

Publikationen

- (2020): Ein Review zum empfohlenen Einsatz von automatisierten Vorlesungsaufzeichnungen an Hochschulen..
- (2020): Automatisierte Vorlesungsaufzeichnungen im Projekt DEG-DLM2 – Evaluation der Einsatzerfahrungen.
- (2020): Verwertungskonzept für das Projekt DEG-DLM2.
- (2020): Qualitative Analyse von Webkonferenzen im Projekt DEG-DLM2.
- (2020): Qualitative Analyse von Webkonferenzen im Projekt DEG-DLM1.
- (2020): Nutzungskonzept für die Erkenntnisse aus dem Projekt DEG-DLM2.
- (2020): Webkonferenzen im Projekt DEG-DLM2 – Begleitforschung zum Einsatz der im Vergleich zur ersten Förderphase optimierten digitalen Lehrmodalität.
- (2020): Bericht Begleitforschung Modul „Wissenschaftliches Arbeiten“ der Studiengänge Pflegepädagogik und Pädagogik im Rettungswesen.
- (2019): Bericht Begleitforschung Hochschulzertifikat „Data Analytics“.
- (2019): Technisches Konzept Automatisierte Vorlesungsaufzeichnungen für das Projekt DEG-DLM2.
- (2019): Langfristige Transfereffekte wissenschaftlicher Weiterbildung für nicht-traditionell Studierende im Blended Learning-Design.
- (2019): Transfer in Weiterbildungen.
- (2019): Bericht Begleitforschung zum 9. Fachsemester des Bachelorstudiengangs Kindheitspädagogik.
- (2019): Bericht Begleitforschung zum Hochschulzertifikat "Risiko-und Compliancemanagement".
- (2019): Wie effektiv sind Webkonferenzen in der Lehre?. Posterpräsentation. In: 6. Tag der Forschung, Deggendorf.
- (2019): Wie effektiv sind Webkonferenzen in der Lehre?. In: 6. Tag der Forschung, Deggendorf.
- (2019): Measurement invariance of a direct behavior rating multi-item scale. In: Social Sciences, vol. 8, no. 46, pp. 1-23. DOI: 10.3390/socsci8020046.
- (2019): A new way to look at simulation-based assessment: the relationship between gaze-tracking and exam performance. In: Canadian Journal of Emergency Medicine (CJEM), vol. 21, no. 1, pp. 129-137. DOI: 10.1017/cem.2018.391.
- (2019): From monocontextual to multicontextual transfer: Organizational determinants of the intention to transfer generic information literacy competences to multiple contexts. In: Frontline Learning Research, vol. 7, no. 1, pp. 23-42. DOI: 10.14786/flr.v7i1.359.
- (2018): "There's no need to drive from A to B": Exploring the lived experience of students and lecturers with digital learning in higher education. In: Bavarian Journal of Applied Sciences, vol. 4, no. 1, pp. 310-322. DOI: 10.25929/bjas.v4i1.50.
- (2018): Testing the gender similarities hypothesis: differences in subjective task value and motivation to transfer training. In: Human Resource Development International, vol. 7, no. 1, pp. 1-12. DOI: 10.1080/13678868.2018.1449547.

- (2018): Bericht Begleitforschung zum Zertifikat Technische Betriebswirtschaft.
- (2018): Schlussbericht Deggendorfer Distance-Learning Modell zur Stärkung der Region Niederbayern und der Förderung der akademischen Weiterbildung in ländlich strukturierten Gebieten (DEG-DLM).
- (2018): Bericht zum berufsbegleitenden Weiterbildungszertifikat Supply Chain Management - Logistik und IT.
- (2018): Bericht Begleitforschung zum Brückenkurs Physik 2017.
- (2018): Anpassung der Lehrmethoden von Dozierenden in berufsbegleitenden Studiengängen und Weiterbildungszertifikaten an digitale Gegebenheiten.
- (2018): Metaphors as Analytic Tools to Dialogue between Theory and Methods. In: SIG17, Cambridge, England.
- (2018): Entwicklung eines Instruments zur Messung von Transferinteresse in der Erwachsenen- und Weiterbildung. In: 51. Kongress der Deutschen Gesellschaft für Psychologie, Frankfurt am Main.
- (2018): Testing gender similarities: Subjective task value and motivation to transfer in adult education. In: 16th International Conference on Motivation (ICM), Aarhus, Denmark.
- (2018): Digitalisierung der akademischen Weiterbildung aus Sicht der Dozierenden.
- (2018): Technik-Konzept iLearn2.
- (2018): Ist- und Bedarfsanalyse iLearn2.
- (2018): Webkonferenzen als digitale Lernumgebungen in der akademischen Weiterbildung: Mediendidaktisches Design, Inhalt und Implementierung.
- (2018): Konzept zur Gewinnung von Lehrenden für berufsbegleitende Weiterbildungen mit Blended Learning Format.
- (2018): Mobiles Eye-Tracking in den angewandten Wissenschaften. In: Bavarian Journal of Applied Sciences, vol. 4, no. 1, pp. 370-395. DOI: 10.25929/bjas.v4i1.54.
- (2018): Getting Inside the Expert's Head: An Analysis of Physician Cognitive Processes During Trauma Resuscitations. In: Annals of emergency medicine, vol. 72, no. 3, pp. 289-298. DOI: 10.1016/j.annemergmed.2018.03.005.
- (2018): The Neural Implementation of Surgical Expertise Within the Mirror-Neuron System: An fMRI Study. In: Frontiers in Human Neuroscience, vol. 12. DOI: 10.3389/fnhum.2018.00291.
- (2018): Inklusion sehbeeinträchtigter Studierender durch die Implementierung assistiver Technologien und Universal Design in Lern-Management-Systemen. In: spuren – Sonderpädagogik in Bayern, vol. 61, no. 2, pp. 40-43.
- (2018): Systematisches Review von Lernverlaufsmessung im Bereich der frühen Leseflüssigkeit. In: Empirische Sonderpädagogik, vol. 10, no. 1, pp. 100-118.
- (2018): Sexualpädagogik der Vielfalt: Ein Überblick über empirische Befunde. In: Zeitschrift für Pädagogik, vol. 64, no. 3, pp. 379-393. DOI: 10.3262/ZP1803379.
- (2018): "Der Schulbegleiter muss vom Typ her offen sein" – Eine Interviewstudie zur Kooperation zwischen Lehrkräften und Schulbegleitern an bayerischen Gymnasien. In: spuren – Sonderpädagogik in Bayern, vol. 61, no. 1, pp. 34-40.
- (2018): Social support and motivation to transfer as predictors of training transfer: Testing full and partial mediation using meta-analytic structural equation modeling. In: International Journal of Training and Development, vol. 22, no. 1, pp. 1-14. DOI: 10.1111/ijtd.12115.
- (2018): Through the Learner's Lens: Eye-Tracking Augmented Debriefing in Medical Simulation. In: Journal of Graduate Medical Education, vol. 10, no. 3, pp. 340-341. DOI: 10.4300/JGME-D-17-00827.1.



- (2018): Testing the Gender Similarities Hypothesis: Differences in Subjective Task Value and Motivation to Transfer Training. Posterpräsentation. In: 5. Tag der Forschung, Deggendorf.
- (2017): Disziplinäre Fachkultur als Einflussgröße auf die studentische Akzeptanz von E-Learning-Angeboten an Hochschulen. In: Digitalisierung der Hochschulen: Forschung, Lehre, Administration.
- (2017): Brückenkurs Mathematik für heterogene Gruppen im Rahmen des Projekts DEG-DLM. In: Tagungsband zum 3. Symposium zur Hochschullehre in den MINT-Fächern (25.-26.09.2017; TH Nürnberg), Nürnberg.
- (2017): LernCenter: Ein Konzept für die Digitalisierung berufsbegleitender Weiterbildungen an Hochschulen. In: Bavarian Journal of Applied Sciences, vol. 3, no. 1, pp. 261-276. DOI: 10.25929/z26v-0x88.
- (2017): Gründe und Attributionen für eine Nicht-Teilnahme an berufsbegleitender Weiterbildung.
- (2017): Reaktionen nicht-traditionell Studierender auf innovative Weiterbildungsangebote: Eine Evaluationsstudie in der berufsbegleitenden Weiterbildung. In: Forschungsbericht 2016/2017 der Technischen Hochschule Deggendorf, Deggendorf.
- (2017): Training Reactions as Predictors of Autonomous and Controlled Motivation to Transfer.
- (2017): Forschungsbericht Lernstrategien berufsbegleitend Studierender.
- (2017): Begleitforschung zum Brückenkurs Mathematik 2016/17.
- (2017): Begleitforschung zum 4. Fachsemester des Bachelorstudiengangs Kindheitspädagogik.
- (2017): Flexibles Lernen nicht-traditionell Studierender in der berufsbegleitenden Weiterbildung.
- (2017): Gründe für den Dropout aus dem Weiterbildungszertifikat Supply Chain Management.
- (2017): Methodologies for studying visual expertise. In: Frontline Learning Research, vol. 5, no. 3, pp. 1-13. DOI: 10.14786/flr.v5i3.259.
- (2017): Neural correlates of visual perceptual expertise: Evidence from cognitive neuroscience using functional neuroimaging. In: Frontline Learning Research, vol. 5, no. 3, pp. 14-30. DOI: 10.14786/flr.v5i3.259.
- (2017): Measuring physician cognitive load: Validity evidence for a physiologic and a psychometric tool. In: Advances in Health Sciences Education - Theory and Practice, vol. 22, no. 4, pp. 951-968. DOI: 10.1007/s10459-016-9725-2.
- (2017): The challenges of studying visual expertise in medical image diagnosis. In: Medical Education, vol. 51, no. 1, pp. 97-104. DOI: 10.1111/medu.13205.
- (2017): Effects of eye movement modeling examples on adaptive expertise in medical image diagnosis. In: Computers & Education, vol. 113, no. 1, pp. 212-225. DOI: 10.1016/j.compedu.2017.06.001.
- (2017): Sexuality education including lesbian, gay, bisexual, and transgender (LGBT) issues in schools. In: Educational Research Review, vol. 22, no. 1, pp. 215-222. DOI: 10.1016/j.edurev.2017.10.002.
- (2017): Reflections on empirical and methodological accounts of agency at work. In: Agency at work: An agentic perspective on professional learning and development, vol. Volume 20.
- (2017): Academic domains as political battlegrounds. A global enquiry by 99 academics in the fields of education and technology. In: Information Development, vol. 33, no. 3, pp. 270-288. DOI: 10.1177/0266666916646415.
- (2016): Flexibles Lernen. Didaktisches Konzept im Projekt DEG-DLM.
- (2016): Begleitforschung zum Brückenkurs Mathematik 2015.
- (2016): Ergebnisse der Begleitforschung zum Brückenkurs Physik im Projekt DEG-DLM.



- (2016): An interest theory perspective on learning: What is in for the effective design of learning environments?. Symposium. In: International Conference on Motivation 2016: The Odyssey to the Ithaca of Learning, Thessaloniki, Griechenland.
- (2016): Systematic literature reviews in educational research. Invited Talk/Keynote. In: EERA (European Educational Research Association) Summer School, Linz, Österreich.
- (2016): Visual expertise and the Quiet Eye in sports. Comment on Vickers. In: Current Issues in Sport Science, vol. 1, no. 1. DOI: 10.15203/CISS_2016.108.
- (2016): Voluntary or mandatory training participation as a moderator in the relationship between goal orientations and transfer of training. In: International Journal of Training and Development, vol. 20, no. 4, pp. 290-301. DOI: 10.1111/ijtd.12089.
- (2016): The challenges of studying visual expertise in medical image diagnosis. In: Medical Education, vol. 51, no. 1, pp. 97-104. DOI: 10.1111/medu.13205.
- (2016): Measuring physician cognitive load: Validity evidence for a physiologic and a psychometric tool. In: Advances in Health Sciences Education - Theory and Practice, no. October, pp. 1-18. DOI: 10.1007/s10459-016-9725-2.
- (2015): Ist- und Bedarfsanalyse im Rahmen des Projekts DEG-DLM.
- (2015): Bedarf an didaktischer Gestaltung von Lernprozessen in berufsbegleitenden Weiterbildungen.
- (2015): Innovative methodologies in learning research. Symposium. In: 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Zypern.
- (2015): Perspectives into transfer of training. Symposium. In: 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Zypern.
- (2015): Eye tracking as online measure of visual expertise. Invited Talk/Keynote.
- (2015): Motivation to transfer learning to multiple contexts. In: The School Library Rocks: Living it, Learning it, Loving it, Maastricht, Niederlande.
- (2015): Motivationsforschung im Weiterbildungskontext [Motivation research in training contexts]. In: Zeitschrift für Erziehungswissenschaft, vol. 18, no. Sonderheft 30.
- (2015): Toward a unified model of motivation for training transfer: A phase perspective. In: Zeitschrift für Erziehungswissenschaft, vol. 18, no. Suppl. 1, pp. 107-121.
- (2015): General and special education teachers' perceptions of teamwork in inclusive classrooms at elementary and secondary schools. In: Journal of Educational Research Online, vol. 7, no. 2, pp. 129-146.
- (2015): How situational is situational interest?. Investigating the longitudinal structure of situational interest. In: Contemporary Educational Psychology, vol. 43, no. 1, pp. 39-50.
- (2014): Assessing transitions of learning with mixed methods. Symposium (Peer-reviewed). In: European Association for Research on Learning and Instruction (EARLI) SIG 4 & SIG 17 Conference, Leuven, Belgien.
- (2014): Chancen und Risiken von Meta-Analysen in der pädagogischen Forschung.
- (2014): Lesen fördern in der Grundschule: Was sagt die IGLU-Studie?. Invited Talk/Keynote.
- (2014): Do teachers see everything? How experts and novices perceive classroom information. Invited Talk/Keynote.
- (2014): Mixed methods in motivational research: Are more methods always better?. Symposium (Peer-reviewed). In: 14th International Conference on Motivation 2014: "Understanding and Facilitating the Passion to Learn", Helsinki, Finnland.
- (2014): Abschlussbericht des DFG-Berichts "Teacher Noticing".



- (2014): Motivation to transfer: Factors influencing transfer of learned competences to the job. In: New technologies and the future of teaching, Krakau, Polen.
- (2014): Digital simulation-based training: A meta-analysis. In: British Journal of Educational Technology, vol. 45, no. 6, pp. 1097-1114.
- (2013): Eye movement modeling in medical education. Invited Talk/Keynote.
- (2013): Der Bildungsforscher John Hattie: Fluch oder Segen?. Invited Talk/Keynote.
- (2013): John Hatties Visible Learning: Was ist guter Unterricht?. Invited Talk/Keynote.
- (2013): Digital simulation-based learning environments and their effects on self-efficacy and transfer. In: 2013 Annual Meeting of the American Educational Research Association (AERA): "Education and Poverty", San Francisco, CA, USA.
- (2013): Interest development in the K-12 problem-based learning classroom. In: 2013 Annual Meeting of the American Educational Research Association (AERA): "Education and Poverty", San Francisco, CA, USA.
- (2013): Social design in digital simulations: Effects of a single versus multi-player simulations on efficacy beliefs and transfer. In: 10th International Conference on Computer-Supported Collaborative Learning (CSCL), Madison, WI, USA.
- (2013): ¿Se puede predecir la transferencia? Un modelo teórico basado en la intención de transferencia y la intención de implementación. In: 2nd Multidisciplinary International Conference on Educational Research, Tarragona, Catalonia, Spanien.
- (2013): Making training sustainable: A meta-analytic structural equation modeling (MASEM) approach. In: 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI) 2013: Responsible Teaching and Sustainable Learning, München.
- (2013): Meta-analysis as a tool for assessing motivation and regulation in digital simulations. In: 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI) 2013: Responsible Teaching and Sustainable Learning, München.
- (2013): Can transfer be predicted?. A theoretical model on intent to transfer and implementation intentions. In: 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI) 2013: Responsible Teaching and Sustainable Learning, München.
- (2013): How does the use of mixed methods enhance understanding?. Discussion in the symposium "Enhancing understanding by using mixed methods research" (S. Weber & A. Onwuegbuzie) . In: 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI) 2013: Responsible Teaching and Sustainable Learning, München.
- (2013): Which instructional design promotes learning goal orientations and transfer in professional training?. In: European Conference on Educational Research (ECER) 2013, Istanbul, Türkei.
- (2013): The role of achievement goal orientations in determining students' interest before and after a K-12 classroom intervention. In: European Conference on Educational Research (ECER) 2013, Istanbul, Türkei.
- (2013): Stability or change? Effects of time lag and training length on achievement goal orientations and transfer of training. In: European Conference on Educational Research (ECER) 2013, Istanbul, Türkei.
- (2013): Wie kommen Evaluationsteams zu ihrer Einschätzung der Unterrichtsqualität bei externen Evaluationen?. In: 78. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund.
- (2013): Teacher Noticing: Eine Eye-Tracking-Studie zur Untersuchung von Expertiseunterschieden in der professionellen Unterrichtswahrnehmung. Posterpräsentation. In: 78. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund.
- (2013): Zielorientierungen und Transfer in der Weiterbildung. In: 78. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund.

- (2013): Transfer of training for sustainable learning. Symposium (Peer-reviewed). In: 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI) 2013: Responsible Teaching and Sustainable Learning, München.
- (2013): Warum nur? Motivation in Erwachsenen- und Weiterbildung. Symposium (Peer-reviewed). In: 78. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund.
- (2013): Transitions of expertise. In: Transitions in vocational education, Opladen.
- (2013): Social design in digital simulations: Effects of single versus multi-player simulations on efficacy beliefs and transfer. In: To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale (Proceedings of the 10th International Conference on Computer Supported Collaborative Learning [CSCL], University of Wisconsin - Madison, June 15th-19th 2013), vol. Vol. 2.
- (2013): Effects of computer support, collaboration, and time lag on performance self-efficacy and transfer of training: A longitudinal meta-analysis. In: Educational Research Review, vol. 8, no. 1, pp. 75-89.
- (2013): Assessing the quality of expertise differences in the comprehension of medical visualizations. In: Vocations and Learning, vol. 6, no. 1, pp. 37-54.
- (2013): Transfer of expertise: An eye-tracking and think-aloud study using dynamic medical visualizations. In: Computers & Education, vol. 63, no. 1, pp. 393-403.
- (2013): Transfer of training: New conceptualizations through integrated research perspectives. In: Educational Research Review, vol. 8, no. 1, pp. 1-4.
- (2013): Dimensions of motivation to transfer: A longitudinal analysis of their influences on retention, transfer, and attitude change. In: Vocations and Learning, vol. 6, no. 2, pp. 187-205.
- (2013): Wie kommen Evaluationsteams zu ihrer Einschätzung der Unterrichtsqualität bei externen Evaluationen?. In: Unterrichtswissenschaft, vol. 41, no. 3, pp. 197-215.
- (2013): Stability or change? Effects of training length and time lag on achievement goal orientations and transfer of training. In: International Journal of Educational Research, vol. 61, no. 1, pp. 71-79.
- (2013): Achievement goals and achievement goal orientations in education. In: International Journal of Educational Research, vol. 61, no. 1, pp. 1-4.
- (2013): The effects of computer-simulation game training on participants' opinions on leadership styles. In: British Journal of Educational Technology, vol. 44, no. 6, pp. 1012-1035.
- (2012): Evaluating training effectiveness in vocational education. Invited Talk/Keynote.
- (2012): Using eye-tracking methodology to understand and promote the transfer of expertise in medicine. Invited Talk /Keynote.
- (2012): Age-related differences in the relation between motivation to learn and training transfer in adult education. In: 2012 Annual Meeting of the American Educational Research Association (AERA); "Non Satis Scire: To Know is Not Enough", Vancouver, British Columbia, Kanada.
- (2012): Expertise differences in the comprehension of visualizations: A meta-analysis of eye-tracking research in professional domains. In: 2012 Annual Meeting of the American Educational Research Association (AERA); "Non Satis Scire: To Know is Not Enough", Vancouver, British Columbia, Kanada.
- (2012): Stability and change in achievement goals and transfer. Posterpräsentation. In: 10th International Conference of the Learning Sciences (ICLS) 2012: The Future of Learning, Sydney, Australien.
- (2012): Can technology-based gaze replays of experts model diagnostic performance of novices? A test in medical education. Posterpräsentation. In: 10th International Conference of the Learning Sciences (ICLS) 2012: The Future of Learning, Sydney, Australien.



- (2012): Is computer support more significant than collaboration in promoting self-efficacy and transfer?. In: 10th International Conference of the Learning Sciences (ICLS) 2012: The Future of Learning, Sydney, Australien.
- (2012): Long-term changes in achievement goals and transfer: A meta-analysis. In: 16th Conference of Junior Researchers (JURE) of EARLI (European Association for Research on Learning and Instruction); A Learning Odyssey: Exploring New Horizons in Learning and Instruction, Regensburg.
- (2012): Attendance policy moderates the influence of achievement goals on transfer of training. In: 13th International Conference on Motivation (ICM):Motivation in all spheres of life, Frankfurt am Main.
- (2012): Effects of computer support, collaboration, and time lag on self-efficacy and transfer. In: 13th International Conference on Motivation (ICM):Motivation in all spheres of life, Frankfurt am Main.
- (2012): Attendance policy moderates the influence of achievement goals on transfer of training. In: 6th EARLI Special Interest Group (SIG) 14 Learning and Professional Development Conference: Learning in Transition, Antwerpen, Belgien.
- (2012): Promoting the transfer of expertise with eye movement modeling examples. In: 6th EARLI Special Interest Group (SIG) 14 Learning and Professional Development Conference: Learning in Transition, Antwerpen, Belgien.
- (2012): Experts, tomographs, and sociogenetic types of adaptation to changing task constraints. In: 6th EARLI Special Interest Group (SIG) 14 Learning and Professional Development Conference: Learning in Transition, Antwerpen, Belgien.
- (2012): Der Einfluss von Erfahrung auf die Entwicklung professioneller Unterrichtswahrnehmung: Eine Meta-Analyse. In: 77. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
- (2012): Lerntransfer in der betrieblichen Weiterbildung: Eine Strukturgleichungsanalyse. In: 77. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
- (2012): Der Einfluss elterlichen Unterstützungsverhaltens auf die naturwissenschaftliche Kompetenz im Elementarbereich - Klärung geschlechtsspezifischer Kompetenzunterschiede. Posterpräsentation. In: 77. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
- (2012): Unterrichtsentwicklung durch Vergleichsarbeiten? Eine Analyse von Verwendungshinweisen in VERA-Rückmeldungen. Poster-Präsentation. In: 77. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
- (2012): Unterstützung von Conceptual Change durch Augenbewegungsmodellierung im anatomischen Lernen. In: 48.Kongress der Deutschen Gesellschaft für Psychologie (DGP), Bielefeld.
- (2012): Zum Einfluss von Zielorientierungen auf Trainingstransfer. In: 48.Kongress der Deutschen Gesellschaft für Psychologie (DGP), Bielefeld.
- (2012): How CSCL moderates the influence of self-efficacy on students' transfer of learning. In: 7th European Conference of Technology Enhanced Learning (EC-TEL 2012) - 21st Century Learning for 21st Century Skills, Saarbrücken.
- (2012): Technology-enhanced replays of expert gaze promote students' visual learning in medical training. Posterpräsentation. In: 7th European Conference of Technology Enhanced Learning (EC-TEL 2012) - 21st Century Learning for 21st Century Skills, Saarbrücken.
- (2012): Beyond cold transfer: Integrating motivational variables. Symposium (Peer-reviewed). In: 6th EARLI Special Interest Group (SIG) 14 Learning and Professional Development Conference: Learning in Transition, Antwerpen, Belgien.
- (2012): Eye movement modeling and visual expertise in medicine. Symposium (Peer-reviewed). In: 6th EARLI Special Interest Group (SIG) 14 Learning and Professional Development Conference: Learning in Transition, Antwerpen, Belgien.



- (2012): Sociotechnical transitions in learning and working. Symposium (Peer-reviewed). In: 6th EARLI Special Interest Group (SIG) 14 Learning and Professional Development Conference: Learning in Transition, Antwerpen, Belgien.
- (2012): Achievement goals in the sphere of adult learners. Symposium (Peer-reviewed). In: 13th International Conference on Motivation (ICM):Motivation in all spheres of life, Frankfurt am Main.
- (2012): Students' motivation, transfer, and strategy use in CSCL tasks. Symposium (Peer-reviewed). In: 13th International Conference on Motivation (ICM):Motivation in all spheres of life, Frankfurt am Main.
- (2012): Entwicklung und Förderung professioneller Unterrichtswahrnehmung. Symposium (Peer-reviewed). In: 77. Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
- (2012): Can technology-based gaze replays of experts model diagnostic performance of novices?. A test in medical education. In: The Future of Learning (Proceedings of the 10th International Conference of the Learning Sciences [ICLS 2012]: Volume 2, Short Papers, Symposia, and Abstracts), Sydney, Australia.
- (2012): Is computer support more significant than collaboration in promoting self-efficacy and transfer?. In: The Future of Learning (Proceedings of the 10th International Conference of the Learning Sciences [ICLS 2012]: Volume 1, Short Papers, Symposia, and Abstracts), Sydney, Australia.
- (2012): Stability and change in achievement goals and transfer. In: The Future of Learning (Proceedings of the 10th International Conference of the Learning Sciences [ICLS 2012]: Volume 2, Short Papers, Symposia, and Abstracts), Sydney, Australia.
- (2012): How CSCL moderates the influence of self-efficacy on students' transfer of learning. In: 21st Century Learning for 21st Century Skills (Refereed proceedings of the 7th European Conference on Technology Enhanced Learning [EC-TEL 2012], Saarbrücken, September 12th-15th 2012).
- (2012): Technology-enhanced replays of expert gaze promote students' visual learning in medical training. In: 21st Century Learning for 21st Century Skills (Refereed proceedings of the 7th European Conference on Technology Enhanced Learning [EC-TEL 2012], Saarbrücken, September 12th-15th 2012).
- (2012): Lehr- und Lernbedingungen an Grundschulen im internationalen Vergleich. In: IGLU 2011. Lesekompetenzen von Grundschulern in Deutschland im internationalen Vergleich, Münster.
- (2012): Age-related differences in the relation between motivation to learn and transfer of training in adult continuing education. In: Contemporary Educational Psychology, vol. 37, no. 1, pp. 33-46.
- (2012): Seeing through a teacher's eyes improves students' imaging interpretation. In: Medical Education, vol. 46, no. 11, pp. 1113-1114.
- (2011): Motivational influences on transfer: Dimensions and boundary conditions. Invited Talk/Keynote.
- (2011): Visual technologies and their effects on human expertise. Invited Talk/Keynote. In: InterMedia Oslo 2011, Oslo, Norwegen.
- (2011): Domain specificity and transfer of expertise: An eye tracking and think aloud experiment using dynamic medical visualizations. Invited Talk/Keynote.
- (2011): Wie sich Experten und Nichtexperten in der Interpretation visueller Medien unterscheiden: Eine Meta-Analyse von Eye-Tracking-Studien. Posterpräsentation. In: Tagung der AEPF (Arbeitsgruppe für Empirische Pädagogische Forschung) 2011, Bamberg.
- (2011): Uncovering mechanisms of visual expertise to inform the design of professional training. In: 2011 Annual Meeting of the American Educational Research Association (AERA); "Inciting the Social Imagination: Education Research for the Public Good", New Orleans, LA, USA.
- (2011): Expertise differences in the comprehension of visualizations: A meta-analysis of eye-tracking research in professional domains. In: AERA (American Educational Research Association) Division C Graduate Student Seminar, New Orleans, LA, USA.



- (2011): Technological change, transfer, and expertise development in dynamic domains. In: Junior Researcher (JURE) Pre-Conference of the 14th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI) 2011, Exeter, Großbritannien.
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