

Publications
Dr. Christoph König
(H-Index 9)

Articles Submitted/Under Revision

- Frey, A., Liu, T., Fink, A., & König, C. (conditionally accepted). Meta-Analysis of the Effects of Computerized Adaptive Testing on the Motivation and Emotion of Examinees. *European Journal of Psychological Assessment*.
- Shin, H. J., König, C., Robin, F., Yamamoto, K., & Frey, A. (conditionally accepted). Robustness of Item Response Theory Models Under the PISA Multistage Adaptive Testing Designs. *Journal of Educational Measurement*.
- Zitzmann, S., Orona, G. A., Lohmann, J., König, C., Bardach, L., & Hecht, M. (submitted). Novick Meets Bayes: Improving the Assessment of Individual Students by Capitalizing on Assessor's Prior Beliefs. *Journal of School Psychology*.

Peer-Reviewed Journal Articles (20)

- König, C., & Alexandrowicz, R. W. (2024). Benefits of the Curious Behavior of Bayesian Hierarchical Item Response Theory Models—An in-Depth Investigation and Bias Correction. *Applied Psychological Measurement*, 48(1-2), 38–56. <https://doi.org/10.1177/01466216241227547>
- Frey, A., König, C., & Fink, A. (2023). A highly adaptive testing design for PISA. *Journal of Educational Measurement*. Advance online publication. <https://doi.org/10.1111/jedm.12382>
- Ranger, J., König, C., Domingue, B., Kuhn, J. T., & Frey, A. (2023). A Multidimensional Partially Compensatory Response Time Model on Basis of the Lognormal Distribution. *Journal of Educational and Behavioral Statistics*. Advance Online Publication. <https://doi.org/10.3102/10769986231184153>
- König, C., Becker, B., & Ulitzsch, E. (2023). Bayesian Hierarchical Response Time Modeling – A Tutorial. *British Journal of Mathematical and Statistical Psychology*, 76, 623–645. <https://doi.org/10.1111/bmsp.12302>
- König, C., Spoden, C. & Frey, A. (2022). Robustness of the performance of the optimized hierarchical two-parameter logistic IRT model for small-sample item calibration. *Behavior Research Methods*, 55, 3965–3983. <https://doi.org/10.3758/s13428-022-02000-5>
- Ludewig, U., Kleinkorres, R., Schaufelberger, R., Schlitter, T., Lorenz, R., König, C., Frey, A., & McElvany, N. (2022). COVID-19 pandemic and student reading achievement – Findings from a school panel study. *Frontiers in Psychology*, 13, 1–15. <https://doi.org/10.3389/fpsyg.2022.876485>
- König, C., & Frey, A. (2022). The impact of COVID-19-related school closures on student achievement – a meta-analysis. *Educational Measurement: Issues and Practice*, 41, 16–22. <https://doi.org/10.1111/empip.12495>
- König, C., Depaoli, S., Liu, H., & van de Schoot, R. (2021). Moving Beyond Non-Informative Prior Distributions - Achieving the Full Potential of Bayesian Methods for Psychological Research [Editorial]. *Frontiers in Psychology – Quantitative Psychology and Measurement*.

- Hammerstein, S., König, C., Dreisoerner, T., & Frey, A. (2021). Effects of COVID-19-related school closures on student achievement-a systematic review. *Frontiers in Psychology – Educational Psychology*, 12, 1-14. <https://doi.org/10.3389/fpsyg.2021.746289>
- König, C. (2021). A similarity-weighted informative prior distribution for Bayesian multiple regression models. *Frontiers in Psychology*, 12, 614236. <https://doi.org/10.3389/fpsyg.2021.614236>
- König, C., Khorramdel, L., Yamamoto, K., & Frey, A. (2021). The benefits of fixed item parameter calibration for parameter accuracy in small sample situations in large-scale assessments. *Educational Measurement: Issues and Practice*, 40, 17–27. <https://doi.org/10.1111/emip.12381>
- Fink, A., Naumann, P., & König, C. (2021). Computerisierte adaptive Klausuren im Psychologiestudium [Computerized adaptive exams for psychology studies]. *Psychologische Rundschau*, 72(2), 125-127. <https://doi.org/10.1026/0033-3042/a000532>
- König, C., Spoden, C., & Frey, A. (2020). An optimized Bayesian hierarchical two-parameter logistic model for small-sample item calibration. *Applied Psychological Measurement*, 44, 311–326. <https://doi.org/10.1177/0146621619893786>
- Widmann, A., Mulder, R. H., & König, C. (2019). Team learning behaviours as predictors of innovative work behaviour – a longitudinal study. *Innovation*, 21(2), 298–316. <https://doi.org/10.1080/14479338.2018.1530567>
- Frey, A., König, C., & Spoden, C. (2018b). Guest editorial special topic: Advances in educational measurement Part II. *Psychological Test and Assessment Modeling*, 60, 325–326.
- Frey, A., König, C., & Spoden, C. (2018d). Guest editorial special topic: Advances in educational measurement. *Psychological Test and Assessment Modeling*, 60, 141–144.
- König, C., & van de Schoot, R. (2018). Bayesian statistics in educational research: a look at the current state of affairs. *Educational Review*, 70(4), 486–509. <https://doi.org/10.1080/00131911.2017.1350636>
- van der Heijden, B. I. J. M., Mulder, R. H., König, C., & Anselmann, V. (2017). Toward a mediation model for nurses' well-being and psychological distress effects of quality of leadership and social support at work. *Medicine*, 96(15), e6505. <https://doi.org/10.1097/MD.0000000000006505>
- Mulder, R. H., Messmann, G., & König, C. (2015). Vocational Education and Training: Researching the Relationship between School and Work. *European Journal of Education*, 50(4), 497–512. <https://doi.org/10.1111/ejed.12147>
- König, C., & Mulder, R. (2014). A change in perspective – Teacher education as an open system. *Frontline Learning Research*, 2(5), 26–45. <https://doi.org/10.14786/flr.v2i4.109>

Edited Special Issues (4)

- Li, J., Liu, C., & König, C. (Eds.). (2022). COVID-19 and Beyond: Methodological Advances in Online Assessment [Special issue]. *Frontiers in Psychology – Quantitative Psychology and Measurement*.
- König, C., Depaoli, S., Liu, H., & van de Schoot, R. (Eds.). (2021). Moving Beyond Non-Informative Prior Distributions - Achieving the Full Potential of Bayesian Methods for Psychological Research [Special issue]. *Frontiers in Psychology – Quantitative Psychology and Measurement*. <https://doi.org/10.3389/978-2-88974-214-1>
- Frey, A., König, C., & Spoden, C. (Eds.). (2018a). Advances in Educational Measurement - Part II [Special issue]. *Psychological Test and Assessment Modeling*, 60.
- Frey, A., König, C., & Spoden, C. (Eds.). (2018c). Advances in Educational Measurement [Special issue]. *Psychological Test and Assessment Modeling*, 60.

Book Chapters (2)

- Frey, A., Ludewig, U., König, C., Krampen, D., Lorenz, R. & Bos, W. (2023). Lesekompetenz von Viertklässlerinnen und Viertklässlern im internationalen Vergleich: 20-Jahre-Trend. In N. McElvany, R. Lorenz, A. Frey, F. Goldhammer, A. Schilcher & T. C. Stubbe, T. C. (Hrsg.), IGLU 2021. *Lesekompetenz von Grundschulkindern im internationalen Vergleich und im Trend über 20 Jahre* (S. 111–130). Waxmann. <https://doi.org/10.31244/9783830997009>
- König, C., Messmann, G., Mulder, R. H., & Maeyer, S. de. (2015). Accounting for complexity: Structural equation modelling (SEM) in HRD research. In M. Saunders & P. Tosey (Eds.), *Handbooks of research methods in management. Handbook of research methods on human resource development* (pp. 273–290). Cheltenham: Edward Elgar Pub. Ltd. <https://doi.org/10.4337/9781781009246.00028>