

ACADEMIC BIBLIOGRAPHY

(E) = Editorial; (SI) = Special Issue; (PhD) = 1st author is/was my PhD/Master student

JOURNAL ARTICLES, PEER-REVIEWED (SUBMITTED)

- Bichler, S., Stadler, M., Bühner, M., **Greiff, S.**, & Fischer, F. (submitted). Worked Examples, Cognitive Aptitudes and the Self-Explanation Mechanism – A Replication and an Exploration. <http://dx.doi.org/10.2139/ssrn.5201128>
- Eichmann, B., Hahnel, C., **Greiff, S.**, & Goldhammer, F. (submitted). The role of repeating goal-directed behaviour in complex problem solving.
- Krieger, F., Gottschling, J., Sonnleitner, P., Cardoso-Leite, P., Bobrowicz, K., Feraco, T., He, Q., Vainikainen, M. P., & **Greiff, S.** (submitted). Proficiency classes in complex problem solving and their implications for interventions. A latent class approach.
- Nicolay, B., Krieger, F., & **Greiff, S.** (submitted). From the control of variables strategy to success? A systematic review of complex problem solving strategies. (PhD)

JOURNAL ARTICLES, PEER-REVIEWED (UNDER REVISION)

- Bauer, E., Sailer, M., Niklas, F., **Greiff, S.**, Sarbu-Rothsching, S., Zottmann, J. M., Kiesewetter, J., Stadler, M., Fischer, M. R., Seidel, T., Urhahne, D., & Fischer, F. (under revision). Adaptive feedback from artificial intelligence in teacher education. An experimental replication in the field. *Journal of Computer-Assisted Learning*.
- Burgoyne, A., Krieger, F., **Greiff, S.**, & Engle, R. (under revision). The essential role of attention control for complex problem solving. Unraveling the nomological net. *Journal of Experimental Psychology: Learning, Memory, & Cognition*.
- Costa, D. R., Andersson, B., He, Q., Scherer, R., & **Greiff, S.** (under revision). A look at students' performance and gender differences in solving mathematics digital tasks. Insights from process data of PISA 2012. *Large-Scale Assessment in Education*.

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- Botes, E., Reiter, J., **Greiff, S.**, & Teuber, Z. (preprint). The most wonderful time of the year? Parenting stress spirals and a gendered labour division over the Christmas holidays. https://doi.org/10.31234/osf.io/xy9v7_v1
- Grass, J., Botes, E., **Greiff, S.**, & Strobel, A. (preprint). Don't panic!? Need for cognition as individual resource using the example of the COVID-19 pandemic. https://doi.org/10.31234/osf.io/wr9qf_v2
- Jordan, G., Stockinger, K., Schiltz, C., **Greiff, S.**, & Teuber, Z. (preprint). Profiles of parental self- and child-focused emotion regulation: Longitudinal associations with parental exhaustion, children's internalizing problems, children's achievement, and the parent-child relationship. https://doi.org/10.31234/osf.io/2u6nj_v1
- Teuber, Z., Botes, E., Piotrowski, K., Aunola, K., **Greiff, S.**, & McNeish, D. (preprint). Feeling seen, feeling joyful: An intensive longitudinal study on parenting joy, perceived partner responsiveness, and parenthood regret. https://doi.org/10.31234/osf.io/w4txe_v1
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Yan, L., Han, X., Zhang, Y., **Greiff, S.**, Molenaar, I., Martínez-Maldonado, R., Fan, Y., Zhao, L., Li, X., Jin, Y., & Gavsević, D. (preprint). The Social Blindspot in Human-AI Collaboration: How Undetected AI Personas Reshape Team Dynamics. <https://doi.org/10.48550/arXiv.2512.18234>

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BOOKS

- (5) Kapidzic, S., Gauly, B., **Greiff, S.**, Martin, S., Massing, N., Zabala, A., & Rammstedt, B. (2025). *Adaptives Problemlösen Erwachsener im internationalen Vergleich: Ergebnisse von PIAAC 2023*. Waxmann.
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- (3) Goldhammer, F., Scherer, R., & **Greiff, S.** (Eds.) (2019). *Advancements in technology-based assessment. Emerging item formats, test designs, and data sources*. Lausanne: Frontiers Media SA. <https://doi.org/10.3389/978-2-88963-506-1> [Reprint of the special issues in eBook format]
- (2) **Greiff, S.** (2012). *Individualdiagnostik der komplexen Problemlösefähigkeit* [Assessment of complex problem solving ability]. Münster: Waxmann.
- (1) **Greiff, S.** (2006). *Prädiktoren des Studienerfolgs* [Predictors of study success]. Duisburg: WiKU-Verlag.

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- (1) Kemper, C., Dörendahl, J., & **Greiff, S.** (2017). *Das LUXXprofile. Manual*. Esch sur Alzette: University of Luxembourg.

KEYNOTES, SYMPOSIA, SCIENTIFIC PRESENTATIONS & INVITED TALKS

In total, >220 peer-reviewed talks and posters, >160 invited talks & panel discussions, >20 symposia, & >20 keynotes on various topics at national and international scientific conferences, to policy makers and education stakeholders, and to the broad public.

Selected keynotes:

- Greiff, S.** (2023, December). *Creativity and AI. Complementing or contradicting each other in 21st century education?* Keynote at the Future of Education & Creative Work Conference in Bergen, Norway, 03.12.2023.
- Greiff, S.** (2023, August). *International large-scale assessments and education in the 21st century*. Keynote at the European Conference of Educational Research in Glasgow, Scotland, 22.08.-25.08.2023.
- Greiff, S.** (2023, March). *Artificial intelligence and learning analytics in educational research. An interdisciplinary challenge*. Keynote at the Symposium of Interdisciplinary at University of Poitiers in Poitiers, France, 30.03.2023.
- Greiff, S.** (2022, April). *How to enhance testing and learning. Technology-based assessment in the 21st century*. Keynote at the 18th Conference on Educational Assessment in Szeged, Hungary, 21.04.-23.04.2022.

- Greiff, S. & Bobrowicz, K.** (2022, April). *Large-scale assessments. PISA, PIAAC, and their potential for data science*. Keynote at the lecture series of the Joint Research Data Center at the Central University of Finance and Economics & University of Electronic Science and Technology of China in Beijing, China, 29.04.2022.
- Greiff, S.** (2021, April). *Combining perspectives. A view at learning analytics from the outside*. Keynote at the 11th International Learning and Knowledge (LAK) Conference. Conference held online, 12.04.-16.04.2021.
- Greiff, S.** (2020, September). *(Meta-)Evaluation in secondary and tertiary education*. Keynote at the Meeting of the Network Quality Audit. Meeting held online, 24.09.-25.09.2020.
- Greiff, S.** (2020, September). *Technology-based assessment in 21st century education*. Keynote at the 15th European Conference on Technology-Enhanced Learning and the 18th Annual Conference of GI Educational Technologies Special Interest Group (DELFI). Conferences held online, 15.09.-17.09.2020.
- Greiff, S. & Nicolay, B.** (2020, June). *The benefits of process data analysis for a better understanding of complex psychological constructs*. Keynote at the Workshop Beyond Results: Paving the Way for the Use of Process Data at the Leibniz Institute for Research and Information Education, Frankfurt, Germany, 17.06.-18.06.2020.
- Greiff, S.** (2018, August). *International large-scale studies in the spotlight. Process data, learning analytics, and beyond*. Keynote at the 9th Conference of the EARLI SIG 1 Assessment in Helsinki, Finland, 29.08.-31.08.2018.
- Greiff, S.** (2018, November). *Educational assessment and its prospects in the 21st century*. Keynote at the 19th Annual Meeting of the Association for Educational Assessment in Europe in Arnhem, The Netherlands, 08.11.-10.11.2018.
- Greiff, S. & Johnson, A.** (2017, December). *Computer-based assessments in PISA. Challenges and potentials for research and policy*. Keynote at the Educational Policy Conference in Chisinau, Moldova, 06.12.2018.
- Greiff, S.** (2016, October). *The use of process data to advance our understanding of technology-enhanced assessment*. Keynote at the 2016 International Technology Enhanced Assessment Conference in Tallinn, Estonia, 05.10.-06.10.2016.
- Greiff, S.** (2015, May). *Computer-generated log files and their potential for educational large-scale assessments. The example of PISA 2012 problem solving data*. Keynote at the National Authority for Measurement and Evaluation in Education in Tel Aviv, Israel, 05.05.2015