

Christiane Spiel

List of Publications by Year in descending order

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Version: 2024-02-01

104
papers

3,319
citations

126708

33
h-index

205818

48
g-index

129
all docs

129
docs citations

129
times ranked

2307
citing authors

#	ARTICLE	IF	CITATIONS
1	Gender Typicality and Prestige of Occupational Aspirations in Adolescents: The Relevance of Agency and Communion. <i>Journal of Career Development</i> , 2023, 50, 405-424.	1.6	1
2	Gender role identity and gender intensification: Agency and communion in adolescents' spontaneous self-descriptions. <i>European Journal of Developmental Psychology</i> , 2022, 19, 64-88.	1.0	15
3	Why did you do that? Differential types of aggression in offline and in cyberbullying. <i>Computers in Human Behavior</i> , 2022, 128, 107107.	5.1	14
4	Profiles of School-Related Well-Being and Their Links to Self-Esteem and Academic Achievement. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2022, 230, 189-200.	0.7	1
5	Learning during COVID-19: the role of self-regulated learning, motivation, and procrastination for perceived competence. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2021, 24, 393-418.	3.5	101
6	Gender Differences in Digital Learning During COVID-19: Competence Beliefs, Intrinsic Value, Learning Engagement, and Perceived Teacher Support. <i>Frontiers in Psychology</i> , 2021, 12, 637776.	1.1	53
7	Adolescent well-being and learning in times of COVID-19: A multi-country study of basic psychological need satisfaction, learning behavior, and the mediating roles of positive emotion and intrinsic motivation. <i>PLoS ONE</i> , 2021, 16, e0251352.	1.1	42
8	Students' basic needs and well-being during the COVID-19 pandemic: A two-country study of basic psychological need satisfaction, intrinsic learning motivation, positive emotion and the moderating role of self-regulated learning. <i>International Journal of Psychology</i> , 2021, 56, 843-852.	1.7	26
9	Higher Education in Times of COVID-19: University Students' Basic Need Satisfaction, Self-Regulated Learning, and Well-Being. <i>AERA Open</i> , 2021, 7, 233285842110031.	1.3	88
10	Distance learning in higher education during COVID-19: The role of basic psychological needs and intrinsic motivation for persistence and procrastination—a multi-country study. <i>PLoS ONE</i> , 2021, 16, e0257346.	1.1	44
11	Conceptualisation of students' school-related wellbeing: students' and teachers' perspectives. <i>Educational Research</i> , 2021, 63, 474-496.	0.9	6
12	Gendered Pathways to Bullying Perpetration via Social Achievement Goals: Mediating Effects of Sense of Belonging and Non-inclusive Group Norms. <i>Journal of School Violence</i> , 2020, 19, 248-263.	1.1	9
13	Context-related problems and university students' dropout intentions—the buffering effect of personal best goals. <i>European Journal of Psychology of Education</i> , 2020, 35, 477-493.	1.3	23
14	REFLECT: A Teacher Training Program to Promote Gender Equality in Schools. <i>Frontiers in Education</i> , 2020, 5, .	1.2	21
15	A tool for investigating the differential functions of aggressive behavior in the face-to-face and cyber context: Extending the Cyber-Aggression Typology Questionnaire. <i>Aggressive Behavior</i> , 2020, 46, 380-390.	1.5	5
16	Moving beyond the ivory tower: why researchers from the field of education should go ahead. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2020, 34, 1-8.	1.2	3
17	The role of within-class consensus on mastery goal structures in predicting socio-emotional outcomes. <i>British Journal of Educational Psychology</i> , 2019, 89, 239-258.	1.6	19
18	Sensation Seeking's Differential Role in Face-to-Face and Cyberbullying: Taking Perceived Contextual Properties Into Account. <i>Frontiers in Psychology</i> , 2019, 10, 1572.	1.1	16

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19	A citizen science approach to measuring students' achievement goals. <i>International Journal of Educational Research</i> , 2019, 95, 36-51.	1.2	18
20	Through the magnifying glass: Empathy's differential role in preventing and promoting traditional and cyberbullying. <i>Computers in Human Behavior</i> , 2019, 96, 186-195.	5.1	18
21	Achievement or agreement – Which comes first? Clarifying the temporal ordering of achievement and within-class consensus on classroom goal structures. <i>Learning and Instruction</i> , 2019, 61, 72-83.	1.9	10
22	Gender-stereotyped preferences in childhood and early adolescence: A comparison of cross-sectional and longitudinal data. <i>European Journal of Developmental Psychology</i> , 2019, 16, 198-214.	1.0	5
23	Dynamic Change of Aggressive Behavior and Victimization Among Adolescents: Effectiveness of the ViSC Program. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2019, 48, S90-S104.	2.2	31
24	Lebenslang erfolgreich lernen – die LehrerInnen legen den Grundstein. , 2019, , 335-350.		0
25	Evaluation und Qualitätssicherung. , 2019, , 517-532.		0
26	Parents' Judgments about the Desirability of Toys for Their Children: Associations with Gender Role Attitudes, Gender-typing of Toys, and Demographics. <i>Sex Roles</i> , 2018, 79, 329-341.	1.4	64
27	Challenges for Evaluation in Higher Education: Entrance Examinations and Beyond: The Sample Case of Medical Education. <i>Methodology of Educational Measurement and Assessment</i> , 2018, , 59-71.	0.4	5
28	Gender stereotypes in education: Development, consequences, and interventions. <i>European Journal of Developmental Psychology</i> , 2018, 15, 361-377.	1.0	94
29	Implementing Intervention Research into Public Policy – the –Approach. <i>Prevention Science</i> , 2018, 19, 337-346.	1.5	32
30	Assessment at school – Teachers' diary-supported implementation of a training program. <i>Teaching and Teacher Education</i> , 2018, 76, 298-308.	1.6	12
31	The Competence Screening Questionnaire for Higher Education: Adaptable to the needs of a study programme. <i>Assessment and Evaluation in Higher Education</i> , 2018, 43, 537-554.	3.9	10
32	Attitudes toward evaluation: An exploratory study of students' and stakeholders' social representations. <i>Evaluation and Program Planning</i> , 2018, 70, 44-50.	0.9	5
33	Capacity Building for Sustainable Development: Coherent Concepts of Universities' Third Mission as a Parameter. <i>Social Indicators Research Series</i> , 2018, , 391-406.	0.3	1
34	Knowledge vs. Action: Discrepancies in University Students' Knowledge about and Self-Reported Use of Self-Regulated Learning Strategies. <i>Frontiers in Psychology</i> , 2017, 8, 1288.	1.1	37
35	Measuring a Mastery Goal Structure Using the TARGET Framework. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017, 225, 64-75.	0.7	46
36	Parents' and Teachers' Opinions on Bullying and Cyberbullying Prevention. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017, 225, 76-84.	0.7	10

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37	Lebenslang erfolgreich lernen – die LehrerInnen legen den Grundstein. , 2017, , 1-16.		0
38	Students' Achievement Goals, Learning-Related Emotions and Academic Achievement. <i>Frontiers in Psychology</i> , 2016, 7, 603.	1.1	43
39	Secondary School Students' LLL Competencies, and Their Relation with Classroom Structure and Achievement. <i>Frontiers in Psychology</i> , 2016, 7, 680.	1.1	14
40	The relevance of innovative school architecture for school principals. <i>School Leadership and Management</i> , 2016, 36, 184-203.	1.0	10
41	Overcoming the ivory tower: Transfer and societal responsibility as crucial aspects of the Bildung-Psychology approach. <i>European Journal of Developmental Psychology</i> , 2016, 13, 636-651.	1.0	14
42	Effectiveness and sustainability of the ViSC Social Competence Program to prevent cyberbullying and cyber-victimization: Class and individual level moderators. <i>Aggressive Behavior</i> , 2016, 42, 181-193.	1.5	71
43	A Missing Data Approach to Correct for Direct and Indirect Range Restrictions with a Dichotomous Criterion: A Simulation Study. <i>PLoS ONE</i> , 2016, 11, e0152330.	1.1	15
44	Measuring intervention fidelity from different perspectives with multiple methods: The Reflect program as an example. <i>Studies in Educational Evaluation</i> , 2015, 47, 102-112.	1.2	19
45	Competencies for successful self-regulated learning in higher education: structural model and indications drawn from expert interviews. <i>Studies in Higher Education</i> , 2015, 40, 454-470.	2.9	69
46	Evaluation of competence-based teaching in higher education: From theory to practice. <i>Evaluation and Program Planning</i> , 2015, 52, 1-9.	0.9	72
47	Prevention of Cyberbullying and Cyber Victimization: Evaluation of the ViSC Social Competence Program. <i>Journal of School Violence</i> , 2015, 14, 87-110.	1.1	90
48	Mathematically gifted students and high achievement: the role of motivation and classroom structure. <i>High Ability Studies</i> , 2015, 26, 227-243.	1.0	40
49	Gaining Substantial New Insights Into University Students' Self-Regulated Learning Competencies. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2015, 223, 64-65.	0.7	4
50	Promotion of students' mastery goal orientations: does TARGET work?. <i>Educational Psychology</i> , 2014, 34, 451-469.	1.2	77
51	How do teachers promote their students' lifelong learning in class? Development and first application of the LLL Interview. <i>Teaching and Teacher Education</i> , 2014, 37, 119-129.	1.6	30
52	Measuring Implementation of a School-Based Violence Prevention Program. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2014, 222, 49-57.	0.7	32
53	Gender-Stereotyped Attitudes in Kindergarten Students: A Multicausal Analysis. <i>European Journal of Social & Behavioural Sciences</i> , 2014, 9, 56-63.	0.3	0
54	The effect of classroom structure on verbal and physical aggression among peers: A short-term longitudinal study. <i>Journal of School Psychology</i> , 2013, 51, 159-174.	1.5	10

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55	The role of classroom structure in fostering students' school functioning: A comprehensive and application-oriented approach. <i>Learning and Individual Differences</i> , 2013, 26, 131-138.	1.5	21
56	Fostering lifelong learning – Evaluation of a teacher education program for professional teachers. <i>Teaching and Teacher Education</i> , 2013, 29, 144-155.	1.6	51
57	Diagnostic competence of teachers: A process model that accounts for diagnosing learning behavior tested by means of a case scenario. <i>Teaching and Teacher Education</i> , 2013, 30, 38-46.	1.6	84
58	Modeling and Measurement of Competencies in Higher Education – The Contribution of Scientific Evaluation. , 2013, , 195-206.		4
59	Facilitating Lifelong Learning in School-Age Learners. <i>European Psychologist</i> , 2013, 18, 114-125.	1.8	11
60	Evidence-based practice and policy: When researchers, policy makers, and practitioners learn how to work together. <i>European Journal of Developmental Psychology</i> , 2012, 9, 150-162.	1.0	30
61	Introduction: Evidence-based parent education programmes to promote positive parenting. <i>European Journal of Developmental Psychology</i> , 2012, 9, 2-10.	1.0	28
62	Depressive symptoms in native and immigrant adolescents: the role of critical life events and daily hassles. <i>Anxiety, Stress and Coping</i> , 2012, 25, 201-217.	1.7	43
63	Introduction: Cyberbullying: Development, consequences, risk and protective factors. <i>European Journal of Developmental Psychology</i> , 2012, 9, 163-167.	1.0	39
64	Cyber-victimization and popularity in early adolescence: Stability and predictive associations. <i>European Journal of Developmental Psychology</i> , 2012, 9, 228-243.	1.0	42
65	Lifelong learning as a goal – Do autonomy and self-regulation in school result in well prepared pupils?. <i>Learning and Instruction</i> , 2012, 22, 27-36.	1.9	98
66	La necesidad de aceptación por los iguales como motivo subyacente del comportamiento agresivo y el acoso a los demás entre los jóvenes inmigrantes que viven en Austria y Noruega. <i>Anales De Psicología</i> , 2012, 28, .	0.3	6
67	Peer Relations in Multicultural Schools. , 2012, , 376-396.		11
68	ViSC Social Competence Program. <i>New Directions for Youth Development</i> , 2012, 2012, 71-84.	0.6	47
69	The goal to be accepted by friends as underlying function of overt aggressive behaviour in immigrant adolescents. <i>Scandinavian Journal of Psychology</i> , 2012, 53, 80-88.	0.8	20
70	Peer Relations Among Immigrant Adolescents: Methodological Challenges and Key Findings. , 2012, , 57-65.		6
71	Bullying and Victimization in Ethnically Diverse Schools. , 2012, , 79-88.		4
72	When Will They Blow My Cover?. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2012, 220, 109-120.	0.7	64

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73	Assuring successful lifelong learning: can neuroscience provide the key?. , 2012, , 286-298.		0
74	Peer Mentoring Styles and Their Contribution to Academic Success Among Mentees: A Person-Oriented Study in Higher Education. Mentoring and Tutoring: Partnership in Learning, 2011, 19, 347-364.	0.6	43
75	Bullying and Victimization in Ethnically Diverse Schools: Risk and Protective Factors on the Individual and Class Level. International Journal of Developmental Sciences, 2011, 5, 73-84.	0.3	37
76	Forderung von Lebenslangem Lernen – eine Aufgabe der Schule. , 2011, , 305-319.		4
77	Cyber-Victimisation: The Association Between Help-Seeking Behaviours and Self-Reported Emotional Symptoms in Australia and Austria. Australian Journal of Guidance and Counselling, 2010, 20, 194-209.	0.5	59
78	Traditional Bullying and Cyberbullying. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2009, 217, 205-213.	1.1	224
79	Evidence-based practice: A challenge for European developmental psychology. European Journal of Developmental Psychology, 2009, 6, 11-33.	1.0	32
80	Time students spend working at home for school. Learning and Instruction, 2008, 18, 309-320.	1.9	55
81	Social relationships in multicultural schools: Bullying and victimization. European Journal of Developmental Psychology, 2008, 5, 262-285.	1.0	40
82	Time investment and time management: an analysis of time students spend working at home for school. Educational Research and Evaluation, 2008, 14, 139-153.	0.9	16
83	Guest Editorial: Bildung-Psychology: The Substance and Structure of an Emerging Discipline. Applied Developmental Science, 2008, 12, 154-159.	1.0	16
84	A Euclidean Distance-Based Matching Procedure for Nonrandomized Comparison Studies. European Psychologist, 2008, 13, 180-187.	1.8	20
85	School-Based Social Training with and without Dogs: Evaluation of Their Effectiveness. Anthrozoos, 2007, 20, 365-373.	0.7	39
86	TALK - A Training Program to Encourage Lifelong Learning in School. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2007, 215, 183-193.	1.1	24
87	New Developments in the Field of Self-Regulated Learning. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2007, 215, 153-156.	1.1	7
88	The relevance of the school class as social unit for the prevalence of bullying and victimization. European Journal of Developmental Psychology, 2007, 4, 372-387.	1.0	45
89	Evaluation of Curricula in Higher Education. Evaluation Review, 2006, 30, 430-450.	0.4	23
90	Grundkompetenzen fur lebenslanges Lernen - eine Herausforderung fur Schule und Hochschule?. , 2006, , 85-96.		6

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91	Teaching Research Methods in an Internet-Based Blended-Learning Setting. <i>Methodology</i> , 2006, 2, 73-82.	0.5	12
92	Young physiciansâ€™ competences from different points of view. <i>Medical Teacher</i> , 2004, 26, 451-457.	1.0	8
93	Immigrant Children in Austria. <i>Journal of Applied School Psychology</i> , 2003, 19, 99-116.	0.4	66
94	Stability and Change of Unidimensionality. <i>Journal of Adolescent Research</i> , 2001, 16, 150-168.	1.3	12
95	Implicit Theories of Creativity: the conceptions of politicians, scientists, artists and school teachers. <i>High Ability Studies</i> , 1998, 9, 43-58.	1.0	36
96	Item Response Models for Assessing Change in Dichotomous Items. <i>International Journal of Behavioral Development</i> , 1998, 22, 517-536.	1.3	8
97	Loglinear Symmetry and Quasi-Symmetry Models for the Analysis of Change. <i>Biometrical Journal</i> , 1997, 39, 351-368.	0.6	14
98	Standard and Nonstandard Log-Linear Symmetry Models for Measuring Change in Categorical Variables. <i>American Statistician</i> , 1996, 50, 300.	0.9	9
99	Configural Frequency Analysis in Applied Psychological Research. <i>Applied Psychology</i> , 1996, 45, 301-327.	4.4	20
100	Standard and Nonstandard Log-Linear Symmetry Models for Measuring Change in Categorical Variables. <i>American Statistician</i> , 1996, 50, 300-305.	0.9	23
101	Lead Article: Configural Frequency Analysis in Applied Psychological Research. <i>Applied Psychology</i> , 1996, 45, 301-352.	4.4	30
102	Concepts of nonindependence in Configural Frequency Analysis*. <i>Journal of Mathematical Sociology</i> , 1995, 20, 41-54.	0.6	24
103	Configural Frequency Analysis as a Parametric Method for the Search of Types and Antitypes. <i>Biometrical Journal</i> , 1993, 35, 151-164.	0.6	11
104	A Strategy for Data Reanalysis in Longitudinal Studies. , 0, , .		1