

# Johannes König

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8796303/publications.pdf>

Version: 2024-02-01

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  | Opening up the black box: Teacher competence, instructional quality, and students' learning progress. <i>Learning and Instruction</i> , 2022, 79, 101600.   | 3.2 | 51        |
| 2  | Teacher noticing and its growth toward expertise: an expert–novice comparison with pre-service and in-service secondary mathematics teachers. <i>Educational Studies in Mathematics</i> , 2022, 110, 205-232.   | 2.8 | 19        |
| 3  | 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        |
| 4  | Teachers' professional knowledge for teaching early literacy: conceptualization, measurement, and validation. <i>Educational Assessment, Evaluation and Accountability</i> , 2022, 34, 483-507.   | 2.3 | 8         |
| 5  | 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        |
| 6  | 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        |
| 7  | 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        |
| 8  | 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        |
| 9  | Growth of professional noticing of mathematics teachers: a comparative study of Chinese teachers noticing with different teaching experiences. <i>ZDM - International Journal on Mathematics Education</i> , 2021, 53, 29-42.                                   | 2.2 | 23        |
| 10 | Lehrerkompetenzen. , 2021, , 1-18.  |     | 0         |
| 11 | Profiles of teachers' general pedagogical knowledge: nature, causes and effects on beliefs and instructional quality. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 343-357.  | 2.2 | 11        |
| 12 | 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        |
| 13 | 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        |
| 14 | 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       |
| 15 | 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        |
| 16 | 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        |
| 17 | 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        |
| 18 | Forschendes Lernen in der Lehrer*innenbildung. <i>Edition ZfE</i> , 2020, , 13-37.  | 0.2 | 2         |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 19 | 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         |
| 20 | Professional Noticing of Mathematics Teachers: a Comparative Study Between Germany and China. International Journal of Science and Mathematics Education, 2019, 17, 943-963.  | 2.5 | 35        |
| 21 | 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        |
| 22 | Competence Measurement in (Mathematics) Teacher Education and Beyond: Implications for Policy. Higher Education Policy, 2019, 32, 597-615.  | 2.0 | 71        |
| 23 | Pre-service teachers'™ motivations for choosing teaching as a career: does subject interest matter?. Journal of Education for Teaching, 2019, 45, 494-510.  | 2.0 | 30        |
| 24 | Subject-specific characteristics of instructional quality in mathematics education. ZDM - International Journal on Mathematics Education, 2018, 50, 475-490.  | 2.2 | 57        |
| 25 | General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. Teaching and Teacher Education, 2018, 69, 177-190.  | 3.2 | 86        |
| 26 | On the Adequacy of Expert Teachers: From Practical Convenience to Psychological Reality. International Journal of Higher Education, 2018, 7, 1.   | 0.5 | 9         |
| 27 | Measuring Chinese teacher professional competence: adapting and validating a German framework in China. Journal of Curriculum Studies, 2018, 50, 638-653.   | 2.1 | 19        |
| 28 | 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         |
| 29 | A Situated Approach to Assess Teachers'™ Professional Competencies Using Classroom Videos. ICME-13 Monographs, 2018, , 23-45.   | 1.0 | 7         |
| 30 | Das Praxissemester in der Lehrerbildung: Stand der Forschung und zentrale Ergebnisse des Projekts Learning to Practice. , 2018, , 1-62.   |     | 9         |
| 31 | Pädagogisches Wissen von Lehramtsstudierenden im Praxissemester: Ziel schulpraktischen Lernens?. , 2018, , 287-323.   |     | 5         |
| 32 | Die Freude an der Schulpraxis: Zur differenziellen Veränderung eines emotionalen Merkmals von Lehramtsstudierenden während des Praxissemesters. , 2018, , 241-264.  |     | 3         |
| 33 | Anlage und Durchführung des Verbundprojekts Learning to Practice. , 2018, , 63-85.  |     | 2         |
| 34 | Der Einsatz von Unterrichtsvideos in der universitären Ausbildung: Zur Wirksamkeit video- und transkriptgestützter Seminare zur Klassenführung auf pädagogisches Wissen und situationsspezifische Fähigkeiten angehender Lehrkräfte. Zeitschrift Für Erziehungswissenschaft, 2017, 20, 137-164. | 2.9 | 26        |
| 35 | Effects of opportunities to learn in teacher preparation on future teachers'™ general pedagogical knowledge: Analyzing program characteristics and outcomes. Studies in Educational Evaluation, 2017, 53, 122-133.  | 2.3 | 52        |
| 36 | The Role of Opportunities to Learn in Teacher Preparation for EFL Teachers'™ Pedagogical Content Knowledge. Modern Language Journal, 2017, 101, 109-127.  | 2.3 | 16        |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 37 | 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        |
| 38 | Professional competencies of (prospective) mathematics teachersâ€™ cognitive versus situated approaches. <i>Educational Studies in Mathematics</i> , 2017, 94, 161-182.   | 2.8 | 116       |
| 39 | Professional competences of teachers for fostering creativity and supporting high-achieving students. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 107-120.  | 2.2 | 22        |
| 40 | Motivations That Affect Professional Knowledge in Germany and Austria. , 2017, , .  |     | 6         |
| 41 | Testtheoretische Basiskonzepte. , 2017, , 187-212.  |     | 0         |
| 42 | Prüfung wissenschaftlicher Hypothesen. , 2017, , 317-364.   |     | 0         |
| 43 | Comparing the Change of Teaching Motivations among Preservice Teachers in Austria, Germany, and Switzerland: Do In-school Learning Opportunities Matter?. <i>International Journal of Higher Education</i> , 2016, 5, .                                     | 0.5 | 19        |
| 44 | Teachersâ€™ 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       |
| 45 | 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        |
| 46 | Uncovering predictors of disagreement: ensuring the quality of expert ratings. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 83-95.   | 2.2 | 20        |
| 47 | Early Career Teachersâ€™ ability to focus on typical students errors in relation to the complexity of a mathematical topic. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 55-67.  | 2.2 | 11        |
| 48 | Teachersâ€™ Professional Knowledge for Teaching English as a Foreign Language. <i>Journal of Teacher Education</i> , 2016, 67, 320-337.   | 3.5 | 76        |
| 49 | Is teacher knowledge associated with performance? On the relationship between teachersâ€™ general pedagogical knowledge and instructional quality. <i>European Journal of Teacher Education</i> , 2016, 39, 419-436.  | 3.7 | 73        |
| 50 | The relation between content-specific and general teacher knowledge and skills. <i>Teaching and Teacher Education</i> , 2016, 56, 35-46.  | 3.2 | 74        |
| 51 | 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        |
| 52 | About the Complexities of Video-Based Assessments: Theoretical and Methodological Approaches to Overcoming Shortcomings of Research on Teachersâ€™ Competence. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 369-387.       | 2.5 | 140       |
| 53 | Early Career Mathematics Teachersâ€™ 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        |
| 54 | Teacher Change During Induction: Development of Beginning Primary Teachersâ€™ Knowledge, Beliefs and Performance. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 287-308.  | 2.5 | 56        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 55 | 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        |
| 56 | 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       |
| 57 | Does School Experience Matter for Future Teachers'™ General Pedagogical Knowledge?. <i>Advances in Mathematics Education</i> , 2014, , 415-428.  | 0.2 | 0         |
| 58 | 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        |
| 59 | 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       |
| 60 | 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        |
| 61 | Pädagogisches Professionswissen von angehenden Grundschullehrkräften – Ergebnisse aus TEDS-M und der Ergänzungsstudie LEK. , 2012, , 141-144.  |     | 1         |
| 62 | 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       |