

List of publications and talks

(Last updated October 2023)

1. Contributions in journals

- Fey, C.-C., Wekerle, C., Beckmann, I., Schröder, I., & Kollar, I. (2023). Agile Methoden in Entwicklungsprozessen zur Innovation digitaler Hochschullehre. *Zeitschrift für Hochschulentwicklung*.
- Greisel, M., Wekerle, C., Wilkes, T., Stark, R. & Kollar, I. (2022). Pre-service teachers' evidence-informed reasoning: Which motivational conditions and beliefs facilitate the use of scientific theories while analyzing teaching problems? *Psychology Learning and Teaching*. <https://doi.org/10.1177/14757257221113942>
- Özbek, T., Wekerle, C. & Kollar, I. (2023). Fostering pre-service teachers' technology acceptance – does the type of engagement with tool-related information matter?. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-12047-2>
- Stark, K. S., Wekerle, C., Bischoff, A., Schweiger, M., Peuschel, K., Proske, K., Weckerle, B., Vettermann, L. & Schindler, A.-S. (2023). A heuristic framework for video-based teaching and learning scenarios in higher education. *Journal of Research on Technology in Education*. <https://doi.org/10.1080/15391523.2023.2242980>
- Wekerle, C. & Kollar, I. (2022). Using technology to promote student learning? An analysis of pre- and in-service teachers' lesson plans. *Technology, Pedagogy and Education*, 31(5), 597-614. <https://doi.org/10.1080/1475939X.2022.2083669>
- Wekerle, C. & Daumiller, M., & Kollar, I. (2022). Using digital technology to promote higher education learning: The importance of different learning activities and their relations to learning outcomes. *Journal of Research on Technology in Education*, 54(1), 1-17. <https://doi.org/10.1080/15391523.2020.1799455>
- Wekerle, C. & Kollar, I. (2021). Fostering pre-service teachers' situation-specific technological pedagogical knowledge – Does learning by mapping and learning from worked examples help? *Computers in Human Behavior*, 115, 106617. <https://doi.org/10.1016/j.chb.2020.106617>
- Wilkes, T., Greisel, M., Wekerle, C., Kollar, I., & Stark, R. (2023). Promoting future teachers' evidence-informed reasoning scripts: effects of different forms of instruction after problem-solving. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2023.1001523>

2. Contributions in conference proceedings

- Adammek, C., Endberg, M., Steffens, Y. & Wekerle, C. (2019). Digitale Medien im Unterricht – Entwurf eines Planungsinstruments für Referendare. In C., Priebe, C. Mattiesson, & K. Sommer (Eds.), *Dialogische Verbindungslien zwischen Wissenschaft und Schule* (pp. 129–137). Klinkhardt. https://opus.bibliothek.uni-augsburg.de/opus4/frontdoor/deliver/index/docId/76371/file/9783781557345_Artikel_Wekerle.pdf
- Greisel, M., Wekerle, C., Wilkes, T., Stark, R., & Kollar, I. (2021). Which motivational factors predict pre-service teachers' evidence-informed reasoning when being confronted with teaching problems? In E. de Vries, Y. Hod & J. Ahn (Eds.), *Proceedings of the 15th International Conference of the Learning Sciences – ICCLS 2021* (pp. 354–361). Bochum, Germany: International Society of the Learning Sciences. <https://repository.isls.org//handle/1/7489>
- Özbek, T., Wekerle, C. & Kollar, I. (2022). „It's good because he said so” – The effects of pre-service teachers' passive vs. constructive engagement on technology acceptance. In C. Chinn, E. Tann, C. Chan & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences –*

ICLS 2022 (pp. 456–463). Hiroshima, Japan: International Society of the Learning Sciences.
<https://www.dropbox.com/s/ws5sdcfi72aykj1/ICLS2022>

Wekerle, C. & Kollar, I. (2018). Effects of expertise on teachers' technology-supported teaching scripts. In J. Kay & R. Luckin (Eds.), *Rethinking Learning in the Digital Age. Making the Learning Sciences Count. Proceedings of the 13th International Conference of the Learning Sciences – Volume 3* (pp. 1569–1570). London, UK: International Society of the Learning Sciences.
<https://repository.isls.org/bitstream/1/738/1/397.pdf>

3. Book chapters

Kiemer, K., Wekerle, C., & Kollar, I. (2020). Kooperationsscripts beim technologiegestützten Lernen. In H. Niegemann & A. Weinberger (Eds.), *Handbuch Bildungstechnologien* (pp. 305–319). Springer.
https://doi.org/10.1007/978-3-662-54368-9_29

Wekerle, C. & Kollar, I. (2022). Effekte individueller und kontextueller Faktoren auf die evidenz- und erfahrungsorientierte Reflexion mediengestützten Unterrichts von Lehramtsstudierenden. In A. Hartinger, M. Dresel, E. Matthes, U. E. Nett, K. Peuschel, & A. Gegenfurtner (Eds.), *Lehrkräfteprofessionalität im Umgang mit Heterogenität: theoretische Konzepte, Förderansätze, empirische Befunde* (pp. 115–130). Münster: Waxmann.

4. Conference papers

Greisel, M., Wekerle, C., Wilkes, T., Stark, R. & Kollar, I. (2022, March). *Förderung evidenzorientierten Denkens von Lehramtsstudierenden: Effekte von Lehrtexten mit Anwendungsbezug und unterschiedlich stark strukturierten Problemlöseprompts*. Symposium lecture prestended at the 9. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF) in Bamberg, Germany, online.

Greisel, M., Wekerle, C., Wilkes, T., Trempler, K., Kollar, I., & Stark, R. (2021, August). *Using the Theory of Planned Behavior to Explain Pre-Service Teachers' Evidence-Informed Reasoning*. Paper presented at the EARLI Virtual Conference.

Kiemer, K., Wekerle, C., & Kollar, I. (2017, August/September). *A script approach to the conceptualization of pre-service teachers' evidence-based reasoning*. Paper presented at the EARLI in Tampere, Finland.

Özbek, T., Wekerle, C. & Kollar, I. (2022, September). *Übung macht (nicht) den Meister? – Die Förderung der Technologieakzeptanz von Lehramtsstudierenden mithilfe unterschiedlicher Lernaktivitäten*. Paper presented at the 52. Kongress der Deutschen Gesellschaft für Psychologie in Hildesheim, Germany.

Özbek, T., Wekerle, C. & Kollar, I. (2022, June). *The Effects of Pre-Service Teachers' Passive vs. Constructive Engagement on Technology Acceptance*. Paper presented at the EARLI SIG11 Conference 2022 in Oldenburg, Germany.

Wekerle, C., Daumiller, M., & Kollar, I. (2023, August). *Exploring (typical) technology-enhanced learning activities in higher education and their effects on students' cognitive and affective-motivational learning outcomes*. Paper presented at the EARLI conference in Thessaloniki, Greece.

Wekerle, C., Daumiller, M. & Kollar, I. (2022, September). *Technologiegestützte Lehre, aber wie? Kognitive und motivational-affektive Effekte unterschiedlicher technologiegestützter Lernaktivitäten*. Vortrag auf dem 52. Kongress der Deutschen Gesellschaft für Psychologie in Hildesheim, Deutschland.

Wekerle, C., Daumiller, M. & Kollar, I. (2022, August). *Technology-Enhanced Learning Activities, Cognitive and Affective-Motivational Learning Outcomes in Higher Education – How are they related?* Paper presented at the EARLI SIG 5 Conference in Zollikofen, Switzerland.

- Wekerle, C., Daumiller, M., & Kollar, I. (2018, February). *Effekte der Nutzung digitaler Medien in der Hochschullehre: Was sagen die Studierenden?* Paper presented at the 6th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF) in Basel, Switzerland.
- Wekerle, C., Kaistra, E., Dufter, J. & Kollar, I. (2023, September). *Ist weniger mehr? Die Effekte von Fading von Lösungsbeispielen auf die professionelle Wahrnehmung technologiegestützten Unterrichts von Lehramtsstudierenden.* Paper presented at the Fachtagung Pädagogische Psychologie (PAEPS) in Kiel, Germany.
- Wekerle, C., Kiemer, K., Wagner, K., Trempler, K., Greisel, M., Wilkes, T., Stark, R. & Kollar, I. (2021, August). *Contrasting pre-service teachers', in-service teachers' and educational researchers' evidence-informed reasoning.* Paper presented at the EARLI Virtual Conference.
- Wekerle, C. & Kollar, I. (2020, August). *Closing the research-practice gap: Supporting pre-service teachers' evidence-oriented reasoning about technology-enhanced teaching.* Paper presented at the EARLI SIG 6/7 Virtual Conference.
- Wekerle, C. & Kollar, I. (2019, August). *Using external scripts to enhance pre-service teachers' internal technology-related reasoning scripts.* Paper presented at the EARLI Conference in Aachen, Germany.
- Wekerle, C. & Kollar, I. (2018, June). *Analyzing pre- and in-service teachers' technology-supported teaching scripts – an expert-novice comparison.* Paper presented at the EARLI SIG 11 Conference in Kristiansand, Norway.
- Wekerle, C. & Kollar, I. (2018, September). *Effekte von mediendidaktischer Expertise auf die Medienunterrichtsscripts von Lehrkräften.* Paper presented at the conference of the Deutsche Gesellschaft für Psychologie (DGPs) in Frankfurt, Germany.
- Wekerle, C. & Kollar, I. (2018, October). *How do teachers reason about technology use in the classroom? Teachers' use of scientific and subjective theories and the effects of expertise.* Paper presented at the EARLI SIG 20/26 Conference in Jerusalem, Israel.
- Wekerle, C. & Kollar, I. (2017, September). *Effekte von Lehrerexpertise auf den Einsatz von digitalen Medien im Unterricht – eine Skriptperspektive.* Paper presented at the conference of Pädagogische Psychologie (PAEPSY) in Münster, Germany.
- Wekerle, C., Özbek, T. & Kollar, I. (2021, September). *Fostering pre-service teachers' technology acceptance – Does the type of engagement with information matter?* Paper presented at the ESPLAT Virtual Conference.
- Wekerle, C., Trempler, K., Kiemer, K., Wagner, K., Wilkes, T., Greisel, M., Clanzett, S., Stark, R. & Kollar, I. (2021, September). *Evidenzorientiertes Denken von Lehramtsstudierenden, Lehrkräften und Bildungswissenschaftler*innen.* Paper presented at the digitalen Fachtagung Pädagogische Psychologie (PAEPSY).
- Wilkes, T., Greisel, M., Wekerle, C., Kollar, I. & Stark, R. (2021, September). *Effekte abstrakter vs. ausgearbeiteter Muster- und Fehllösungen in der LehrerInnenbildung.* Paper presented at the digitalen Fachtagung Pädagogische Psychologie (PAEPSY).

5. Conference posters

- Draghina, M., Stahl, C., & Wekerle, C. (2016, June). *Videos in der Lehrerbildung im Rahmen des LeHet-Projekts.* Poster presented at the programme workshop Videos in der Lehrerbildung of Qualitätsoffensive Lehrerbildung of BMBF in Münster, Germany.
- Kiemer, K., Wekerle, C., & Kollar, I. (2016, November). *Analyse und Förderung evidenzorientierter Problemkonzeptualisierung zur Bewältigung pädagogischer Problemsituationen.* Poster presented

at the conference Früher Bildungsdialog 2016 – Wissenschaftskommunikation zwischen Bildungsforschung und Schule in Bochum, Germany.

Wekerle, C. & Kollar, I. (2019, February). *Wie nutzen Lehramtsstudierende und Lehrkräfte wissenschaftliche und subjektive Theorien bei der Reflexion mediengestützter Unterrichtsszenarien?* Poster presented at the 7th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF) in Cologne, Germany.

Wekerle, C. & Kollar, I. (2018, March). *Using scientific and subjective knowledge to analyze technology-supported teaching: A question of (technology-related) teaching expertise?* Poster presented at the REASON Interdisciplinary Spring School in Munich, Germany.

Wekerle, C. & Kollar, I. (2018, June). *Effects of expertise on teachers' technology-supported teaching scripts.* Poster presented at the 13th International Conference of the Learning Sciences in London, UK.

Wekerle, C. & Kollar, I. (2016, November). *Analyse und Förderung mediendidaktischer Kompetenzen von Lehrkräften.* Poster presented at the conference Früher Bildungsdialog 2016 – Wissenschaftskommunikation zwischen Bildungsforschung und Schule in Bochum, Germany.

6. Talks and workshops

Kiemer, K. & Wekerle, C. (2016, April). *Einsatz von Unterrichtsvideos in der Lehre.* Workshop in the context of the BMBF-project Lehrerprofessionalität im Umgang mit Heterogenität (LeHet) at the University of Augsburg, Germany.

Wekerle, C., Kiemer, K., Wagner, K., Trempler, K., Greisel, M., Wilkes, T., Stark, R., & Kollar, I. (2021, January). *Analyzing pre-service teachers', in-service teachers' and educational researchers' evidence-informed reasoning: What do we learn for the design of interventions?* Talk at the Psychological Research Colloquium at the University of Augsburg, Germany.

Wekerle, C. & Kollar, I. (2020, January). *Fostering teachers' technology-related reasoning skills – Do constructive learning activities and worked examples help?* Talk at the Psychological Research Colloquium at the University of Augsburg, Germany.

Wekerle, C. & Kollar, I. (2019, January). *Skriptbasierte Förderung medienunterrichtlicher Analysefähigkeiten von Lehramtsstudierenden.* Talk at the Psychological Research Colloquium at the University of Augsburg, Germany.

Wekerle, C. & Kollar, I. (2019, July). *Wissen, wie! Potenziale digitaler Medien zur Förderung von unterrichtlichen Lernprozessen nutzen.* Workshop in the context of the BMBF-project Lehrerprofessionalität im Umgang mit Heterogenität (LeHet) at the University of Augsburg, Germany.

Wekerle, C. (2018, January). *Effekte der Nutzung digitaler Medien in der Hochschullehre: Was sagen die Studierenden?* Talk at the Psychological Research Colloquium at the University of Augsburg, Germany.

Wekerle, C. (2018, March). *Digitale Tools zur Unterstützung von konstruktiven und interaktiven Lernaktivitäten.* Workshop in the context of the professional development event „Digitale Bildungsmedien in der Schule – im Kontext von Heterogenität“ at the University of Augsburg, Germany.

Wekerle, C. & Kollar, I. (2017, February). *Mediendidaktische Kompetenzen von Lehramtsstudierenden: eine Expertisestudie.* Talk at the Psychological Research Colloquium at the University of Augsburg, Germany.

Wekerle, C. & Kollar, I. (2016, November). *Lehren und Lernen mit digitalen Medien: Potenziale und Probleme aus pädagogisch-psychologischer Sicht*. Talk at the Akademie für Lehrerfortbildung und Personalführung in Dillingen, Germany.

7. Organized conference symposia

Sailer, M., Wekerle, C., Petko, D. (2022, August). *New ways to investigate teachers' and students' technology use - Applying the ICAP model to TEL research*. Symposium at the EARLI SIG 6 Conference in Zollikofen, Switzerland.

Wekerle, C. (2021, August). *Teachers' and teacher educators' evidence-informed practice: takeaways for teacher education*. Symposium at the EARLI Virtual Conference.

Wekerle, C. & Backfisch, I. (2018, September). *Erfassung mediendidaktischer Kompetenzen von Lehrkräften und Effekte auf den Einsatz von digitalen Medien im Unterricht*. Symposium at the Conference of the Deutsche Gesellschaft für Psychologie (DGPs) in Frankfurt, Germany.

8. Scientific theses

Wekerle, C. (2022). *Mediendidaktische Kompetenzen von Lehrpersonen – Bedingungen und Effekte*. Dissertation, Universität Augsburg.

Wekerle, C. (2012). *Förderung medienpädagogischer Kompetenz und positiver Einstellungen zu neuen Medien in der Lehrerausbildung*. Unpublished master thesis. Ludwig-Maximilians-Universität München.