

Publikationen – Fabian Wolff

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Im Druck

- Möller, J., **Wolff, F.** & Helm, F. (im Druck). Dimensional comparison theory: New models, new methods, new insights. In T. Dicke, F. Guay, H. W. Marsh, R. C. Craven & D. M. McInerney (Hrsg.), *International advances in self research monograph, Vol. 7: Self – a multidisciplinary concept*. Charlotte, NC: Information Age Publishing.
- Wolff, F.** & Köller, M. M. (im Druck). „Ich war ein Roboter“: Chancen des Einsatzes von Telepräsenzrobotern in Hochschule und Schule. *Schulmanagement*.
- Wolff, F.**, Sticca, F., Niepel, C., Götz, T., Van Damme, J. & Möller, J. (im Druck). 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. *Journal of Educational Psychology*.

Online

- Wolff, F.**, Schmidt, F. T. C., Borzikowsky, C., Möller, J. & Wagner, J. (2020). Educational stays abroad and the development of self-perceived grit: A longitudinal analysis in young adulthood. *Current Psychology*. Online-Vorabveröffentlichung: <http://dx.doi.org/10.1007/s12144-019-00600-7>
- Wolff, F.**, Wigfield, A., Möller, J., Dicke, T. & Eccles, J. S. (2019). 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. *Journal of Educational Psychology*. Online-Vorabveröffentlichung: <http://dx.doi.org/10.1037/edu0000440>
- Wolff, F.**, Zitzmann, S. & Möller, J. (2020). Moderators of dimensional comparison effects: A comprehensive replication study putting prior findings on five moderators to the test and going beyond. *Journal of Educational Psychology*. Online-Vorabveröffentlichung: <http://dx.doi.org/10.1037/0000505>

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- Möller, J., Zitzmann, S., Helm, F., Machts, N. & **Wolff, F.** (2020). A meta-analysis of relations between achievement and self-concept. *Review of Educational Research*, 90, 376–419. <http://dx.doi.org/10.3102/0034654320919354>
- Wolff, F.**, Helm, F., Junge, F. & Möller, J. (2020). Are dimensional comparisons performed unconsciously? An investigation of the internal/external frame of reference model using implicit self-concepts. *Journal of Educational Psychology*, 112, 397–415. <http://dx.doi.org/10.1037/edu0000375>

2019

- Wolff, F., Helm, F. & Möller, J.** (2019). Integrating the 2I/E model into dimensional comparison theory: Towards a comprehensive comparison theory of academic self-concept formation. *Learning and Instruction*, *62*, 64–75. <http://dx.doi.org/10.1016/j.learninstruc.2019.05.007>
- Wolff, F., Nagy, G., Retelsdorf, J., Helm, F., Köller, O. & Möller, J.** (2019). The 2I/E model: Integrating temporal comparisons into the internal/external frame of reference model. *Journal of Educational Psychology*, *111*, 1131–1161. <http://dx.doi.org/10.1037/edu0000319>

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- Wolff, F.** (2018). *Theorie dimensionaler Vergleiche: Validierung und Erweiterung*. Dissertation, Christian-Albrechts-Universität zu Kiel.
- Wolff, F. & Borzikowsky, C.** (2018). Intercultural competence by international experiences? An investigation of the impact of educational stays abroad on intercultural competence and its facets. *Journal of Cross-Cultural Psychology*, *49*, 488–514. <http://dx.doi.org/10.1177/0022022118754721>
- Wolff, F., Helm, F. & Möller, J.** (2018). Testing the dimensional comparison theory: When do students prefer dimensional comparisons to social and temporal comparisons? *Social Psychology of Education*, *21*, 875–895. <http://dx.doi.org/10.1007/s11218-018-9441-2>
- Wolff, F., Helm, F., Preckel, F. & Möller, J.** (2018). Dimensionale Vergleiche im Studium? Ein generalisiertes I/E-Modell zur Ausbildung fachbezogener Selbstkonzepte im Studium der Psychologie. *Zeitschrift für Pädagogische Psychologie*, *32*, 207–220. <http://dx.doi.org/10.1024/1010-0652/a000227>
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- Wolff, F., Nagy, N., Helm, F. & Möller, J.** (2018). Testing the internal/external frame of reference model of academic achievement and academic self-concept with open self-concept reports. *Learning and Instruction*, *55*, 58–66. <http://dx.doi.org/10.1016/j.learninstruc.2017.09.006>

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