

Frank Goldhammer

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7319298/publications.pdf>

Version: 2024-02-01

72
papers

1,730
citations

304743

22
h-index

330143

37
g-index

76
all docs

76
docs citations

76
times ranked

1015
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | The time on task effect in reading and problem solving is moderated by task difficulty and skill: Insights from a computer-based large-scale assessment.. Journal of Educational Psychology, 2014, 106, 608-626. | 2.9 | 214 |
| 2 | The structure of the relationship between attention and intelligence. Intelligence, 2005, 33, 589-611. | 3.0 | 97 |
| 3 | Assessing Individual Differences in Basic Computer Skills. European Journal of Psychological Assessment, 2013, 29, 263-275. | 3.0 | 72 |
| 4 | Moving beyond cognitive elements of ICT literacy: First evidence on the structure of ICT engagement. Computers in Human Behavior, 2015, 53, 149-160. | 8.5 | 67 |
| 5 | Effects of linear reading, basic computer skills, evaluating online information, and navigation on reading digital text. Computers in Human Behavior, 2016, 55, 486-500. | 8.5 | 60 |
| 6 | How to conceptualize, represent, and analyze log ^Â data from technology-based assessments? A generic framework and an application to questionnaire items. Behaviormetrika, 2018, 45, 527-563. | 1.3 | 60 |
| 7 | Adolescents' computer performance: The role of self-concept and motivational aspects. Computers and Education, 2015, 81, 1-12. | 8.3 | 52 |
| 8 | Computer-based assessment of Complex Problem Solving: concept, implementation, and application. Educational Technology Research and Development, 2013, 61, 407-421. | 2.8 | 51 |
| 9 | More is not Always Better: The Relation between Item Response and Item Response Time in Raven [™] s Matrices. Journal of Intelligence, 2015, 3, 21-40. | 2.5 | 49 |
| 10 | The role of reading skills in the evaluation of online information gathered from search engine environments. Computers in Human Behavior, 2018, 78, 223-234. | 8.5 | 47 |
| 11 | Speed of reasoning and its relation to reasoning ability. Intelligence, 2011, 39, 108-119. | 3.0 | 46 |
| 12 | Measuring Ability, Speed, or Both? Challenges, Psychometric Solutions, and What Can Be Gained From Experimental Control. Measurement, 2015, 13, 133-164. | 0.2 | 45 |
| 13 | The role of planning in complex problem solving. Computers and Education, 2019, 128, 1-12. | 8.3 | 45 |
| 14 | Conditioning factors of test-taking engagement in PIAAC: an exploratory IRT modelling approach considering person and item characteristics. Large-Scale Assessments in Education, 2017, 5, . | 2.0 | 44 |
| 15 | Automatic Coding of Short Text Responses via Clustering in Educational Assessment. Educational and Psychological Measurement, 2016, 76, 280-303. | 2.4 | 42 |
| 16 | Time-on-task effects in digital reading are non-linear and moderated by persons' skills and tasks' demands. Learning and Individual Differences, 2017, 53, 1-16. | 2.7 | 41 |
| 17 | On the validity of Raven [™] s matrices test: Does spatial ability contribute to performance?. Personality and Individual Differences, 2007, 43, 1998-2010. | 2.9 | 40 |
| 18 | ICT Engagement in Learning Environments. Methodology of Educational Measurement and Assessment, 2016, , 331-351. | 0.4 | 29 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | ICT Engagement: a new construct and its assessment in PISA 2015. <i>Large-Scale Assessments in Education</i> , 2020, 8, . | 2.0 | 28 |
| 20 | Validating process variables of sourcing in an assessment of multiple document comprehension. <i>British Journal of Educational Psychology</i> , 2019, 89, 524-537. | 2.9 | 27 |
| 21 | Reanalysis of the German PISA Data: A Comparison of Different Approaches for Trend Estimation With a Particular Emphasis on Mode Effects. <i>Frontiers in Psychology</i> , 2020, 11, 884. | 2.1 | 27 |
| 22 | Latent Factors Underlying Individual Differences in Attention Measures. <i>European Journal of Psychological Assessment</i> , 2006, 22, 177-188. | 3.0 | 25 |
| 23 | Metacognitive confidence judgments and their link to complex problem solving. <i>Intelligence</i> , 2017, 63, 1-8. | 3.0 | 24 |
| 24 | What to Make Of and How to Interpret Process Data. <i>Measurement</i> , 2017, 15, 128-132. | 0.2 | 24 |
| 25 | Exploring behavioural patterns during complex problem-solving. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 933-956. | 5.1 | 23 |
| 26 | Model-Based Treatment of Rapid Guessing. <i>Journal of Educational Measurement</i> , 2021, 58, 281-303. | 1.2 | 23 |
| 27 | How does attention relate to the ability-specific and position-specific components of reasoning measured by APM?. <i>Learning and Individual Differences</i> , 2012, 22, 1-7. | 2.7 | 22 |
| 28 | Controlling Individuals'™ Time Spent on Task in Speeded Performance Measures. <i>Applied Psychological Measurement</i> , 2014, 38, 255-267. | 1.0 | 21 |
| 29 | More Than (Single) Text Comprehension? – On University Students'™ Understanding of Multiple Documents. <i>Frontiers in Psychology</i> , 2020, 11, 562450. | 2.1 | 15 |
| 30 | From byproduct to design factor: on validating the interpretation of process indicators based on log data. <i>Large-Scale Assessments in Education</i> , 2021, 9, . | 2.0 | 15 |
| 31 | Validating Test Score Interpretations Using Time Information. <i>Frontiers in Psychology</i> , 2019, 10, 1131. | 2.1 | 14 |
| 32 | Learning Analytics and eAssessment – Towards Computational Psychometrics by Combining Psychometrics with Learning Analytics. <i>Lecture Notes in Educational Technology</i> , 2020, , 67-80. | 0.8 | 14 |
| 33 | On the Separability of Cognitive Abilities Related to Posner's Attention Components. <i>European Psychologist</i> , 2007, 12, 103-118. | 3.1 | 13 |
| 34 | Reading digital text involves working memory updating based on task characteristics and reader behavior. <i>Learning and Individual Differences</i> , 2017, 59, 149-157. | 2.7 | 13 |
| 35 | Response time-based treatment of omitted responses in computer-based testing. <i>Behaviormetrika</i> , 2018, 45, 505-526. | 1.3 | 13 |
| 36 | What makes the difference? The impact of item properties on mode effects in reading assessments. <i>Studies in Educational Evaluation</i> , 2019, 62, 1-9. | 2.3 | 13 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | Students'™ online information use and learning progress in higher education – A critical literature review. <i>Studies in Higher Education</i> , 2021, 46, 1996-2021. | 4.5 | 13 |
| 38 | Relating Product Data to Process Data from Computer-Based Competency Assessment. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 407-425. | 0.4 | 13 |
| 39 | The role of cognitive load in university students' comprehension of multiple documents. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2019, 33, 105-118. | 3.0 | 12 |
| 40 | Experimental validation strategies for heterogeneous computer-based assessment items. <i>Computers in Human Behavior</i> , 2017, 76, 683-692. | 8.5 | 11 |
| 41 | Modelling individual response time effects between and within experimental speed conditions: A GLMM approach for speeded tests. <i>British Journal of Mathematical and Statistical Psychology</i> , 2017, 70, 238-256. | 1.4 | 11 |
| 42 | Evaluation of Online Information in University Students: Development and Scaling of the Screening Instrument EVON. <i>Frontiers in Psychology</i> , 2020, 11, 562128. | 2.1 | 11 |
| 43 | Differential effects of intelligence, perceptual speed and age on growth in attentional speed and accuracy. <i>Intelligence</i> , 2010, 38, 83-92. | 3.0 | 10 |
| 44 | Paper-Based Assessment of the Effects of Aging on Response Time: A Diffusion Model Analysis. <i>Journal of Intelligence</i> , 2017, 5, 12. | 2.5 | 10 |
| 45 | Construct Equivalence of PISA Reading Comprehension Measured With Paper-Based and Computer-Based Assessments. <i>Educational Measurement: Issues and Practice</i> , 2019, 38, 97-111. | 1.4 | 10 |
| 46 | Using process data to explain group differences in complex problem solving.. <i>Journal of Educational Psychology</i> , 2020, 112, 1546-1562. | 2.9 | 10 |
| 47 | Disentangling Setting and Mode Effects for Online Competence Assessment. <i>Edition ZfE</i> , 2019, , 171-193. | 0.2 | 9 |
| 48 | Invariance of the Response Processes Between Gender and Modes in an Assessment of Reading. <i>Frontiers in Applied Mathematics and Statistics</i> , 2019, 5, . | 1.3 | 9 |
| 49 | Readers' perceived task demands and their relation to multiple document comprehension strategies and outcome. <i>Learning and Individual Differences</i> , 2021, 88, 102018. | 2.7 | 9 |
| 50 | Aufmerksamkeit. , 2006, , 16-33. | | 9 |
| 51 | FACT-2 – The Frankfurt Adaptive Concentration Test. <i>European Journal of Psychological Assessment</i> , 2009, 25, 73-82. | 3.0 | 9 |
| 52 | Assessment of computer and information literacy in ICILS 2013: Do different item types measure the same construct?. <i>European Educational Research Journal</i> , 2017, 16, 716-732. | 2.1 | 8 |
| 53 | Analysing Log File Data from PIAAC. <i>Methodology of Educational Measurement and Assessment</i> , 2020, , 239-269. | 0.4 | 6 |
| 54 | Veränderungen der Lesekompetenz von der 9.Äzür 10.ÄKlasse: Differenzielle Entwicklungen in Abhängigkeit der Schulform, des Geschlechts und des soziodemografischen Hintergrunds?. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017, 20, 177-203. | 2.9 | 5 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 55 | Unattended consequences: how text responses alter alongside PISA™s mode change from 2012 to 2015. <i>Education Inquiry</i> , 2019, 10, 34-55. | 2.9 | 5 |
| 56 | Editorial: Advancements in Technology-Based Assessment: Emerging Item Formats, Test Designs, and Data Sources. <i>Frontiers in Psychology</i> , 2019, 10, 3047. | 2.1 | 5 |
| 57 | On the Speed Sensitivity Parameter in the Lognormal Model for Response Times and Implications for High-Stakes Measurement Practice. <i>Applied Psychological Measurement</i> , 2021, 45, 407-422. | 1.0 | 5 |
| 58 | General cognitive ability assessment in the German National Cohort (NAKO) – The block-adaptive number series task. <i>World Journal of Biological Psychiatry</i> , 2023, 24, 924-935. | 2.6 | 5 |
| 59 | Patterns of reading behaviour in digital hypertext environments. <i>Journal of Computer Assisted Learning</i> , 2023, 39, 737-750. | 5.1 | 5 |
| 60 | Changes in the Speed-Ability Relation Through Different Treatments of Rapid Guessing. <i>Educational and Psychological Measurement</i> , 2023, 83, 473-494. | 2.4 | 5 |
| 61 | Convergent Evidence for the Validity of a Performance-Based ICT Skills Test. <i>European Journal of Psychological Assessment</i> , 2020, 36, 269-279. | 3.0 | 4 |
| 62 | Development and Evaluation of a Framework for the Performance-Based Testing of ICT Skills. <i>Frontiers in Education</i> , 2021, 6, . | 2.1 | 3 |
| 63 | Controlling speed in component skills of reading improves the explanation of reading comprehension.. <i>Journal of Educational Psychology</i> , 2021, 113, 861-878. | 2.9 | 3 |
| 64 | The role of domain-related epistemic beliefs for mastering cognitive requirements in multiple document comprehension. <i>Learning and Individual Differences</i> , 2022, 94, 102116. | 2.7 | 3 |
| 65 | Automatically analyzing text responses for exploring gender-specific cognitions in PISA reading. <i>Large-Scale Assessments in Education</i> , 2018, 6, . | 2.0 | 2 |
| 66 | Automated and controlled processes in comprehending multiple documents. <i>Studies in Higher Education</i> , 2021, 46, 2074-2086. | 4.5 | 2 |
| 67 | Using and Improving Coding Guides for and by Automatic Coding of PISA Short Text Responses. , 2015, , . | | 1 |
| 68 | Der Einfluss kognitiver Basisfertigkeiten auf die Änderung der in PISA gemessenen Lesekompetenz. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017, 20, 205-228. | 2.9 | 1 |
| 69 | Separating PIAAC competencies from general cognitive skills: A dimensionality and explanatory analysis. <i>Studies in Educational Evaluation</i> , 2021, 71, 101069. | 2.3 | 1 |
| 70 | Data-Driven Analyses of Electronic Text Books. <i>Lecture Notes in Computer Science</i> , 2016, , 362-376. | 1.3 | 1 |
| 71 | <i>Progressions in Learning in the Age of (Mis)Information (PLATO) – Advances in Higher Education Learning Research</i>. <i>Studies in Higher Education</i> , 2021, 46, 1993-1995. | 4.5 | 0 |
| 72 | Computerbasiertes Assessment. , 2020, , 119-141. | | 0 |