

Schriftenverzeichnis – Prof. Dr. Carola Grunschel

(Stand: 25.08.2025)

Zeitschriftenartikel (peer-review)

1. Bäumke, L., Daumiller, M., Wenker, T., Scheunemann, A., Thies, D. O., **Grunschel, C.**, Wirth, J., Fries, S., Leutner, D., & Dresel, M. (in press). On the development of motivational regulation strategy knowledge and its longitudinal relationship with academic procrastination over the course of study. *Journal of Educational Psychology*.
2. Ehlert, M., **Grunschel, C.**, & Koehler, F. (2025). The role of teachers' emotions and their assessment in professional development research: A systematic review. *Educational Psychology Review*, 37, Article 69. <https://doi.org/10.1007/s10648-025-10048-w>
3. Gehrau, V., Morgenstern, I., **Grunschel, C.**, Könemann, J., Nührenböcker, M., Schwering, A., & Fischer, C. (2025). Competences enabling young Germans to engage in activities for climate protection and global health. *International Journal of Environmental Research and Public Health*, 22(7), Article 1111. <https://doi.org/10.3390/ijerph22071111>
4. Trautner, M., **Grunschel, C.**, & Schwinger, M. (2025). Motivating motivation regulation research—An evidence and gap map approach. *Educational Psychology Review*, 37, Article 44. <https://doi.org/10.1007/s10648-025-10019-1>
5. **Grunschel*, C.**, Wloch*, L., Gadosey, C. K., von der Mülbe, S., Bäumke, L., Daumiller, M., & Dresel, M. (2024). Behavioral and emotional academic procrastination scale: Reliability, validity, and normative values. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 56(4), 175–185. <https://doi.org/10.1026/0049-8637/a000298>
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7. Bachmann, O., **Grunschel, C.**, & Fries, S. (2024). Multitasking while studying – grit moderates the relationship of situational motivation and multitasking. *Frontiers in Psychology*, 15, 1404767. <https://doi.org/10.3389/fpsyg.2024.1404767>
8. Bachmann, O., **Grunschel, C.**, Capelle, J. D., & Fries, S. (2024). Autonomous and controlled motivation in students: An experience sampling study on multitasking, concentration, and affect from a self-determination theory perspective. *Motivation Science*, 10(4), 333–345. <https://doi.org/10.1037/mot0000333>
9. Gadosey, C. K., Turhan, D., Wenker, T., Kegel, L. S., Bobe, J., Thomas, L., Buhlmann, U., Fries, S., & **Grunschel, C.** (2024). Relationship between the intraindividual interplay of negative and positive exam-related emotions and the behavioral-emotional dimensions of academic procrastination. *Current Psychology*, 43, 31476–31494. <https://doi.org/10.1007/s12144-024-06719-6>
10. Gadosey, C. K., Schnettler, T., Scheunemann, A., Bäumke, L., Thies, D. O., Dresel, M., Fries, S., Leutner, D., Wirth, J., & **Grunschel, C.** (2024). Vicious and virtuous relationships between procrastination and emotions: An investigation of the reciprocal relationship between academic procrastination and learning-related anxiety and hope. *European Journal of Psychology of Education*, 39, 2005–2031. <https://doi.org/10.1007/s10212-023-00756-8>

11. Turhan, D., Schnettler, T., Scheunemann, A., Gadosey, C. K., Kegel, L. S., Bäumke, L., Thies, D. O., Dresel, M., Fries, S., Leutner, D., Wirth, J., & **Grunschel, C.** (2023). Temporal development of student burnout symptoms: Sociodemographic differences and linkage to university dropout intentions. *Contemporary Educational Psychology*, 73, 102185. <https://doi.org/10.1016/j.cedpsych.2023.102185>
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13. Capelle, J. D., **Grunschel, C.**, Bachmann, O., Knappe, M., & Fries, S. (2022). Multiple action options in the context of time: When exams approach, students study more and experience fewer motivational conflicts. *Motivation and Emotion*, 46(1), 16–37. <https://doi.org/10.1007/s11031-021-09912-3>
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Journal of Health Psychology, 28(2), 45–58. <https://doi.org/10.1027/2512-8442/a000067>

22. **Grunschel, C.**, & Dresel, M. (2020). Studienerfolg und Studienabbruch: Gruppenspezifische Untersuchungen ihrer Bedingungen - Einführung in das Themenheft. *Zeitschrift für empirische Hochschulforschung*, 4(1), 5–12. <https://doi.org/10.3224/zehf.v4i1.02>
23. Kegel, L. S., Schnettler, T., Scheunemann, A., Bäumke, L., Thies, D. O., Dresel, M., Fries, S., Leutner, D., Wirth, J., & **Grunschel, C.** (2020). Unterschiedlich motiviert für das Studium: Motivationale Profile von Studierenden und ihre Zusammenhänge mit demografischen Merkmalen, Lernverhalten und Befinden. *Zeitschrift für empirische Hochschulforschung*, 4(1), 81–105. <https://doi.org/10.3224/zehf.v4i1.06>
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29. **Grunschel, C.**, Schwinger, M., Steinmayr, R., & Fries, S. (2016). Effects of using motivational regulation strategies on students' academic procrastination, academic performance, and well-being. *Learning and Individual Differences*, 49, 162–170. <https://doi.org/10.1016/j.lindif.2016.06.008>
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Book chapters / Beiträge in Sammelbänden

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2. **Grunschel, C.**, Dresel, M., Fries, S., Leutner, D., Wirth, J., Bülke, L., Scheunemann, A., Schnettler, T. & Thies, D.O. (2021). Prokrastination als Risikofaktor für den Abbruch des Studiums: eine motivations- und handlungsregulatorische Perspektive. In M. Neugebauer, H.-D. Daniel & A. Wolter (Hrsg.), *Studienerfolg und Studienabbruch* (S. 41–74). Wiesbaden: Springer VS.
3. **Grunschel, C.** & Fries, S. (2018). Prokrastination. In D. H. Rost, J. R. Sparfeldt & S. R. Buch (Hrsg.), *Handwörterbuch Pädagogische Psychologie* (5. Aufl., S. 665–672). Weinheim: Beltz.
4. Schwinger, M., Wild, E., Lütje-Klose, B., **Grunschel, C.**, Stranghöner, D., Yotyodying, S., Baumanns, R., Gorges, J., Serke, B., Pazen, C., Neumann, P. & Stelling, S. (2015). Wie können motivationale und affektive Merkmale bei Kindern mit sonderpädagogischem Förderbedarf valide erfasst werden? Erste Befunde der Bielefelder Längsschnittstudie BiLieF. In P. Kuhl, P. Stanat, B. Lütje-Klose, C. Gresch, H. A. Pant & M. Prenzel (Hrsg.), *Inklusion von Schülerinnen und Schülern mit sonderpädagogischem Förderbedarf in Schulleistungserhebungen. Grundlagen und Befunde* (S. 273–300). Wiesbaden: Springer.
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6. Völkel, L., **Grunschel, C.**, & Dries, C. (2008). Dual Career Couples – Die zukünftige Lebensform der heutigen Studenten? In W. Aretz & K. Mierke (Hrsg.), *Aktuelle Themen der Wirtschaftspsychologie – Bd. 1* (S. 151–166). Köln: Kölner Wissenschaftsverlag.

Praxisorientierte Zeitschriftenartikel

1. **Grunschel, C.** (2023): „Mache ich, nur nicht heute“. Ein wissenschaftlicher Blick auf Prokrastination. *Schulverwaltung, Bayern*, 46 (12), 330-331.
2. Gawrilow, C., Schwarz, U., **Grunschel, C.**, Kärtner, J., & Schiller, E.-M. (2022). Spezialisiertes Master-Programm oder Studienschwerpunkt? Auf eine schulpsychologische Tätigkeit vorbereitende Studiengänge. *Report Psychologie*, 47(9), 10.

Qualifikationsarbeiten

1. **Grunschel, C.** (2013). *Akademische Prokrastination: Eine qualitative und quantitative Untersuchung von Gründen und Konsequenzen*. Dissertation, Universität Bielefeld.
2. **Grunschel, C.** (2007). *Training gegen das Aufschieben von Arbeitsaufgaben: Entwicklung, Durchführung und Evaluation*. Unveröffentlichte Diplomarbeit, Universität Osnabrück.