

Ulrich Trautwein

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

260
papers

14,561
citations

67
h-index

115
g-index

279
ext. papers

16,597
ext. citations

3.5
avg, IF

6.7
L-index

#	Paper	IF	Citations
260	Do your eye movements reveal your performance on an IQ test? A study linking eye movements and socio-demographic information to fluid intelligence.. <i>PLoS ONE</i> , 2022 , 17, e0264316	3.7	1
259	Learning with simulated virtual classmates: Effects of social-related configurations on students' visual attention and learning experiences in an immersive virtual reality classroom. <i>Computers in Human Behavior</i> , 2022 , 133, 107282	7.7	2
258	The persistence of students' academic effort: The unique and combined effects of conscientiousness and individual interest. <i>Learning and Instruction</i> , 2022 , 80, 101613	5.8	1
257	Relevance Interventions in the Classroom: A Means to Promote Students' Homework Motivation and Behavior. <i>AERA Open</i> , 2021 , 7, 233285842110520	2.2	
256	Multimodal Engagement Analysis from Facial Videos in the Classroom. <i>IEEE Transactions on Affective Computing</i> , 2021 , 1-1	5.7	3
255	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	2.1	0
254	Stability and change in vocational interests after graduation from high school: A six-wave longitudinal study. <i>Journal of Personality and Social Psychology</i> , 2021 , 120, 1091-1116	6.5	8
253	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.. <i>Journal of Educational Psychology</i> , 2021 , 113, 770-783	5.3	3
252	TEyeQ, a rich IQ test performance data set with eye movement, educational and socio-demographic information. <i>Scientific Data</i> , 2021 , 8, 154	8.2	4
251	Geschichtsdidaktische Forschung und allgemeine Unterrichtsforschung: Unbekannte Verwandte?. <i>Unterrichtswissenschaft</i> , 2021 , 49, 261-272	1.7	3
250	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	4.2	6
249	Should I stay or should I go? Predictors and effects of studying abroad during high school. <i>Learning and Instruction</i> , 2021 , 71, 101398	5.8	0
248	Using Multilevel Mixture Models in Educational Research: An Illustration with Homework Research. <i>Journal of Experimental Education</i> , 2021 , 89, 209-236	1.3	5
247	Attentive or Not? Toward a Machine Learning Approach to Assessing Students' Visible Engagement in Classroom Instruction. <i>Educational Psychology Review</i> , 2021 , 33, 27-49	7.1	23
246	Randomisierte kontrollierte Feldstudien 2021 , 1-15		3
245	How state and trait versions of self-esteem and depressive symptoms affect their interplay: A longitudinal experimental investigation. <i>Journal of Personality and Social Psychology</i> , 2021 , 120, 206-225	6.5	3
244	Gleiche Wirkung in jedem Klassenzimmer? Moderationseffekte durch motivationale Unterrichtspraktiken am Beispiel einer NEzlichkeitintervention im Mathematikunterricht und damit einhergehende Herausforderungen. <i>Edition ZfE</i> , 2021 , 355-388	0.9	

243	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	5.6	9
242	RIASEC interests and the Big Five personality traits matter for life success-But do they already matter for educational track choices?. <i>Journal of Personality</i> , 2020 , 88, 1007-1024	4.4	13
241	Who sticks to the instructions—and does it matter? Antecedents and effects of students' responsiveness to a classroom-based motivation intervention. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2020 , 23, 121-144	1.2	1
240	Förderung von Präsentationskompetenz: Schrittweise Implementation und Effektivitätsprüfung eines Präsentationstrainings für Grundschul Kinder. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2020 , 23, 83-120	1.2	1
239	The Predictive Validity of Teachers' 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	3.2	5
238	Development in relationship self-concept from high school to university predicts adjustment. <i>Developmental Psychology</i> , 2020 , 56, 1547-1555	3.7	1
237	Selbstkonzept 2020 , 187-209		1
236	The Conscientiousness Interest Compensation (CONIC) model: Generalizability across domains, outcomes, and predictors.. <i>Journal of Educational Psychology</i> , 2020 , 112, 271-287	5.3	7
235	Don'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	5.3	20
234	Honesty-humility and dictator and ultimatum game-giving in children. <i>Journal of Research in Personality</i> , 2020 , 85, 103907	2.8	5
233	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	3.2	11
232	It Takes Two: Expectancy-Value Constructs and Vocational Interests Jointly Predict STEM Major Choices. <i>Contemporary Educational Psychology</i> , 2020 , 61, 101858	5.6	13
231	Cognitive Correlates of Computational Thinking 2019 ,		5
230	Promotion of physical activity-related health competence in physical education: study protocol for the GEKOS cluster randomized controlled trial. <i>BMC Public Health</i> , 2019 , 19, 396	4.1	15
229	Putting all students in one basket does not produce equality: gender-specific effects of curricular intensification in upper secondary school. <i>School Effectiveness and School Improvement</i> , 2019 , 30, 261-285	2.5	3
228	Predicting Academic Effort 2019 , 353-372		3
227	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	2.1	3
226	Bergänge nach der Sekundarstufe I: Korrekturen von zugewiesenen Bildungswegen über Resultat langgehegter Bildungsaspirationen?. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2019 , 22, 695-720	1.2	

225	Development of a Questionnaire on Self-concept, Motivational Beliefs, and Attitude Towards Programming 2019 ,		2
224	Upper Secondary Education in Academic School Tracks and the Transition from School to Postsecondary Education and the Job Market. <i>Edition ZfE</i> , 2019 , 253-276	0.9	
223	The development of narcissistic admiration and machiavellianism in early adulthood. <i>Journal of Personality and Social Psychology</i> , 2019 , 116, 467-482	6.5	15
222	Are personality traits and relationship characteristics reciprocally related? Longitudinal analyses of codevelopment in the transition out of high school and beyond. <i>Journal of Personality and Social Psychology</i> , 2019 , 116, 331-347	6.5	13
221	The Relationship between Self-Esteem and Depression when Controlling for Neuroticism. <i>Collabra: Psychology</i> , 2019 , 5,	2.8	17
220	The effects of getting a new teacher on the consistency of personality. <i>Journal of Personality</i> , 2019 , 87, 485-500	4.4	3
219	School or Work? The Choice May Change Your Personality. <i>Psychological Science</i> , 2019 , 30, 32-42	7.9	10
218	Integrating Covariates into Social Relations Models: A Plausible Values Approach for Handling Measurement Error in Perceiver and Target Effects. <i>Multivariate Behavioral Research</i> , 2018 , 53, 102-124	2.3	8
217	The Role of Family Characteristics for Students' Academic Outcomes: A Person-Centered Approach. <i>Child Development</i> , 2018 , 89, 1405-1422	4.9	9
216	Learning More From Educational Intervention Studies: Estimating Complier Average Causal Effects in a Relevance Intervention. <i>Journal of Experimental Education</i> , 2018 , 86, 105-123	1.3	8
215	Self-esteem development in the school context: The roles of intrapersonal and interpersonal social predictors. <i>Journal of Personality</i> , 2018 , 86, 481-497	4.4	16
214	Dimensional comparisons: How academic track students' achievements are related to their expectancy and value beliefs across multiple domains. <i>Contemporary Educational Psychology</i> , 2018 , 52, 1-14	5.6	48
213	Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. <i>Learning and Instruction</i> , 2018 , 58, 126-136	5.8	109
212	Individuelle Entwicklungsverläufe beim Lesen. <i>Zeitschrift Fur Entwicklungspsychologie Und Pädagogische Psychologie</i> , 2018 , 50, 192-208	0.8	3
211	Belonging Mediates Effects of Student-University Fit on Well-Being, Motivation, and Dropout Intention. <i>Social Psychology</i> , 2018 , 49, 16-28	2.5	37
210	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	5.3	17
209	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	5.3	27
208	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	5.3	26

207	Fostering elementary school children's public speaking skills: A randomized controlled trial. <i>Learning and Instruction</i> , 2018 , 55, 158-168	5.8	15
206	Effectiveness of a Grass Roots Statewide Enrichment Program for Gifted Elementary School Children. <i>Journal of Research on Educational Effectiveness</i> , 2018 , 11, 375-408	1.4	10
205	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	3.4	9
204	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	7.9	17
203	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	5.6	5
202	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	4.4	75
201	Therapy experience in naturalistic observational studies is associated with negative changes in personality. <i>Journal of Research in Personality</i> , 2017 , 68, 88-95	2.8	5
200	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	5.8	3
199	Studienstart: Dual oder normal?. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017 , 20, 305-332	1.2	6
198	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	2	5
197	Elementary school children's understanding of science: The implementation of an extracurricular science intervention. <i>Contemporary Educational Psychology</i> , 2017 , 51, 447-463	5.6	6
196	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	2.9	13
195	Is doing your homework associated with becoming more conscientious?. <i>Journal of Research in Personality</i> , 2017 , 71, 1-12	2.8	14
194	Social Cognitive Constructs Are Just as Stable as the Big Five Between Grades 5 and 8. <i>AERA Open</i> , 2017 , 3, 233285841771769	2.2	11
193	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	5.6	7
192	Short Intervention, Sustained Effects: Promoting Students' Math Competence Beliefs, Effort, and Achievement. <i>American Educational Research Journal</i> , 2017 , 54, 1048-1078	2.9	36
191	Changes in beginning teachers' classroom management knowledge and emotional exhaustion during the induction phase. <i>Contemporary Educational Psychology</i> , 2017 , 51, 170-184	5.6	21
190	Die G8-Reform in Baden-Württemberg: Kompetenzen, Wohlbefinden und Freizeitverhalten vor und nach der Reform. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017 , 20, 748-771	1.2	13

189	Berufliche Gymnasien der sechsjährigen Aufbauform: Interessengeleitet durch die Sekundarstufe I?. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017 , 20, 690-710	1.2	
188	Assessing task values in five subjects during secondary school: Measurement structure and mean level differences across grade level, gender, and academic subject. <i>Contemporary Educational Psychology</i> , 2017 , 48, 67-84	5.6	75
187	Effectiveness of lab-work learning environments in and out of school: A cluster randomized study. <i>Contemporary Educational Psychology</i> , 2017 , 48, 98-115	5.6	22
186	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. <i>Journal of Personality and Social Psychology</i> , 2017 , 113, 167-184	6.5	53
185	A person-centered approach to homework behavior: Students' characteristics predict their homework learning type. <i>Contemporary Educational Psychology</i> , 2017 , 48, 1-15	5.6	24
184	Vocational interests as personality traits: Characteristics, development, and significance in educational and organizational environments 2017 , 401-417		9
183	Entwicklung und empirische Prüfung einer Lehrkräftefortbildung zur Förderung von Selbstregulationskompetenz und mathematischer Kompetenz bei Schülerinnen und Schülern der Haupt- und Werkrealschule (Lernen mit Plan) 2017 , 195-214		1
182	Robin Hood effects on motivation in math: Family interest moderates the effects of relevance interventions. <i>Developmental Psychology</i> , 2017 , 53, 1522-1539	3.7	6
181	Maximizing gender equality by minimizing course choice options? Effects of obligatory coursework in math on gender differences in STEM.. <i>Journal of Educational Psychology</i> , 2017 , 109, 993-1009	5.3	16
180	How children navigate a multiperspective hypermedia environment: The role of spatial working memory capacity. <i>Computers in Human Behavior</i> , 2016 , 55, 145-158	7.7	15
179	Side Effects of Motivational Interventions? Effects of an Intervention in Math Classrooms on Motivation in Verbal Domains. <i>AERA Open</i> , 2016 , 2, 233285841664916	2.2	17
178	Self-esteem Is Mostly Stable Across Young Adulthood: Evidence from Latent STARTS Models. <i>Journal of Personality</i> , 2016 , 84, 523-35	4.4	22
177	Probing the Unique Contributions of Self-Concept, Task Values, and Their Interactions Using Multiple Value Facets and Multiple Academic Outcomes. <i>AERA Open</i> , 2016 , 2, 233285841562688	2.2	63
176	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	1.6	2
175	Typen elterlicher Hausaufgabenhilfe und ihr Zusammenhang mit der familialen Sozialisation. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , 2016 , 48, 111-128	0.8	6
174	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	5.3	85
173	Hochschultypen als differenzielle Lern- und Entwicklungsmilieus? 2016 , 189-214		1
172	Majoring in Selection, and Minorng in Socialization: The Role of the College Experience in Goal Change Post-High School. <i>Journal of Personality</i> , 2016 , 84, 194-203	4.4	7

171	Exploring reference group effects on teachers' nominations of gifted students.. <i>Journal of Educational Psychology</i> , 2016 , 108, 883-897	5.3	20
170	Using touchscreen interaction data to predict cognitive workload 2016 ,		8
169	Self-Concept: Determinants and Consequences of Academic Self-Concept in School Contexts. <i>Plenum Series on Human Exceptionality</i> , 2016 , 187-214		30
168	Low self-esteem prospectively predicts depression in the transition to young adulthood: A replication of Orth, Robins, and Roberts (2008). <i>Journal of Personality and Social Psychology</i> , 2016 , 110, e16-22	6.5	50
167	Hypermedia exploration stimulates multiperspective reasoning in elementary school children with high working memory capacity: A tablet computer study. <i>Learning and Individual Differences</i> , 2016 , 51, 273-283	3.1	3
166	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	5.8	32
165	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	1.1	67
164	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	5.8	23
163	Who becomes a teacher? Challenging the 'negative selection' hypothesis. <i>Learning and Instruction</i> , 2015 , 36, 46-56	5.8	31
162	Pygmalion effects in the classroom: Teacher expectancy effects on students' math achievement. <i>Contemporary Educational Psychology</i> , 2015 , 41, 1-12	5.6	84
161	Dimensional Comparison Theory: Paradoxical relations between self-beliefs and achievements in multiple domains. <i>Learning and Instruction</i> , 2015 , 35, 16-32	5.8	72
160	Can personality traits and intelligence compensate for background disadvantage? Predicting status attainment in adulthood. <i>Journal of Personality and Social Psychology</i> , 2015 , 109, 473-89	6.5	87
159	Using individual interest and conscientiousness to predict academic effort: Additive, synergistic, or compensatory effects?. <i>Journal of Personality and Social Psychology</i> , 2015 , 109, 142-62	6.5	36
158	Fostering adolescents' value beliefs for mathematics with a relevance intervention in the classroom. <i>Developmental Psychology</i> , 2015 , 51, 1226-40	3.7	186
157	More value through greater differentiation: Gender differences in value beliefs about math.. <i>Journal of Educational Psychology</i> , 2015 , 107, 663-677	5.3	140
156	Schooling: Impact on Cognitive and Motivational Development 2015 , 119-124		4
155	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	1.3	12
154	The First Partnership Experience and Personality Development: A Propensity Score Matching Study in Young Adulthood. <i>Social Psychological and Personality Science</i> , 2015 , 6, 455-463	4.3	31

153	Honesty/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	3.1	22
152	Selbstkonzept. <i>Springer-Lehrbuch</i> , 2015 , 177-199	0.4	10
151	Die Entwicklung beruflicher Selbstregulation: Ein Vergleich zwischen angehenden Lehrkräften und anderen Studierenden. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2015 , 29, 151-162	1.3	7
150	Grammatikverständnis von Kindern unterschiedlicher sprachlicher und sozioökonomischer Herkunft. <i>Frühe Bildung</i> , 2015 , 4, 126-134	0.3	4
149	Who Belongs to Me? Social Relationship and Personality Characteristics in the Transition to Young Adulthood. <i>European Journal of Personality</i> , 2014 , 28, 586-603	5.1	38
148	Alle alles lehren: Schulleistungen in Englisch, Mathematik und den Naturwissenschaften vor und nach der Neuordnung der gymnasialen Oberstufe in Sachsen. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2014 , 17, 345-369	1.2	6
147	Der Wert der Mathematik im Klassenzimmer: Die Bedeutung relevanzbezogener Unterrichtsmerkmale für die Wertüberzeugungen der Schülerinnen und Schüler. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2014 , 17, 225-255	1.2	8
146	Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain.. <i>Journal of Educational Psychology</i> , 2014 , 106, 144-161	5.3	128
145	Independent Freshman Admission and Educational Inequality in the Access to Elite Higher Education. <i>Chinese Sociological Review</i> , 2014 , 46, 41-67	2	21
144	Integration of personality constructs: The role of traits and motivation in the willingness to exert effort in academic and social life domains. <i>Journal of Research in Personality</i> , 2014 , 48, 98-106	2.8	6
143	Die Förderung der Selbstregulation durch Hausaufgaben: Herausforderungen und Chancen 2014 , 275-288		4
142	Lesekompetenzen und schulische Lernumwelten. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , 2014 , 46, 35-50	0.8	6
141	Personality traits and living arrangements in young adulthood: selection and socialization. <i>Developmental Psychology</i> , 2014 , 50, 683-98	3.7	17
140	Different pathways, same effects: Autonomous goal regulation is associated with subjective well-being during the post-school transition. <i>Motivation and Emotion</i> , 2013 , 37, 444-456	2.5	22
139	Teachers' and students' perceptions of self-regulated learning and math competence: Differentiation and agreement. <i>Learning and Individual Differences</i> , 2013 , 27, 26-34	3.1	13
138	Cherish yourself: longitudinal patterns and conditions of self-esteem change in the transition to young adulthood. <i>Journal of Personality and Social Psychology</i> , 2013 , 104, 148-63	6.5	72
137	Construct validity of student perceptions of instructional quality is high, but not perfect: Dimensionality and generalizability of domain-independent assessments. <i>Learning and Instruction</i> , 2013 , 28, 1-11	5.8	81
136	Synergistic Effects of Expectancy and Value on Homework Engagement: The Case for a Within-Person Perspective. <i>Multivariate Behavioral Research</i> , 2013 , 48, 428-60	2.3	37

135	How Can Cross-Country Differences in the Practice of Grade Retention Be Explained? A Closer Look at National Educational Policy Factors. <i>Comparative Education Review</i> , 2013 , 57, 54-84	1	22
134	Differential school contextual effects for math and English: Integrating the big-fish-little-pond effect and the internal/external frame of reference. <i>Learning and Instruction</i> , 2013 , 23, 78-89	5.8	34
133	Tracking Effects Depend on Tracking Type: An International Comparison of Students' Mathematics Self-Concept. <i>American Educational Research Journal</i> , 2013 , 50, 925-957	2.9	93
132	A general and flexible approach to estimating the social relations model using Bayesian methods. <i>Psychological Methods</i> , 2013 , 18, 101-19	7.1	34
131	Die Zusammensetzung der Schülerschaft als Einflussfaktor für Schulleistungen. <i>Physics and Chemistry of Minerals</i> , 2013 , 60, 163-183	1.6	37
130	Einfluss der Klassenkomposition auf die Leistungsentwicklung in Haupt- und Realschulen in Baden-Württemberg. <i>Physics and Chemistry of Minerals</i> , 2013 , 60, 198-213	1.6	5
129	Welchen Einfluss hat der Besuch unterschiedlicher Hochschultypen auf den frühen beruflichen Erfolg? Eine explorative Untersuchung. <i>Zeitschrift Für Pädagogische Psychologie</i> , 2013 , 27, 51-62	1.3	7
128	School Success. <i>European Psychologist</i> , 2013 , 18, 77-78	4.4	1
127	Personality and relationship quality during the transition from high school to early adulthood. <i>Journal of Personality</i> , 2012 , 80, 1061-89	4.4	54
126	Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: a multicontext study. <i>Developmental Psychology</i> , 2012 , 48, 1629-42	3.7	74
125	Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. <i>Teaching and Teacher Education</i> , 2012 , 28, 791-805	2.9	224
124	Predicting adolescent truancy: The importance of distinguishing between different aspects of instructional quality. <i>Learning and Instruction</i> , 2012 , 22, 311-319	5.8	14
123	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. <i>Learning and Individual Differences</i> , 2012 , 22, 225-234	3.1	115
122	Does parental homework involvement mediate the relationship between family background and educational outcomes?. <i>Contemporary Educational Psychology</i> , 2012 , 37, 55-69	5.6	70
121	Predictive factors for pacemaker requirement after transcatheter aortic valve implantation. <i>BMC Cardiovascular Disorders</i> , 2012 , 12, 87	2.3	37
120	Judging students' achievement goal orientations: Are teacher ratings accurate?. <i>Learning and Individual Differences</i> , 2012 , 22, 844-849	3.1	21
119	Personality traits moderate the Big-Fish-Little-Pond Effect of academic self-concept. <i>Learning and Individual Differences</i> , 2012 , 22, 736-746	3.1	35
118	Stellen Hochschultypen differenzielle Entwicklungsmilieus dar?. <i>Zeitschrift Für Erziehungswissenschaft</i> , 2012 , 15, 847-874	1.2	6

117	Probing for the multiplicative term in modern expectancy-value theory: A latent interaction modeling study.. <i>Journal of Educational Psychology</i> , 2012 , 104, 763-777	5.3	230
116	The differential effects of school tracking on psychometric intelligence: Do academic-track schools make students smarter?. <i>Journal of Educational Psychology</i> , 2012 , 104, 682-699	5.3	84
115	Military training and personality trait development: does the military make the man, or does the man make the military?. <i>Psychological Science</i> , 2012 , 23, 270-7	7.9	186
114	Classroom Climate and Contextual Effects: Conceptual and Methodological Issues in the Evaluation of Group-Level Effects. <i>Educational Psychologist</i> , 2012 , 47, 106-124	6.8	324
113	Familien-Hintergrund und die Qualität elterlicher Hausaufgabenhilfe. <i>Physics and Chemistry of Minerals</i> , 2012 , 59, 109-121	1.6	8
112	Fähigkeits- und Interessenprofile am Ende der Sekundarstufe I: Struktur, Spezifikation und der Zusammenhang mit Gymnasialzweigwahlen. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2012 , 26, 079-099	1.3	9
111	Förderung des selbstregulierten Lernens durch die Lehrkräftefortbildung "Lernen mit Plan": Effekte auf fokale Trainingsinhalte und die allgemeine Unterrichtsqualität. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2012 , 26, 291-305	1.3	12
110	Students' emotions during homework in mathematics: Testing a theoretical model of antecedents and achievement outcomes. <i>Contemporary Educational Psychology</i> , 2011 , 36, 25-35	5.6	139
109	Do central examinations lead to greater grading comparability? A study of frame-of-reference effects on the University entrance qualification in Germany. <i>Studies in Educational Evaluation</i> , 2011 , 37, 206-217	2	11
108	A random walk down university avenue: life paths, life events, and personality trait change at the transition to university life. <i>Journal of Personality and Social Psychology</i> , 2011 , 101, 620-37	6.5	299
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