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List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

565
citations

623734

14
h-index

713466

21
g-index

39
all docs

39
docs citations

39
times ranked

473
citing authors

#	ARTICLE	IF	CITATIONS
1	Shared-Reading Onset and Emergent Literacy Development. <i>Early Education and Development</i> , 2022, 33, 589-607.	2.6	6
2	A Meta-Analysis on the Longitudinal, Age-Dependent Effects of Violent Video Games on Aggression. <i>Media Psychology</i> , 2022, 25, 499-512.	3.6	23
3	Mental imagery skill predicts adults's reading performance. <i>Learning and Instruction</i> , 2022, 80, 101633.	3.2	2
4	Improvement of Norm Score Quality via Regression-Based Continuous Norming. <i>Educational and Psychological Measurement</i> , 2021, 81, 229-261.	2.4	16
5	Short-Term Study Abroad in Psychology: Effects of a Cultural Scavenger Hunt on the Development of Intercultural Competence. <i>Teaching of Psychology</i> , 2021, 48, 32-40.	1.2	6
6	Language exposure and phonological short-term memory as predictors of majority language vocabulary and phonological awareness in dual language learning. <i>Bilingualism</i> , 2021, 24, 319-332.	1.3	3
7	Influences from working memory, word and sentence reading on passage comprehension and teacher ratings. <i>Journal of Research in Reading</i> , 2021, 44, 817-836.	2.0	1
8	Modelling Norm Scores with the cNORM Package in R. <i>Psych</i> , 2021, 3, 501-521.	1.6	9
9	Interactive elaborative storytelling fosters vocabulary in pre-schoolers compared to repeated-reading and phonemic awareness interventions. <i>Cognitive Development</i> , 2021, 57, 100996.	1.3	4
10	Shared-reading in small groups: Examining the effects of question demand level and placement. <i>Cognitive Development</i> , 2020, 55, 100914.	1.3	6
11	More than words: Narrator engagement during storytelling increases children's word learning, story comprehension, and on-task behavior. <i>Early Childhood Research Quarterly</i> , 2020, 51, 338-351.	2.7	26
12	Continuous norming of psychometric tests: A simulation study of parametric and semi-parametric approaches. <i>PLoS ONE</i> , 2019, 14, e0222279.	2.5	20
13	Interactive Elaborative Storytelling: Engaging Children as Storytellers to Foster Vocabulary. <i>Frontiers in Psychology</i> , 2019, 10, 1534.	2.1	11
14	The effects of questions during shared-reading: Do demand-level and placement really matter?. <i>Early Childhood Research Quarterly</i> , 2019, 47, 49-61.	2.7	21
15	A Continuous Solution to the Norming Problem. <i>Assessment</i> , 2018, 25, 112-125.	3.1	32
16	Incidental vocabulary acquisition from listening to stories: a comparison between read-aloud and free storytelling approaches. <i>Educational Psychology</i> , 2018, 38, 596-616.	2.7	15
17	Can explaining less be more? Enhancing vocabulary through explicit versus elaborative storytelling. <i>First Language</i> , 2018, 38, 198-217.	1.2	15
18	Characteristics of Master Teachers: German University Students' Perceptions of High-Quality Instruction. <i>New Directions for Teaching and Learning</i> , 2018, 2018, 67-74.	0.4	4

#	ARTICLE	IF	CITATIONS
19	Filtering Essays by Means of a Software Tool. <i>Journal of Educational Computing Research</i> , 2017, 55, 26-45.	5.5	1
20	Equivalence of Screen Versus Print Reading Comprehension Depends on Task Complexity and Proficiency. <i>Discourse Processes</i> , 2017, 54, 427-445.	1.8	43
21	Automatic essay assessment: Effects on students' acceptance and on learning-related characteristics. <i>Psihologija</i> , 2016, 49, 469-482.	0.6	4
22	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.	2.0	2
23	Prediction of academic performance prior to intersections within a multi-tiered school system. <i>Educational Research and Evaluation</i> , 2014, 20, 454-468.	1.6	3
24	The relative contributions of vocabulary, decoding, and phonemic awareness to word reading in English versus German. <i>Reading and Writing</i> , 2014, 27, 1395-1412.	1.7	28
25	Rezension: Birgit Spinath (Hrsg.). (2014). <i>Empirische Bildungsforschung: Aktuelle Themen der Bildungspraxis und Bildungsforschung</i> . Berlin: Springer. 158 Seiten, ISBN-10: 364241 6977 (E 24,99).. <i>Physics and Chemistry of Minerals</i> , 2014, 62, 83.	0.8	0
26	Rethinking strategy instruction: direct reading strategy instruction versus computer-based guided practice. <i>Journal of Research in Reading</i> , 2013, 36, 223-240.	2.0	23
27	Reading skills among students with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2013, 34, 1740-1748.	2.2	41
28	Incidental vocabulary acquisition from stories: Second and fourth graders learn more from listening than reading. <i>First Language</i> , 2013, 33, 551-571.	1.2	40
29	On the Reliability and Validity of Human and Lsa-Based Evaluations of Complex Student-Authorred Texts. <i>Journal of Educational Computing Research</i> , 2012, 47, 67-92.	5.5	10
30	Attitudes of Mothers Towards Their Child With Down Syndrome Before and After the Introduction of Prenatal Diagnosis. <i>Intellectual and Developmental Disabilities</i> , 2007, 45, 98-102.	1.1	8
31	Psychological benefit of diagnostic certainty for mothers of children with disabilities: Lessons from Down syndrome. <i>American Journal of Medical Genetics, Part A</i> , 2005, 133A, 170-175.	1.2	85
32	Here I sit, making men in my own image: how learning disorder labels affect teacher student's expectancies. <i>Current Psychology</i> , 0, , 1.	2.8	3