

Frank Goldhammer

List of Publications by Year in descending order

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Version: 2024-02-01

72
papers

1,730
citations

304602

22
h-index

330025

37
g-index

76
all docs

76
docs citations

76
times ranked

1015
citing authors

#	ARTICLE	IF	CITATIONS
1	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.	1.3	5
2	Patterns of reading behaviour in digital hypertext environments. <i>Journal of Computer Assisted Learning</i> , 2023, 39, 737-750.	3.3	5
3	Changes in the Speed–Ability Relation Through Different Treatments of Rapid Guessing. <i>Educational and Psychological Measurement</i> , 2023, 83, 473-494.	1.2	5
4	The role of domain-related epistemic beliefs for mastering cognitive requirements in multiple document comprehension. <i>Learning and Individual Differences</i> , 2022, 94, 102116.	1.5	3
5	Model-Based Treatment of Rapid Guessing. <i>Journal of Educational Measurement</i> , 2021, 58, 281-303.	0.7	23
6	Readers' perceived task demands and their relation to multiple document comprehension strategies and outcome. <i>Learning and Individual Differences</i> , 2021, 88, 102018.	1.5	9
7	Development and Evaluation of a Framework for the Performance-Based Testing of ICT Skills. <i>Frontiers in Education</i> , 2021, 6, .	1.2	3
8	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.	0.6	5
9	Automated and controlled processes in comprehending multiple documents. <i>Studies in Higher Education</i> , 2021, 46, 2074-2086.	2.9	2
10	Controlling speed in component skills of reading improves the explanation of reading comprehension.. <i>Journal of Educational Psychology</i> , 2021, 113, 861-878.	2.1	3
11	Students'™ online information use and learning progress in higher education – A critical literature review. <i>Studies in Higher Education</i> , 2021, 46, 1996-2021.	2.9	13
12	<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.	2.9	0
13	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, .	0.8	15
14	Separating PIAAC competencies from general cognitive skills: A dimensionality and explanatory analysis. <i>Studies in Educational Evaluation</i> , 2021, 71, 101069.	1.2	1
15	More Than (Single) Text Comprehension? – On University Students'™ Understanding of Multiple Documents. <i>Frontiers in Psychology</i> , 2020, 11, 562450.	1.1	15
16	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.	1.1	27
17	Exploring behavioural patterns during complex problem-solving. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 933-956.	3.3	23
18	Analysing Log File Data from PIAAC. <i>Methodology of Educational Measurement and Assessment</i> , 2020, , 239-269.	0.4	6

#	ARTICLE	IF	CITATIONS
19	Learning Analytics and eAssessment – Towards Computational Psychometrics by Combining Psychometrics with Learning Analytics. Lecture Notes in Educational Technology, 2020, , 67-80.	0.5	14
20	Convergent Evidence for the Validity of a Performance-Based ICT Skills Test. European Journal of Psychological Assessment, 2020, 36, 269-279.	1.7	4
21	Using process data to explain group differences in complex problem solving.. Journal of Educational Psychology, 2020, 112, 1546-1562.	2.1	10
22	ICT Engagement: a new construct and its assessment in PISA 2015. Large-Scale Assessments in Education, 2020, 8, .	0.8	28
23	Evaluation of Online Information in University Students: Development and Scaling of the Screening Instrument EVON. Frontiers in Psychology, 2020, 11, 562128.	1.1	11
24	Computerbasiertes Assessment. , 2020, , 119-141.		0
25	The role of planning in complex problem solving. Computers and Education, 2019, 128, 1-12.	5.1	45
26	Construct Equivalence of PISA Reading Comprehension Measured With Paper-Based and Computer-Based Assessments. Educational Measurement: Issues and Practice, 2019, 38, 97-111.	0.8	10
27	Validating Test Score Interpretations Using Time Information. Frontiers in Psychology, 2019, 10, 1131.	1.1	14
28	Validating process variables of sourcing in an assessment of multiple document comprehension. British Journal of Educational Psychology, 2019, 89, 524-537.	1.6	27
29	What makes the difference? The impact of item properties on mode effects in reading assessments. Studies in Educational Evaluation, 2019, 62, 1-9.	1.2	13
30	Unattended consequences: how text responses alter alongside PISA™s mode change from 2012 to 2015. Education Inquiry, 2019, 10, 34-55.	1.6	5
31	Disentangling Setting and Mode Effects for Online Competence Assessment. Edition ZfE, 2019, , 171-193.	0.2	9
32	Invariance of the Response Processes Between Gender and Modes in an Assessment of Reading. Frontiers in Applied Mathematics and Statistics, 2019, 5, .	0.7	9
33	Editorial: Advancements in Technology-Based Assessment: Emerging Item Formats, Test Designs, and Data Sources. Frontiers in Psychology, 2019, 10, 3047.	1.1	5
34	The role of cognitive load in university students' comprehension of multiple documents. Zeitschrift Fur Padagogische Psychologie, 2019, 33, 105-118.	1.2	12
35	The role of reading skills in the evaluation of online information gathered from search engine environments. Computers in Human Behavior, 2018, 78, 223-234.	5.1	47
36	How to conceptualize, represent, and analyze log data from technology-based assessments? A generic framework and an application to questionnaire items. Behaviormetrika, 2018, 45, 527-563.	0.9	60

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37	Automatically analyzing text responses for exploring gender-specific cognitions in PISA reading. Large-Scale Assessments in Education, 2018, 6, .	0.8	2
38	Response time-based treatment of omitted responses in computer-based testing. Behaviormetrika, 2018, 45, 505-526.	0.9	13
39	Experimental validation strategies for heterogeneous computer-based assessment items. Computers in Human Behavior, 2017, 76, 683-692.	5.1	11
40	Metacognitive confidence judgments and their link to complex problem solving. Intelligence, 2017, 63, 1-8.	1.6	24
41	Modelling individual response time effects between and within experimental speed conditions: A GLMM approach for speeded tests. British Journal of Mathematical and Statistical Psychology, 2017, 70, 238-256.	1.0	11
42	Reading digital text involves working memory updating based on task characteristics and reader behavior. Learning and Individual Differences, 2017, 59, 149-157.	1.5	13
43	Veränderungen der Lesekompetenz von der 9. zur 10. Klasse: Differenzielle Entwicklungen in Abhängigkeit der Schulform, des Geschlechts und des soziodemografischen Hintergrunds?. Zeitschrift Für Erziehungswissenschaft, 2017, 20, 177-203.	3.5	5
44	Assessment of computer and information literacy in ICILS 2013: Do different item types measure the same construct?. European Educational Research Journal, 2017, 16, 716-732.	1.4	8
45	Der Einfluss kognitiver Basisfertigkeiten auf die Änderung der in PISA gemessenen Lesekompetenz. Zeitschrift Für Erziehungswissenschaft, 2017, 20, 205-228.	3.5	1
46	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.	1.5	41
47	What to Make Of and How to Interpret Process Data. Measurement, 2017, 15, 128-132.	0.1	24
48	Paper-Based Assessment of the Effects of Aging on Response Time: A Diffusion Model Analysis. Journal of Intelligence, 2017, 5, 12.	1.3	10
49	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, .	0.8	44
50	Relating Product Data to Process Data from Computer-Based Competency Assessment. Methodology of Educational Measurement and Assessment, 2017, , 407-425.	0.4	13
51	Effects of linear reading, basic computer skills, evaluating online information, and navigation on reading digital text. Computers in Human Behavior, 2016, 55, 486-500.	5.1	60
52	Automatic Coding of Short Text Responses via Clustering in Educational Assessment. Educational and Psychological Measurement, 2016, 76, 280-303.	1.2	42
53	ICT Engagement in Learning Environments. Methodology of Educational Measurement and Assessment, 2016, , 331-351.	0.4	29
54	Data-Driven Analyses of Electronic Text Books. Lecture Notes in Computer Science, 2016, , 362-376.	1.0	1

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55	More is not Always Better: The Relation between Item Response and Item Response Time in Raven's Matrices. <i>Journal of Intelligence</i> , 2015, 3, 21-40.	1.3	49
56	Using and Improving Coding Guides for and by Automatic Coding of PISA Short Text Responses. , 2015, , .		1
57	Measuring Ability, Speed, or Both? Challenges, Psychometric Solutions, and What Can Be Gained From Experimental Control. <i>Measurement</i> , 2015, 13, 133-164.	0.1	45
58	Moving beyond cognitive elements of ICT literacy: First evidence on the structure of ICT engagement. <i>Computers in Human Behavior</i> , 2015, 53, 149-160.	5.1	67
59	Adolescents' computer performance: The role of self-concept and motivational aspects. <i>Computers and Education</i> , 2015, 81, 1-12.	5.1	52
60	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.. <i>Journal of Educational Psychology</i> , 2014, 106, 608-626.	2.1	214
61	Controlling Individuals' Time Spent on Task in Speeded Performance Measures. <i>Applied Psychological Measurement</i> , 2014, 38, 255-267.	0.6	21
62	Computer-based assessment of Complex Problem Solving: concept, implementation, and application. <i>Educational Technology Research and Development</i> , 2013, 61, 407-421.	2.0	51
63	Assessing Individual Differences in Basic Computer Skills. <i>European Journal of Psychological Assessment</i> , 2013, 29, 263-275.	1.7	72
64	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.	1.5	22
65	Speed of reasoning and its relation to reasoning ability. <i>Intelligence</i> , 2011, 39, 108-119.	1.6	46
66	Differential effects of intelligence, perceptual speed and age on growth in attentional speed and accuracy. <i>Intelligence</i> , 2010, 38, 83-92.	1.6	10
67	FACT-2 " The Frankfurt Adaptive Concentration Test. <i>European Journal of Psychological Assessment</i> , 2009, 25, 73-82.	1.7	9
68	On the Separability of Cognitive Abilities Related to Posner's Attention Components. <i>European Psychologist</i> , 2007, 12, 103-118.	1.8	13
69	On the validity of Raven's matrices test: Does spatial ability contribute to performance?. <i>Personality and Individual Differences</i> , 2007, 43, 1998-2010.	1.6	40
70	Aufmerksamkeit. , 2006, , 16-33.		9
71	Latent Factors Underlying Individual Differences in Attention Measures. <i>European Journal of Psychological Assessment</i> , 2006, 22, 177-188.	1.7	25
72	The structure of the relationship between attention and intelligence. <i>Intelligence</i> , 2005, 33, 589-611.	1.6	97