Albert Ziegler

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/7125777/publications.pdf

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38	995	623699	526264
papers	citations	14 h-index	27 g-index

39	39	39	572
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	The Actiotope Model of Giftedness. , 2005, , 411-436.		141
2	Digital readiness and its effects on higher education studentsâ€™ socio-emotional perceptions in the context of the COVID-19 pandemic. Journal of Research on Technology in Education, 2022, 54, 267-280.	6.5	96
3	The effects of inhibitory control training for preschoolers on reasoning ability and neural activity. Scientific Reports, 2015, 5, 14200.	3.3	83
4	The effectiveness of a one-year online mentoring program for girls in STEM. Computers and Education, 2013, 69, 408-418.	8.3	80
5	Competencies for successful self-regulated learning in higher education: structural model and indications drawn from expert interviews. Studies in Higher Education, 2015, 40, 454-470.	4.5	69
6	Exogenous and Endogenous Learning Resources in the Actiotope Model of Giftedness and Its Significance for Gifted Education. Journal for the Education of the Gifted, 2017, 40, 310-333.	1.0	47
7	Online Mentoring as an Extracurricular Measure to Encourage Talented Girls in STEM (Science,) Tj ETQq1 1 0.784314 rgBT /Overlock 10 Mentoring. Gifted Child Quarterly, 2017, 61, 239-249.	2.0	45
8	Mentoring the gifted: a conceptual analysis. High Ability Studies, 2010, 21, 27-46.	1.9	43
9	Systemic Gifted Education: A Theoretical Introduction. Gifted Child Quarterly, 2017, 61, 183-193.	2.0	39
10	Learning resources and talent development from a systemic point of view. Annals of the New York Academy of Sciences, 2019, 1445, 39-51.	3.8	35
11	â€œGeneration invisible?. Higher Education Studentsâ€™ (Non)Use of Webcams in Synchronous Online Learning. International Journal of Educational Research Open, 2021, 2, 100068.	2.0	33
12	Online Mentoring for Talented Girls in STEM: The Role of Relationship Quality and Changes in Learning Environments in Explaining Mentoring Success. New Directions for Child and Adolescent Development, 2019, 2019, 75-99.	2.2	27
13	A contextual perspective on talented female participants and their development in extracurricular STEM programs. Annals of the New York Academy of Sciences, 2016, 1377, 53-66.	3.8	25
14	E-portfolio use and its effects on exam performance â€“ a field study. Studies in Higher Education, 2020, 45, 258-270.	4.5	22
15	The webcam and student engagement in synchronous online learning: visually or verbally?. Education and Information Technologies, 2022, 27, 10405-10428.	5.7	17
16	Self-Regulated Resource Management in Emergency Remote Higher Education: Status Quo and Predictors. Frontiers in Psychology, 2021, 12, 672741.	2.1	16
17	Student perceptions of high-achieving classmates. High Ability Studies, 2013, 24, 99-114.	1.9	15
18	Conceptions of giftedness and expertise put to the empirical test. High Ability Studies, 2014, 25, 83-120.	1.9	15

#	Article	IF	Citations
19	Nine years of online mentoring for secondary school girls in STEM: an empirical comparison of three mentoring formats. Annals of the New York Academy of Sciences, 2021, 1483, 153-173.	3.8	15
20	Key issues in professionalizing mentoring practices. Annals of the New York Academy of Sciences, 2021, 1483, 5-18.	3.8	14
21	Does fluid intelligence facilitate the learning of English as a foreign language?â€"A longitudinal latent growth curve analysis. Learning and Individual Differences, 2019, 70, 121-129.	2.7	12
22	Spaces of possibilities: a theoretical analysis of mentoring from a regulatory perspective. Annals of the New York Academy of Sciences, 2021, 1483, 174-198.	3.8	12
23	Gender differences in mathematics and science: the role of the actiotope in determining individualsâ€™ achievements and confidence in their own abilities. High Ability Studies, 2014, 25, 35-51.	1.9	10
24	Two studies of the empirical basis of two learning resource-oriented motivational strategies for gifted educators. High Ability Studies, 2016, 27, 39-60.	1.9	10
25	Parental Stress Provoked by Short-Term School Closures During the Second COVID-19 Lockdown. Journal of Family Issues, 2023, 44, 25-45.	1.6	9
26	A Nonagonal Framework of Regulation in Talent Development (NFRTD). High Ability Studies, 2019, 30, 127-145.	1.9	8
27	A Cross-National Study of Implicit Theories of a Creative Person. Education Sciences, 2016, 6, 38.	2.6	7
28	The Supporting Role of Menteesâ€™ Peers in Online Mentoring: A Longitudinal Social Network Analysis of Peer Influence. Frontiers in Psychology, 2020, 11, 1929.	2.1	7
29	Successful in Science Education and Still Popular: A pattern that is possible in China rather than in Germany or Russia. International Journal of Science Education, 2014, 36, 887-907.	1.9	6
30	A cross-cultural study of possible iatrogenic effects of gifted education programs: tenth gradersâ€™ perceptions of academically high performing classmates. High Ability Studies, 2015, 26, 152-166.	1.9	6
31	Domain-Specificity of Educational and Learning Capital: A Study With Musical Talents. Frontiers in Psychology, 2020, 11, 561974.	2.1	6
32	Motivational Orientations of High-Achieving Students as Mediators of a Positive Perception of a High-Achieving Classmate: Results from a Cross-national Study. Anales De Psicologia, 2016, 32, 695.	0.7	5
33	Theoretical approaches, societal issues, and practical implications for school-based and extracurricular talent development: Outcomes of the Inaugural Europeanâ€"North American Summit on Talent Development (Part II). High Ability Studies, 2017, 28, 1-6.	1.9	2
34	Adolescentsâ€™ social perceptions of academically high-performing students: a country and gender comparative study. Compare, 2020, 50, 809-826.	2.1	2
35	How Mentors Think About the Attainability of Mentoring Goals: The Impact of Mentoring Type and Mentoring Context on the Anticipated Regulatory Network and Regulatory Resources of Potential Mentors for School Mentoring Programs. Frontiers in Psychology, 2021, 12, 737014.	2.1	2
36	Social Perceptions of a Creative Person:Stereotypes and Prejudice of a Creative Student among German Adolescents. Creativity Research Journal, 2020, 32, 246-258.	2.6	1

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37	The meta-analyses of deliberate practice underestimate the effect size because they neglect the core characteristic of individualizationâ€"an analysis and empirical evidence. Current Psychology, 2023, 42, 10815-10825.	2.8	1
38	Adolescent Perception of Potential High-Performing Classmates: A Cross-National Exploration. Roeper Review, 2019, 41, 88-101.	0.8	0