

Birgit Spinath

List of Publications by Year in descending order

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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	Confidence in and Valuing of Psychological Findings Among Preservice Teachers. <i>Teaching of Psychology</i> , 2024, 51, 58-70.	0.7	0
2	Misconceptions die hard: prevalence and reduction of wrong beliefs in topics from educational psychology among preservice teachers. <i>European Journal of Psychology of Education</i> , 2021, 36, 477-494.	1.3	26
3	Hochschullehre gestalten auf individueller, institutioneller und politischer Ebene. , 2021, , 19-31.		0
4	What successful students do: Evidence-based learning activities matter for students' performance in higher education beyond prior knowledge, motivation, and prior achievement. <i>Learning and Individual Differences</i> , 2021, 91, 102056.	1.5	12
5	The dynamics of motivation, emotion, and task performance in simulated achievement situations. <i>Learning and Individual Differences</i> , 2020, 80, 101873.	1.5	21
6	The value of valuing math: Longitudinal links between students' intrinsic, attainment, and utility values and grades in math.. <i>Motivation Science</i> , 2020, 6, 413-422.	1.2	15
7	Reexamining the Factorial Validity of the 16-Item Scale Measuring Need for Cognition. <i>European Journal of Psychological Assessment</i> , 2020, 36, 212-215.	1.7	0
8	The Importance of Students' Motivation for Their Academic Achievement – Replicating and Extending Previous Findings. <i>Frontiers in Psychology</i> , 2019, 10, 1730.	1.1	128
9	Longitudinal reciprocal effects between teachers' judgments of students' aptitude, students' motivation, and grades in math. <i>Contemporary Educational Psychology</i> , 2019, 59, 101807.	1.6	9
10	Why Time Constraints Increase the Gender Gap in Measured Numerical Intelligence in Academically High Achieving Samples. <i>European Journal of Psychological Assessment</i> , 2019, 35, 392-402.	1.7	7
11	Changes in the Relation Between Competence Beliefs and Achievement in Math Across Elementary School Years. <i>Child Development</i> , 2018, 89, e138-e156.	1.7	48
12	Teachers' judgment accuracy concerning consistent and inconsistent student profiles. <i>Teaching and Teacher Education</i> , 2018, 76, 204-213.	1.6	23
13	Are WISC IQ scores in children with mathematical learning disabilities underestimated? The influence of a specialized intervention on test performance. <i>Research in Developmental Disabilities</i> , 2018, 72, 56-66.	1.2	8
14	PLAT 17(3) 2018. <i>Psychology Learning and Teaching</i> , 2018, 17, 255-256.	1.3	0
15	Optional Learning Opportunities. <i>Teaching of Psychology</i> , 2018, 45, 246-250.	0.7	4
16	PLAT 17(1) 2018. <i>Psychology Learning and Teaching</i> , 2018, 17, 3-5.	1.3	0
17	The relative importance of intelligence and motivation as predictors of school achievement: A meta-analysis. <i>Educational Research Review</i> , 2018, 25, 120-148.	4.1	103
18	PLAT 17(2) 2018. <i>Psychology Learning and Teaching</i> , 2018, 17, 125-127.	1.3	0

#	ARTICLE	IF	CITATIONS
19	Filtering Essays by Means of a Software Tool. <i>Journal of Educational Computing Research</i> , 2017, 55, 26-45.	3.6	1
20	Math grades and intrinsic motivation in elementary school: A longitudinal investigation of their association. <i>British Journal of Educational Psychology</i> , 2017, 87, 187-204.	1.6	24
21	PLAT 16(3) 2017. <i>Psychology Learning and Teaching</i> , 2017, 16, 289-291.	1.3	0
22	PLAT 16(1) 2017. <i>Psychology Learning and Teaching</i> , 2017, 16, 3-5.	1.3	0
23	Explaining Social Disparities in Mathematical Achievement: The Role of Motivation. <i>European Journal of Personality</i> , 2016, 30, 45-63.	1.9	19
24	A prospective correlational analysis of achievement goals as mediating constructs linking distal motivational dispositions to intrinsic motivation and academic achievement. <i>Learning and Individual Differences</i> , 2016, 50, 30-41.	1.5	37
25	Achievement goal profiles in elementary school: Antecedents, consequences, and longitudinal trajectories. <i>Contemporary Educational Psychology</i> , 2016, 46, 164-179.	1.6	44
26	PLAT 15(1) 2016. <i>Psychology Learning and Teaching</i> , 2016, 15, 3-5.	1.3	0
27	Why does intrinsic motivation decline following negative feedback? The mediating role of ability self-concept and its moderation by goal orientations. <i>Learning and Individual Differences</i> , 2016, 47, 117-128.	1.5	36
28	Automatic essay assessment: Effects on students' acceptance and on learning-related characteristics. <i>Psihologija</i> , 2016, 49, 469-482.	0.2	4
29	Scientific Competencies in the Social Sciences. <i>Psychology Learning and Teaching</i> , 2015, 14, 115-130.	1.3	10
30	Plagiarism Detection: A Comparison of Teaching Assistants and a Software Tool in Identifying Cheating in a Psychology Course. <i>Psychology Learning and Teaching</i> , 2015, 14, 236-249.	1.3	2
31	Why children differ in motivation to learn: Insights from over 13,000 twins from 6 countries. <i>Personality and Individual Differences</i> , 2015, 80, 51-63.	1.6	67
32	Motivation: A predictor of PISA's mathematical competence beyond intelligence and prior test achievement. <i>Learning and Individual Differences</i> , 2015, 43, 140-148.	1.5	83
33	Heterogenität in der Hochschule aus psychologischer Sicht: Die Rolle der studentischen Eingangsvoraussetzungen für adaptives Lehren. , 2015, , 257-274.		3
34	Introduction to the special section on computer-based assessment of cross-curricular skills and processes.. <i>Journal of Educational Psychology</i> , 2014, 106, 605-607.	2.1	2
35	The computer-based assessment of complex problem solving and how it is influenced by students' information and communication technology literacy.. <i>Journal of Educational Psychology</i> , 2014, 106, 666-680.	2.1	38
36	Intended Course Objectives and Perception of Teaching Effectiveness. <i>Psychology Learning and Teaching</i> , 2014, 13, 205-217.	1.3	2

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37	Neural efficiency as a function of task demands. <i>Intelligence</i> , 2014, 42, 22-30.	1.6	144
38	Gender differences in school success: what are the roles of students' intelligence, personality and motivation?. <i>Educational Research</i> , 2014, 56, 230-243.	0.9	97
39	Antecedents and consequences of students' achievement goals: A mediation analysis. <i>Learning and Individual Differences</i> , 2013, 28, 90-101.	1.5	67
40	The roles of competence beliefs and goal orientations for change in intrinsic motivation.. <i>Journal of Educational Psychology</i> , 2012, 104, 1135-1148.	2.1	77
41	On the Reliability and Validity of Human and Lsa-Based Evaluations of Complex Student-Authored Texts. <i>Journal of Educational Computing Research</i> , 2012, 47, 67-92.	3.6	10
42	Measuring Teaching Effectiveness: Correspondence Between Students' Evaluations of Teaching and Different Measures of Student Learning. <i>Research in Higher Education</i> , 2012, 53, 888-904.	1.0	39
43	Not all roads lead to Rome " Comparing different types of motivational regulation profiles. <i>Learning and Individual Differences</i> , 2012, 22, 269-279.	1.5	79
44	A functional look at goal orientations: Their role for self-estimates of intelligence and performance. <i>Learning and Individual Differences</i> , 2012, 22, 280-289.	1.5	22
45	Competence beliefs and perceived ability evaluations: How do they contribute to intrinsic motivation and achievement?. <i>Learning and Individual Differences</i> , 2012, 22, 518-522.	1.5	24
46	Motivation as a Mediator of Social Disparities in Academic Achievement. <i>European Journal of Personality</i> , 2012, 26, 335-349.	1.9	41
47	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). <i>Personality and Individual Differences</i> , 2012, 53, 381-386.	1.6	22
48	Goal orientations predict academic performance beyond intelligence and personality. <i>Learning and Individual Differences</i> , 2011, 21, 196-200.	1.5	96
49	Lernmotivation. , 2011, , 45-55.		9
50	Domain-specific school achievement in boys and girls as predicted by intelligence, personality and motivation. <i>Personality and Individual Differences</i> , 2010, 48, 481-486.	1.6	81
51	Parents' Education and Children's Achievement: The Role of Personality. <i>European Journal of Personality</i> , 2010, 24, 535-550.	1.9	27
52	Do sex differences in a faceted model of fluid and crystallized intelligence depend on the method applied?. <i>Intelligence</i> , 2010, 38, 101-110.	1.6	36
53	What Explains Boys' Stronger Confidence in their Intelligence?. <i>Sex Roles</i> , 2009, 61, 736-749.	1.4	49
54	The importance of motivation as a predictor of school achievement. <i>Learning and Individual Differences</i> , 2009, 19, 80-90.	1.5	390

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55	How do motivational regulation strategies affect achievement: Mediated by effort management and moderated by intelligence. <i>Learning and Individual Differences</i> , 2009, 19, 621-627.	1.5	147
56	Sex differences in school achievement: what are the roles of personality and achievement motivation?. <i>European Journal of Personality</i> , 2008, 22, 185-209.	1.9	199
57	The nature and nurture of intelligence and motivation in the origins of sex differences in elementary school achievement. <i>European Journal of Personality</i> , 2008, 22, 211-229.	1.9	50
58	Predicting school achievement in boys and girls. <i>European Journal of Personality</i> , 2008, 22, 231-245.	1.9	135
59	Longitudinal Analysis of Intrinsic Motivation and Competence Beliefs: Is There a Relation Over Time?. <i>Child Development</i> , 2008, 79, 1555-1569.	1.7	93
60	Personality and achievement motivation: Relationship among Big Five domain and facet scales, achievement goals, and intelligence. <i>Personality and Individual Differences</i> , 2008, 44, 1454-1464.	1.6	82
61	Predicting school achievement from general cognitive ability, self-perceived ability, and intrinsic value. <i>Intelligence</i> , 2006, 34, 363-374.	1.6	317
62	Akkuratheit der Einschätzung von Schülernermerkmalen durch Lehrer und das Konstrukt der diagnostischen Kompetenz. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2005, 19, 85-95.	1.2	134
63	Development and modification of motivation and self-regulation in school contexts: Introduction to the special issue. <i>Learning and Instruction</i> , 2005, 15, 85-86.	1.9	7
64	Longitudinal analysis of the link between learning motivation and competence beliefs among elementary school children. <i>Learning and Instruction</i> , 2005, 15, 87-102.	1.9	120
65	Development of self-perceived ability in elementary school: the role of parents' perceptions, teacher evaluations, and intelligence. <i>Cognitive Development</i> , 2005, 20, 190-204.	0.7	84
66	Zielorientierung und Bezugsnormorientierung: Zum Zusammenhang zweier Konzepte. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2004, 18, 93-99.	1.2	39
67	Implicit theories about personality and intelligence and their relationship to actual personality and intelligence. <i>Personality and Individual Differences</i> , 2003, 35, 939-951.	1.6	68
68	Goal orientation and achievement: the role of ability self-concept and failure perception. <i>Learning and Instruction</i> , 2003, 13, 403-422.	1.9	54
69	Reducing educational psychological misconceptions: How effective are standard lectures, refutation lectures, and instruction in information evaluation strategies?. <i>Scholarship of Teaching and Learning in Psychology</i> , 0, , .	0.9	13
70	Psychological Stress=Physiological Stress?. <i>Journal of Psychophysiology</i> , 0, , .	0.3	3