

# Claudio Vezzani

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7046021/publications.pdf>

Version: 2024-02-01

21  
papers

247  
citations

1040056

9  
h-index

1058476

14  
g-index

21  
all docs

21  
docs citations

21  
times ranked

183  
citing authors

#	ARTICLE	IF	CITATIONS
1	Multidimensional profiles of learning orientations and school achievement: a person-oriented approach in middle-school students. <i>European Journal of Psychology of Education</i> , 2022, 37, 439-458.	2.6	4
2	The mediating role of emotions in the relation between beliefs and teachers' job satisfaction. <i>Acta Psychologica</i> , 2022, 226, 103580.	1.5	4
3	Attention Components and Spelling Accuracy: Which Connections Matter?. <i>Children</i> , 2021, 8, 539.	1.5	2
4	The predictive role of prior achievements and conceptions of learning in university success: evidence from a retrospective longitudinal study in the Italian context. <i>Higher Education Research and Development</i> , 2020, , 1-14.	2.9	7
5	Cluster profiles of university studentsâ€™ conceptions of learning according to gender, educational level, and academic disciplines. <i>Learning and Motivation</i> , 2020, 70, 101628.	1.2	11
6	Assessing the Multidimensionality of Studentsâ€™ Learning Orientations: The Use of LO-COMPASS for the Well-being and Scholastic Success. <i>Journal of Educational, Cultural and Psychological Studies</i> , 2020, , .	0.2	2
7	Upper secondary school studentsâ€™ conceptions of learning, learning strategies, and academic achievement. <i>Journal of Educational Research</i> , 2020, 113, 475-485.	1.6	5
8	Identifying pre-service teachersâ€™ profiles of conceptions of learning: a cluster analysis. <i>Social Psychology of Education</i> , 2019, 22, 1131-1152.	2.5	5
9	The Validation of the Free Fantasy Questionnaire for Children and Adolescents: From Imaginary Playmate to â€œDreamtimeâ€. <i>Frontiers in Psychology</i> , 2019, 10, 1343.	2.1	2
10	University studentsâ€™ conceptions of learning across multiple domains. <i>European Journal of Psychology of Education</i> , 2018, 33, 665-684.	2.6	13
11	The relationship between conceptions of learning and academic outcomes in middle school students according to gender differences. <i>Learning, Culture and Social Interaction</i> , 2018, 16, 45-54.	1.8	19
12	The Mediating Role of Conceptions of Learning in the Relationship Between Metacognitive Skills/Strategies and Academic Outcomes Among Middle-School Students. <i>Frontiers in Psychology</i> , 2018, 9, 1985.	2.1	18
13	Metacognitive knowledge of attention in children with and without ADHD symptoms. <i>Research in Developmental Disabilities</i> , 2018, 83, 142-152.	2.2	11
14	Emergent literacy and reading acquisition: a longitudinal study from kindergarten to primary school. <i>European Journal of Psychology of Education</i> , 2017, 32, 571-587.	2.6	28
15	Predicting Reading, Spelling, and Mathematical Skills. <i>Psychological Reports</i> , 2016, 118, 413-440.	1.7	23
16	Where is my attention? Childrenâ€™s metaknowledge expressed through drawings. <i>Educational Psychology</i> , 2016, 36, 616-637.	2.7	13
17	Emergent Literacy and Early Writing Skills. <i>Journal of Genetic Psychology</i> , 2012, 173, 330-354.	1.2	28
18	Measuring the quality of the sibling relationship during middle childhood: The psychometric properties of the Sibling Relationship Inventory. <i>European Journal of Developmental Psychology</i> , 2011, 8, 423-436.	1.8	3

#	ARTICLE	IF	CITATIONS
19	The role of individual writing in fostering scientific conceptualization. European Journal of Psychology of Education, 2011, 26, 45-59.	2.6	14
20	Emergent literacy and learning to write: A predictive model for italian language. European Journal of Psychology of Education, 2009, 24, 61-78.	2.6	32
21	Patterns of academic performances and conceptions of learning in on-time, delayed, and dropout university participants: a cohort retrospective study. Educational Psychology, 0, , 1-17.	2.7	3