Birgit Spinath

List of Publications by Year
in descending order

Version: 2024-02-01

70 papers	4,037 citations	109137 35 h-index	128067 60 g-index
102 all docs	102 docs citations	102 times ranked	2820 citing authors

#	Article	IF	Citations
1	The importance of motivation as a predictor of school achievement. Learning and Individual Differences, 2009, 19, 80-90.	1.5	390
2	Predicting school achievement from general cognitive ability, self-perceived ability, and intrinsic value. Intelligence, 2006, 34, 363-374.	1.6	317
3	Sex differences in school achievement: what are the roles of personality and achievement motivation?. European Journal of Personality, 2008, 22, 185-209.	1.9	199
4	How do motivational regulation strategies affect achievement: Mediated by effort management and moderated by intelligence. Learning and Individual Differences, 2009, 19, 621-627.	1.5	147
5	Neural efficiency as a function of task demands. Intelligence, 2014, 42, 22-30.	1.6	144
6	Predicting school achievement in boys and girls. European Journal of Personality, 2008, 22, 231-245.	1.9	135
7	Akkuratheit der EinschÃtzung von SchÃ¼lermerkmalen durch Lehrer und das Konstrukt der diagnostischen Kompetenz. Zeitschrift Fur Padagogische Psychologie, 2005, 19, 85-95.	1.2	134
8	The Importance of Studentsâ€™ Motivation for Their Academic Achievement â€“ Replicating and Extending Previous Findings. Frontiers in Psychology, 2019, 10, 1730.	1.1	128
9	Longitudinal analysis of the link between learning motivation and competence beliefs among elementary school children. Learning and Instruction, 2005, 15, 87-102.	1.9	120
10	The relative importance of intelligence and motivation as predictors of school achievement: A meta-analysis. Educational Research Review, 2018, 25, 120-148.	4.1	103
11	Gender differences in school success: what are the roles of studentsâ€™ intelligence, personality and motivation?. Educational Research, 2014, 56, 230-243.	0.9	97
12	Goal orientations predict academic performance beyond intelligence and personality. Learning and Individual Differences, 2011, 21, 196-200.	1.5	96
13	Longitudinal Analysis of Intrinsic Motivation and Competence Beliefs: Is There a Relation Over Time?. Child Development, 2008, 79, 1555-1569.	1.7	93
14	Development of self-perceived ability in elementary school: the role of parentsâ€™ perceptions, teacher evaluations, and intelligence. Cognitive Development, 2005, 20, 190-204.	0.7	84
15	Motivation: A predictor of PISA's mathematical competence beyond intelligence and prior test achievement. Learning and Individual Differences, 2015, 43, 140-148.	1.5	83
16	Personality and achievement motivation: Relationship among Big Five domain and facet scales, achievement goals, and intelligence. Personality and Individual Differences, 2008, 44, 1454-1464.	1.6	82
17	Domain-specific school achievement in boys and girls as predicted by intelligence, personality and motivation. Personality and Individual Differences, 2010, 48, 481-486.	1.6	81
18	Not all roads lead to Rome â€” Comparing different types of motivational regulation profiles. Learning and Individual Differences, 2012, 22, 269-279.	1.5	79

#	Article	IF	Citations
19	The roles of competence beliefs and goal orientations for change in intrinsic motivation.. Journal of Educational Psychology, 2012, 104, 1135-1148.	2.1	77
20	Implicit theories about personality and intelligence and their relationship to actual personality and intelligence. Personality and Individual Differences, 2003, 35, 939-951.	1.6	68
21	Antecedents and consequences of students' achievement goals: A mediation analysis. Learning and Individual Differences, 2013, 28, 90-101.	1.5	67
22	Why children differ in motivation to learn: Insights from over 13,000 twins from 6 countries. Personality and Individual Differences, 2015, 80, 51-63.	1.6	67
23	Goal orientation and achievement: the role of ability self-concept and failure perception. Learning and Instruction, 2003, 13, 403-422.	1.9	54
24	The nature and nurture of intelligence and motivation in the origins of sex differences in elementary school achievement. European Journal of Personality, 2008, 22, 211-229.	1.9	50
25	What Explains Boysâ€™ Stronger Confidence in their Intelligence?. Sex Roles, 2009, 61, 736-749.	1.4	49
26	Changes in the Relation Between Competence Beliefs and Achievement in Math Across Elementary School Years. Child Development, 2018, 89, e138-e156.	1.7	48
27	Achievement goal profiles in elementary school: Antecedents, consequences, and longitudinal trajectories. Contemporary Educational Psychology, 2016, 46, 164-179.	1.6	44
28	Motivation as a Mediator of Social Disparities in Academic Achievement. European Journal of Personality, 2012, 26, 335-349.	1.9	41
29	Measuring Teaching Effectiveness: Correspondence Between Studentsâ€™ Evaluations of Teaching and Different Measures of Student Learning. Research in Higher Education, 2012, 53, 888-904.	1.0	39
30	Zielorientierung und Bezugsnormorientierung: Zum Zusammenhang zweier Konzepte. Zeitschrift Fur Padagogische Psychologie, 2004, 18, 93-99.	1.2	39
31	The computer-based assessment of complex problem solving and how it is influenced by studentsâ€™ information and communication technology literacy.. Journal of Educational Psychology, 2014, 106, 666-680.	2.1	38
32	A prospective correlational analysis of achievement goals as mediating constructs linking distal motivational dispositions to intrinsic motivation and academic achievement. Learning and Individual Differences, 2016, 50, 30-41.	1.5	37
33	Do sex differences in a faceted model of fluid and crystallized intelligence depend on the method applied?. Intelligence, 2010, 38, 101-110.	1.6	36
34	Why does intrinsic motivation decline following negative feedback? The mediating role of ability self-concept and its moderation by goal orientations. Learning and Individual Differences, 2016, 47, 117-128.	1.5	36
35	Parentsâ€™ Education and Children's Achievement: The Role of Personality. European Journal of Personality, 2010, 24, 535-550.	1.9	27
36	Misconceptions die hard: prevalence and reduction of wrong beliefs in topics from educational psychology among preservice teachers. European Journal of Psychology of Education, 2021, 36, 477-494.	1.3	26

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37	Competence beliefs and perceived ability evaluations: How do they contribute to intrinsic motivation and achievement?. Learning and Individual Differences, 2012, 22, 518-522.	1.5	24
38	Math grades and intrinsic motivation in elementary school: A longitudinal investigation of their association. British Journal of Educational Psychology, 2017, 87, 187-204.	1.6	24
39	Teachersâ€™ judgment accuracy concerning consistent and inconsistent student profiles. Teaching and Teacher Education, 2018, 76, 204-213.	1.6	23
40	A functional look at goal orientations: Their role for self-estimates of intelligence and performance. Learning and Individual Differences, 2012, 22, 280-289.	1.5	22
41	The prediction of school achievement from a behavior genetic perspective: Results from the German twin study on Cognitive Ability, Self-Reported Motivation, and School Achievement (CoSMoS). Personality and Individual Differences, 2012, 53, 381-386.	1.6	22
42	The dynamics of motivation, emotion, and task performance in simulated achievement situations. Learning and Individual Differences, 2020, 80, 101873.	1.5	21
43	Explaining Social Disparities in Mathematical Achievement: The Role of Motivation. European Journal of Personality, 2016, 30, 45-63.	1.9	19
44	The value of valuing math: Longitudinal links between studentsâ€™ intrinsic, attainment, and utility values and grades in math.. Motivation Science, 2020, 6, 413-422.	1.2	15
45	Reducing educational psychological misconceptions: How effective are standard lectures, refutation lectures, and instruction in information evaluation strategies?. Scholarship of Teaching and Learning in Psychology, 0, , .	0.9	13
46	What successful students do: Evidence-based learning activities matter for students' performance in higher education beyond prior knowledge, motivation, and prior achievement. Learning and Individual Differences, 2021, 91, 102056.	1.5	12
47	On the Reliability and Validity of Human and Lsa-Based Evaluations of Complex Student-Authored Texts. Journal of Educational Computing Research, 2012, 47, 67-92.	3.6	10
48	Scientific Competencies in the Social Sciences. Psychology Learning and Teaching, 2015, 14, 115-130.	1.3	10
49	Longitudinal reciprocal effects between teachersâ€™ judgments of studentsâ€™ aptitude, studentsâ€™ motivation, and grades in math. Contemporary Educational Psychology, 2019, 59, 101807.	1.6	9
50	Lernmotivation. , 2011, , 45-55.		9
51	Are WISC IQ scores in children with mathematical learning disabilities underestimated? The influence of a specialized intervention on test performance. Research in Developmental Disabilities, 2018, 72, 56-66.	1.2	8
52	Development and modification of motivation and self-regulation in school contexts: Introduction to the special issue. Learning and Instruction, 2005, 15, 85-86.	1.9	7
53	Why Time Constraints Increase the Gender Gap in Measured Numerical Intelligence in Academically High Achieving Samples. European Journal of Psychological Assessment, 2019, 35, 392-402.	1.7	7
54	Optional Learning Opportunities. Teaching of Psychology, 2018, 45, 246-250.	0.7	4

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55	Automatic essay assessment: Effects on studentsâ€™ acceptance and on learning-related characteristics. Psihologija, 2016, 49, 469-482.	0.2	4
56	HeterogenitÃt in der Hochschule aus psychologischer Sicht: Die Rolle der studentischen Eingangsvoraussetzungen fÃ¼r adaptives Lehren. , 2015, , 257-274.		3
57	Psychological StressÂ=ÂPhysiological Stress?. Journal of Psychophysiology, 0, , .	0.3	3
58	Introduction to the special section on computer-based assessment of cross-curricular skills and processes.. Journal of Educational Psychology, 2014, 106, 605-607.	2.1	2
59	Intended Course Objectives and Perception of Teaching Effectiveness. Psychology Learning and Teaching, 2014, 13, 205-217.	1.3	2
60	Plagiarism Detection: A Comparison of Teaching Assistants and a Software Tool in Identifying Cheating in a Psychology Course. Psychology Learning and Teaching, 2015, 14, 236-249.	1.3	2
61	Filtering Essays by Means of a Software Tool. Journal of Educational Computing Research, 2017, 55, 26-45.	3.6	1
62	PLAT 15(1) 2016. Psychology Learning and Teaching, 2016, 15, 3-5.	1.3	0
63	PLAT 16(3) 2017. Psychology Learning and Teaching, 2017, 16, 289-291.	1.3	0
64	PLAT 16(1) 2017. Psychology Learning and Teaching, 2017, 16, 3-5.	1.3	0
65	PLAT 17(3) 2018. Psychology Learning and Teaching, 2018, 17, 255-256.	1.3	0
66	PLAT 17(1) 2018. Psychology Learning and Teaching, 2018, 17, 3-5.	1.3	0
67	PLAT 17(2) 2018. Psychology Learning and Teaching, 2018, 17, 125-127.	1.3	0
68	Hochschullehre gestalten auf individueller, institutioneller und politischer Ebene. , 2021, , 19-31.		0
69	Reexamining the Factorial Validity of the 16-Item Scale Measuring Need for Cognition. European Journal of Psychological Assessment, 2020, 36, 212-215.	1.7	0
70	Confidence in and Valuing of Psychological Findings Among Preservice Teachers. Teaching of Psychology, 2024, 51, 58-70.	0.7	0