

Aktuelle Publikationsliste

2024

Schotte, K., Taraszow, T., Heppt, B., Gesner K. (2024). Listening Comprehension Tests of Elementary School Students' First Language Proficiency in Russian and Turkish. *European Journal of Psychological Assessment*. Online-Vorveröffentlichung. <https://econtent.hogrefe.com/doi/full/10.1027/1015-5759/a000862>

Paizan, M.A., **Benbow, A.E.F.,** Titzmann, P.F. (2024). Relationship quality in student-teacher dyads: Comparing student and teacher determinants in multicultural classrooms. *International Journal of Intercultural Relations*, 101. <https://doi.org/10.1016/j.ijintrel.2024.102006>

2023

Boda, Z., Lorenz, G., Jansen, M., **Stanat, P., & Edele, A.** (2023). Ethnic diversity fosters the social integration of refugee students. *Nature Human Behaviour*, 7, 881-891. <https://doi.org/10.1038/s41562-023-01577-x>

Edele, A., Seuring, J., **Schotte, K.,** Kristen, C., & **Stanat, P.** (2023). Is the first language a resource, an obstacle, or irrelevant for language minority students' education? In S. Weinert, G. J. Blossfeld & H.-P. Blossfeld (Eds.), *Education, Competence Development and Career Trajectories. Analysing Data of the National Educational Panel Study (NEPS)* (pp. 349-367). Springer. https://doi.org/10.1007/978-3-031-27007-9_16

Hunkler, C., & Schotte, K. (2023). Educational integration by the third generation? Placement and academic achievement of students with immigrant background in Germany. *Zeitschrift für Erziehungswissenschaft*, 26(2), 373-401. <https://doi.org/10.1007/s11618-023-01161-z>

2022

Edele, A., & Stanat, P. (2022). Zuwanderung und soziale Ungleichheit [Immigration and social inequality]. In H. Reinders, D. Bergs-Winkels, A. Prochnow & I. Post (Eds.), *Empirische Bildungsforschung* (pp. 1105-1126). Springer. https://doi.org/10.1007/9783-658-27277-7_58

Maciejewski, L., **Hunkler, C.**, Harder, N., & **Schotte, K.** (2022). Wer gehört zur dritten Generation? Herausforderungen der definatorischen und empirischen Bestimmung [Who belongs to the third generation? Challenges of definitional and empirical determination]. *Zeitschrift für Migrationsforschung*, 2(1), 151 - 164. <https://doi.org/10.48439/zmf.v2i1.159>

Schotte, K., Rjosk, C., **Edele, A.**, Hachfeld, A., & **Stanat, P.** (2022). Do teachers' cultural beliefs matter for students' school adaptation? A multilevel analysis of students' academic achievement and psychological school adjustment. *Social Psychology of Education*, 25, 75-112. <https://doi.org/10.1007/s11218-021-09669-0>

Winkler, O., Jansen, M., & **Edele, A.** (2022). Warum gibt es in Ostdeutschland weniger einwanderungsbezogene Bildungsungleichheit? Bedingungen der Bildungsbeteiligung und Lesekompetenz von Heranwachsenden mit Einwanderungsgeschichte in Ost- und Westdeutschland [Why is there less immigration-related educational inequality in East Germany? Conditions of educational participation and reading competency of youth with immigrant background in East and West Germany]. *Zeitschrift für Soziologie*, 51(2), 131-153. <https://doi.org/10.1515/zfsoz-2022-0012>

2021

Börsch-Supan, A., **Hunkler, C.** & Weiss, M. (2021). Big data at work. Age and labor productivity in the service sector. *Journal of the Economics of Ageing*, 19. <https://doi.org/10.1016/j.jeoa.2021.100319>

Edele, A., **Kristen, C.**, **Stanat, P.**, & Will, G. (2021). The education of recently arrived refugees in Germany: Conditions, processes, and outcomes. *Journal for Educational Research Online*, 13(1), 5-15. <https://doi.org/10.31244/jero.2021.01.01>

Gentrup, S., Henschel, S., **Schotte, K.**, Beck, L., & **Stanat, P.** (Eds.). (2021). *Sprach- und Schriftsprachförderung wirksam gestalten: Evaluation umgesetzter Konzepte* [Making language and written language support effective: Evaluation of implemented concepts]. Kohlhammer.

Gentrup, S. & **Stanat, P.** (2021). *Jungen als neue Bildungsverlierer? – Zusatzauswertungen des IQB-Ländervergleichs 2012 und des IQB-Bildungstrends 2018* (JuBiv). Schlussbericht zur Veröffentlichung eingereicht bei TIB.

Heppt, B., Volodina, A., Eglinsky, J., **Stanat, P.** & Weinert, S. (2021). Faktorielle und kriteriale Validität von BiSpra 2-4: Validierung eines Testinstruments zur Erfassung bildungssprachlicher Kompetenzen bei Grundschulkindern. *Diagnostica*, 67, 24-35. <https://doi.org/10.1026/0012-1924/a000259>

- Hunkler, C., Edele, A., & Schipolowski, S.** (2021). Die Bedeutung von Bildungsressourcen für die Arbeitsmarktintegration Geflüchteter am Beispiel syrischer Asylsuchender in Deutschland [The role of educational resources in the labor market integration of refugees: The case of Syrian asylum seekers in Germany]. *Journal for Educational Research Online*, 13(1), 157-181. <https://doi.org/10.31244/jero.2021.01.06>
- Lenz, S., Rjosk, C., **Lorenz, G.** & **Stanat, P.** (2021). Ethnische Segregation zwischen Schularten in mehrgliedrigen Schulsystemen und im „Zwei-Wege-Modell“ Analysen im Kontext von schulstrukturellen Reformmaßnahmen in Berlin, Bremen und Hamburg. *Kölner Zeitschrift für Soziologie und Sozialpsychologie*. <https://doi.org/10.1007/s11577-021-00739-x>
- Lorenz, G.** (2021). Subtle discrimination: Do stereotypes among teachers trigger bias in their expectations and widen ethnic achievement gaps? *Social Psychology of Education*, 24, 537–571. <https://doi.org/10.1007/s11218-021-09615-0>
- Lorenz, G., Boda, Z. & Salikutluk, Z.** (2021). Oppositional culture revisited. Friendship dynamics and the creation of social capital among Turkish minority adolescents in Germany. *Journal of Ethnic and Migration Studies*, 47(17), 3986-4005. <https://doi.org/10.1080/1369183X.2021.1898354>
- Pagel, L., & **Edele, A.** (2021). The role of different school organizational models in the psychological adaptation of refugee adolescents. *European Journal of Psychology of Education*, 37, 1069-1092. <https://doi.org/10.1007/s10212-021-00582-w>
- Schipolowski, S. & **Edele, A.** (2021). *Dokumentation der Kompetenztestung in Rahmen der IAB-BAMF-SOEP-Befragung von Geflüchteten 2017 und 2018, Stichproben M3-M5*. SOEP Survey Papers 899: Series B. Berlin: DIW/SOEP.
- Schipolowski, S., **Edele, A., Mahler, N., & Stanat, P.** (2021). Mathematische und naturwissenschaftliche Kompetenzen von Jugendlichen mit Fluchtbiografie am Ende der Sekundarstufe I [Mathematics and science competencies of refugee adolescents at the end of secondary school in Germany]. *Journal for Educational Research Online*, 13(1), 78-104. <https://doi.org/10.31244/jero.2021.01.03>

2020

- Edele, A., Jansen, M., Schachner, M.K., Schotte, K., Rjosk, C., & Radmann, S.** (2020). School track and ethnic classroom composition relate to the mainstream identity of adolescents with immigrant background in Germany, but not their ethnic identity. *International Journal of Psychology*, 55(5), 754-768. <https://doi.org/10.1002/ijop.12677>
- Edele, A., Kempert, S., & Stanat, P.** (2020). Mehrsprachigkeit und Bildungserfolg [Multilingualism and educational success]. In I. Gogolin, A. Hansen, S. McMonagle & D. Rauch (Eds.), *Handbuch Mehrsprachigkeit und Bildung* (pp. 151-155). Springer. https://doi.org/10.1007/978-3-658-20285-9_22

Gentrup, S., Lorenz, G., Kristen, C. & Kogan, I. (2020). Self-fulfilling prophecies in the classroom: Teacher expectations, teacher feedback and student achievement. *Learning and Instruction*, 66. <https://doi.org/10.1016/j.learninstruc.2019.101296>

Heppt, B. & Stanat, P. (2020). Development of academic language comprehension of German monolinguals and dual language learners. *Contemporary Educational Psychology*, 62. <https://doi.org/10.1016/j.cedpsych.2020.101868>

Hunkler, C., & Khourshed, M. (2020). The role of trauma for integration: The case of Syrian refugees. *Soziale Welt* 71(1-2), 90-122. <http://dx.doi.org/10.2139/ssrn.3496726>

Zander, L., Höhne, E., Harms, S., Pfof, M., & Hornsey, M. J. (2020). When grades are high but self-efficacy is low: Unpacking the confidence gap between girls and boys in mathematics. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.552355>