1.5	25
54	Introduction: Evidence-based parent education programmes to promote positive parenting. <i>European Journal of Developmental Psychology</i> , <b>2012</b> , 9, 2-10	1.5	23
53	Depressive symptoms in native and immigrant adolescents: the role of critical life events and daily hassles. <i>Anxiety, Stress and Coping</i> , <b>2012</b> , 25, 201-17	3.1	36
52	Peer Relations Among Immigrant Adolescents: Methodological Challenges and Key Findings <b>2012</b> , 57-65		5
51	Bullying and Victimization in Ethnically Diverse Schools <b>2012</b> , 79-88		4
50	When Will They Blow My Cover?. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , <b>2012</b> , 220, 109-120	1.8	46
49	Bullying and Victimization in Ethnically Diverse Schools: Risk and Protective Factors on the Individual and Class Level. <i>International Journal of Developmental Sciences</i> , <b>2011</b> , 5, 73-84	0.6	29

48	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> , <b>2011</b> , 19, 347-364	0.6	31
47	Motivation und Selbstreguliertes Lernen in SchlerInnengruppen mit unterschiedlicher Aggressionserfahrung. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , <b>2011</b> , 43, 89-98	0.8	4
46	Ffderung von Lebenslangem Lernen Eine Aufgabe der Schule <b>2011</b> , 305-319		4
45	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> , <b>2010</b> , 20, 194-209		46
44	E-Learning untersttzte Ffderung von selbstreguliertem Lernen an der Universitt. <i>Zeitschrift Fur Padagogische Psychologie</i> , <b>2010</b> , 24, 289-303	1.3	5
43	Conducting Person-Oriented Research. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , <b>2010</b> , 218, 151-154		14
42	Stability and Constancy of Bully-Victim Behavior. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , <b>2010</b> , 218, 185-193		11
41	Traditional Bullying and Cyberbullying. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , <b>2009</b> , 217, 205-213		182
40	Evidence-based practice: A challenge for European developmental psychology. <i>European Journal of Developmental Psychology</i> , <b>2009</b> , 6, 11-33	1.5	29
39	Transfer psychologischer Erkenntnisse in Gesellschaft und Politik. <i>Psychologische Rundschau</i> , <b>2009</b> , 60, 241-242	0.6	10
38	Evidenzbasierte Bildungspolitik und Bildungspraxis Eine Fiktion? Problemaufriss, Thesen, Anregungen. <i>Psychologische Rundschau</i> , <b>2009</b> , 60, 255-256	0.6	10
37	Transfer psychologischer Erkenntnisse Eine notwendige, jedoch schwierige Aufgabe. <i>Psychologische Rundschau</i> , <b>2009</b> , 60, 257-258	0.6	8
36	Time students spend working at home for school. <i>Learning and Instruction</i> , <b>2008</b> , 18, 309-320	5.8	48
35	Social relationships in multicultural schools: Bullying and victimization. <i>European Journal of Developmental Psychology</i> , <b>2008</b> , 5, 262-285	1.5	35
34	Time investment and time management: an analysis of time students spend working at home for school. <i>Educational Research and Evaluation</i> , <b>2008</b> , 14, 139-153	0.6	10
33	Reaktion auf die Diskussionsbeitrge zum Artikel Angewandte Psychologie im Spannungsfeld zwischen Grundlagenforschung und Praxis [Plfroyer ff mehr Pluralismus] <i>Psychologische Rundschau</i> , <b>2008</b> , 59, 175-178	0.6	3
32	A Euclidean Distance-Based Matching Procedure for Nonrandomized Comparison Studies. <i>European Psychologist</i> , <b>2008</b> , 13, 180-187	4.4	15
31	TALK - A Training Program to Encourage Lifelong Learning in School. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , <b>2007</b> , 215, 183-193		20

30	New Developments in the Field of Self-Regulated Learning. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , <b>2007</b> , 215, 153-156		6
29	Angewandte Psychologie im Spannungsfeld zwischen Grundlagenforschung und Praxis - Plädoyer für mehr Pluralismus. <i>Psychologische Rundschau</i> , <b>2007</b> , 58, 238-248	0.6	23
28	The relevance of the school class as social unit for the prevalence of bullying and victimization. <i>European Journal of Developmental Psychology</i> , <b>2007</b> , 4, 372-387	1.5	34
27	School-Based Social Training with and without Dogs: Evaluation of Their Effectiveness. <i>Anthrozoos</i> , <b>2007</b> , 20, 365-373	2.4	32
26	Evaluation of curricula in higher education: challenges for evaluators. <i>Evaluation Review</i> , <b>2006</b> , 30, 430-506		15
25	Grundkompetenzen für lebenslanges Lernen - eine Herausforderung für Schule und Hochschule? <b>2006</b> , 85-96		5
24	Teaching Research Methods in an Internet-Based Blended-Learning Setting. <i>Methodology</i> , <b>2006</b> , 2, 73-82	1.2	9
23	Bildungspsychologie. <i>Psychologische Rundschau</i> , <b>2005</b> , 56, 291-294	0.6	5
22	Wer hilft beim Lernen für die Schule?. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , <b>2005</b> , 37, 101-109	0.8	6
21	Young physicians' competences from different points of view. <i>Medical Teacher</i> , <b>2004</b> , 26, 451-7	3	7
20	Schlussfolgerndes Denken - SDV. <i>Diagnostica</i> , <b>2004</b> , 50, 145-152	0.8	1
19	Immigrant Children in Austria. <i>Journal of Applied School Psychology</i> , <b>2003</b> , 19, 99-116	1.1	57
18	Wer nimmt Nachhilfe in Anspruch?. <i>Zeitschrift Fur Padagogische Psychologie</i> , <b>2003</b> , 17, 233-243	1.3	3
17	Lehre und Lehrevaluation - (un)geliebt?. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , <b>2002</b> , 210, 27-39		2
16	Wie lange arbeiten Kinder zu Hause für die Schule?. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , <b>2002</b> , 34, 125-135	0.8	15
15	Stability and Change of Unidimensionality: The Sample Case of Deductive Reasoning. <i>Journal of Adolescent Research</i> , <b>2001</b> , 16, 150-168	2	12
14	Zum Einfluss von Biasvariablen auf die Bewertung universitärer Lehre durch Studierende. <i>Zeitschrift Fur Padagogische Psychologie</i> , <b>2000</b> , 14, 38-47	1.3	11
13	Implicit Theories of Creativity: the conceptions of politicians, scientists, artists and school teachers. <i>High Ability Studies</i> , <b>1998</b> , 9, 43-58	1.3	26

12	Item Response Models for Assessing Change in Dichotomous Items. <i>International Journal of Behavioral Development</i> , <b>1998</b> , 22, 517-536	2.6	7
11	Loglinear Symmetry and Quasi-Symmetry Models for the Analysis of Change. <i>Biometrical Journal</i> , <b>1997</b> , 39, 351-368	1.5	10
10	Standard and Nonstandard Log-Linear Symmetry Models for Measuring Change in Categorical Variables. <i>American Statistician</i> , <b>1996</b> , 50, 300	5	8
9	Configural Frequency Analysis in Applied Psychological Research. <i>Applied Psychology</i> , <b>1996</b> , 45, 301-327	4.3	9
8	Standard and Nonstandard Log-Linear Symmetry Models for Measuring Change in Categorical Variables. <i>American Statistician</i> , <b>1996</b> , 50, 300-305	5	18
7	Lead Article: Configural Frequency Analysis in Applied Psychological Research. <i>Applied Psychology</i> , <b>1996</b> , 45, 301-352	4.3	27
6	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> , <b>1995</b> , 20, 41-54	1.2	20
5	Configural Frequency Analysis as a Parametric Method for the Search of Types and Antitypes. <i>Biometrical Journal</i> , <b>1993</b> , 35, 151-164	1.5	11
4	Peer Relations in Multicultural Schools 376-396		10
3	Conceptualisation of students' school-related wellbeing: students' and teachers' perspectives. <i>Educational Research</i> , 1-23	1.9	0
2	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
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	