

Papers in peer reviewed international journals:

- Peters, O., Körndle, H., & Narciss, S. (2018). Effects of a Formative Assessment Script on how Vocational Students Generate Formative Feedback to a Peer's or their own Performance. *European Journal of Psychology of Education* 33 (1), 117–143. <https://doi.org/10.1007/s10212-017-0344-y> Impact factor: 1.556
- Goldin, I., Narciss, S., Foltz, P., & Bauer, M. (2017). New Directions in Formative Feedback in Interactive Learning Environments. *International Journal of Artificial Intelligence in Education*, 27 (3), 385-392. <https://doi.org/10.1007/s40593-016-0135-7> . Impact factor: 1.953
- Mende, S., Proske, A., Körndle, H., & Narciss, S. (2017). Who benefits from a low versus high guidance CSCL script and why? *Instructional Science*, 45, 439–468. <https://doi.org/10.1007/s11251-017-9411-7>. Impact factor: 1.69
- Hemker, L., Prescher, C., & Narciss, S. (2017). Design and Evaluation of a Problem-Based Learning Environment for Teacher Training. *Interdisciplinary Journal of Problem-Based Learning*, 11(2), 10. Available at: <https://doi.org/10.7771/1541-5015.1676>
- Hemker, L., Prescher, C., & Narciss, S. (2016). Gestaltung und Erprobung problemorientierter Seminare zum Thema "Messen & Beurteilen". *Zeitschrift für Hochschulentwicklung* 11 (3), 173-187.
- Magreehan, D.A., Serra, M.J., Schwartz, N.H., & Narciss, S. (2016) Further Boundary Conditions for the Effects of Perceptual Disfluency on Judgments of Learning. *Metacognition and Learning*. 11, 35-56. <https://doi.org/10.1007/s11409-015-9147-1> - impact factor: 2.419
- Schoor, C., Narciss, S. & Körndle, H. (2015). Regulation during cooperative and collaborative learning: A theory-based review of terms and concepts. *Educational Psychologist* (50), 97-119. [dx.doi.org/10.1080/00461520.2015.1038540](https://doi.org/10.1080/00461520.2015.1038540) impact factor (2016): 6.257
- Kapp, F., Proske, A., Narciss, S., & Körndle, H. (2015). Distributing vs. blocking learning questions in a web-based learning environment. *Journal of Educational Computing Research* 51 (4), 397 -416.
- Narciss, S., Sosnovsky, S., Schnaubert, L., Andrés, E., Eichelmann, A., Goguadze, G., Melis, E. (2014). Exploring feedback and student characteristics relevant for personalizing feedback strategies. *Computers & Education*, 71C, 56-76. doi: 10.1016/j.compedu.2013.09.011 5-year impact factor: 5.047.
- Schoor, C., Kownatzki, S., Narciss, S., & Körndle, H. (2014). Effects of Feeding Back the Motivation of a Collaboratively Learning Group. *Electronic Journal of Research in Educational Psychology*, 12(1), 191-210.
- Narciss, S. (2013). Designing and Evaluating Tutoring Feedback Strategies for Digital Learning Environments on the basis of the Interactive Tutoring Feedback Model. *Digital Education Review*, 23, 7-26. [Accessed: 27/04/2014] <http://greav.ub.edu/der>
- Damnik, G., Proske, A., Narciss, S., & Körndle, H. (2013). Informal learning with technology: The effects of self-constructing externalizations. *The Journal of Educational Research*, 106(6), 431-440. doi:10.1080/00220671.2013.832978 5-year impact factor: 1.85
- Eichelkraut, A., Poenicke, C., Karg, S., Rudolf, C., Papkalla, N., Richter, T., Koch, T., Koerndle, H., Narciss, S., & Müller, M. (2013). No-flow fraction and peri-shock pause during BLS given by healthcare professionals before and after a BLS course and after additional video instructions. *Resuscitation* 01/2013; 84. DOI: 10.1016/j.resuscitation.2013.08.071. Impact Factor: 4.1.
- Kramarski, B., Desoete, A., Bannert, M., Narciss, S., & Perry, N. (2013). New Perspectives on Integrating Self-Regulated Learning at School. *Education Research International*, Article ID 498214, <http://dx.doi.org/10.1155/2013/498214>
- Eichelmann, A., Narciss, S., Schnaubert, L., & Melis, E. (2012). Typische Fehler und Fehlerquellen bei der Addition und Subtraktion von Brüchen – Ein Review zu empirischen Fehleranalysen. *Journal für Mathematik-Didaktik*, 33, 29–57. DOI 10.1007/s13138-011-0031-5
- Proske, A., Narciss, S. & McNamara, D. (2012). Computer-based Scaffolding to Facilitate Students' Development of Expertise in Academic Writing. *Journal of Research in Reading*, 35, 136-152. DOI: 10.1111/j.1467-9817.2010.01450.x Impact factor: 1.564.
- Narciss, S., Koerndle, H., & Dresel, M. (2011). Self-evaluation accuracy and satisfaction with performance: Are there affective costs or benefits of positive self-evaluation bias? *International Journal of Educational Research*. 50, 230-240, doi:10.1016/j.ijer.2011.08.004. impact factor: 1.313

- Bouffard, T., & Narciss, S. (2011). Benefits and Risks of Positive Biases in Self-evaluation of Academic Competence: Introduction. *International Journal of Educational Research*, 50, 205-208, doi: /10.1016/j.ijer.2011.08.001 impact factor: 1.313
- Kapp, F., Körndle, H., Narciss, S., & Proske, A. (2011). Interaktive Lernaufgaben als Erfolgsfaktor für das nachhaltige Lernen und Lehren mit neuen Medien. *Zeitschrift für E-Learning*, 6(1), 21-32.
- Strijbos, J.-W., Narciss, S., & Dünnebier, K. (2010). Peer feedback content and sender's competence level in academic writing revision tasks: Are they critical for feedback perceptions and efficiency? *Learning and Instruction*, 20, 291-303 doi:10.1016/j.learninstruc.2009.08.008. 5-year impact factor: 3.621.
- Narciss, S. & Körndle, H. (2008). Benefits and constraints of distributed cognition in foreign language learning. Creating a web-based tourist guide for London. *Journal of Research on Technology in Education*, 40(3), 281-307.
- Narciss, S., Proske, A. & Körndle, H. (2007). Promoting Self-regulated learning in Web-based Learning Environments. *Computers and Human Behavior*. 23, 1126-1144. doi:10.1016/j.chb.2006.10.006 5-year impact factor: 4.252.
- Proske, A., Narciss, S. & Körndle, H. (2007). Interactivity and learners' achievement in web-based learning. *Journal of Interactive Learning Research*, 18 (4), 511-531. H Index: 11
- Narciss, S. & Huth, K. (2006). Fostering achievement and motivation with bug-related tutoring feedback in a computer-based training on written subtraction. *Learning and Instruction*, 16, 310-322. 5-year impact factor: 3.621.
- Narciss, S. (2004). The impact of informative tutoring feedback and self-efficacy on motivation and achievement in concept learning. *Experimental Psychology*, 51(3), 214-228. impact factor: 1,921.
- Proske, A., Körndle, H. & Narciss, S. (2003). "study 2000": Ein web-basiertes Autoren- und Studierwerkzeug zur Unterstützung selbständigen Lernens. *Zeitschrift für Wirtschaftspsychologie*, 5(1), 228-232.
- Narciss, S. & Körndle, H. (2001). Förderung des lustvollen selbständigen Lernens mit dem Internet. *Wissenschaftliche Zeitschrift der Technischen Universität Dresden, Sonderheft Lust und Frust mit Medien*, 50(1-2), 74-79.
- Narciss, S. & Körndle, H. (1999). Studierplatz 2000. Vernetzte Informationssysteme in der universitären Lehre – Einsatzmöglichkeiten, Grenzen und Perspektiven. *Medienpsychologie*, 11 (1), 38-55.
- Narciss, S. & Körndle, H. (1998). Problems and perspectives for the development of multimedia tools for teaching and learning in the internet. *European Psychologist*, 3 (3), 219-226. 5-year impact factor: 1.84.
- Narciss, S. & Körndle, H. (1998). Studierplatz 2000 - Probleme und Perspektiven bei der Nutzung moderner Informationstechnologien für die universitäre Lehre. *Wissenschaftliche Zeitschrift der Technischen Universität Dresden: Neue Kommunikationstechnologien und deren Auswirkungen*, 47 (4), 98-102.
- Mehlhorn, A., Ihbe, W., Körndle, H., Meissner, K., Narciss, S. & Schill, A. (1998). Higher Education Supported by New Technologies at the Technical University of Dresden – Problems and Initiatives. *Higher Education in Europe, Vol XXIII (2)*, 205-216.
- Narciss, S. (1994). Empirische Untersuchung zum Einfluss von pädagogischen Wissensstrukturen auf das Wahrnehmen und Handeln in Konfliktsituationen im Sportunterricht. *Sportunterricht* 43(10), 413-430.
- Eberspächer, H.; Narciss, S.; Hermann, H.D. & Renzland, J. (1989). Psychische Regeneration im Sport. *Brennpunkte der Sportwissenschaft*, 2 (3), 144-163.

Monographie in a peer-reviewed book program:

- Narciss, S. (2006). Informatives tutorielles Feedback. Entwicklungs- und Evaluationsprinzipien auf der Basis instruktionspsychologischer Erkenntnisse. Reihe Pädagogische Psychologie und Entwicklungspsychologie, Band 56. Münster: Waxmann. (Publikation der Habilitationsschrift)

In handbooks, textbooks, and scientific collections with peer review:

- Narciss, S. (2017). Conditions and Effects of Feedback Viewed Through the Lens of the Interactive Tutoring Feedback Model. In D. Carless, S.M. Bridges, C.K.Y. Chan, & R. Glofcheski (Eds.), *Scaling up Assessment for Learning in Higher Education* (pp. 173-189). Singapore: Springer.
- Müller, R., Narciss, S., & Urbas, L. (2017). Interfacing Cyber-Physical Systems with Human Decision Makers. In H. Song, D. B. Rawat, S. Jeschke & C. Brecher (Eds.), *Cyber-Physical Systems: Foundations, Principles and Applications* (pp. 145-160). Elsevier.

- Narciss, S., & Matko, K. (2016). Wahrnehmung und Akzeptanz von somatisch orientierten Lehr-Lern-Angeboten: Eine Analyse aus psychologischer Perspektive. In J. Coogan (Hg.), *Tanz praktizieren - ein somatisch orientierter Ansatz* (S: 89-100). Berlin: Logos Verlag.
- Narciss, S. (2014). Modelle zu den Bedingungen und Wirkungen von Feedback in Lehr-Lernsituationen. In A. Müller & H. Ditton (Hrsg.), *Rückmeldungen und Feedback: Theoretische Grundlagen, empirische Befunde, praktische Anwendungsfelder*. Münster: Waxmann.
- Narciss, S., Koerndle, H. & Proske, A. (2013). Challenges of investigating metacognitive tool use and effects in (rich) web-based learning environments. In R. Azevedo & V. Aleven (Eds.), *International Handbook of Metacognition and Learning Technologies* (pp. 243-260). New York: Springer Science & Business Media, LLC. DOI: [10.1007/978-1-4419-5546-3_17](https://doi.org/10.1007/978-1-4419-5546-3_17).
- Narciss, S. (2012). Feedback in instructional contexts. In N. Seel (Ed.), *Encyclopedia of the Learning Sciences*, Volume F(6), pp. 1285-1289. New York: Springer Science & Business Media, LLC.
- Narciss, S. (2012). Feedback strategies. In N. Seel (Ed.), *Encyclopedia of the Learning Sciences*, Volume F (6), pp. 1289-1293. New York: Springer Science & Business Media, LLC.
- Proske, A., Körndle, H., & Narciss, S. (2012). Interactive learning tasks. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning*. Volume I(9), pp. 1606-1610. Heidelberg: Springer.
- Narciss, S. (2011). Systematische Verhaltensanalyse und Verhaltensmodifikation auf der Basis lernpsychologischer Erkenntnisse. In U. Wittchen & J. Hoyer (Eds.). *Lehrbuch klinische Psychologie und Psychotherapie (2. Auflage, S. 419 – 434)*. Heidelberg: Springer.
- Proske, A., Narciss, S., & Körndle, H. (2011). Exploring the effects of an optional learning plan tool in technology-enhanced learning. In G. Dettori & D. Persico (Eds.), *Fostering Self-regulated learning through ICTs* (pp. 315-333). Hershey, PA: IGI Global.
- Böhm, U., Pospiech, G., Körndle, H. & Narciss, S. (2010). Förderung des Schülerverständnisses im Physikunterricht mit Hilfe Multiperspektivischer Modellierung. In C. Quaiser-Pohl, & M. Endepohls-Ulpe (Hrsg.) *Bildungsprozesse im MINT-Bereich Interesse, Partizipation und Leistungen von Mädchen und Jungen* (pp. 117-130). Münster: Waxmann.
- Narciss, S. (2008). Feedback strategies for interactive learning tasks. In J.M. Spector, M.D. Merrill, J.J.G. van Merriënboer, & M.P. Driscoll (Eds.), *Handbook of Research on Educational Communications and Technology (3rd ed., pp. 125-144)*. Mahwah, NJ: Lawrence Erlbaum Associates. **[ausgezeichnet mit dem AECT-Distinguished Development Award 2007]**
- Narciss, S. (2006). Systematische Verhaltensanalyse und Verhaltensmodifikation auf der Basis lernpsychologischer Erkenntnisse. In U. Wittchen & J. Hoyer (Eds.). *Lehrbuch klinische Psychologie und Psychotherapie (S. 383 – 396)*. Heidelberg: Springer.
- Narciss, S. (2001). Mentales Training sensomotorischer Fertigkeiten. In: K.J. Klauer (Hrsg.), *Handbuch Kognitives Training., 2. überarbeitete und erweiterte Auflage (pp. 323-348)*. Göttingen: Hogrefe.
- Narciss, S. (1999). Application of Doignon and Falmagne's "Theory of Knowledge Structures" to the assessment of motor learning processes. In: D. Albert & J. Lukas (eds.), *Knowledge Spaces: Theories, Empirical Research, Applications* (pp. 197-220). Mahwah, NJ: Lawrence Erlbaum Associates.

In Conference-Proceedings with peer review:

- Narciss, S., Sosnovsky, S., & Andres, E. (2014). Adapting Tutoring Feedback Strategies to Motivation. In C. Rensing, S. de Freitas, T. Ley, Tobias, & P. Muñoz-Merino, (Eds.), *Open Learning and Teaching in Educational Communities* (pp. 288-301). Berlin: Springer.
- Lippmann, M., Narciss, S., Schwartz, N.H., & Danielson, R.W. (2013). Effects of text titles and the timing of keywording tasks on metacognitive monitoring. In Knauff, M., Pauen, N., Sebanz, & I. Wachsmuth (Eds.) *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (p. 2914 - 2919). Austin TX: Cognitive Science Society.
- Eichelmann, A., Andrés, E., Schnaubert, L., Narciss, S. & Sosnovsky, S. (2012). Interaktive Fehler-Finde- und Korrektur-Aufgaben. Eine Akzeptanz und Usability-Studie bei Sechst- und Siebtklässlern. In G. Csanyi, F. Reichl & A. Steiner (Hrsg.), *Digitale Medien - Werkzeuge für Forschung und Lehre* (S. 401-412). Münster: Waxmann.
- Kapp, F., Narciss, S., Proske, A., & Körndle, H. (2012). Impact of interactive learning questions on SRL with a web-based learning environment. *Proceedings of the 5th Biennial Meeting of the EARLI Special Interest Group 16 Metacognition* (pp. 53-54). Milano, Italy: Università Cattolica del Sacro Cuore.
- Schnaubert, L., Andrés, E., Narciss, S., Sosnovsky, S., Eichelmann, A., & Gogvadze, G. (2012). Using Local and Global Self-Evaluations to Predict Students' Problem Solving Behaviour. In A. Ravenscroft, S. Lindstaedt, C. Delgado Kloos, & D. Hernández-Leo (Eds.), *21st Century Learning for 21st Century Skills* (pp. 334 - 347). Berlin: Springer.

- Böhm, U., Pospiech, G., Körndle, H. & Narciss, S. (2011). Förderung des Schülerverständnisses zum Spiegelbild im Anfangsunterricht Physik. In B. Schwarzer, P. Nenninger & R. Jäger (Hrsg.), *Erziehungswissenschaftliche Forschung - nachhaltige Bildung. Beiträge zur 5. DGfE Sektionstagung "Empirische Bildungsforschung"/AEPF-KBBB im Frühjahr 2009* (S. 405-411). Landau: Empirische Pädagogik.
- Böhm, U., Pospiech, G., Körndle, H., & Narciss, S. (2011): Helfen Hilfestellungen bei Testaufgaben wirklich? In: D. Höttecke (Hrsg.), *Naturwissenschaftliche Bildung als Beitrag zur Gestaltung partizipativer Demokratie. Gesellschaft für Didaktik der Chemie und Physik. Jahrestagung in Potsdam 2010.* (pp. 354-356). Berlin: LIT Verlag.
- Böhm, U., Pospiech, G., Körndle, H., & Narciss, S. (2011): Physicists use mathematics to describe physical principles and mathematicians use physical phenomena to illustrate mathematical formula Do they really mean the same? In: P. Ludwig & A. Rogerson (Ed.), *Proceedings of the 11th international conference of The Mathematics Education into the 21st Century Project - MEC 21: Grahamstown, South Africa, September 11-17, 2011.* (ISBN 83-919465-0-9/pbk).
- Eichelmann, A., Narciss, S., Schnaubert, L., Melis, E. & Gogvadze, G. (2011). Design und Evaluation von interaktiven webbasierten Bruchrechenaufgaben. In H. Rohland, A. Kienle & S. Friedrich (Hrsg.), *DeLFI 2011 – Die 9. e-Learning Fachtagung Informatik* (S. 31-42). Bonn: Köllen Verlag.
- Schnaubert, L., Andrés, E., Narciss, S., Eichelmann, A., Gogvadze, G., & Melis, E. (2011). Student Behavior in Error-Correction-Tasks and Its Relation to Perception of Competence. In C. Delago Kloos, D. Gillet, R. Crespo Garcia, F. Wild, & M. Wolpers (Eds.) *Towards Ubiquitous Learning, Proceedings of the 6th European Conference on Technology Enhanced Learning* (pp. 370 - 383). Berlin: Springer. **[ausgezeichnet mit dem STELLAR Stakeholders Distinct Award]**
- Böhm, U., Pospiech, G., Körndle, H. & Narciss, S. (2010). Förderung des Schülerverständnisses im Physikunterricht mit Hilfe Multiperspektivischer Modellierung. In C. Quaiser-Pohl, & M. Endepohls-Ulpe (Hrsg.) *Bildungsprozesse im MINT-Bereich Interesse, Partizipation und Leistungen von Mädchen und Jungen* (pp. 117.130). Münster: Waxmann.
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- Strijbos, J.W. & Pat-El, R.J. & Narciss, S. (2010). Structural validation of a feedback perceptions questionnaire. In Gomez, K., Lyons, L., Radinsky, J. (Eds.) *Proceedings of the 9th International Conference of the Learning Sciences Vol. 2* (pp. 334-335). Chicago, Illinois.
- Narciss, S., Körndle, H. & Dresel, M. (2008). Accuracy of self-evaluation of competence: How is it affected through feedback in a computer-based arithmetic training? In J. Zumbach, N. Schwartz, T. Seufert, & L. Kester (Eds.), *Beyond knowledge: The legacy of competence. Meaningful computer-based learning environments* (pp. 143-151). Dordrecht: Springer.
- Böhm, U., Narciss, S. & Körndle, H. (2008). Developing Mathematics and Multimedia Literacy through a Hybrid Learning Environment on Stochastics. In *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008* (pp. 3121-3129). Chesapeake, VA: AACE.
- Eichelmann, A., Narciss, S., Faulhaber, A., & Melis, E. (2008). Analyzing computer-based fraction tasks on the basis of a two-dimensional view of mathematics competencies. In J. Zumbach, N. Schwartz, T. Seufert, & L. Kester (Eds.), *Beyond knowledge: The legacy of competence. Meaningful computer-based learning environments* (pp. 125-134). Dordrecht: Springer.
- Melis, E., Faulhaber, A., Eichelmann, A., & Narciss, S. (2008). Interoperable Competencies Characterizing Learning Objects in Mathematics. In B. Woolf et al. (Eds.), *Intelligent Tutoring System, Lecture Notes in Computer Science 5091* (pp. 416-425). Berlin: Springer.
- Proske, A., & Narciss, S. (2008). Supporting prewriting activities in academic writing by computer-based scaffolds: Is more support more meaningful? In J. Zumbach, N. Schwartz, T. Seufert, & L. Kester (Eds.), *Beyond knowledge: The legacy of competence. Meaningful computer-based learning environments* (pp. 275-284). Dordrecht: Springer.
- Narciss, S., Körndle, H. & Proske, A. (2006). Promoting Self-regulated learning in Web-based Learning Environments. In G. Clarebout & J. Elen (Eds.), *Avoiding simplicity, confronting complexity. Advances in studying and designing (computer-based) powerful learning environments* (pp. 209-222). Rotterdam: Sense Publishers.

- Proske, A., Körndle, H. & Narciss, S. (2005). The Exercise Format Editor – Supporting the systematic construction of interactive learning tasks. In K. P. Jantke, K.-P. Fähnrich & W. S. Wittig (Eds.), *Marktplatz Internet: Von e-Learning bis e-Payment: Tagungsband der 13. Leipziger Informatik-Tage* (pp. 429-435). Bonn, Germany: Gesellschaft für Informatik.
- Narciss, S. (2004). Task specific self-concept, learner control and informative tutoring feedback - How do they affect motivation and achievement in concept learning? In H.W. Marsh, J. Baumert, G. E. Richards, & U. Trautwein (Eds.), *Proceedings of the 3rd International Biennial SELF Research Conference: Self-concept, Motivation and Identity: Where to from Here?* (pp. 638-644). SELF Research Centre, University of Western Sydney.
- Narciss, S. & Huth, K. (2004). How to design informative tutoring feedback for multi-media learning. In H. M. Niegemann, D. Leutner & R. Brünken (Hrsg.), *Instructional Design for Multimedia learning* (181—195). Münster, New York: Waxmann.
- Narciss, S., Körndle, H. Reimann, G. & Müller. C. (2004). Feedback-seeking and feedback efficiency in web-based learning – How do they relate to task and learner characteristics? In P. Gerjets, P.A. Kirschner, J. Elen, & R. Joiner (Eds.), *Instructional design for effective and enjoyable computer- supported learning. Proceedings of the first joint meeting of the EARLI SIGs Instructional Design and Learning and Instruction with Computers* (pp. 377-388). Tuebingen: Knowledge Media Research Center.
- Proske, A., Körndle, H. & Narciss, S. (2004). The Exercise Format Editor: a multimedia tool for the design of multiple learning tasks. In H. M. Niegemann, R. Brünken & D. Leutner (Hrsg.). *Instructional Design for Multimedia Learning* (S. 149-164). Münster: Waxmann.
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- Narciss, S., Körndle, H. & Dupeyrat, C. (2002). Promouvoir l'apprentissage auto-régulé avec l'Internet. Communication au Symposium Compréhension et Apprentissage. In A. Tricot & P. Molinier (Eds.), *Actes du colloque* (pp. 171-179). Albi: Centre Universitaire.
- Narciss, S., Reischle, K. & Eberspächer, H. (1994). Mentales Training. Quasi-experimentelle Studien zur Erfassung und Modifikation der kognitiven Repräsentation bewegungsstruktureller Merkmale des Schwimmens. In J.R. Nitsch, & R. Seiler, (eds.), *Bericht über den VIII. Europäischen Kongreß für Sportpsychologie. Bd. 3: Psychologisches Training* (pp. 210-218). Sankt Augustin: Academia.
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Book chapters:

- Narciss, S., & Matko, K. (2016). Wahrnehmung und Akzeptanz von somatisch orientierten Lehr-Lern-Angeboten: Eine Analyse aus psychologischer Perspektive. In J. Coogan (Hg.), *Tanz praktizieren - ein somatisch orientierter Ansatz* (S: 89-100). Berlin: Logos Verlag.
- Draeger, I., Spangenberg, P., Kapp, F. & Hartmann, M. (2015). Serena – Computerspiel für Mädchen zu technischen Berufen in den Erneuerbaren Energien. In: Dreher, Ralph et al. (Hrsg.). *Wandel der technischen Berufsbildung. Ansätze und Zukunftsperspektiven. Reihe Berufsbildung, Arbeit und Innovation – Band 41*. Bielefeld: W. Bertelsmann Verlag. S. 175-194.

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