

# Elisa Oppermann

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7796869/publications.pdf>

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13  
papers

277  
citations

1040056

9  
h-index

1125743

13  
g-index

16  
all docs

16  
docs citations

16  
times ranked

204  
citing authors

#	ARTICLE	IF	CITATIONS
1	Burnout undermines empathising: do induced burnout symptoms impair cognitive and affective empathy?. <i>Cognition and Emotion</i> , 2021, 35, 185-192.	2.0	4
2	Elementary school students' motivational profiles across Finnish language, mathematics and science: Longitudinal trajectories, gender differences and STEM aspirations. <i>Contemporary Educational Psychology</i> , 2021, 64, 101927.	2.9	16
3	Preschool teachers' science practices: associations with teachers' qualifications and their self-efficacy beliefs in science. <i>Early Child Development and Care</i> , 2021, 191, 800-814.	1.3	18
4	Changes in Parents' Home Learning Activities With Their Children During the COVID-19 Lockdown – The Role of Parental Stress, Parents' Self-Efficacy and Social Support. <i>Frontiers in Psychology</i> , 2021, 12, 682540.	2.1	29
5	Elementary school teachers' self-efficacy, student-perceived support and students' mathematics interest. <i>Teaching and Teacher Education</i> , 2021, 103, 103351.	3.2	15
6	Motivational profiles across domains and academic choices within Eccles et al.'s situated expectancy-value theoretical framework.. <i>Developmental Psychology</i> , 2021, 57, 1893-1909.	1.6	8
7	Preschool teachers' learning opportunities in their initial teacher education and in-service professional development – do they have an influence on preschool teachers' science-specific professional knowledge and motivation?. <i>International Journal of Science Education</i> , 2020, 42, 744-763.	1.9	27
8	EARLI SIG 5 Conference 2018: Future Challenges for Early Childhood Education and Care. <i>Orbis Scholae</i> , 2020, 13, 117-121.	0.6	0
9	Early science education in preschools – the contribution of professional development and professional exchange in team meetings. <i>European Early Childhood Education Research Journal</i> , 2019, 27, 587-600.	1.9	9
10	The interplay between preschool teachers' science self-efficacy beliefs, their teaching practices, and girls' and boys' early science motivation. <i>Learning and Individual Differences</i> , 2019, 70, 86-99.	2.7	43
11	Early Steps into Science – EASI Science. , 2019, , 50-137.		3
12	Uncovering young children's motivational beliefs about learning science. <i>Journal of Research in Science Teaching</i> , 2018, 55, 399-421.	3.3	38
13	The influence of preschool teachers' content knowledge and mathematical ability beliefs on their sensitivity to mathematics in children's play.. <i>Teaching and Teacher Education</i> , 2016, 58, 174-184.	3.2	54