

Johannes König

List of Publications by Year in descending order

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62
papers

3,592
citations

147801

31
h-index

161849

54
g-index

89
all docs

89
docs citations

89
times ranked

1601
citing authors

#	ARTICLE	IF	CITATIONS
1	Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. <i>European Journal of Teacher Education</i> , 2020, 43, 608-622.	3.7	626
2	Teachers'™ professional competence and wellbeing: Understanding the links between general pedagogical knowledge, self-efficacy and burnout. <i>Learning and Instruction</i> , 2016, 45, 9-19.	3.2	175
3	Is teachers' general pedagogical knowledge a premise for noticing and interpreting classroom situations? A video-based assessment approach. <i>Teaching and Teacher Education</i> , 2014, 38, 76-88.	3.2	166
4	General Pedagogical Knowledge of Future Middle School Teachers: On the Complex Ecology of Teacher Education in the United States, Germany, and Taiwan. <i>Journal of Teacher Education</i> , 2011, 62, 188-201.	3.5	160
5	Motivations for choosing teaching as a career: effects on general pedagogical knowledge during initial teacher education. <i>Asia-Pacific Journal of Teacher Education</i> , 2012, 40, 289-315.	1.9	140
6	About the Complexities of Video-Based Assessments: Theoretical and Methodological Approaches to Overcoming Shortcomings of Research on Teachers'™ Competence. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 369-387.	2.5	140
7	Professional competencies of (prospective) mathematics teachers'™ cognitive versus situated approaches. <i>Educational Studies in Mathematics</i> , 2017, 94, 161-182.	2.8	116
8	Mathematics teacher learning to notice: a systematic review of studies of video-based programs. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 119-134.	2.2	87
9	General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. <i>Teaching and Teacher Education</i> , 2018, 69, 177-190.	3.2	86
10	Teachers'™ Professional Knowledge for Teaching English as a Foreign Language. <i>Journal of Teacher Education</i> , 2016, 67, 320-337.	3.5	76
11	The relation between content-specific and general teacher knowledge and skills. <i>Teaching and Teacher Education</i> , 2016, 56, 35-46.	3.2	74
12	Teacher professional knowledge and classroom management: on the relation of general pedagogical knowledge (GPK) and classroom management expertise (CME). <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 139-151.	2.2	74
13	Is teacher knowledge associated with performance? On the relationship between teachers'™ general pedagogical knowledge and instructional quality. <i>European Journal of Teacher Education</i> , 2016, 39, 419-436.	3.7	73
14	Competence Measurement in (Mathematics) Teacher Education and Beyond: Implications for Policy. <i>Higher Education Policy</i> , 2019, 32, 597-615.	2.0	71
15	Teacher noticing: A systematic literature review of conceptualizations, research designs, and findings on learning to notice. <i>Educational Research Review</i> , 2022, 36, 100453.	7.8	64
16	Subject-specific characteristics of instructional quality in mathematics education. <i>ZDM - International Journal on Mathematics Education</i> , 2018, 50, 475-490.	2.2	57
17	Teacher Change During Induction: Development of Beginning Primary Teachers'™ Knowledge, Beliefs and Performance. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 287-308.	2.5	56
18	Relationship between pre-service mathematics teachers'™ knowledge, beliefs and instructional practices in China. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 281-294.	2.2	53

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19	Effects of opportunities to learn in teacher preparation on future teachers'™ general pedagogical knowledge: Analyzing program characteristics and outcomes. <i>Studies in Educational Evaluation</i> , 2017, 53, 122-133.	2.3	52
20	Opening up the black box: Teacher competence, instructional quality, and students'™ learning progress. <i>Learning and Instruction</i> , 2022, 79, 101600.	3.2	51
21	FIRST COMES THE THEORY, THEN THE PRACTICE? ON THE ACQUISITION OF GENERAL PEDAGOGICAL KNOWLEDGE DURING INITIAL TEACHER EDUCATION. <i>International Journal of Science and Mathematics Education</i> , 2013, 11, 999-1028.	2.5	45
22	Early Career Mathematics Teachers'™ General Pedagogical Knowledge and Skills: Do Teacher Education, Teaching Experience, and Working Conditions Make a Difference?. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 331-350.	2.5	43
23	Pre-service teachers'™ generic and subject-specific lesson-planning skills: On learning adaptive teaching during initial teacher education. <i>European Journal of Teacher Education</i> , 2020, 43, 131-150.	3.7	42
24	Diagnostic competence of primary school mathematics teachers during classroom situations. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 41-53.	2.2	40
25	Profiles of mathematics teachers'™ competence and their relation to instructional quality. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 329-342.	2.2	37
26	The links between pedagogical competence, instructional quality, and mathematics achievement in the lower secondary classroom. <i>Educational Studies in Mathematics</i> , 2021, 107, 189-212.	2.8	36
27	Modelling and validating the learning opportunities of preservice language teachers: on the key components of the curriculum for teacher education. <i>European Journal of Teacher Education</i> , 2017, 40, 394-412.	3.7	35
28	Professional Noticing of Mathematics Teachers: a Comparative Study Between Germany and China. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 943-963.	2.5	35
29	Future teachers'™ general pedagogical knowledge from a comparative perspective: does school experience matter?. <i>ZDM - International Journal on Mathematics Education</i> , 2012, 44, 341-354.	2.2	31
30	General pedagogical knowledge, pedagogical adaptivity in written lesson plans, and instructional practice among preservice teachers. <i>Journal of Curriculum Studies</i> , 2020, 52, 800-822.	2.1	31
31	Relationship Between Chinese Mathematics Teachers'™ Knowledge and Their Professional Noticing. <i>International Journal of Science and Mathematics Education</i> , 2021, 19, 815-837.	2.5	31
32	Measuring classroom management expertise (CME) of teachers: A video-based assessment approach and statistical results. <i>Cogent Education</i> , 2015, 2, 991178.	1.5	30
33	Pre-service teachers'™ motivations for choosing teaching as a career: does subject interest matter?. <i>Journal of Education for Teaching</i> , 2019, 45, 494-510.	2.0	30
34	Meeting Cognitive Demands of Lesson Planning: Introducing the CODE-PLAN Model to Describe and Analyze Teachers'™ Planning Competence. <i>Teacher Educator</i> , 2021, 56, 466-487.	1.2	27
35	Der Einsatz von Unterrichtsvideos in der universitären Ausbildung: Zur Wirksamkeit video- und transkriptgestützter Seminare zur Klassenführung auf pädagogisches Wissen und situationsspezifische Fähigkeiten angehender Lehrkräfte. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2017, 20, 137-164.	2.9	26
36	Classroom videos or transcripts? A quasi-experimental study to assess the effects of media-based learning on pre-service teachers'™ situation-specific skills of classroom management. <i>International Journal of Educational Research</i> , 2020, 103, 101624.	2.2	23

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37	Growth of professional noticing of mathematics teachers: a comparative study of Chinese teachers noticing with different teaching experiences. ZDM - International Journal on Mathematics Education, 2021, 53, 29-42.	2.2	23
38	Professional competences of teachers for fostering creativity and supporting high-achieving students. ZDM - International Journal on Mathematics Education, 2017, 49, 107-120.	2.2	22
39	Uncovering predictors of disagreement: ensuring the quality of expert ratings. ZDM - International Journal on Mathematics Education, 2016, 48, 83-95.	2.2	20
40	Comparing the Change of Teaching Motivations among Preservice Teachers in Austria, Germany, and Switzerland: Do In-school Learning Opportunities Matter?. International Journal of Higher Education, 2016, 5, .	0.5	19
41	Measuring Chinese teacher professional competence: adapting and validating a German framework in China. Journal of Curriculum Studies, 2018, 50, 638-653.	2.1	19
42	Teacher noticing and its growth toward expertise: an expertâ€“novice comparison with pre-service and in-service secondary mathematics teachers. Educational Studies in Mathematics, 2022, 110, 205-232.	2.8	19
43	The Role of Opportunities to Learn in Teacher Preparation for EFL Teachersâ€™ Pedagogical Content Knowledge. Modern Language Journal, 2017, 101, 109-127.	2.3	16
44	Early Career Teachersâ€™ ability to focus on typical students errors in relation to the complexity of a mathematical topic. ZDM - International Journal on Mathematics Education, 2016, 48, 55-67.	2.2	11
45	Learning opportunities in teacher education and proficiency levels in general pedagogical knowledge: new insights into the accountability of teacher education programs. Educational Assessment, Evaluation and Accountability, 2019, 31, 221-249.	2.3	11
46	Profiles of teachersâ€™ general pedagogical knowledge: nature, causes and effects on beliefs and instructional quality. ZDM - International Journal on Mathematics Education, 2020, 52, 343-357.	2.2	11
47	On the Adequacy of Expert Teachers: From Practical Convenience to Psychological Reality. International Journal of Higher Education, 2018, 7, 1.	0.5	9
48	Perception of student errors under time limitation: are teachers faster than mathematicians or students?. ZDM - International Journal on Mathematics Education, 2018, 50, 631-642.	2.2	9
49	Das Praxissemester in der Lehrerbildung: Stand der Forschung und zentrale Ergebnisse des Projekts Learning to Practice. , 2018, , 1-62.		9
50	Teachersâ€™ professional knowledge for teaching early literacy: conceptualization, measurement, and validation. Educational Assessment, Evaluation and Accountability, 2022, 34, 483-507.	2.3	8
51	A Situated Approach to Assess Teachersâ€™ Professional Competencies Using Classroom Videos. ICME-13 Monographs, 2018, , 23-45.	1.0	7
52	Motivations That Affect Professional Knowledge in Germany and Austria. , 2017, , .		6
53	Pädagogisches Wissen von Lehramtsstudierenden im Praxissemester: Ziel schulpraktischen Lernens?. , 2018, , 287-323.		5
54	Die Freude an der Schulpraxis: Zur differenziellen Veränderung eines emotionalen Merkmals von Lehramtsstudierenden während des Praxissemesters. , 2018, , 241-264.		3

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55	Anlage und Durchführung des Verbundprojekts Learning to Practice. , 2018, , 63-85.		2
56	Forschendes Lernen in der Lehrer*innenbildung. Edition ZfE, 2020, , 13-37.	0.2	2
57	Pädagogisches Professionswissen von angehenden Grundschullehrkräften – Ergebnisse aus TEDS-M und der Ergänzungsstudie LEK. , 2012, , 141-144.		1
58	Lehrerkompetenzen. , 2021, , 1-18.		0
59	Does School Experience Matter for Future Teachers'™ General Pedagogical Knowledge?. Advances in Mathematics Education, 2014, , 415-428.	0.2	0
60	Testtheoretische Basiskonzepte. , 2017, , 187-212.		0
61	Prüfung wissenschaftlicher Hypothesen. , 2017, , 317-364.		0
62	Fachliches und fachdidaktisches Wissen von angehenden Deutschlehrkräften im Referendariat: Konzeption und Ergebnisse einer Testung in Berlin und NRW. Zehf – Zeitschrift für Empirische Hochschulforschung, 2020, 3, 155-172.	0.3	0