

Selected publications

Journal Articles (Peer Review, *Web of Science)

*Scharnagl, V., & **Smidt, W.** (2024). Parental support of emergent literacy in the final pre-school year in Austria during COVID-19-induced lockdowns. *International Journal of Early Years Education*. Advance online publication.

<https://doi.org/10.1080/09669760.2024.2322935>

***Smidt, W.**, Karpenko, O., Czepil, M., & Embacher, E.-M. (2024). Predictors of burnout of preschool teachers working in the warzone Ukraine. *Early Childhood Research Quarterly*. Advance online publication. <https://doi.org/10.1016/j.ecresq.2024.05.002>

*Embacher, E.-M., & **Smidt, W.** (2023). Associations between teachers' professional competencies and the quality of interactions and relationships in preschool. *Frontiers in Psychology*, *14*, 1222369. <https://doi.org/10.3389/fpsyg.2023.1222369>

*Embacher, E.-M., Zöggeler-Burkhardt, L., & **Smidt, W.** (2023). Closeness and conflict in teacher-child relationships in preschool: *The role of child personality types*. *Early Child Development and Care*, *193*(11-12), 1240-1256.

<https://doi.org/10.1080/03004430.2023.2236318>

***Smidt, W.**, & Embacher, E.-M. (2023). The importance of structural characteristics for interaction quality in Austrian preschools. *European Early Childhood Education Research Journal*, *31*(5), 752-771. <https://doi.org/10.1080/1350293X.2023.2195675>

***Smidt, W.**, & Embacher, E.-M. (2023). Does personality matter? The relationship between child personality and interaction quality in preschools. *Research Papers in Education*, *38*(1), 45-68. <https://doi.org/10.1080/02671522.2021.1941217>

***Smidt, W.**, & Embacher, E.-M. (2023). Examining the factorial validity of the Individualized Classroom Assessment Scoring System in preschools in Austria. *International Journal of Early Years Education*, *31*(3), 675-687. <https://doi.org/10.1080/09669760.2021.1893158>

***Smidt, W.**, & Embacher, E.-M. (2020). How do activity settings, preschool teachers' activities, and children's activities relate to the quality of children's interactions in preschool? Findings from Austria. *European Early Childhood Education Research Journal*, *28*(6), 864-883. <https://doi.org/10.1080/1350293X.2020.1836586>

*Lehrl, S., & **Smidt, W.** (2018). Differential effects of preschool quality on children's emergent literacy skills during preschool in Germany. *Research Papers in Education*, *33*(4), 492-514. <https://doi.org/10.1080/02671522.2017.1362718>

*Schmidt, Th., **Smidt, W.**, & Roux, S. (2018). What do pedagogues in daycare do? Empirical analyses of the occupational activities of pedagogues in children's daycare centres in Germany. *European Early Childhood Education Research Journal*, *26*(3), 446-460. <https://doi.org/10.1080/1350293X.2018.1463910>

***Smidt, W.**, Kammermeyer, G., Roux, S., Theisen, Ch., & Weber, Ch. (2018). Career success of preschool teachers – The significance of the Big Five personality traits, locus of control, and occupational self-efficacy. *Early Child Development and Care*, *188*(10), 1340-1353. <https://doi.org/10.1080/03004430.2017.1314275>

- ***Smidt, W.** (2018). Early Childhood Education and Care in Austria: Challenges and Education Policies. *Early Child Development and Care*, 188(5), 624-633.
<https://doi.org/10.1080/03004430.2017.1403431>
- *Hachfeld, A., Anders, Y., Kuger, S., & **Smidt, W.** (2016). Triggering parental involvement for parents of different language backgrounds: the role of types of partnership activities and preschool characteristics. *Early Child Development and Care*, 186(1), 190-211.
<https://doi.org/10.1080/03004430.2015.1007370>
- ***Smidt, W.** (2016). Occupational activities of nonacademic and academic pedagogues working in the field of childhood education - an Investigation of differences and predictor variables. *Early Child Development and Care*, 186(1), 2-22.
<https://doi.org/10.1080/03004430.2015.1005613>
- ***Smidt, W.,** & Rossbach, H.-G. (2016). Educational process quality in preschools at the individual child level: Findings from a German study. *Early Child Development and Care*, 186(1), 78-95. <https://doi.org/10.1080/03004430.2014.913585>
- ***Smidt, W.** (2015). Big Five personality traits as predictors of the academic success of university and college students in early childhood education. *Journal of Education for Teaching*, 41(4), 385-403. <https://doi.org/10.1080/02607476.2015.1080419>
- ***Smidt, W.,** Kammermeyer, G., & Roux, S. (2015). Relations between the Big Five personality traits of prospective early childhood pedagogues and their beliefs about the education of preschool children: Evidence from a German study. *Learning and Individual Differences*, 37(1), 96-106. <https://doi.org/10.1016/j.lindif.2014.11.002>
- ***Smidt, W.,** & Roux, S. (2015). How extraverted, open, agreeable, conscientious, and neurotic are prospective early childhood pedagogues? A comparison with the German Socio-Economic Panel. *Early Child Development and Care*, 185(5), 766-778.
<https://doi.org/10.1080/03004430.2014.957691>
- *Lehrl, S., **Smidt, W.,** Grosse, Ch., & Richter, D. (2014). Patterns of literacy and numeracy activities in preschool and their relation to structural characteristics and children's home activities. *Research Papers in Education*, 29(5), 577-597.
<https://doi.org/10.1080/02671522.2013.792865>
- ***Smidt, W.,** Lehrl, S., Anders, Y., Pohlmann-Rother, S., & Kluczniok, K. (2012). Emergent literacy activities in the final preschool year in the German federal states of Bavaria and Hesse. *Early Years - An International Journal of Research and Development*, 32(3), 301-312.
<https://doi.org/10.1080/09575146.2011.642851>

Editorships

Karpenko, O., **Smidt, W.,** Ziv, Y., & Resnick, G. (Eds.). (in preparation). Preschool Education in War and Conflict Zones [Special Issue]. *Early Childhood Research Quarterly*.

Zöggeler-Burkhardt, L., Embacher, E.-M., & **Smidt, W.** (Eds.) (2023). Social relationships, interactions and learning in early childhood - theoretical approaches, empirical findings and

challenges [Special Issue]. *Early Child Development and Care*. 193(11-12) [Guest Editor, Special Issue].

Spannring, R., **Smidt, W.**, & Unterrainer, Ch. (Eds.) (2022). *Institutions and Organizations as Learning Environments for Participation and Democracy? Opportunities, Challenges, Obstacles*. Cham: Springer Nature.

Bloch, B., Kuhn, M., Schulz, M., **Smidt, W.**, & Stenger, U. (Eds.) (2021). *Early Childhood Education in Germany – Exploring Historical Developments and Theoretical Issues*. London: Routledge.

Smidt, W., & Lehl, S. (Eds.) (2020). *Teacher–child interactions in Early Childhood Education and Care classrooms: characteristics, predictivity, dependency and methodological issues*. London: Routledge.

Smidt, W., & Lehl, S. (Eds.) (2018). Teacher–child interactions in Early Childhood Education and Care classrooms: characteristics, predictivity, dependency and methodological issues. *Research Papers in Education*, 33(4) [Guest Editor, Special Issue].

Smidt, W. (Ed.) (2017). *Contemporary issues in early childhood education in Germany*. London: Routledge. [Special Issue as Books].

Smidt, W. (Ed.) (2016). Contemporary issues in early childhood education in Germany. *Early Child Development and Care*, 186(1) [Guest Editor, Special Issue].

Book chapters

Rosbach, H.-G., Blaurock, S. Große, Ch., Kluczniok, K., Kuger, S., Lehl, S., & **Smidt, W.** (2024). Quality of Learning Environments in Early Childhood. In S. Weinert, H.-G. Rosbach, J. von Maurice, H.-P. Blossfeld, & C. Artelt (Eds.), *Educational Processes, Decisions, and the Development of Competencies from Early Preschool Age to Adolescence: Findings from the BiKS Cohort Panel Studies* (pp. 55-90). Wiesbaden: Springer VS (Edition ZfE). https://doi.org/10.1007/978-3-658-43414-4_3

Drieschner, E., & **Smidt, W.** (2022). Agency and participation: A critique of the epistemological, psychological, pedagogical and ethical premises. In R. Spannring, W. Smidt, & C. Unterrainer (Eds.), *Institutions and Organizations as Learning Environments for Participation and Democracy? Opportunities, Challenges, Obstacles* (pp. 17-37). Cham: Springer Nature.

Spannring, R., Unterrainer, C., & **Smidt, W.** (2022). Participation in organizations and institutions across the life course. In R. Spannring, W. Smidt, & C. Unterrainer (Eds.), *Institutions and Organizations as Learning Environments for Participation and Democracy? Opportunities, Challenges, Obstacles* (pp. 1-13). Cham: Springer Nature.

Schulz, M., Kuhn, M., Bloch, B., **Smidt, W.**, Stenger, U. (2021). Historical Development and Current Frameworks. In B. Bloch, M. Kuhn, M. Schulz, W. Smidt, & U. Stenger (Eds.), *Early Childhood Education in Germany – Exploring Historical Developments and Theoretical Issues* (pp. 23-34). London: Routledge. <https://doi.org/10.4324/9780429275593-3>

Stenger, U., Kuhn, M., Schulz, M., Bloch, B., & **Smidt, W.** (2021). The Matrix of the Academic ECEC Discourse. In B. Bloch, M. Kuhn, M. Schulz, W. Smidt, & U. Stenger (Eds.), *Early Childhood Education in Germany – Exploring Historical Developments and Theoretical Issues* (pp. 11-22). London: Routledge. <https://doi.org/10.4324/9780429275593-2>

Lehrl, S., & **Smidt, W.** (2020). Differential effects of preschool quality on children's emergent literacy skills during preschool in Germany. In W. Smidt, & S. Lehrl, S. (Eds.), *Teacher-child interactions in Early Childhood Education and Care classrooms: characteristics, predictivity, dependency and methodological issues* (pp. 82-104). London: Routledge.

Smidt, W., & Kraft, S. (2019). Fostering children's intrinsic motivation in preschool. In O. N. Saracho (Ed.), *Contemporary perspectives on research on motivation in early childhood education* (pp. 153-173). Charlotte: Information Age Publishing.

Smidt, W. (2019). Early Childhood Education and Care in Austria: Challenges and Education Policies. In K. Rentzou, & R. Slutsky (Eds.), *Early Childhood Education and Care Quality in Europe and the USA. Issues of Conceptualization, Measurement and Policy* (pp. 141-150). London: Routledge.

Hachfeld, A., Anders, Y., Kuger, S., & **Smidt, W.** (2017). Triggering parental involvement for parents of different language backgrounds: the role of types of partnership activities and preschool characteristics. In W. Smidt (Ed.), *Contemporary issues in early childhood education in Germany* (pp. 190-211). London: Routledge.

Smidt, W. (2017). Occupational activities of nonacademic and academic pedagogues working in the field of childhood education - an investigation of differences and predictor variables. In W. Smidt (Ed.), *Contemporary issues in early childhood education in Germany* (pp. 2-22). London: Routledge.

Smidt, W., & Rossbach, H.-G. (2017). Educational process quality in preschools at the individual child level: Findings from a German study. In W. Smidt (Ed.), *Contemporary issues in early childhood education in Germany* (pp. 78-95). London: Routledge.

Smidt, W. (2015). Educational processes in early childhood education: activities of target children in preschools. In W. Schnotz, A. Kauertz, H. Ludwig, A. Müller, & J. Pretsch (Eds.), *Multidisciplinary research on teaching and learning* (pp. 3-18). Basingstoke: Palgrave Macmillan.