

Ulrich Trautwein

List of Publications by Year in descending order

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Version: 2024-02-01

219
papers

19,549
citations

13332

70
h-index

16186

128
g-index

279
all docs

279
docs citations

279
times ranked

11309
citing authors

#	ARTICLE	IF	CITATIONS
1	Multimodal Engagement Analysis From Facial Videos in the Classroom. IEEE Transactions on Affective Computing, 2023, 14, 1012-1027.	5.7	32
2	The longitudinal interplay of personality and school experiences in adolescence. European Journal of Personality, 2023, 37, 131-153.	1.9	12
3	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.	2.1	18
4	Promotion of physical activity-related health competence in physical education: A person-oriented approach for evaluating the GEKOS intervention within a cluster randomized controlled trial. European Physical Education Review, 2022, 28, 279-299.	1.2	6
5	The "situative nature" 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.	2.1	21
6	Which class matters? Juxtaposing multiple class environments as frames-of-reference for academic self-concept formation.. Journal of Educational Psychology, 2022, 114, 127-143.	2.1	4
7	Do your eye movements reveal your performance on an IQ test? A study linking eye movements and socio-demographic information to fluid intelligence. PLoS ONE, 2022, 17, e0264316.	1.1	6
8	Learning with simulated virtual classmates: Effects of social-related configurations on students'™ visual attention and learning experiences in an immersive virtual reality classroom. Computers in Human Behavior, 2022, 133, 107282.	5.1	25
9	The persistence of students'™ academic effort: The unique and combined effects of conscientiousness and individual interest. Learning and Instruction, 2022, 80, 101613.	1.9	8
10	Getting fit for the Mathematical Olympiad: positive effects on achievement and motivation?. Zeitschrift Fur Erziehungswissenschaft, 2022, 25, 1175-1198.	3.5	1
11	Should I stay or should I go? Predictors and effects of studying abroad during high school. Learning and Instruction, 2021, 71, 101398.	1.9	11
12	Using Multilevel Mixture Models in Educational Research: An Illustration with Homework Research. Journal of Experimental Education, 2021, 89, 209-236.	1.6	12
13	Attentive or Not? Toward a Machine Learning Approach to Assessing Students'™ Visible Engagement in Classroom Instruction. Educational Psychology Review, 2021, 33, 27-49.	5.1	79
14	Randomisierte kontrollierte Feldstudien. , 2021, , 1-15.		6
15	How state and trait versions of self-esteem and depressive symptoms affect their interplay: A longitudinal experimental investigation.. Journal of Personality and Social Psychology, 2021, 120, 206-225.	2.6	5
16	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.	2.6	16
17	Scaling up an extracurricular science intervention for elementary school students: It works, and girls benefit more from it than boys.. Journal of Educational Psychology, 2021, 113, 784-807.	2.1	6
18	How students'™ 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.	2.1	9

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19	T¼EyeQ, a rich IQ test performance data set with eye movement, educational and socio-demographic information. <i>Scientific Data</i> , 2021, 8, 154.	2.4	7
20	Effects of a physical education intervention programme for ninth-graders on physical activity-related health competence: Findings from the GEKOS cluster randomised controlled trial. <i>Psychology of Sport and Exercise</i> , 2021, 55, 101923.	1.1	14
21	Investigating the Association between the Big Fish Little Pond Effect and Grading on a Curve: A Large-Scale Quasi-Experimental Study. <i>International Journal of Educational Research</i> , 2021, 110, 101853.	1.2	4
22	The potential of relevance interventions for scaling up: A cluster-randomized trial testing the effectiveness of a relevance intervention in math classrooms.. <i>Journal of Educational Psychology</i> , 2021, 113, 1507-1528.	2.1	17
23	Relevance Interventions in the Classroom: A Means to Promote Studentsâ€™ Homework Motivation and Behavior. <i>AERA Open</i> , 2021, 7, 233285842110520.	1.3	1
24	Effects of an extracurricular science intervention on elementary school children's epistemic beliefs: A randomized controlled trial. <i>British Journal of Educational Psychology</i> , 2020, 90, 382-402.	1.6	20
25	Honesty-humility and dictator and ultimatum game-giving in children. <i>Journal of Research in Personality</i> , 2020, 85, 103907.	0.9	12
26	The transmission of values from math teachers to their ninth-grade students: Different mechanisms for different value dimensions?. <i>Contemporary Educational Psychology</i> , 2020, 62, 101891.	1.6	23
27	RIASEC interests and the Big Five personality traits matter for life successâ€”But do they already matter for educational track choices?. <i>Journal of Personality</i> , 2020, 88, 1007-1024.	1.8	18
28	Who sticks to the instructionsâ€”and does it matter? Antecedents and effects of studentsâ€™ responsiveness to a classroom-based motivation intervention. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2020, 23, 121-144.	3.5	9
29	The Predictive Validity of Teachersâ€™ Personality, Cognitive and Academic Abilities at the End of High School on Instructional Quality in Germany: A Longitudinal Study. <i>AERA Open</i> , 2020, 6, 233285841989788.	1.3	17
30	It Takes Two: Expectancy-Value Constructs and Vocational Interests Jointly Predict STEM Major Choices. <i>Contemporary Educational Psychology</i> , 2020, 61, 101858.	1.6	26
31	Selbstkonzept. , 2020, , 187-209.		3
32	The Conscientiousness - Interest Compensation (CONIC) model: Generalizability across domains, outcomes, and predictors.. <i>Journal of Educational Psychology</i> , 2020, 112, 271-287.	2.1	9
33	Donâ€™t blame the teacher? The need to account for classroom characteristics in evaluations of teaching quality.. <i>Journal of Educational Psychology</i> , 2020, 112, 1284-1302.	2.1	38
34	SCAPA: Development of a Questionnaire Assessing Self-Concept and Attitudes Toward Programming. , 2020, , .		5
35	Development in relationship self-concept from high school to university predicts adjustment.. <i>Developmental Psychology</i> , 2020, 56, 1547-1555.	1.2	2
36	When a silent reading fluency test measures more than reading fluency: academic language features predict the test performance of students with a non-German home language. <i>Reading and Writing</i> , 2019, 32, 561-583.	1.0	3

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37	Development of a Questionnaire on Self-concept, Motivational Beliefs, and Attitude Towards Programming. , 2019, , .		4
38	Cognitive Correlates of Computational Thinking. , 2019, , .		24
39	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.	1.2	26
40	Putting all students in one basket does not produce equality: gender-specific effects of curricular intensification in upper secondary school. School Effectiveness and School Improvement, 2019, 30, 261-285.	1.4	3
41	Predicting Academic Effort. , 2019, , 353-372.		4
42	The Relationship between Self-Esteem and Depression when Controlling for Neuroticism. Collabra: Psychology, 2019, 5, .	0.9	22
43	The effects of getting a new teacher on the consistency of personality. Journal of Personality, 2019, 87, 485-500.	1.8	3
44	School or Work? The Choice May Change Your Personality. Psychological Science, 2019, 30, 32-42.	1.8	17
45	The development of narcissistic admiration and machiavellianism in early adulthood.. Journal of Personality and Social Psychology, 2019, 116, 467-482.	2.6	22
46	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.	2.6	28
47	Upper Secondary Education in Academic School Tracks and the Transition from School to Postsecondary Education and the Job Market. Edition ZfE, 2019, , 253-276.	0.2	4
48	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.	1.8	13
49	The Role of Family Characteristics for Studentsâ€™ Academic Outcomes: A Person-Centered Approach. Child Development, 2018, 89, 1405-1422.	1.7	17
50	Learning More From Educational Intervention Studies: Estimating Complier Average Causal Effects in a Relevance Intervention. Journal of Experimental Education, 2018, 86, 105-123.	1.6	14
51	Self-Esteem development in the school context: The roles of intrapersonal and interpersonal social predictors. Journal of Personality, 2018, 86, 481-497.	1.8	27
52	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.	1.6	84
53	Fostering elementary school children's public speaking skills: A randomized controlled trial. Learning and Instruction, 2018, 55, 158-168.	1.9	25
54	Effectiveness of a "Grass Roots" Statewide Enrichment Program for Gifted Elementary School Children. Journal of Research on Educational Effectiveness, 2018, 11, 375-408.	0.9	19

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55	Gender Stereotypes in a Children's Television Program: Effects on Girls' and Boys' Stereotype Endorsement, Math Performance, Motivational Dispositions, and Attitudes. <i>Frontiers in Psychology</i> , 2018, 9, 2435.	1.1	24
56	It's Not Only Who You Are but Who You Are With: High School Composition and Individuals' Attainment Over the Life Course. <i>Psychological Science</i> , 2018, 29, 1785-1796.	1.8	27
57	Putting a speech training program into practice: Its implementation and effects on elementary school children's public speaking skills and levels of speech anxiety. <i>Contemporary Educational Psychology</i> , 2018, 55, 176-188.	1.6	7
58	Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. <i>Learning and Instruction</i> , 2018, 58, 126-136.	1.9	202
59	Belonging Mediates Effects of Student-University Fit on Well-Being, Motivation, and Dropout Intention. <i>Social Psychology</i> , 2018, 49, 16-28.	0.3	84
60	Reading demands in secondary school: Does the linguistic complexity of textbooks increase with grade level and the academic orientation of the school track?. <i>Journal of Educational Psychology</i> , 2018, 110, 518-543.	2.1	38
61	Students' idiosyncratic perceptions of teaching quality in mathematics: A result of rater tendency alone or an expression of dyadic effects between students and teachers?. <i>Journal of Educational Psychology</i> , 2018, 110, 709-725.	2.1	44
62	Social support and classroom management are related to secondary students' general school adjustment: A multilevel structural equation model using student and teacher ratings.. <i>Journal of Educational Psychology</i> , 2018, 110, 1066-1083.	2.1	54
63	Whose "Storm and Stress" Is It? Parent and Child Reports of Personality Development in the Transition to Early Adolescence. <i>Journal of Personality</i> , 2017, 85, 376-387.	1.8	98
64	Therapy experience in naturalistic observational studies is associated with negative changes in personality. <i>Journal of Research in Personality</i> , 2017, 68, 88-95.	0.9	7
65	Perspective matters: The internal/external frame of reference model for self- and peer ratings of achievement. <i>Learning and Instruction</i> , 2017, 52, 80-89.	1.9	6
66	Frame of Reference effects on values in mathematics: evidence from German secondary school students. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 435-447.	1.3	8
67	Elementary school children's understanding of science: The implementation of an extracurricular science intervention. <i>Contemporary Educational Psychology</i> , 2017, 51, 447-463.	1.6	12
68	Learning Historical Thinking With Oral History Interviews: A Cluster Randomized Controlled Intervention Study of Oral History Interviews in History Lessons. <i>American Educational Research Journal</i> , 2017, 54, 444-484.	1.6	28
69	Is doing your homework associated with becoming more conscientious?. <i>Journal of Research in Personality</i> , 2017, 71, 1-12.	0.9	32
70	Social Cognitive Constructs Are Just as Stable as the Big Five Between Grades 5 and 8. <i>AERA Open</i> , 2017, 3, 233285841771769.	1.3	17
71	A well-rounded view: Using an interpersonal approach to predict achievement by academic self-concept and peer ratings of competence. <i>Contemporary Educational Psychology</i> , 2017, 51, 198-208.	1.6	9
72	Short Intervention, Sustained Effects: Promoting Students' Math Competence Beliefs, Effort, and Achievement. <i>American Educational Research Journal</i> , 2017, 54, 1048-1078.	1.6	60

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73	Changes in beginning teachers'™ classroom management knowledge and emotional exhaustion during the induction phase. Contemporary Educational Psychology, 2017, 51, 170-184.	1.6	45
74	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.	1.6	139
75	Effectiveness of lab-work learning environments in and out of school: A cluster randomized study. Contemporary Educational Psychology, 2017, 48, 98-115.	1.6	34
76	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.	2.6	77
77	A person-centered approach to homework behavior: Students'™ characteristics predict their homework learning type. Contemporary Educational Psychology, 2017, 48, 1-15.	1.6	31
78	Vocational interests as personality traits. , 2017, , 401-417.		12
79	Entwicklung und empirische PrÃ¼fung einer LehrkrÃ¼ftefortbildung zur FÃ¶rderung von Selbstregulationskompetenz und mathematischer Kompetenz bei SchÃ¼lerinnen und SchÃ¼lern der Haupt- und Werkrealschule (â€žLernen mit Planâ€œ). , 2017, , 195-214.		1
80	Robin Hood effects on motivation in math: Family interest moderates the effects of relevance interventions.. Developmental Psychology, 2017, 53, 1522-1539.	1.2	7
81	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.	2.1	27
82	Majoring in Selection, and Minor in Socialization: The Role of the College Experience in Goal Change Postâ€“High School. Journal of Personality, 2016, 84, 194-203.	1.8	7
83	Exploring reference group effects on teachers'™ nominations of gifted students.. Journal of Educational Psychology, 2016, 108, 883-897.	2.1	30
84	Using touchscreen interaction data to predict cognitive workload. , 2016, , .		15
85	Self-Concept: Determinants and Consequences of Academic Self-Concept in School Contexts. Plenum Series on Human Exceptionality, 2016, , 187-214.	2.0	48
86	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.	2.6	66
87	Hypermedia exploration stimulates multiperspective reasoning in elementary school children with high working memory capacity: A tablet computer study. Learning and Individual Differences, 2016, 51, 273-283.	1.5	6
88	Side Effects of Motivational Interventions? Effects of an Intervention in Math Classrooms on Motivation in Verbal Domains. AERA Open, 2016, 2, 233285841664916.	1.3	23
89	Selfâ€“esteem Is Mostly Stable Across Young Adulthood: Evidence from Latent STARTS Models. Journal of Personality, 2016, 84, 523-535.	1.8	35
90	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.	1.3	100

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91	How children navigate a multiperspective hypermedia environment: The role of spatial working memory capacity. <i>Computers in Human Behavior</i> , 2016, 55, 145-158.	5.1	22
92	Student and teacher ratings of instructional quality: Consistency of ratings over time, agreement, and predictive power.. <i>Journal of Educational Psychology</i> , 2016, 108, 705-721.	2.1	126
93	Empirische Arbeit: Keine Hausaufgaben ohne Streit? Eine empirische Untersuchung zu Prädiktoren von Streit wegen Hausaufgaben. <i>Physics and Chemistry of Minerals</i> , 2016, 63, 107.	0.3	5
94	Hochschultypen als differenzielle Lern- und Entwicklungsmilieus?. , 2016, , 189-214.		1
95	Can personality traits and intelligence compensate for background disadvantage? Predicting status attainment in adulthood.. <i>Journal of Personality and Social Psychology</i> , 2015, 109, 473-489.	2.6	140
96	Using individual interest and conscientiousness to predict academic effort: Additive, synergistic, or compensatory effects?. <i>Journal of Personality and Social Psychology</i> , 2015, 109, 142-162.	2.6	50
97	Fostering adolescents' value beliefs for mathematics with a relevance intervention in the classroom.. <i>Developmental Psychology</i> , 2015, 51, 1226-1240.	1.2	243
98	More value through greater differentiation: Gender differences in value beliefs about math.. <i>Journal of Educational Psychology</i> , 2015, 107, 663-677.	2.1	214
99	Schooling: Impact on Cognitive and Motivational Development. , 2015, , 119-124.		4
100	What characterizes children nominated as gifted by teachers? A closer consideration of working memory and intelligence. <i>High Ability Studies</i> , 2015, 26, 75-92.	1.0	22
101	The First Partnership Experience and Personality Development. <i>Social Psychological and Personality Science</i> , 2015, 6, 455-463.	2.4	56
102	Honesty and humility in school: Exploring main and interaction effects on secondary school students' antisocial and prosocial behavior. <i>Learning and Individual Differences</i> , 2015, 43, 211-217.	1.5	36
103	The Janus-faced nature of time spent on homework: Using latent profile analyses to predict academic achievement over a school year. <i>Learning and Instruction</i> , 2015, 39, 97-106.	1.9	43
104	The Need to Distinguish Between Quantity and Quality in Research on Parental Involvement: The Example of Parental Help With Homework. <i>Journal of Educational Research</i> , 2015, 108, 417-431.	0.8	114
105	Effects of a science center outreach lab on school students' achievement – Are student lab visits needed when they teach what students can learn at school?. <i>Learning and Instruction</i> , 2015, 38, 43-52.	1.9	33
106	Who becomes a teacher? Challenging the "negative selection" hypothesis. <i>Learning and Instruction</i> , 2015, 36, 46-56.	1.9	52
107	Pygmalion effects in the classroom: Teacher expectancy effects on students' math achievement. <i>Contemporary Educational Psychology</i> , 2015, 41, 1-12.	1.6	121
108	Dimensional Comparison Theory: Paradoxical relations between self-beliefs and achievements in multiple domains. <i>Learning and Instruction</i> , 2015, 35, 16-32.	1.9	91

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109	Selbstkonzept. Springer-Lehrbuch, 2015, , 177-199.	0.1	27
110	Predicting career aspirations and university majors from academic ability and self-concept. , 2014, , 224-246.		99
111	Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain.. Journal of Educational Psychology, 2014, 106, 144-161.	2.1	179
112	Independent Freshman Admission and Educational Inequality in the Access to Elite Higher Education. Chinese Sociological Review, 2014, 46, 41-67.	2.1	27
113	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.	0.9	8
114	Who Belongs to Me? Social Relationship and Personality Characteristics in the Transition to Young Adulthood. European Journal of Personality, 2014, 28, 586-603.	1.9	61
115	Analyse und Forderung effektiver Lehr-Lernprozesse im Kontext evidenzbasierter Bildungsreform – Beitrage der Tabinger Forschergruppe fur Empirische Bildungsforschung. Zeitschrift Fur Erziehungswissenschaft, 2014, 17, 189-192.	3.5	1
116	Der Wert der Mathematik im Klassenzimmer – Die Bedeutung relevanzbezogener Unterrichtsmerkmale fur die Wertberzeugungen der Schlerinnen und Schler. Zeitschrift Fur Erziehungswissenschaft, 2014, 17, 225-255.	3.5	8
117	Die Forderung der Selbstregulation durch Hausaufgaben – Herausforderungen und Chancen. , 2014, , 275-288.		4
118	Personality traits and living arrangements in young adulthood: Selection and socialization.. Developmental Psychology, 2014, 50, 683-698.	1.2	21
119	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.	0.8	29
120	Teachers' and students' perceptions of self-regulated learning and math competence: Differentiation and agreement. Learning and Individual Differences, 2013, 27, 26-34.	1.5	18
121	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.	2.6	89
122	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.	1.9	108
123	Synergistic Effects of Expectancy and Value on Homework Engagement: The Case for a Within-Person Perspective. Multivariate Behavioral Research, 2013, 48, 428-460.	1.8	43
124	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.	0.6	33
125	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.	1.9	42
126	Tracking Effects Depend on Tracking Type. American Educational Research Journal, 2013, 50, 925-957.	1.6	138

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127	A general and flexible approach to estimating the social relations model using Bayesian methods.. Psychological Methods, 2013, 18, 101-119.	2.7	39
128	School Success. European Psychologist, 2013, 18, 77-78.	1.8	1
129	The differential effects of school tracking on psychometric intelligence: Do academic-track schools make students smarter?. Journal of Educational Psychology, 2012, 104, 682-699.	2.1	111
130	Military Training and Personality Trait Development. Psychological Science, 2012, 23, 270-277.	1.8	232
131	Classroom Climate and Contextual Effects: Conceptual and Methodological Issues in the Evaluation of Group-Level Effects. Educational Psychologist, 2012, 47, 106-124.	4.7	427
132	Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multicontext study.. Developmental Psychology, 2012, 48, 1629-1642.	1.2	104
133	Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. Teaching and Teacher Education, 2012, 28, 791-805.	1.6	320
134	Predicting adolescent truancy: The importance of distinguishing between different aspects of instructional quality. Learning and Instruction, 2012, 22, 311-319.	1.9	23
135	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. Learning and Individual Differences, 2012, 22, 225-234.	1.5	145
136	Does parental homework involvement mediate the relationship between family background and educational outcomes?. Contemporary Educational Psychology, 2012, 37, 55-69.	1.6	111
137	Predictive factors for pacemaker requirement after transcatheter aortic valve implantation. BMC Cardiovascular Disorders, 2012, 12, 87.	0.7	46
138	Judging students' achievement goal orientations: Are teacher ratings accurate?. Learning and Individual Differences, 2012, 22, 844-849.	1.5	26
139	Personality traits moderate the Big-Fishâ€“Little-Pond Effect of academic self-concept. Learning and Individual Differences, 2012, 22, 736-746.	1.5	45
140	Probing for the multiplicative term in modern expectancyâ€“value theory: A latent interaction modeling study.. Journal of Educational Psychology, 2012, 104, 763-777.	2.1	321
141	Personality and Relationship Quality During the Transition From High School to Early Adulthood. Journal of Personality, 2012, 80, 1061-1089.	1.8	77
142	Studentsâ€™ emotions during homework in mathematics: Testing a theoretical model of antecedents and achievement outcomes. Contemporary Educational Psychology, 2011, 36, 25-35.	1.6	168
143	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.	1.2	17
144	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.	2.6	392

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145	A 2-2 taxonomy of multilevel latent contextual models: Accuracy-bias trade-offs in full and partial error correction models.. <i>Psychological Methods</i> , 2011, 16, 444-467.	2.7	198
146	Die gymnasiale Oberstufe und der Übergang von der Schule in den tertiären Bildungsbereich und den Arbeitsmarkt. <i>Zeitschrift Für Erziehungswissenschaft</i> , 2011, 14, 233-249.	3.5	9
147	Who Took the "A" out of Expectancy-Value Theory?. <i>Psychological Science</i> , 2011, 22, 1058-1066.	1.8	294
148	Genese sozialer Ungleichheit im institutionellen Kontext der Schule: Wo entsteht und vergrößert sich soziale Ungleichheit?. , 2011, , 69-102.		11
149	A new look at the big five factor structure through exploratory structural equation modeling.. <i>Psychological Assessment</i> , 2010, 22, 471-491.	1.2	680
150	Homework works if homework quality is high: Using multilevel modeling to predict the development of achievement in mathematics.. <i>Journal of Educational Psychology</i> , 2010, 102, 467-482.	2.1	132
151	The structure of vocational interests in Germany: Different methodologies, different conclusions. <i>Journal of Vocational Behavior</i> , 2010, 76, 153-169.	1.9	72
152	The Development of Students' Mathematics Self-Concept in Relation to Gender: Different Countries, Different Trajectories?. <i>Journal of Research on Adolescence</i> , 2010, 20, 482-506.	1.9	137
153	Conscientiousness and externalizing psychopathology: Overlap, developmental patterns, and etiology of two related constructs—Corrigendum. <i>Development and Psychopathology</i> , 2010, 22, 715-715.	1.4	0
154	Institutionelle Reform und individuelle Entwicklung: Hintergrund und Fragestellungen der Studie TOSCA-Repeat. , 2010, , 15-36.		4
155	Voruniversitäre Mathematikleistungen vor und nach der Neuordnung der gymnasialen Oberstufe in Baden-Württemberg. , 2010, , 147-180.		9
156	Genese sozialer Ungleichheit im institutionellen Kontext der Schule: Wo entsteht und vergrößert sich soziale Ungleichheit?. , 2010, , 69-102.		18
157	Wie konsistent sind Referenzgruppeneffekte bei der Vergabe von Schulformempfehlungen? Bundeslandspezifische Analysen mit Daten der IGLU-Studie. , 2010, , 282-301.		4
158	Call for Papers: "School Success" <i>European Psychologist</i> , 2010, 15, 313-313.	1.8	0
159	Aspekte von Wissenschaftspropädeutik. , 2010, , 243-265.		8
160	Wie gut prognostizieren subjektive Lehrerempfehlungen und schulische Testleistungen beim Übergang die Mathematikund Deutschleistung in der Sekundarstufe I?. , 2010, , 352-372.		4
161	The relationship between homework time and achievement is not universal: evidence from multilevel analyses in 40 countries. <i>School Effectiveness and School Improvement</i> , 2009, 20, 375-405.	1.4	75
162	Conscientiousness and externalizing psychopathology: Overlap, developmental patterns, and etiology of two related constructs. <i>Development and Psychopathology</i> , 2009, 21, 871-888.	1.4	76

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163	Different forces, same consequence: Conscientiousness and competence beliefs are independent predictors of academic effort and achievement.. <i>Journal of Personality and Social Psychology</i> , 2009, 97, 1115-1128.	2.6	157
164	Social Dominance in Adolescence: The Moderating Role of the Classroom Context and Behavioral Heterogeneity. <i>Child Development</i> , 2009, 80, 338-355.	1.7	55
165	Goal and Personality Trait Development in a Transitional Period: Assessing Change and Stability in Personality Development. <i>Personality and Social Psychology Bulletin</i> , 2009, 35, 428-441.	1.9	86
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