

Jens MÃ¶ller

List of Publications by Year in descending order

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Version: 2024-02-01

113
papers

5,501
citations

94381

37
h-index

102432

66
g-index

168
all docs

168
docs citations

168
times ranked

2658
citing authors

#	ARTICLE	IF	CITATIONS
1	Teachers of tomorrow: How gender framings of the teaching profession affect students' intention to teach. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2023, 37, 111-121.	1.2	2
2	Educational stays abroad and the development of self-perceived grit: A longitudinal analysis in young adulthood. <i>Current Psychology</i> , 2022, 41, 847-862.	1.7	1
3	Revealing dynamic relations between mathematics self-concept and perceived achievement from lesson to lesson: An experience-sampling study.. <i>Journal of Educational Psychology</i> , 2022, 114, 1380-1393.	2.1	15
4	Teacher judgments in school exams: Influences of students' lower-order-thinking skills on the assessment of studentsâ€™ higher-order-thinking skills. <i>Teaching and Teacher Education</i> , 2022, 111, 103616.	1.6	9
5	Uncovering everyday dynamics in studentsâ€™ perceptions of instructional quality with experience sampling. <i>Learning and Instruction</i> , 2022, 81, 101594.	1.9	1
6	Development of German reading comprehension in two-way immersive primary schools. <i>Learning and Instruction</i> , 2022, 79, 101598.	1.9	3
7	Which student and instructional variables are most strongly related to academic motivation in K-12 education? A systematic review of meta-analyses.. <i>Psychological Bulletin</i> , 2022, 148, 1-26.	5.5	17
8	An Individual Participant Data Meta-analysis of the Joint Effects of Social, Dimensional, and Temporal Comparisons on Studentsâ€™ Academic Self-Concepts. <i>Educational Psychology Review</i> , 2022, 34, 2569-2608.	5.1	5
9	Studentsâ€™ personality and state academic self-concept: Predicting differences in mean level and within-person variability in everyday school life.. <i>Journal of Educational Psychology</i> , 2022, 114, 1394-1411.	2.1	6
10	The impact of vocabulary and spelling on judgments of ESL essays: an analysis of teacher comments. <i>Language Learning Journal</i> , 2021, 49, 631-647.	1.4	9
11	Judgment accuracy in experienced versus student teachers: Assessing essays in English as a foreign language. <i>Teaching and Teacher Education</i> , 2021, 97, 103216.	1.6	17
12	Dimensional Comparison Theory: Minimal Intervention Affects Strength of Dimensional Comparison Effects. <i>Journal of Experimental Education</i> , 2021, 89, 625-642.	1.6	7
13	Don't Just Judge the Spelling! The Influence of Spelling on Assessing Second-Language Student Essays. <i>Frontline Learning Research</i> , 2021, 9, 44-65.	0.4	4
14	Measuring biology trainee teachersâ€™ professional knowledge about evolutionâ€”introducing the Student Inventory. <i>Evolution: Education and Outreach</i> , 2021, 14, .	0.3	5
15	Inclusive Education of Students With General Learning Difficulties: A Meta-Analysis. <i>Review of Educational Research</i> , 2021, 91, 432-478.	4.3	20
16	Integrating the big-fish-little-pond effect, the basking-in-reflected-glory effect, and the internal/external frame of reference model predicting studentsâ€™ individual and collective academic self-concepts. <i>Contemporary Educational Psychology</i> , 2021, 65, 101952.	1.6	5
17	Moderators of dimensional comparison effects: A comprehensive replication study putting prior findings on five moderators to the test and going beyond.. <i>Journal of Educational Psychology</i> , 2021, 113, 621-640.	2.1	9
18	Throw Them All in One Pot? Differences in Stereotypes About Subgroups of Pre-Service Teachers. <i>Frontiers in Education</i> , 2021, 6, .	1.2	0

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19	Effects of CLIL on second language learning: Disentangling selection, preparation, and CLIL-effects. <i>Learning and Instruction</i> , 2021, 74, 101459.	1.9	12
20	An extension of the internal/external frame of reference model to the physical domain: Are there contrasting and assimilating achievement-self-concept relations in specific sports?. <i>Learning and Individual Differences</i> , 2021, 90, 102048.	1.5	5
21	The reciprocal 2I/E model: An investigation of mutual relations between achievement and self-concept levels and changes in the math and verbal domain across three countries.. <i>Journal of Educational Psychology</i> , 2021, 113, 1529-1549.	2.1	16
22	Der Simulierte Klassenraum Biologie“ Erfassung deklarativen und prozeduralen Wissens bei Lehramtsstudierenden der Biologie. <i>Zeitschrift Für Didaktik Der Naturwissenschaften</i> , 2021, 27, 215-229.	0.2	3
23	Just selection and preparation? CLIL effects on second language learning. <i>Learning and Instruction</i> , 2021, , 101578.	1.9	1
24	Social and Dimensional Comparisons in the Formation of German Students’ Language Self-Concepts. <i>Journal of Experimental Education</i> , 2020, 88, 245-264.	1.6	10
25	Organisational quality of ESL argumentative essays and its influence on pre-service teachers’ judgments. <i>Cogent Education</i> , 2020, 7, 1760188.	0.6	3
26	The Long-Term Proficiency of Early, Middle, and Late Starters Learning English as a Foreign Language at School: A Narrative Review and Empirical Study. <i>Language Learning</i> , 2020, 70, 1091-1135.	1.4	17
27	Perceived teacher unfairness and student motivation in math and German: An application of the generalized internal/external frame of reference model. <i>Learning and Individual Differences</i> , 2020, 81, 101891.	1.5	10
28	Dimensionality of teacher judgments on a competency-based report card in elementary school. <i>Learning and Instruction</i> , 2020, 67, 101328.	1.9	2
29	A Meta-Analysis of Relations Between Achievement and Self-Concept. <i>Review of Educational Research</i> , 2020, 90, 376-419.	4.3	87
30	How Dimensional Comparisons Help to Understand Linkages Between Expectancies, Values, Performance, and Choice. <i>Educational Psychology Review</i> , 2020, 32, 657-680.	5.1	40
31	Selbstkonzept. , 2020, , 187-209.		3
32	Are dimensional comparisons performed unconsciously? An investigation of the internal/external frame of reference model using implicit self-concepts.. <i>Journal of Educational Psychology</i> , 2020, 112, 397-415.	2.1	13
33	Social, dimensional, and temporal comparisons by students and parents: An investigation of the 2I/E model at the transition from elementary to junior high school.. <i>Journal of Educational Psychology</i> , 2020, 112, 1644-1660.	2.1	11
34	Ready to read in two languages? Testing the native language hypothesis and the majority language hypothesis in two-way immersion students. <i>Learning and Instruction</i> , 2019, 64, 101247.	1.9	4
35	Promoting mathematics achievement in one-way immersion: Performance development over four years of elementary school. <i>Contemporary Educational Psychology</i> , 2019, 56, 228-235.	1.6	13
36	The influence of lexical features on teacher judgements of ESL argumentative essays. <i>Assessing Writing</i> , 2019, 39, 50-63.	1.7	34

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37	Integrating the 2I/E model into dimensional comparison theory: Towards a comprehensive comparison theory of academic self-concept formation. <i>Learning and Instruction</i> , 2019, 62, 64-75.	1.9	17
38	Investigating the relationship between pre-service physics teachers' professional knowledge, self-concept, and interest. <i>Journal of Research in Science Teaching</i> , 2019, 56, 937-955.	2.0	23
39	Measuring Grit. <i>European Journal of Psychological Assessment</i> , 2019, 35, 436-447.	1.7	88
40	The 2I/E model: Integrating temporal comparisons into the internal/external frame of reference model.. <i>Journal of Educational Psychology</i> , 2019, 111, 1131-1161.	2.1	25
41	Empirische Arbeit: Das SchÃ¼lerinventar ASSET zur Beurteilung von SchÃ¼lerarbeiten im Fach Englisch. Drei experimentelle Studien zu Effekten der TextqualitÃ¤t und der SchÃ¼lernamen. <i>Physics and Chemistry of Minerals</i> , 2019, 66, 303-315.	0.3	9
42	Testing the dimensional comparison theory: When do students prefer dimensional comparisons to social and temporal comparisons?. <i>Social Psychology of Education</i> , 2018, 21, 875-895.	1.2	26
43	Teacher judgment accuracy regarding students' self-concepts: Affected by social and dimensional comparisons?. <i>Learning and Instruction</i> , 2018, 55, 1-12.	1.9	16
44	How learning conditions and Program structure predict burnout and satisfaction in teacher education. <i>European Journal of Teacher Education</i> , 2018, 41, 318-342.	2.2	16
45	Testing the internal/external frame of reference model of academic achievement and academic self-concept with open self-concept reports. <i>Learning and Instruction</i> , 2018, 55, 58-66.	1.9	26
46	Effects of dimensional comparisons on domain-specific interests in initial teacher education: A validation of the generalized I/E model. <i>Learning and Individual Differences</i> , 2018, 67, 188-196.	1.5	6
47	The internal/external frame of reference (I/E) model: Extension to five school subjects and invariance across German secondary school ability tracks. <i>Learning and Individual Differences</i> , 2018, 67, 143-155.	1.5	14
48	When students doubt their teachers' diagnostic competence: Moderation in the internal/external frame of reference model.. <i>Journal of Educational Psychology</i> , 2018, 110, 46-57.	2.1	16
49	On the effects of social, temporal, and dimensional comparisons on academic self-concept.. <i>Journal of Educational Psychology</i> , 2018, 110, 1005-1025.	2.1	60
50	Empirische Arbeit: Erkennen Lehramtsstudierende das akademische FÃ¤higkeitsselbstkonzept in Aussagen von SchÃ¼lerinnen und SchÃ¼lern? Die Wirkung einer universitÃ¤ren Lehrinheit auf die Beurteilungsgenauigkeit im Simulierten Klassenraum. <i>Physics and Chemistry of Minerals</i> , 2018, 65, 275.	0.3	0
51	Applying dimensional comparison theory to the fundamental dimensions of social judgment "Agency and communion. <i>Learning and Individual Differences</i> , 2017, 54, 116-125.	1.5	17
52	Social and dimensional comparison effects on math and reading self-concepts of elementary school children. <i>Learning and Individual Differences</i> , 2017, 54, 73-81.	1.5	31
53	The effects of student characteristics on teachers' judgment accuracy: Disentangling ethnicity, minority status, and achievement.. <i>Journal of Educational Psychology</i> , 2017, 109, 871-888.	2.1	53
54	Social and dimensional comparisons in math and verbal test anxiety: Within- and cross-domain relations with achievement and the mediating role of academic self-concept. <i>Contemporary Educational Psychology</i> , 2017, 51, 240-252.	1.6	33

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55	The big three of comparative judgment: on the effects of social, temporal, and dimensional comparisons on academic self-concept. <i>Social Psychology of Education</i> , 2017, 20, 849-873.	1.2	31
56	How teachers perceive their expertise: The role of dimensional and social comparisons. <i>Contemporary Educational Psychology</i> , 2017, 51, 114-122.	1.6	13
57	What makes good and bad days for beginning teachers? A diary study on daily uplifts and hassles. <i>Contemporary Educational Psychology</i> , 2017, 48, 85-97.	1.6	61
58	A double-edged sword? On the benefit, detriment, and net effect of dimensional comparison on self-concept.. <i>Journal of Educational Psychology</i> , 2017, 109, 1029-1047.	2.1	22
59	Diagnostische Kompetenz von Lehramtsstudierenden. , 2017, , 55-74.		4
60	Preservice Teachers' Professional Knowledge and Its Relation to Academic Self-Concept. <i>Journal of Teacher Education</i> , 2016, 67, 173-182.	2.0	29
61	Self-Concept: Determinants and Consequences of Academic Self-Concept in School Contexts. <i>Plenum Series on Human Exceptionality</i> , 2016, , 187-214.	2.0	48
62	Extending the internal/external frame of reference model to social studies: Self-concept and achievement in history and politics. <i>Learning and Individual Differences</i> , 2016, 51, 91-99.	1.5	15
63	21. Sprachliche Konstruktion gesellschaftlich relevanten Wissens für die Bildung in der Schule am Beispiel des Immersionsunterrichts. , 2016, , 444-461.		0
64	Accuracy of teachers' judgments of students' cognitive abilities: A meta-analysis. <i>Educational Research Review</i> , 2016, 19, 85-103.	4.1	74
65	Dimensional Comparison Theory. <i>AERA Open</i> , 2016, 2, 233285841665062.	1.3	42
66	What makes rubrics effective in teacher-feedback? Transparency of learning goals is not enough. <i>Contemporary Educational Psychology</i> , 2016, 44-45, 1-11.	1.6	59
67	Dimensional comparisons in students' perceptions of the learning environment. <i>Learning and Instruction</i> , 2016, 42, 22-30.	1.9	19
68	THE GENERALIZED INTERNAL/EXTERNAL FRAME OF REFERENCE MODEL: AN EXTENSION TO DIMENSIONAL COMPARISON THEORY. <i>Frontline Learning Research</i> , 2016, 4, 1-11.	0.4	62
69	Empirische Arbeit: Erleben von Selbstbestimmung und bereichsspezifische Interessen im Lehramtsstudium. <i>Physics and Chemistry of Minerals</i> , 2016, 63, 91.	0.3	3
70	Der Einfluss von Erhebungsbedingungen auf Kontrasteffekte dimensionaler Vergleiche. <i>Physics and Chemistry of Minerals</i> , 2016, 84, 24.	0.3	5
71	Internal/External Frame of Reference Model. , 2015, , 425-432.		4
72	Dimensional Comparisons and Their Consequences for Self-Concept, Motivation, and Emotion. , 2015, , 430-436.		20

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73	â€žPädagogisches Wissen von Lehrkräftenâ€œ. Zeitschrift Fur Erziehungswissenschaft, 2015, 18, 183-186.	3.5	2
74	â€œHe who can, does; he who cannot, teaches?â€: Stereotype threat and preservice teachers.. Journal of Educational Psychology, 2015, 107, 300-308.	2.1	22
75	The Internal/External Frame of Reference Model of Self-Concept and Achievement Relations. American Educational Research Journal, 2015, 52, 168-202.	1.6	102
76	Selbstkonzept. Springer-Lehrbuch, 2015, , 177-199.	0.1	27
77	The reciprocal internal/external frame of reference model using grades and test scores. British Journal of Educational Psychology, 2014, 84, 591-611.	1.6	54
78	Dimensional comparison theory: an extension of the internal/external frame of reference effect on academic self-concept formation. Contemporary Educational Psychology, 2014, 39, 326-341.	1.6	100
79	Reading achievement and reading self-concept â€ Testing the reciprocal effects model. Learning and Instruction, 2014, 29, 21-30.	1.9	117
80	Teachersâ€™ Judgments of Studentsâ€™ Academic Achievement. , 2014, , 5-25.		6
81	Wer hat Biss? Beharrlichkeit und beständiges Interesse von Lehramtsstudierenden. Eine deutsche Adaptation der 12-Item Grit Scale. Physics and Chemistry of Minerals, 2014, 61, 281.	0.3	20
82	Motivation for choosing teacher education: Associations with teachersâ€™ achievement goals and instructional practices. International Journal of Educational Research, 2013, 61, 60-70.	1.2	41
83	Cross-language transfer in English immersion programs in Germany: Reading comprehension and reading fluency. Contemporary Educational Psychology, 2013, 38, 64-74.	1.6	45
84	Dimensional comparison theory.. Psychological Review, 2013, 120, 544-560.	2.7	236
85	Achievement and engagement: How student characteristics influence teacher judgments. Learning and Instruction, 2013, 28, 73-84.	1.9	111
86	Polymorphisms in FTO and MAF Genes and Birth Weight, BMI, Ponderal Index, Weight Gain in a Large Cohort of Infants with a Birth Weight below 1500 Grams. PLoS ONE, 2013, 8, e66331.	1.1	8
87	Accuracy of teachers' judgments of students' academic achievement: A meta-analysis.. Journal of Educational Psychology, 2012, 104, 743-762.	2.1	448
88	Reading development in a tracked school system: A longitudinal study over 3 years using propensity score matching. British Journal of Educational Psychology, 2012, 82, 647-671.	1.6	47
89	ATP-binding cassette member A3 (E292V) gene mutation and pulmonary morbidity in very low birth weight infants. Acta Paediatrica, International Journal of Paediatrics, 2012, 101, 380-383.	0.7	4
90	On the effects of motivation on reading performance growth in secondary school. Learning and Instruction, 2011, 21, 550-559.	1.9	174

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91	Avoidance of mechanical ventilation by surfactant treatment of spontaneously breathing preterm infants (AMV): an open-label, randomised, controlled trial. <i>Lancet, The</i> , 2011, 378, 1627-1634.	6.3	408
92	The Reciprocal Internal/External Frame of Reference Model. <i>American Educational Research Journal</i> , 2011, 48, 1315-1346.	1.6	154
93	Achievement differences and self-concept differences: Stronger associations for above or below average students?. <i>British Journal of Educational Psychology</i> , 2010, 80, 435-450.	1.6	38
94	Achievement and self-concept of students with learning disabilities. <i>Social Psychology of Education</i> , 2009, 12, 113-122.	1.2	37
95	A Meta-Analytic Path Analysis of the Internal/External Frame of Reference Model of Academic Achievement and Academic Self-Concept. <i>Review of Educational Research</i> , 2009, 79, 1129-1167.	4.3	314
96	On the benefit of dimensional comparisons.. <i>Journal of Educational Psychology</i> , 2009, 101, 248-258.	2.1	53
97	Selbstkonzept. <i>Springer-Lehrbuch</i> , 2009, , 179-203.	0.1	37
98	Very Low Birth Weight Infants as a Model to Study Genetic Influences on Neonatal Weight Gain. <i>Journal of Pediatric Gastroenterology and Nutrition</i> , 2008, 46, 113-116.	0.9	7
99	Genetic Polymorphisms of Hemostasis Genes and Primary Outcome of Very Low Birth Weight Infants. <i>Pediatrics</i> , 2006, 118, 683-689.	1.0	63
100	Internal Comparisons in Everyday Life.. <i>Journal of Educational Psychology</i> , 2006, 98, 342-353.	2.1	68
101	The belief in a negative interdependence of math and verbal abilities as determinant of academic self-concepts. <i>British Journal of Educational Psychology</i> , 2006, 76, 57-70.	1.6	41
102	An extension to the internal/external frame of reference model to two verbal and numerical domains. <i>European Journal of Psychology of Education</i> , 2006, 21, 467-487.	1.3	79
103	Paradoxical effects of praise and criticism: Social, dimensional and temporal comparisons. <i>British Journal of Educational Psychology</i> , 2005, 75, 275-295.	1.6	32
104	Muttersprachliches Leseverständnis immersiv unterrichteter Kinder Dieser Beitrag wurde von D.H. Rost akzeptiert.. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2005, 19, 263-265.	1.2	6
105	'It's Not My Fault-But Only I Can Change It": Counterfactual and Prefactual Thoughts of Managers.. <i>Journal of Applied Psychology</i> , 2004, 89, 279-292.	4.2	21
106	Not Very Smart, thus Moral: Dimensional Comparisons Between Academic Self-Concept and Honesty. <i>Social Psychology of Education</i> , 2003, 6, 95-106.	1.2	26
107	Attributions About Achievement and Intentions About Further Study in Social Context. <i>Social Psychology of Education</i> , 2003, 6, 217-231.	1.2	19
108	Frame of Reference Effects Following the Announcement of Exam Results. <i>Contemporary Educational Psychology</i> , 2001, 26, 277-287.	1.6	60

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109	Dimensional comparisons: An experimental approach to the internal/external frame of reference model.. Journal of Educational Psychology, 2001, 93, 826-835.	2.1	123
110	Spontaneous and reactive attributions following academic achievement. Social Psychology of Education, 2000, 4, 67-86.	1.2	19
111	Spontaneous Cognitions Following Academic Test Results. Journal of Experimental Education, 1999, 67, 150-164.	1.6	8
112	Before and After the German Reunification: Changes in Observers' Commentaries on Achievements in a Natural Experiment1. Journal of Applied Social Psychology, 1997, 27, 75-93.	1.3	3
113	A New Concept of Counselling: A Systemic Approach for Counselling Coaches in Team Sports. Applied Psychology, 1988, 37, 65-83.	4.4	1