

**Publikationsverzeichnis (Stand 25.05.2020)**  
**PD Dr. A. Katrin Arens**

**1) Zeitschriftenartikel (peer-reviewed)**

**In press or online first:**

- Arens, A. K. (2019). Wertfacetten im Grundschulalter in drei Fächern: Differenzierung, Entwicklung, Geschlechtseffekte und Zusammenhänge zu Noten. *Zeitschrift für Pädagogische Psychologie*. Advance online publication. <https://doi.org/10.1024/1010-0652/a000257>
- Arens, A. K., & Visser, L. (2020). Personal peer victimization and ethnic peer victimization: Findings on their co-occurrence, predictors, and outcomes from a latent profile analysis. *Child Abuse & Neglect*, 99. <https://doi.org/10.1016/j.chiabu.2019.104250>.
- Helm, F., Arens, A. K., & Möller, J. (in press). Perceived teacher unfairness and student motivation in math and German: An application of the generalized internal/external frame of reference model. *Learning and Individual Differences*.

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- Arens, A. K., Helm, F., Wolff, F., & Möller, J. (2020). Social and dimensional comparisons in the formation of German students' language self-concepts. *The Journal of Experimental Education*, 88(2), 245–264. <https://doi.org/10.1080/00220973.2019.1635069>
- Tracey, D., Morin, A. J. S., Pekrun, R., Arens, A. K., Murayama, K., Lichtenfeld, S., Frenzel, A. C., Goetz, T., & Maïano, C. (2020). Mathematics motivation in students with low cognitive ability: A longitudinal study of motivation and relations with effort, self-regulation, and grades. *American Journal on Intellectual and Developmental Disabilities*, 125(2), 125–147. <https://doi.org/10.1352/1944-7558-125.2.125>

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- Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., Guo, J., Dicke, T., & Arens, A. K. (2019). The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies. *Journal of Educational Psychology*, 111(2), 331–353. <http://dx.doi.org/10.1037/edu0000281>

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## 2015

- Arens, A. K., & Hasselhorn, M. (2015). Differentiation of competence and affect self-perceptions in elementary school students: Extending empirical evidence. *European Journal of Psychology of Education*, *30*, 405–419. <http://doi.org/10.1007/s10212-015-0247-8>

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## 2) Kapitel in Herausgeberbänden

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- Arens, A. K. (2017). Schulisches Selbstkonzept: Struktur, Entwicklung und Einfluss auf Lernen und Leistung. In U. Hartmann, M. Hasselhorn & A. Gold (Hrsg.), *Entwicklungsverläufe verstehen – Kinder mit Bildungsrisiken wirksam fördern. Forschungsergebnisse des Frankfurter IDeA-Zentrums* (S. 240–253). Stuttgart: Kohlhammer.
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