Ulrich Trautwein

List of Publications by Year
in descending order

219	19,549	11646 70	14208 128
papers	citations	h-index	g-index

279	279	279	10018
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Academic Self-Concept, Interest, Grades, and Standardized Test Scores: Reciprocal Effects Models of Causal Ordering. Child Development, 2005, 76, 397-416.	3.0	832
2	Exploratory Structural Equation Modeling, Integrating CFA and EFA: Application to Students' Evaluations of University Teaching. Structural Equation Modeling, 2009, 16, 439-476.	3.8	787
3	Classical Latent Profile Analysis of Academic Self-Concept Dimensions: Synergy of Person- and Variable-Centered Approaches to Theoretical Models of Self-Concept. Structural Equation Modeling, 2009, 16, 191-225.	3.8	758
4	A new look at the big five factor structure through exploratory structural equation modeling.. Psychological Assessment, 2010, 22, 471-491.	1.5	680
5	The multilevel latent covariate model: A new, more reliable approach to group-level effects in contextual studies.. Psychological Methods, 2008, 13, 203-229.	3.5	565
6	Classroom Climate and Contextual Effects: Conceptual and Methodological Issues in the Evaluation of Group-Level Effects. Educational Psychologist, 2012, 47, 106-124.	9.0	427
7	A random walk down university avenue: Life paths, life events, and personality trait change at the transition to university life.. Journal of Personality and Social Psychology, 2011, 101, 620-637.	2.8	392
8	Doubly-Latent Models of School Contextual Effects: Integrating Multilevel and Structural Equation Approaches to Control Measurement and Sampling Error. Multivariate Behavioral Research, 2009, 44, 764-802.	3.1	380
9	Assessing the impact of learning environments: How to use student ratings of classroom or school characteristics in multilevel modeling. Contemporary Educational Psychology, 2009, 34, 120-131.	2.9	347
10	Probing for the multiplicative term in modern expectancyâ€“value theory: A latent interaction modeling study.. Journal of Educational Psychology, 2012, 104, 763-777.	2.9	321
11	Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. Teaching and Teacher Education, 2012, 28, 791-805.	3.2	320
12	Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns.. Journal of Educational Psychology, 2008, 100, 702-715.	2.9	310
13	Predicting homework effort: Support for a domain-specific, multilevel homework model.. Journal of Educational Psychology, 2006, 98, 438-456.	2.9	309
14	Who Took the â€œÃ—â€•out of Expectancy-Value Theory?. Psychological Science, 2011, 22, 1058-1066.	3.3	294
15	The Big-fishâ€“little-pond-effect Stands Up to Critical Scrutiny: Implications for Theory, Methodology, and Future Research. Educational Psychology Review, 2008, 20, 319-350.	8.4	292
16	What makes lessons interesting? The role of situational and individual factors in three school subjects.. Journal of Educational Psychology, 2008, 100, 460-472.	2.9	286
17	Tracking, grading, and student motivation: Using group composition and status to predict self-concept and interest in ninth-grade mathematics.. Journal of Educational Psychology, 2006, 98, 788-806.	2.9	284
18	Self-esteem, academic self-concept, and achievement: How the learning environment moderates the dynamics of self-concept.. Journal of Personality and Social Psychology, 2006, 90, 334-349.	2.8	245

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19	Fostering adolescentsâ€™ value beliefs for mathematics with a relevance intervention in the classroom.. Developmental Psychology, 2015, 51, 1226-1240.	1.6	243
20	The Big-Fish-Little-Pond Effect: Persistent Negative Effects of Selective High Schools on Self-Concept After Graduation. American Educational Research Journal, 2007, 44, 631-669.	2.7	235
21	Military Training and Personality Trait Development. Psychological Science, 2012, 23, 270-277.	3.3	232
22	Integration of Multidimensional Self-Concept and Core Personality Constructs: Construct Validation and Relations to Well-Being and Achievement. Journal of Personality, 2006, 74, 403-456.	3.2	229
23	Gender and course selection in upper secondary education: Effects of academic self-concept and intrinsic value. Educational Research and Evaluation, 2006, 12, 323-345.	1.6	226
24	The homeworkâ€“achievement relation reconsidered: Differentiating homework time, homework frequency, and homework effort. Learning and Instruction, 2007, 17, 372-388.	3.2	226
25	Educational Transitions and Differential Learning Environments: How Explicit Betweenâ€School Tracking Contributes to Social Inequality in Educational Outcomes. Child Development Perspectives, 2008, 2, 99-106.	3.9	219
26	More value through greater differentiation: Gender differences in value beliefs about math.. Journal of Educational Psychology, 2015, 107, 663-677.	2.9	214
27	Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. Learning and Instruction, 2018, 58, 126-136.	3.2	202
28	A 2 Ã— 2 taxonomy of multilevel latent contextual models: Accuracyâ€“bias trade-offs in full and partial error correction models.. Psychological Methods, 2011, 16, 444-467.	3.5	198
29	Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain.. Journal of Educational Psychology, 2014, 106, 144-161.	2.9	179
30	Studentsâ€™ emotions during homework in mathematics: Testing a theoretical model of antecedents and achievement outcomes. Contemporary Educational Psychology, 2011, 36, 25-35.	2.9	168
31	The Relationship Between Homework and Achievementâ€”Still Much of a Mystery. Educational Psychology Review, 2003, 15, 115-145.	8.4	163
32	Different forces, same consequence: Conscientiousness and competence beliefs are independent predictors of academic effort and achievement.. Journal of Personality and Social Psychology, 2009, 97, 1115-1128.	2.8	157
33	Reliability and agreement of student ratings of the classroom environment: A reanalysis of TIMSS data. Learning Environments Research, 2007, 9, 215-230.	2.8	156
34	Do Homework Assignments Enhance Achievement? A Multilevel Analysis in 7th-Grade Mathematics. Contemporary Educational Psychology, 2002, 27, 26-50.	2.9	146
35	Engagement and Emotional Exhaustion in Teachers: Does the School Context Make a Difference?. Applied Psychology, 2008, 57, 127-151.	7.1	146
36	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. Learning and Individual Differences, 2012, 22, 225-234.	2.7	145

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37	Can personality traits and intelligence compensate for background disadvantage? Predicting status attainment in adulthood.. Journal of Personality and Social Psychology, 2015, 109, 473-489.	2.8	140
38	Assessing task values in five subjects during secondary school: Measurement structure and mean level differences across grade level, gender, and academic subject. Contemporary Educational Psychology, 2017, 48, 67-84.	2.9	139
39	Tracking Effects Depend on Tracking Type. American Educational Research Journal, 2013, 50, 925-957.	2.7	138
40	The Development of Students' Mathematics Self-Concept in Relation to Gender: Different Countries, Different Trajectories?. Journal of Research on Adolescence, 2010, 20, 482-506.	3.7	137
41	Within-school social comparison: How students perceive the standing of their class predicts academic self-concept.. Journal of Educational Psychology, 2009, 101, 853-866.	2.9	136
42	Homework works if homework quality is high: Using multilevel modeling to predict the development of achievement in mathematics.. Journal of Educational Psychology, 2010, 102, 467-482.	2.9	132
43	Schulumwelten â€" institutionelle Bedingungen des Lehrens und Lernens. , 2003, , 261-331.		132
44	Students' self-reported effort and time on homework in six school subjects: Between-students differences and within-student variation.. Journal of Educational Psychology, 2007, 99, 432-444.	2.9	126
45	Student and teacher ratings of instructional quality: Consistency of ratings over time, agreement, and predictive power.. Journal of Educational Psychology, 2016, 108, 705-721.	2.9	126
46	Teacher frame of reference and the big-fishâ€"little-pond effect. Contemporary Educational Psychology, 2005, 30, 263-285.	2.9	123
47	Pygmalion effects in the classroom: Teacher expectancy effects on students' math achievement. Contemporary Educational Psychology, 2015, 41, 1-12.	2.9	121
48	Epistemological beliefs, school achievement, and college major: A large-scale longitudinal study on the impact of certainty beliefs. Contemporary Educational Psychology, 2007, 32, 348-366.	2.9	116
49	Social comparison and big-fish-little-pond effects on self-concept and other self-belief constructs: Role of generalized and specific others.. Journal of Educational Psychology, 2008, 100, 510-524.	2.9	115
50	Predicting homework motivation and homework effort in six school subjects: The role of person and family characteristics, classroom factors, and school track. Learning and Instruction, 2009, 19, 243-258.	3.2	114
51	The Need to Distinguish Between Quantity and Quality in Research on Parental Involvement: The Example of Parental Help With Homework. Journal of Educational Research, 2015, 108, 417-431.	1.6	114
52	Effort on Homework in Grades 5?9: Development, Motivational Antecedents, and the Association With Effort on Classwork. Child Development, 2006, 77, 1094-1111.	3.0	112
53	The differential effects of school tracking on psychometric intelligence: Do academic-track schools make students smarter?. Journal of Educational Psychology, 2012, 104, 682-699.	2.9	111
54	Does parental homework involvement mediate the relationship between family background and educational outcomes?. Contemporary Educational Psychology, 2012, 37, 55-69.	2.9	111

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55	Construct validity of student perceptions of instructional quality is high, but not perfect: Dimensionality and generalizability of domain-independent assessments. Learning and Instruction, 2013, 28, 1-11.	3.2	108
56	Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multicontext study.. Developmental Psychology, 2012, 48, 1629-1642.	1.6	104
57	Probing the Unique Contributions of Self-Concept, Task Values, and Their Interactions Using Multiple Value Facets and Multiple Academic Outcomes. AERA Open, 2016, 2, 233285841562688.	2.1	100
58	Predicting career aspirations and university majors from academic ability and self-concept. , 2014, , 224-246.		99
59	Whose â€œStorm and Stressâ€•Is It? Parent and Child Reports of Personality Development in the Transition to Early Adolescence. Journal of Personality, 2017, 85, 376-387.	3.2	98
60	Dimensional Comparison Theory: Paradoxical relations between self-beliefs and achievements in multiple domains. Learning and Instruction, 2015, 35, 16-32.	3.2	91
61	Cherish yourself: Longitudinal patterns and conditions of self-esteem change in the transition to young adulthood.. Journal of Personality and Social Psychology, 2013, 104, 148-163.	2.8	89
62	Goal and Personality Trait Development in a Transitional Period: Assessing Change and Stability in Personality Development. Personality and Social Psychology Bulletin, 2009, 35, 428-441.	3.0	86
63	Dimensional comparisons: How academic track studentsâ€™ achievements are related to their expectancy and value beliefs across multiple domains. Contemporary Educational Psychology, 2018, 52, 1-14.	2.9	84
64	Belonging Mediates Effects of Student-University Fit on Well-Being, Motivation, and Dropout Intention. Social Psychology, 2018, 49, 16-28.	0.7	84
65	Large-scale student assessment studies measure the results of processes of knowledge acquisition: Evidence in support of the distinction between intelligence and student achievement. Educational Research Review, 2009, 4, 165-176.	7.8	82
66	Attentive or Not? Toward a Machine Learning Approach to Assessing Studentsâ€™ Visible Engagement in Classroom Instruction. Educational Psychology Review, 2021, 33, 27-49.	8.4	79
67	Personality and Relationship Quality During the Transition From High School to Early Adulthood. Journal of Personality, 2012, 80, 1061-1089.	3.2	77
68	Vocational interests assessed at the end of high school predict life outcomes assessed 10 years later over and above IQ and Big Five personality traits.. Journal of Personality and Social Psychology, 2017, 113, 167-184.	2.8	77
69	Conscientiousness and externalizing psychopathology: Overlap, developmental patterns, and etiology of two related constructs. Development and Psychopathology, 2009, 21, 871-888.	2.3	76
70	Chameleon effects in homework research: The homeworkâ€“achievement association depends on the measures used and the level of analysis chosen. Contemporary Educational Psychology, 2009, 34, 77-88.	2.9	76
71	Between-teacher differences in homework assignments and the development of students' homework effort, homework emotions, and achievement.. Journal of Educational Psychology, 2009, 101, 176-189.	2.9	76
72	The relationship between homework time and achievement is not universal: evidence from multilevel analyses in 40 countries. School Effectiveness and School Improvement, 2009, 20, 375-405.	2.9	75

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73	The structure of vocational interests in Germany: Different methodologies, different conclusions. Journal of Vocational Behavior, 2010, 76, 153-169.	3.4	72
74	Gendered high school course selection as a precursor of gendered careers: The mediating role of self-concept and intrinsic value.. , 2008, , 115-143.		70
75	Low self-esteem prospectively predicts depression in the transition to young adulthood: A replication of Orth, Robins, and Roberts (2008).. Journal of Personality and Social Psychology, 2016, 110, e16-e22.	2.8	66
76	Who Belongs to Me? Social Relationship and Personality Characteristics in the Transition to Young Adulthood. European Journal of Personality, 2014, 28, 586-603.	3.1	61
77	Short Intervention, Sustained Effects: Promoting Studentsâ€™ Math Competence Beliefs, Effort, and Achievement. American Educational Research Journal, 2017, 54, 1048-1078.	2.7	60
78	Longitudinal Study of Preadolescent Sport Selfâ€€Concept and Performance: Reciprocal Effects and Causal Ordering. Child Development, 2007, 78, 1640-1656.	3.0	58
79	Athletic classmates, physical self-concept, and free-time physical activity: A longitudinal study of frame of reference effects.. Journal of Educational Psychology, 2008, 100, 988-1001.	2.9	58
80	The First Partnership Experience and Personality Development. Social Psychological and Personality Science, 2015, 6, 455-463.	3.9	56
81	Social Dominance in Adolescence: The Moderating Role of the Classroom Context and Behavioral Heterogeneity. Child Development, 2009, 80, 338-355.	3.0	55
82	Social support and classroom management are related to secondary studentsâ€™ general school adjustment: A multilevel structural equation model using student and teacher ratings.. Journal of Educational Psychology, 2018, 110, 1066-1083.	2.9	54
83	Who becomes a teacher? Challenging the â€œnegative selectionâ€•hypothesis. Learning and Instruction, 2015, 36, 46-56.	3.2	52
84	Using individual interest and conscientiousness to predict academic effort: Additive, synergistic, or compensatory effects?. Journal of Personality and Social Psychology, 2015, 109, 142-162.	2.8	50
85	Predicting global and topic-specific certainty beliefs: Domain-specificity and the role of the academic environment. British Journal of Educational Psychology, 2007, 77, 907-934.	2.9	49
86	Self-Concept: Determinants and Consequences of Academic Self-Concept in School Contexts. Plenum Series on Human Exceptionality, 2016, , 187-214.	2.0	48
87	Predictive factors for pacemaker requirement after transcatheter aortic valve implantation. BMC Cardiovascular Disorders, 2012, 12, 87.	1.7	46
88	The Internal/External Frame of Reference Model Revisited: Incorporating General Cognitive Ability and General Academic Self-Concept. Multivariate Behavioral Research, 2008, 43, 137-172.	3.1	45
89	Personality traits moderate the Big-Fishâ€“Little-Pond Effect of academic self-concept. Learning and Individual Differences, 2012, 22, 736-746.	2.7	45
90	Changes in beginning teachersâ€™ classroom management knowledge and emotional exhaustion during the induction phase. Contemporary Educational Psychology, 2017, 51, 170-184.	2.9	45

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91	Studentsâ€™ idiosyncratic perceptions of teaching quality in mathematics: A result of rater tendency alone or an expression of dyadic effects between students and teachers?. Journal of Educational Psychology, 2018, 110, 709-725.	2.9	44
92	Synergistic Effects of Expectancy and Value on Homework Engagement: The Case for a Within-Person Perspective. Multivariate Behavioral Research, 2013, 48, 428-460.	3.1	43
93	The Janus-faced nature of time spent on homework: Using latent profile analyses to predict academic achievement over a school year. Learning and Instruction, 2015, 39, 97-106.	3.2	43
94	Differential school contextual effects for math and English: Integrating the big-fish-little-pond effect and the internal/external frame of reference. Learning and Instruction, 2013, 23, 78-89.	3.2	42
95	A general and flexible approach to estimating the social relations model using Bayesian methods.. Psychological Methods, 2013, 18, 101-119.	3.5	39
96	Reading demands in secondary school: Does the linguistic complexity of textbooks increase with grade level and the academic orientation of the school track?. Journal of Educational Psychology, 2018, 110, 518-543.	2.9	38
97	Donâ€™t blame the teacher? The need to account for classroom characteristics in evaluations of teaching quality.. Journal of Educational Psychology, 2020, 112, 1284-1302.	2.9	38
98	Selbstkonzept. Springer-Lehrbuch, 2009, , 179-203.	0.0	37
99	Honestyâ€“humility in school: Exploring main and interaction effects on secondary school students' antisocial and prosocial behavior. Learning and Individual Differences, 2015, 43, 211-217.	2.7	36
100	Selfâ€esteem Is Mostly Stable Across Young Adulthood: Evidence from Latent STARTS Models. Journal of Personality, 2016, 84, 523-535.	3.2	35
101	Effectiveness of lab-work learning environments in and out of school: A cluster randomized study. Contemporary Educational Psychology, 2017, 48, 98-115.	2.9	34
102	How Can Cross-Country Differences in the Practice of Grade Retention Be Explained? A Closer Look at National Educational Policy Factors. Comparative Education Review, 2013, 57, 54-84.	0.8	33
103	Effects of a science center outreach lab on school students' achievement â€“ Are student lab visits needed when they teach what students can learn at school?. Learning and Instruction, 2015, 38, 43-52.	3.2	33
104	Is doing your homework associated with becoming more conscientious?. Journal of Research in Personality, 2017, 71, 1-12.	1.7	32
105	Multimodal Engagement Analysis From Facial Videos in the Classroom. IEEE Transactions on Affective Computing, 2023, 14, 1012-1027.	8.3	32
106	A person-centered approach to homework behavior: Studentsâ€™ characteristics predict their homework learning type. Contemporary Educational Psychology, 2017, 48, 1-15.	2.9	31
107	Studieren an der Berufsakademie oder an der UniversitÃt, Fachhochschule oder PÃdagogischen Hochschule?. Zeitschrift Fur Erziehungswissenschaft, 2006, 9, 393-412.	2.9	30
108	Exploring reference group effects on teachersâ€™ nominations of gifted students.. Journal of Educational Psychology, 2016, 108, 883-897.	2.9	30

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109	Different pathways, same effects: Autonomous goal regulation is associated with subjective well-being during the post-school transition. Motivation and Emotion, 2013, 37, 444-456.	1.3	29
110	Leistungstest, Offenheit von BildungsgÃngen und obligatorische Beratung der Eltern. Zeitschrift Fur Erziehungswissenschaft, 2006, 9, 373-392.	2.9	28
111	Learning Historical Thinking With Oral History Interviews: A Cluster Randomized Controlled Intervention Study of Oral History Interviews in History Lessons. American Educational Research Journal, 2017, 54, 444-484.	2.7	28
112	Are personality traits and relationship characteristics reciprocally related? Longitudinal analyses of codevelopment in the transition out of high school and beyond.. Journal of Personality and Social Psychology, 2019, 116, 331-347.	2.8	28
113	Independent Freshman Admission and Educational Inequality in the Access to Elite Higher Education. Chinese Sociological Review, 2014, 46, 41-67.	3.5	27
114	Selfâ€esteem development in the school context: The roles of intrapersonal and interpersonal social predictors. Journal of Personality, 2018, 86, 481-497.	3.2	27
115	Itâ€™s Not Only Who You Are but Who You Are With: High School Composition and Individualsâ€™ Attainment Over the Life Course. Psychological Science, 2018, 29, 1785-1796.	3.3	27
116	Selbstkonzept. Springer-Lehrbuch, 2015, , 177-199.	0.0	27
117	Maximizing gender equality by minimizing course choice options? Effects of obligatory coursework in math on gender differences in STEM.. Journal of Educational Psychology, 2017, 109, 993-1009.	2.9	27
118	Judging students' achievement goal orientations: Are teacher ratings accurate?. Learning and Individual Differences, 2012, 22, 844-849.	2.7	26
119	Promotion of physical activity-related health competence in physical education: study protocol for the GEKOS cluster randomized controlled trial. BMC Public Health, 2019, 19, 396.	2.9	26
120	It Takes Two: Expectancy-Value Constructs and Vocational Interests Jointly Predict STEM Major Choices. Contemporary Educational Psychology, 2020, 61, 101858.	2.9	26
121	Fostering elementary school children's public speaking skills: A randomized controlled trial. Learning and Instruction, 2018, 55, 158-168.	3.2	25
122	Learning with simulated virtual classmates: Effects of social-related configurations on studentsâ€™ visual attention and learning experiences in an immersive virtual reality classroom. Computers in Human Behavior, 2022, 133, 107282.	8.5	25
123	Aggregating to the between-person level in idiographic research designs: Personal goal research as an example of the need to distinguish between reliability and homogeneity. Journal of Research in Personality, 2007, 41, 230-238.	1.7	24
124	Gender Stereotypes in a Children's Television Program: Effects on Girls' and Boys' Stereotype Endorsement, Math Performance, Motivational Dispositions, and Attitudes. Frontiers in Psychology, 2018, 9, 2435.	2.1	24
125	Cognitive Correlates of Computational Thinking. , 2019, , .		24
126	Predicting adolescent truancy: The importance of distinguishing between different aspects of instructional quality. Learning and Instruction, 2012, 22, 311-319.	3.2	23

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127	Side Effects of Motivational Interventions? Effects of an Intervention in Math Classrooms on Motivation in Verbal Domains. AERA Open, 2016, 2, 233285841664916.	2.1	23
128	The transmission of values from math teachers to their ninth-grade students: Different mechanisms for different value dimensions?. Contemporary Educational Psychology, 2020, 62, 101891.	2.9	23
129	What characterizes children nominated as gifted by teachers? A closer consideration of working memory and intelligence. High Ability Studies, 2015, 26, 75-92.	1.9	22
130	How children navigate a multiperspective hypermedia environment: The role of spatial working memory capacity. Computers in Human Behavior, 2016, 55, 145-158.	8.5	22
131	The Relationship between Self-Esteem and Depression when Controlling for Neuroticism. Collabra: Psychology, 2019, 5, .	1.8	22
132	The development of narcissistic admiration and machiavellianism in early adulthood.. Journal of Personality and Social Psychology, 2019, 116, 467-482.	2.8	22
133	Personality traits and living arrangements in young adulthood: Selection and socialization.. Developmental Psychology, 2014, 50, 683-698.	1.6	21
134	The â€œsituative natureâ€•of competence and value beliefs and the predictive power of autonomy support: A multilevel investigation of repeated observations.. Journal of Educational Psychology, 2022, 114, 791-814.	2.9	21
135	Effects of an extracurricular science intervention on elementary school children's epistemic beliefs: A randomized controlled trial. British Journal of Educational Psychology, 2020, 90, 382-402.	2.9	20
136	The Big-Fish-Little-Pond Effect. Zeitschrift Fur Padagogische Psychologie, 2005, 19, 137-140.	3.0	19
137	Effectiveness of a â€œGrass Rootsâ€•Statewide Enrichment Program for Gifted Elementary School Children. Journal of Research on Educational Effectiveness, 2018, 11, 375-408.	1.6	19
138	Aspekte von WissenschaftspropÃdeutik und StudierfÃhigkeit. , 2004, , 327-366.		19
139	Der Ãœbergang von der Grundschule in die weiterfÃ¼hrende Schule: Die Rolle von SchÃ¼ler- und Klassenmerkmalen beim EinschÃtzen der individuellen Lernkompetenz durch die LehrkrÃfte.. Schweizerische Zeitschrift Fur Bildungswissenschaften, 2008, 30, 519-548.	0.1	19
140	Teachers' and students' perceptions of self-regulated learning and math competence: Differentiation and agreement. Learning and Individual Differences, 2013, 27, 26-34.	2.7	18
141	RIASEC interests and the Big Five personality traits matter for life successâ€"But do they already matter for educational track choices?. Journal of Personality, 2020, 88, 1007-1024.	3.2	18
142	When academic achievement (also) reflects personality: Using the personality-achievement saturation hypothesis (PASH) to explain differential associations between achievement measures and personality traits.. Journal of Educational Psychology, 2022, 114, 326-345.	2.9	18
143	Genese sozialer Ungleichheit im institutionellen Kontext der Schule: Wo entsteht und vergrÃ¶ÃŸert sich soziale Ungleichheit?. , 2010, , 69-102.		18
144	Do central examinations lead to greater grading comparability? A study of frame-of-reference effects on the University entrance qualification in Germany. Studies in Educational Evaluation, 2011, 37, 206-217.	2.3	17

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145	Social Cognitive Constructs Are Just as Stable as the Big Five Between Grades 5 and 8. AERA Open, 2017, 3, 233285841771769.	2.1	17
146	The Role of Family Characteristics for Studentsâ€™ Academic Outcomes: AÂPersonâ€€Centered Approach. Child Development, 2018, 89, 1405-1422.	3.0	17
147	School or Work? The Choice May Change Your Personality. Psychological Science, 2019, 30, 32-42.	3.3	17
148	The Predictive Validity of Teachersâ€™ Personality, Cognitive and Academic Abilities at the End of High School on Instructional Quality in Germany: A Longitudinal Study. AERA Open, 2020, 6, 233285841989788.	2.1	17
149	The potential of relevance interventions for scaling up: A cluster-randomized trial testing the effectiveness of a relevance intervention in math classrooms.. Journal of Educational Psychology, 2021, 113, 1507-1528.	2.9	17
150	Stability and change in vocational interests after graduation from high school: A six-wave longitudinal study.. Journal of Personality and Social Psychology, 2021, 120, 1091-1116.	2.8	16
151	Using touchscreen interaction data to predict cognitive workload. , 2016, , .		15
152	Learning More From Educational Intervention Studies: Estimating Complier Average Causal Effects in a Relevance Intervention. Journal of Experimental Education, 2018, 86, 105-123.	2.6	14
153	Effects of a physical education intervention programme for ninth-graders on physical activity-related health competence: Findings from the GEKOS cluster randomised controlled trial. Psychology of Sport and Exercise, 2021, 55, 101923.	2.1	14
154	Englischleistungen von SchÃ¼lerinnen und SchÃ¼lern an allgemein bildenden und beruflichen Gymnasien. , 2004, , 285-326.		14
155	Integrating Covariates into Social Relations Models: A Plausible Values Approach for Handling Measurement Error in Perceiver and Target Effects. Multivariate Behavioral Research, 2018, 53, 102-124.	3.1	13
156	Elementary school childrenâ€™s understanding of science: The implementation of an extracurricular science intervention. Contemporary Educational Psychology, 2017, 51, 447-463.	2.9	12
157	Vocational interests as personality traits. , 2017, , 401-417.		12
158	Honesty-humility and dictator and ultimatum game-giving in children. Journal of Research in Personality, 2020, 85, 103907.	1.7	12
159	Using Multilevel Mixture Models in Educational Research: An Illustration with Homework Research. Journal of Experimental Education, 2021, 89, 209-236.	2.6	12
160	The longitudinal interplay of personality and school experiences in adolescence. European Journal of Personality, 2023, 37, 131-153.	3.1	12
161	Should I stay or should I go? Predictors and effects of studying abroad during high school. Learning and Instruction, 2021, 71, 101398.	3.2	11
162	Genese sozialer Ungleichheit im institutionellen Kontext der Schule: Wo entsteht und vergrÃ¶ÃŸert sich soziale Ungleichheit?. , 2011, , 69-102.		11

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163	Die gymnasiale Oberstufe und der Ãœbergang von der Schule in den tertiÃren Bildungsbereich und den Arbeitsmarkt. Zeitschrift Fur Erziehungswissenschaft, 2011, 14, 233-249.	2.9	9
164	A well-rounded view: Using an interpersonal approach to predict achievement by academic self-concept and peer ratings of competence. Contemporary Educational Psychology, 2017, 51, 198-208.	2.9	9
165	Who sticks to the instructionsâ€"and does it matter? Antecedents and effects of studentsâ€™ responsiveness to aÂclassroom-based motivation intervention. Zeitschrift Fur Erziehungswissenschaft, 2020, 23, 121-144.	2.9	9
166	How studentsâ€™ perceptions of teaching quality in one subject are impacted by the grades they receive in another subject: Dimensional comparisons in student evaluations of teaching quality.. Journal of Educational Psychology, 2021, 113, 770-783.	2.9	9
167	VoruniversitÃre Mathematikleistungen vor und nach der Neuordnung der gymnasialen Oberstufe in Baden-WÃ¼rttemberg. , 2010, , 147-180.		9
168	The Conscientiousness Ã— Interest Compensation (CONIC) model: Generalizability across domains, outcomes, and predictors.. Journal of Educational Psychology, 2020, 112, 271-287.	2.9	9
169	Integration of personality constructs: The role of traits and motivation in the willingness to exert effort in academic and social life domains. Journal of Research in Personality, 2014, 48, 98-106.	1.7	8
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