

Curriculum Vitae

Prof. Dr. Andreas Gegenfurtner

1. Personal Information

Full name: Andreas Martin Gegenfurtner

Professor of Methods in Learning Research

Work address: University of Augsburg, Universitätsstraße 10, 86159 Augsburg, Germany

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<https://www.uni-augsburg.de/de/fakultaet/philsoz/fakultat/empirische-unterrichtsforschung/>

2. Education

- 2020 Habilitation in educational science, publication-based (16 articles)
Alma mater: University of Regensburg, Germany
Mentors: Prof. Dr. Hans Gruber, Prof. Dr. Erno Lehtinen, Prof. Dr. Christian Wolff
Reviewers: Prof. Dr. Tina Seidel, Prof. Dr. Jukka Hyöna, Prof. Dr. Hans Gruber
Title: "Professional vision and visual expertise"
- 2011 Dissertation in educational science, Ph.D., publication-based (7 articles)
Alma mater: University of Turku, Finland (summa cum laude, best dissertation award)
Advisors: Prof. Dr. Erno Lehtinen, Prof. Dr. Marja Vauras, Prof. Dr. Roger Säljö
Reviewers: Prof. Dr. Anastasia Efklides, Prof. Dr. Mien Segers
Title: "Motivational influences on transfer: Dimensions and boundary conditions"
- 2008 Diploma in education, Dipl.-Päd.
Alma mater: University of Regensburg, Germany (best final degree of the year)
Advisors: Prof. Dr. Hans Gruber, Prof. Dr. Erno Lehtinen
Title: "On predicting two dimensions of extrinsic motivation to transfer training"
- 2001 Abitur, Comenius Gymnasium Deggendorf, Germany

3. Employment

- 2021-date Professor, Methods in Learning Research, Faculty of Philosophy and Social Sciences, University of Augsburg, Germany
- 2020-2021 Akademischer Rat, Faculty of Human Sciences, University of Regensburg, Germany
- 2019-2020 Interim professor of psychology with an emphasis on learning and instruction with digital media, University of Passau, Germany
- 2016-2020 Principal investigator, Centre for Academic Further Education, Deggendorf Institute of Technology, Germany
- 2014-2016 Assistant professor, Department of Educational Development and Research, Maastricht University, the Netherlands
- 2012-2014 Post-doc, TUM School of Education, Technical University of Munich, Germany
- 2011-2012 Post-doc, Department of Teacher Education, University of Turku, Finland
- 2008-2011 Ph.D. student, Department of Teacher Education, University of Turku, Finland

4. Membership in Academic Associations

European Association for Research on Learning and Instruction (EARLI)

Deutsche Gesellschaft für Erziehungswissenschaft (DGfE)

Gesellschaft für empirische Bildungsforschung (GEBF)

American Educational Research Association (AERA)

5. Awards, Visits, and Listings

- 2020 Listed #1 for the professorship “Methoden der Empirischen Unterrichtsforschung”, University of Augsburg, Germany
- 2020 Listed #1 for the professorship “Weiterbildungsprozesse in digital gestützten Lehr- und Lernräumen”, University of Krems, Austria
- 2015 Visiting professor, School of Education, University of Linz, Austria
- 2014 Visiting professor, Faculty of Education, University of Cambridge, United Kingdom
- 2014 Listed #1 for the W1 professorship “Wirtschaftspädagogik”, University of Frankfurt, Germany
- 2013 Highlighted Poster Award, AERA Division C Learning and Instruction, San Francisco, USA, for the presentation: Gegenfurtner, A., Knogler, M., Quesada-Pallarès, C., & Siewiorek, A. (2013, April). *Digital simulation-based learning environments and their effects on self-efficacy and transfer*. Poster presented at the Annual Meeting of the American Educational Research Association, San Francisco, USA.
- 2012 Best Dissertation Award, best dissertation of the University in 2011, Turun Suomalainen Yliopistonseura (University Foundation Turku), Finland
- 2012 Listed #1 for the W1 professorship “Research on Learning and Instruction in STEM and Medicine”, University of Ulm, Germany
- 2011 Visiting scholar, InterMedia, University of Oslo, Norway
- 2011 Visiting scholar, Center for Learning Sciences and Technologies (CELSTEC), Open University, the Netherlands
- 2011 Best Poster Award, 76th AEPF conference, Klagenfurt, Austria, for the presentation: Gegenfurtner, A., & Vauras, M. (2011, September). *Fakten und Fiktion zum Altersproblem in der Lehrerweiterbildung: Eine Meta-Analyse von 25 Jahren empirischer Forschung*. Poster presented at the 76th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Klagenfurt, Austria.
- 2011 Student Research Excellence Award, EARLI SIG 8 Motivation and Emotion, Exeter, England
- 2008 Best Paper Award, 12th Conference of Junior Researchers of EARLI, Leuven, Belgium, for the presentation: Gegenfurtner, A., Lehtinen, E., & Gruber, H. (2008, July). *Predicting autonomous and controlled motivation to transfer: Test of a model*. Paper presented at the 12th Conference of Junior Researchers of EARLI, Leuven, Belgium.

6. Scientific Activities

6.1. Academic Services

International

- 2024-2027 Member of the EARLI Centre for Excellence in Research (E-CER), entitled “AI in Learning and Instruction? Challenges, Opportunities, Transformations (AILI)”
- 2024 Member of the Organizing Committee, EARLI SIG 10, 21, & 25 Conference, Bari, Italy
- 2023-date Member of the Scientific Advisory Committee, School of Education, Paris-Lodron University Salzburg, Austria
- 2023-2024 Member of the Selection Committee, Serra Húnter Programme, Generalitat de Catalunya, Spain
- 2023-2027 Co-Coordinator of the EARLI SIG 21 “Learning and Teaching in Culturally Diverse Settings”
- 2023 Member of the Program Committee, EduEye 2023 Workshop on Eye Tracking in Learning and Education, University of Ulm, Germany
- 2023 Member of the Program Committee, European Conference on Software Engineering Education 2023 (ECSEE 2023), Seeon, Germany
- 2023 Member of the Program Committee, 2nd Workshop on Advances in Human-Centric Experiments in Software Engineering (HUMAN 2023), Macao, China
- 2023 Reviewer of proposals for the GEBF Nachwuchspreis 2023

2023-2026	Chair of the EARLI Centre for Excellence in Research on “Teacher Professional Vision”
2022	Member of the Program Committee, EduEye 2022 Workshop on Eye Tracking in Learning and Education, University of Ulm, Germany
2022	Organizer and chair of the EARLI Invited Symposium at the AERA annual meeting, San Diego, USA
2021-date	Editor of Frontline Learning Research (second three-year term)
2019-2021	Editor of Frontline Learning Research (first three-year term)
2019	Member of the Swanson Award Committee, Academy of Human Resource Development
2019	Member of the Award Committee, JURE Conference, Aachen, Germany
2019-2021	Associate Editor of Human Resource Development Quarterly (three-year term)
2018	Member of the Swanson Award Committee, Academy of Human Resource Development
2018	Member of the Award Committee, EARLI SIG 17 “Methods in Learning Research” & SIG 25 “Educational Theory” Conference, Cambridge, England
2017	Member of the Award Committee, JURE Conference, Tampere, Finland
2016	Chair of the Organizing Committee, EARLI SIG 17 Conference, Maastricht, the Netherlands
2015	Member of the Award Committee “Outstanding Publication“, EARLI 2015 Conference, Limassol, Cyprus
2013-2017	Ex-Officio member of the EARLI Strategy Council
2013-2017	Co-Coordinator of the EARLI SIG 17 “Qualitative and Quantitative Approaches to Learning and Instruction“ (2016 renamed in “Methods in Learning Research”)
2014	Member of the Scientific Advisory Committee, EARLI SIG 4 “Higher Education“ & SIG 17 “Qualitative and Quantitative Approaches to Learning and Instruction“ Conference, Leuven, Belgium
2014	Member of the Scientific Advisory Committee, International Conference of Computer Supported Education and Information Technology (ICCSEIT), Abu Dhabi
2013	Member of the Organizing Committee, EARLI 2013 Conference, Munich, Germany
2013	Member of the Organizing Committee, JURE Conference, Munich, Germany
2012	Member of the Scientific Advisory Committee, EARLI SIG 14 “Learning and Professional Development” Conference, Antwerp, Belgium
2011	Member of the Award Committee, JURE Conference, Exeter, England
2010	Chair of the Program Committee and Webmaster, JURE Conference, Frankfurt am Main, Germany
2009	Member of the Scientific Advisory Committee, 4th European Conference on Technology Enhanced Learning (EC-TEL), Nice, France
<i>Local</i>	
2023-2024	Member of the appointment committee for the “W3 Lehrstuhl für Musikpädagogik“, University of Augsburg, Germany
2023-2024	Member of the appointment committee for the “W3 Lehrstuhl für Neuere Deutsche Literaturwissenschaft“, University of Augsburg, Germany
2022-2023	Member of the appointment committee for the “W3 Lehrstuhl für Learning Analytics and Educational Data Mining“, University of Augsburg, Germany
2022-2023	Member of the appointment committee for the “W3 Lehrstuhl für Grundschulforschung mit Schwerpunkt inklusives Lehren und Lernen“, University of Augsburg, Germany
2022-2023	Member of the appointment committee for the “W3 Lehrstuhl für Sportpädagogik“, University of Augsburg, Germany
2022-2023	Member of the appointment committee for the “W2 Professur für Evidenzbasierte Psychiatrie und Psychotherapie“, University of Augsburg, Germany
2022	Member of the evaluation committee for the “Juniorprofessur für Empirische Unterrichts- und Schulforschung“, Pädagogische Hochschule Karlsruhe, Germany

2022	Member of the evaluation committee for the “Juniorprofessur für Empirische Bildungsforschung”, University of Augsburg, Germany
2022-date	Co-chair of the PhD program “Empirische Bildungsforschung” (together with Ulrike Nett), University of Augsburg, Germany
2021-date	Co-chair of the special interest group “Eye Tracking” (together with Ulrich Fahrner), University of Augsburg, Germany
2021-2023	Member of the Executive Committee, LeHet (Förderung von Lehrerprofessionalität im Umgang mit Heterogenität), University of Augsburg, Germany
2021-date	Member of the Center for Teacher Education and Interdisciplinary Learning Research (ZLbiB), University of Augsburg, Germany
2020-2021	Mentor in the diversity mentoring program <i>mentUP*</i> , University of Passau, Germany
2020-2021	Workgroup manager, Lehrstuhl für Pädagogik bei Lernbehinderung, University of Regensburg, Germany
2019-2020	Coordinator of the module “Digital Competence” of the master program “Nursing Education”, Deggendorf Institute of Technology, Germany
2017-2021	Coordinator of the module “Quality Management” of the bachelor program “Technology Management”, Deggendorf Institute of Technology, Germany
2015-2016	Coordinator of the modules “Learning Environments” and „Faculty Development“ of the joint master program “Health Professions Education”, Maastricht University, the Netherlands
2014-2015	Coordinator of the certificate course “Workplace-Based Learning“, Maastricht University, the Netherlands
2013-2014	Member of the selection committees for the master programs “Research on Teaching and Learning” and “Naturwissenschaftliche Bildung”, School of Education, Technical University of Munich, Germany
2012-2014	Coordinator of the modules “Institutions in the International Context of Educational Systems” of the master program “Research on Teaching and Learning”, School of Education, Technical University of Munich, Germany
2012-2014	Webmaster, Lehrstuhl für Schulpädagogik, TUM School of Education, Germany
2010	Contact person for participants, 4th Annual Meeting of Research on Learning, University of Turku, Finland
2007	Technical assistant, 35th Congress of the Nordic Educational Research Association (NERA), Turku, Finland

6.2. Editorial and Review Boards

Editor, *Frontline Learning Research*, 2019-date

Associate Editor, *Human Resource Development Quarterly*, 2019-2021

Editorial Board Member, *Learning and Instruction*, 2022-date

Editorial Board Member, *Frontiers in Psychology*, section *Educational Psychology*, 2021-date

Editorial Board Member, *International Journal of Training and Development*, 2021-date

Editorial Board Member, *Heliyon*, 2017-date

Editorial Board Member, *Human Resource Development Quarterly*, 2015-2019

Editorial Board Member, *Educational Research Review*, 2014-date

Guest Editor, *International Journal of Training and Development*, 2024

Guest Editor, *Education Sciences*, 2023

Guest Editor, *Frontiers in Psychology* and *Frontiers in Education*, 2021

Guest Editor, *International Journal of Training and Development*, 2020

Guest Editor, *Frontline Learning Research*, 2017

Guest Editor, *Zeitschrift für Erziehungswissenschaft*, 2015

Guest Editor, *International Journal of Educational Research*, 2013

Guest Editor, *Educational Research Review*, 2013

Reviewer of journal submissions, *Advances in Health Sciences Education, Anatomical Sciences Education, Applied Computing & Informatics, Applied Psychology: An International Review, Baltic Journal of Management, Bavarian Journal of Applied Sciences, BMC Medical Education, British Journal of Educational Psychology, British Journal of Educational Technology, Computers & Education, Computers in Human Behavior, Digital Scholarship in the Humanities, Educational Psychologist, Educational Psychology, Educational Psychology Review, Educational Research Review, Educational Technology Research & Development, Empirische Pädagogik, European Journal of Training and Development, European Journal of Work and Organizational Psychology, Frontiers in Education, Frontiers in Psychology, Frontiers in Public Health, Frontline Learning Research, German Journal of Exercise and Sport Research, Heliyon, Human Resource Development International, Human Resource Development Quarterly, Human Resource Development Review, Instructional Science, International Journal of Computer-Supported Collaborative Learning, International Journal of Educational Research, International Journal of Public Sector Management, International Journal of Training and Development, International Journal of Training Research, Journal of Computer Assisted Learning, Journal of Creative Behavior, Journal of Educational Psychology, Journal of Educational Research Online, Journal of Education and Science, Journal of Eye Movement Research, Journal of LGBT Youth, Journal of Workplace Learning, Learning and Individual Differences, Learning and Instruction, Learning, Culture and Social Interaction, Medical Education, Medical Teacher, Metacognition and Learning, Palgrave Communications, Personnel Review, PLOS ONE, Scandinavian Journal of Educational Research, Sex Education, Social Psychology of Education, Studies in Continuing Education, Studies in Educational Evaluation, Teachers and Teaching: Theory and Practice, Teaching and Teacher Education, Transportation Research Part F: Psychology and Behaviour, Unterrichtswissenschaft, Vocations and Learning, Zeitschrift für Bildungsforschung, Zeitschrift für Erziehungswissenschaft, Zeitschrift für Hochschulentwicklung, Zeitschrift für Pädagogische Psychologie*

Reviewer of book proposals, *Routledge, Waxmann*

Reviewer of book chapters, *New Perspectives on Learning and Instruction (book series of EARLI)*

Reviewer of conference submissions, *Academy of Management, American Educational Research Association, EduEye, European Association for Research on Learning and Instruction (including JURE and SIG conferences), European Association for Technology-Enhanced Learning, Gesellschaft für Empirische Bildungsforschung, International Conference of Computer Supported Education and Information Technology, International Society of the Learning Sciences*

Reviewer of grant proposals, *Deutsche Forschungsgemeinschaft (DFG), Germany; Israel Science Foundation (ISF); Katholieke Universiteit Leuven, Belgium; Netherlands Organisation for Scientific Research (NWO), the Netherlands; Research Foundation Flanders (FWO), Belgium; Schweizerischer Nationalfonds (SNF), Switzerland; Tertiary Education Research Fund (TRF), Singapore*

7. Research Grants

Total sum of funded grants: €2,775,963

2023-2026 Principal Investigator of the project “**EffecTive - Efficiency and Effectiveness of Training for Teachers’ Pedagogical Digital Competence**”, funded by EU Horizon

- (€427,125). Main coordinator: Prof. Dr. Kairit Tammets, Tallinn University. The project aims to identify and understand the conditions to improve teachers' pedagogical digital competence, considering the conditions' effectiveness and efficiency.
- 2023-2026 Principal Investigator of the project **“Digitale Transformation und Bildung unter Berücksichtigung von Vielfalt (DiTraBiVa)”**, funded by the *Bundesministerium für Bildung und Forschung* (€36,809). The project funds a lecture series, summer schools, mentoring, and open access grants for junior researchers in the arena of digital learning and diversity in education.
- 2023-2026 Main Applicant of the EARLI Centre for Excellence in Research (E-CER), entitled **“Teacher Professional Vision: Toward Theoretical, Methodological, and Educational Synergy”**, funded by the *European Association for Research on Learning and Instruction* (€11,250). The E-CER facilitates networking and research among a consortium of researchers on professional vision and visual expertise.
- 2023-2025 Principal Investigator of the project **“Videobasierte Fortbildungsmodule zum digital gestützten Unterrichten (ViFoNet). Teilprojekt Universität Augsburg”**, funded by the *Bundesministerium für Bildung und Forschung* (€688,380). Main coordinator: Prof. Dr. Manfred Holodyski, University of Münster. The project develops and evaluates video-based training for teachers to support their pedagogical digital competence.
- 2023-2024 Principal Investigator of the project **“Selektive Aufmerksamkeitsmechanismen in der Unterrichtswahrnehmung erfahrener Lehrkräfte (SAMUEL)”**, funded by the University of Augsburg (€107,352). The project uses mobile eye tracking to examine experienced teachers' processes and practices of noticing and professional vision.
- 2022-2023 Principal Investigator of the project **“Einstellungen von Lehramtsstudierenden: Implizite Assoziationen mit Schüler*innen (ELIAS)”**, funded by the *University of Augsburg* (€9,763). This project focuses on implicit associations of pre-service teachers towards heterogeneous student characteristics, with a special emphasis on homosexual students and students with a Turkish immigrant background.
- 2022 Grant of the *Deutscher Akademischer Austauschdienst* for attending the Annual Meeting of the American Educational Research Association to present the EARLI Invited Symposium, entitled **“Eye-Tracking Research on Teacher Noticing: Theoretical and Empirical Advances”** (€2,259).
- 2018-2020 Principal Investigator of the project **“Deggendorfer Distance Learning Modell 2 (DEG-DLM2)”** funded by the *Bundesministerium für Bildung und Forschung* (€1,229,540). This project examined how non-traditional students participate and learn in academic further education programs that were designed as blended learning scenarios. A particular focus was on the use of webinars.
- 2017-2019 Principal Investigator of the project **“Inklusion sehbeeinträchtigter Studierender durch die Implementierung assistiver Technologien und Universal Design in Lern-Management-Systemen”** funded by the *Bayerischer Landtag* (€96,900). This project cared for visually impaired students in higher education to enable equal access and, for that purpose, developed, implemented, and evaluated universal design and assistive technology tools in a Moodle environment.
- 2014-2016 Co-Applicant of the project **“Neural Correlates of Visual Expertise Development”** funded by *Maastricht University* (PI: Anique de Bruin; €50,000). The aim of this project was to identify and analyze the neural correlates of visual expertise in two medical

domains: surgery and radiology. A particular focus was on mirror neuron systems and the fusiform face area.

- 2013-2017 Co-Applicant of the project **“Maintaining a Focus upon Learning at Work for Older Employees: An Interdisciplinary Perspective”**, an EARLI Centre for Innovative Research (E-CIR), funded by the *European Association for Research on Learning and Instruction* (PI: Isabel Raemdonck). Funding was used to finance networks meetings at the EARLI Office in Leuven, Belgium.
- 2014 Principal Investigator of the project **“Expertise in Teaching”** funded by the *Deutscher Akademischer Austauschdienst* for a visit of Prof. Dr. Jan Vermunt at the University of Cambridge (€2,440). Funding was used to finance travel and accommodation costs.
- 2013-2014 Principal Investigator of the project **“Teacher Noticing”** funded by the *Deutsche Forschungsgemeinschaft* (€27,745). Situated in mathematics education, this project used eye tracking to examine expertise in teacher noticing and knowledge-based reasoning of pre-service teachers, in-service teachers, and school principals.
- 2011-2012 Co-Applicant of the project **“Scientific Cooperation in Higher Education, Expert Performance and Social Networks (CONNECT)”** funded by the *Deutscher Akademischer Austauschdienst* (PI: Hans Gruber). Funding was used to finance visits at the universities of Regensburg and Turku (Finland).
- 2010-2012 Principal Investigator for the project **“Fostering Horizontal Transitions of Expertise in Vision-Intensive Technology-Rich Environments”** funded by *OPMON / Academy of Finland* (€86,400). Grounded in an interest to understand the effects of technological change, this project focused on technology-mediated learning and the development of visual expertise in the domains of radiology and nuclear medicine.

8. Thesis Supervision

8.1. Habilitation Theses

1. **Dr. Christian Kosel**, TUM School of Social Sciences and Technology, Technical University of Munich, Germany (chair: Prof. Dr. Tina Seidel)

8.2. Dissertation Theses

Ongoing

12. **Aldin Alijagic**, University of Augsburg, Germany. Project on teacher stress and professional vision (second advisor: Michael Sailer)
11. **Sylvia Gabel**, University of Augsburg, Germany. Project: “Interventions to promote teacher professional vision of classroom management” (second advisor: Prof. Dr. Ingo Kollar)
10. **Özün Keskin**, University of Augsburg, Germany. Project: “Teacher professional vision in the heterogeneous classroom” (second advisor: Prof. Dr. Ingo Kollar)
9. **Tugce Özbek**, University of Augsburg, Germany. Project. Tba. (first advisor: Prof. Dr. Ingo Kollar)
8. **Laurent Testers**, University of Augsburg, Germany. Project: “A multi-contextual perspective on the transfer of learning among non-traditional students” (second advisors: Prof. Dr. Saskia Brand-Gruwel, Prof. Dr. Markus Dresel)
7. **Julia Thurner-Irmler**, University of Augsburg, Germany. Project: “An educational escape game for secondary school students about artificial intelligence” (first advisor: Prof. Dr. Eva Matthes)

Completed

6. **Marie-Kristin Spindler**, June 13, 2023, University of Passau, Germany. Dissertation: "Empathieverständnis und Empathiebewusstsein bei Grundschullehrkräften" (first advisor: Prof. Dr. Christina Hansen)
5. **Marlene Wagner**, August 25, 2020, University of Passau, Germany. Dissertation: "Effectiveness of flipped classroom instruction in secondary education" (first advisor: Prof. Dr. Detlef Urhahne)
4. **Renate Jakob**, April 03, 2020, University of Passau, Germany. Dissertation: "Antizipation von Schulerfolg am Gymnasium" (second advisor: Prof. Dr. Detlef Urhahne)
3. **Petra Ziegler**, March 20, 2020, University of Passau, Germany. Dissertation: "Subjektives Wohlbefinden von Studierenden – Einflussfaktoren auf das subjektive Wohlbefinden und Zusammenhänge mit der Studienabbruchsintention" (second advisor: Prof. Dr. Susanne Mayr)
2. **Erkka Laine**, June 28, 2019, University of Turku, Finland. Dissertation: "The interactions and relationships of achievement motivation, interest and learning in different educational contexts" (first advisor: Prof. Dr. Marjaana Veermans)
1. **Adam Szulewski**, June 20, 2019, Maastricht University, the Netherlands. Dissertation: "Through the eyes of the physician: Expertise development in resuscitation medicine" (first advisor: Prof. Dr. Jeroen van Merriënboer)

8.3. Dissertation Evaluation

11. PhD thesis of Marina Grgic, Paris-Lodron University Salzburg, Austria (2024)
10. PhD thesis of Ann-Sophie Grub, Saarland University, Germany (2023)
9. PhD thesis of Julia Kantreiter, University of Augsburg, Germany (2022)
8. PhD thesis of Rebecca Reuter, University of Regensburg, Germany (2021)
7. PhD thesis of Christian Kosel, Technical University of Munich, Germany (2021)
6. PhD thesis of Anne-Maria Korhonen, University of Turku, Finland (2020)
5. PhD thesis of Anne Jacot, Université Catholique du Louvain-la-Neuve, Belgium (2017)
4. PhD thesis of Ellen Kok, Maastricht University, the Netherlands (2016)
3. PhD thesis proposal of Natalie Govaerts, Katholieke Universiteit Leuven, Belgium (2014)
2. PhD thesis of Carla Quesada-Pallarès, Universitat Autònoma de Barcelona, Spain (2014)
1. PhD thesis of Kim Sankey, University of Southern Queensland, Australia (2013)

8.4. Bachelor and Master Theses

Master Thesis

25. Manuela Arias Campos, Education, University of Augsburg (2023)
26. Hilal Şahesde Moroğlu, Education, University of Augsburg (2023)
24. Aldin Alijagic, Education, University of Augsburg (2023)
23. Sylvia Gabel, Education, University of Augsburg (2022)
22. Jule Neubauer, Education, University of Augsburg (2022)
21. Peter Apfelbeck, Management, Deggendorf Institute of Technology (2021)
20. Veronika Hadersbeck, Education, University of Passau (2020)
19. Malina Korsch, Education, University of Passau (2020)
18. Daniel Braumandl, Education, University of Passau (2019)
17. Maleen Hurzmeier, Education, University of Passau, (2019)
16. Abdullah Albarrak, Health Professions Education, Maastricht University (2016)
15. Nur Faraheen Rahman, Health Professions Education, Maastricht University (2016)
14. Pham Long Thuy Tu, Health Professions Education, Maastricht University (2016)
13. Adam Szulewski, Health Professions Education, Maastricht University (2015)
12. Marie-Laurence Tremblay, Health Professions Education, Maastricht University (2015)
11. Joseph Daka, Health Professions Education, Maastricht University (2015)

10. Juliane Dölz, Education, Technical University of Munich (2015)
9. Tetiana Khmelivska, Education, Technical University of Munich (2014)
8. Maria Schmidt, Education, Technical University of Munich (2014)
7. Sarah Ottinger, Education, Technical University of Munich (2014)
6. Sarah Reinhold, Education, Technical University of Munich (2014)
5. Eva Witting, Education, Technical University of Munich (2014)
4. Nikola Kosmajac, Education, University of Turku (2013)
3. Erkka Laine, Education, University of Turku (2013)
2. Rebecca Eitmann, Education, Technical University of Munich (2013)
1. Christopher Kilian, Education, Technical University of Munich (2013)

Bachelor Thesis

10. David Kreuzer, Teacher Education, University of Augsburg (2023)
9. Anna Kalla-Wach, Management, Deggendorf Institute of Technology (2022)
8. Claudia Kraller, Teacher Education, University of Passau (2022)
7. Theresa Eckl, Management, Deggendorf Institute of Technology (2021)
6. Marco Fürst, Management, Deggendorf Institute of Technology (2021)
5. Michael Neumayr, Teacher Education, University of Passau (2020)
4. Daniel Zaglmann, Teacher Education, University of Passau (2020)
3. Andreas Sautner, Management, Deggendorf Institute of Technology (2020)
2. Eva Witting, Education, Technical University of Munich (2012)
1. Sarah Reinhold, Education, Technical University of Munich (2012)

9. Teaching Activities

9.1. Faculty of Education, University of Turku, Finland

Teaching in the master degree program “Learning, Learning Environments and Educational Systems (LLEES)”. Teaching language: English

Winter term 2008	Methodology 1 (Seminar, 5 ECTS)
Summer term 2009	Methodology 2 (Seminar, 4 ECTS)
Winter term 2009	Methodology 1 (Seminar, 5 ECTS) Learning in Corporate and Higher Education Settings (Seminar, 1 ECTS)
Summer term 2010	Methodology 2 (Seminar, 4 ECTS)
Winter term 2010	Methodology 1 (Seminar, 5 ECTS) Introduction to Empirical Data Collection (Seminar, 4/5 ECTS) Skill Acquisition and Development of Expertise (Seminar, 4/5 ECTS)
Summer term 2011	Methodology 2 (Seminar, 4 ECTS)
Winter term 2011	Methodology 1 (Seminar, 5 ECTS) Introduction to Empirical Data Collection (Seminar, 4/5 ECTS) Learning, Motivation, and Learning Environments (Seminar, 4/5 ECTS)

9.2. TUM School of Education, Technical University of Munich, Germany

Teaching in the teacher education programs “Lehramt berufliche Schulen” and “Lehramt Gymnasium” as well as in the master degree program “Research on Teaching and Learning (RTL)“. Teaching languages: English and German

Summer term 2012	Methoden der empirischen Bildungsforschung (Seminar, 3 ECTS, together with Johannes Bauer) Schulentwicklung und Beratung (Seminar, 2/3 ECTS)
Winter term 2012	Organisation and Management in Educational Systems (Seminar, 2/3 ECTS) Project Seminar (Seminar, 5 ECTS)
Summer term 2013	Evaluating Vocational Education and Workplace Training (Seminar, 1 ECTS) Schulentwicklung und Beratung (Seminar, 2/3 ECTS, together with Maximilian Knogler) Quality Development by Professionalization (Seminar, 3 ECTS)
Winter term 2013	Organisation and Management in Educational Systems (Seminar, 2/3 ECTS) Project Seminar (Seminar, 5 ECTS)

9.3. School of Health Professions Education, Maastricht University, the Netherlands

Teaching in the master degree program “Health Professions Education (MHPE)” and the joint master program “Health Professions Education (JMHE)” with the Suez Canal University (Egypt). Teaching language: English

Summer term 2014	Assessment and Evaluation (Seminar, 5 ECTS) Learning and Cognition (Seminar, 5 ECTS)
Winter term 2014	Curriculum Analysis and Course Design (Seminar, 5 ECTS) Learning Environments (Seminar, 5 ECTS)
Summer term 2015	Advanced Quantitative and Qualitative Research (Seminar, 5 ECTS) Quantitative and Qualitative Research (Seminar, 4 ECTS)
Winter term 2015	Advanced Quantitative and Qualitative Research (Seminar, 5 ECTS) Curriculum Analysis and Course Design (Seminar, 5 ECTS) Learning Environments (Seminar, 5 ECTS) Nature of Learning and Learning Environments (Seminar, 5 ECTS) Development of Professional Skills (Seminar, 5 ECTS)

9.4. Linz School of Education, Johannes Kepler University Linz, Austria

Teaching in the Diplomstudium “Wirtschaftspädagogik“. Teaching language: English¹

Winter term 2015	Erziehungswissenschaft: Schwerpunkt 1 (Seminar, 4 ECTS)
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9.5. Center for Academic Further Education, Deggendorf Institute of Technology, Germany

¹ Students decided to have the course in English.

Teaching in the bachelor degree programs “Technologiemanagement”, “Pflegepädagogik”, and “Angewandte Wirtschaftspsychologie”. Teaching language: German

Summer term 2017	Qualitätsmanagement (Seminar, 5 ECTS)
Summer term 2018	Qualitätsmanagement (Seminar, 5 ECTS)
Summer term 2019	Arbeitspsychologie (Seminar, 4 ECTS)
Winter term 2019	Pädagogische Psychologie (Lecture, 5 ECTS) Qualitätsmanagement (Seminar, 5 ECTS)
Summer term 2020	Digitale Kompetenz in der Lehre (Seminar, 5 ECTS)
Winter term 2020	Qualitätsmanagement (Seminar, 5 ECTS)

9.6. Faculty of Human Sciences, University of Regensburg, Germany

Teaching in the bachelor degree program “Erziehungswissenschaft”. Teaching language: German²

Winter term 2018	The Power of Expertise (Seminar, 5 ECTS)
Summer term 2019	Digital Learning: What Really Works (Seminar, 5 ECTS)
Winter term 2019	The Power of Expertise (Seminar, 5 ECTS)

9.7. Faculty of Philosophy, University of Passau, Germany

Teaching in all teacher education programs, the master degree program “Bildungs- und Erziehungsprozesse”, as well as the bachelor and master degree programs “Medien und Kommunikation (MuK)”. Teaching language: German

Summer term 2019	Einführung in die Entwicklungspsychologie (Lecture, 3 ECTS) Lehren und Lernen mit digitalen Medien (Seminar, 3/5 ECTS) Motivation und Lernen bei Kindern und Jugendlichen (Lecture, 3 ECTS) Multimedia Learning (Seminar, 5/10 ECTS) Oberseminar der Psychologie und Musikpädagogik (Seminar, 3 ECTS, together with Detlev Urhahne, Gabriele Schellberg and Susanne Mayer)
Winter term 2019	Bildungsungleichheit, Schule und Familie (Seminar, 3 ECTS) Digitale Professionsforschung (Seminar, 5/10 ECTS) Einführung in die Entwicklungspsychologie (Lecture, 3 ECTS) Lehren und Lernen mit digitalen Medien (Seminar, 3/5 ECTS) Oberseminar der Psychologie und Musikpädagogik (Seminar, 3 ECTS, together with Detlev Urhahne, Gabriele Schellberg and Susanne Mayer)
Summer term 2020	Digital Teaching (Seminar, 5/10 ECTS) Einführung in die Entwicklungspsychologie (Lecture, 3 ECTS) Lehren und Lernen mit digitalen Medien (Seminar, 3/5 ECTS)

² Students decided to have the courses in German.

Oberseminar der Psychologie und Musikpädagogik (Seminar, 3 ECTS, together with Detlev Urhahne, Gabriele Schellberg and Susanne Mayer)
Vielfalt, Gender und Schule (Seminar, 3 ECTS)

9.8. Faculty of Philosophy and Social Sciences, University of Augsburg, Germany

Teaching in all teacher education programs and the master degree programs “Interdisziplinäre Lehr-Lernforschung (ILLF)”, “Research on Learning and Instruction (RLI)”, and “Erziehungswissenschaft - Schwerpunkt Heterogenität in Erziehung und Bildung”. Teaching languages: German and English

Summer term 2021	Forschungsmethoden für Lehrkräfte (Seminar, 3 ECTS) Methodenberatung (Seminar) Statistische Auswertungsmethoden (Seminar, 6 ECTS, together with Martin Daumiller and Ulrich Fahrner)
Winter term 2021	Basiskurs empirische Forschungsmethoden (Seminar, 6 ECTS, together with Martin Daumiller and Ulrich Fahrner) Einführung in die Methoden der empirischen Unterrichtsforschung (Lecture, 3 ECTS) Empirische Erfassungsmethoden (Seminar, 6 ECTS) Forschungspraktikum (Internship, 6 ECTS) Kolloquium empirische Unterrichts- und Bildungsforschung (Colloquium, together with Ulrike Nett) Methodenberatung (Seminar)
Summer term 2022	Empirische Auswertungsmethoden (Seminar, 6 ECTS) Forschungspraktikum (Internship, 6 ECTS) Forschungsprojekt Lehrkraftprofessionalität und Heterogenität (S, 9 ECTS) Heterogenität und Vielfalt im Klassenzimmer wahrnehmen (Seminar, 3 ECTS) Kolloquium empirische Unterrichts- und Bildungsforschung (Colloquium, together with Ulrike Nett) Methodenberatung (Seminar) Wissenschaftlich arbeiten in der Schule (Lecture, 3 ECTS)
Winter term 2022	Basiskurs empirische Forschungsmethoden (Seminar, 6 ECTS, together with Martin Daumiller and Ulrich Fahrner) Empirische Erfassungsmethoden (Seminar, 6 ECTS) Forschungsprojekt Lehrkraftprofessionalität und Heterogenität (S, 9 ECTS) Kolloquium empirische Unterrichts- und Bildungsforschung (Colloquium, together with Ulrike Nett) Methodenberatung (Seminar) Wissenschaftlich arbeiten in der Schule (Lecture, 3 ECTS)
Summer term 2023	Alle gleich - alle anders? Umgang mit Heterogenität in der Schule (S, 3 ECTS) Empirische Auswertungsmethoden (Seminar, 6 ECTS) Forschungsprojekt Lehrkraftprofessionalität und Heterogenität (S, 9 ECTS) Kolloquium empirische Unterrichts- und Bildungsforschung (Colloquium, together with Ulrike Nett) Methodenberatung (Seminar) Pädagogisch-psychologische Diagnostik (Lecture, 3 ECTS)
Winter term 2023	Entwicklung von Expertise in pädagogischen Berufen (S, 3 ECTS)

Introduction to methods in learning research (Seminar, 6 ECTS, together with Martin Daumiller and Özün Keskin)
 Measurement and assessment methods (Seminar, 6 ECTS, together with Michael Sailer)
 Forschungsprojekt Lehrkraftprofessionalität und Heterogenität (S, 9 ECTS)
 Methodenberatung (Seminar)
 Research on learning and instruction (Colloquium, together with Ulrike Nett and Michael Sailer)
 Wissenschaftlich arbeiten in der Schule (Lecture, 3 ECTS)

Summer term 2024 *reduced teaching load*
 Methodenberatung (Seminar)
 Research on learning and instruction (Colloquium, together with Ulrike Nett and Michael Sailer)

Winter term 2024 *research sabbatical*

9.9. Workshops and Faculty Development Programs

32. **Gegenfurtner, A.** (2024). *Mixed Methods und Multi Methods in der empirischen Bildungsforschung*. Workshop for the Summer School "Methoden der Forschung in Fachdidaktik und Bildungswissenschaft", Pyhrn, Austria, on 15-18 July 2024.
31. Quesada Pallarès, C., & **Gegenfurtner, A.** (2024, June). *Mixed methods in learning research*. Workshop at the JURE Conference of the European Association for Research on Learning and Instruction (EARLI), Sevilla, Spain, on 26 June 2024.
30. **Gegenfurtner, A.**, & Sailer, M., & (2023). *Writing a thesis summary*. Workshop at the University of Augsburg, Germany, on 21 December 2023.
29. **Gegenfurtner, A.** (2023). *Umgang mit sexueller und geschlechtlicher Vielfalt im Klassenzimmer*. Workshop at the DiTraBilVa seminar at the University of Erlangen-Nuremberg, Germany, on 15 December 2023.
28. Gruber, H., & **Gegenfurtner, A.** (2023). *Systematic literature review (part 1)*. Workshop for the Perspectives of Learning course at the University of Kaunas, Lithuania, on 12 December 2023.
27. **Gegenfurtner, A.**, & Gruber, H. (2023). *Meta-analysis (part 2)*. Workshop for the Perspectives of Learning course at the University of Kaunas, Lithuania, on 12 December 2023.
26. **Gegenfurtner, A.** (2023). *Lesbisch, schwul, bisexuell und trans* im Klassenzimmer*. Workshop for the LeHet Netzwerktreffen, University of Augsburg, on 30 June 2023.
25. Gläser-Zikuda, M., & **Gegenfurtner, A.** (2023). *Einführung in Mixed Methods*. Two workshops at the GEBF 2023 Nachwuchstagung, Essen, Germany, on 27 February 2023.
24. **Gegenfurtner, A.**, & Dall'Armi, J. v. (2022). *Theorie und Praxis von Mixed Methods in der Bildungsforschung*. Workshop for the Center for Teacher Education and Interdisciplinary Learning Research (ZLbiB), University of Augsburg, Germany, on 14-15 March 2022.
23. **Gegenfurtner, A.** (2021). *Konzeption von Forschungssynthesen: Themenfindung, Recherche, Kodierung*. Workshop at the ZIB-Akademie 2021, Technische Universität München, Germany, on 24 March 2021.
22. **Gegenfurtner, A.** (2020). *A primer on meta-analysis*. Webinar for the Virtual MethodLab of the EARLI SIG 17 "Methods in Learning Research", on 30 March 2020.
21. **Gegenfurtner, A.** (2019). *Academic presenting*. Workshop at the JURE Conference of the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany, on 11 August 2019.
20. **Gegenfurtner, A.** (2018). *Einführung in die Meta-Analyse*. Workshop at the Bergische Universität Wuppertal, Germany, on 23 May 2018.
19. Lewalter, D., **Gegenfurtner, A.**, & Braukmann, A. (2018). *Meta-Analyse*. Workshop at the TUM

- School of Education, Munich, Germany on 05 March 2018.
18. **Gegenfurtner, A.** (2018). *Dem "guten" Unterricht auf der Spur: Lerntransfer und Expertise von Lehrkräften*. Faculty development program at the Schulzentrum HTL HAK Ungargasse, Vienna, Austria, on 28 February 2018.
 17. **Gegenfurtner, A.** (2018). *Introduction to Meta-Analysis*. Workshop at the University of Turku, Finland, on 12-14 February 2018.
 16. **Gegenfurtner, A.** (2017). *Dem "guten" Unterricht auf der Spur: Lerntransfer und Expertise von Lehrkräften*. Faculty development program at the HTL:impuls, Retz, Austria, on 18 October 2017.
 15. **Gegenfurtner, A.** (2017). *Meta-analysis in learning research*. Workshop at the JURE Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland, on 27 August 2017.
 14. **Gegenfurtner, A.** (2017). *Einführung in die Meta-Analyse*. Workshop at the PSI Spring School, University of Potsdam, Germany, on 3-4 April 2017.
 13. **Gegenfurtner, A.** (2016). *Meta-analysis in educational research*. Workshop at the Summer School of the European Educational Research Association, Linz, Austria, on 14 July 2016.
 12. **Gegenfurtner, A.** (2016). *Introduction to mixed methods research*. Workshop at the JURE Conference of the European Association for Research on Learning and Instruction (EARLI), on 04 July 2016.
 11. **Gegenfurtner, A.** (2016). *Introduction to meta-analysis*. Workshop at the University of Turku, Finland, on 10-12 February 2016.
 10. **Gegenfurtner, A.** (2015). *Meta-Analyse in der empirischen Unterrichtsforschung*. Workshop at the ZiLL-Summer School of the Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany, on 23-24 July 2015.
 9. **Gegenfurtner, A.** (2015). *Doing mixed methods in educational research*. Workshop at the Maastricht University, the Netherlands, on 01 June 2015.
 8. **Gegenfurtner, A.** (2015). *What motivates trainees? Lessons learned from research on the effectiveness of training*. Workshop at the Management of Learning (MoL) Day, Maastricht University, the Netherlands, on 14 April 2015.
 7. **Gegenfurtner, A.** (2015). *Motivation und Führung in Teams*. Workshop for the Kreisjugendring Deggendorf, Germany, on 21 February 2015.
 6. **Gegenfurtner, A.** (2015). *Introduction to meta-analysis*. Workshop at the University of Turku, Finland, on 2-6 February 2015.
 5. **Gegenfurtner, A.** (2014). *Meta-Analyse in der Bildungsforschung*. Workshop for the Emerging Researcher Group of the Österreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen (ÖFEB), Johannes Kepler University Linz, Austria, on 14-15 November 2014.
 4. **Gegenfurtner, A., & Helm, C.** (2014). *Conceptualizing and measuring professional knowledge*. Workshop at the ICO International Fall School, Blankenberge, Belgium, on 11-12 November 2014.
 3. **Gegenfurtner, A.** (2013). *Introduction to meta-analysis*. Workshop at the University of Turku, Finland, on 7-9 October 2013.
 2. **Gegenfurtner, A.** (2013). *Meta-analysis in research on learning and instruction*. Workshop at the JURE Conference of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany, on 26-27 August 2013.
 1. **Gegenfurtner, A., & Laine, E.** (2012). *Meta-analysis in research on learning and instruction*. Workshop at the JURE Conference of the European Association for Research on Learning and Instruction (EARLI), Regensburg, Germany, on 23 July 2012.

10. Publications

10.1. Monographs and Edited Volumes

7. **Gegenfurtner, A.**, & Kollar, I. (Eds.). (in press). *Designing effective digital learning environments*. Routledge.
6. Stahnke, R., & **Gegenfurtner, A.** (Eds.). (in press). *Teacher professional vision: Empirical perspectives*. Routledge.
5. **Gegenfurtner, A.**, & Stahnke, R. (Eds.). (in press) *Teacher professional vision: Theoretical and methodological advances*. Routledge.
4. Hagenauer, G., **Gegenfurtner, A.**, & Gläser-Zikuda, M. (2024). *Grundlagen und Anwendung von Mixed Methods in der empirischen Bildungsforschung*. Springer.
<https://doi.org/10.1007/978-3-658-31148-3>
3. Hartinger, A., Dresel, M., Matthes, E., Nett, U. E., Peuschel, K., & Gegenfurtner, A. (Eds.). (2022). *Lehrkräfteprofessionalität im Umgang mit Heterogenität. Theoretische Konzepte, Förderansätze, empirische Befunde*. Waxmann.
2. **Gegenfurtner, A.** (2020). *Professional vision and visual expertise*. University of Regensburg.
1. **Gegenfurtner, A.** (2011). *Motivational influences on transfer: Dimensions and boundary conditions*. Painosalama.

10.2. Edited Special Issues

8. **Gegenfurtner, A.**, De Jong, B., & Quesada Pallarès, C. (Eds.). (in press). Critical perspectives on researching transfer of training [special issue]. *International Journal of Training and Development*.
7. Quesada Pallarès, C., **Gegenfurtner, A.**, & Roig, H. (Eds.). (2024). Transfer of training in lifelong learning education and beyond [special issue]. *Education Sciences*.
6. **Gegenfurtner, A.**, Fryer, L., Järvelä, S., Narciss, S., & Harackiewicz, J. (Eds.). (2021). Affective learning in digital education [research topic]. *Frontiers in Psychology*, 11.
5. **Gegenfurtner, A.**, Schmidt-Hertha, B., & Lewis, P. (Eds.). (2020). Digital technologies in training and adult education [special issue]. *International Journal of Training and Development*, 24(1).
4. **Gegenfurtner, A.**, & Van Merriënboer, J. J. G. (Eds.). (2017). Methodologies for studying visual expertise [special issue]. *Frontline Learning Research*, 5(3).
3. Gorges, J., **Gegenfurtner, A.**, & Kuper, H. (Eds.). (2015). Motivationsforschung im Weiterbildungskontext [special issue]. *Zeitschrift für Erziehungswissenschaft*, 18(S1).
2. **Gegenfurtner, A.**, & Hagenauer, G. (Eds.). (2013). Achievement goals and achievement goal orientations in education [special issue]. *International Journal of Educational Research*, 61.
1. Segers, M., & **Gegenfurtner, A.** (Eds.). (2013). Transfer of training: New conceptualizations through integrated research perspectives [special issue]. *Educational Research Review*, 8.

10.3. Peer-Reviewed Journal Articles

2024 / in press

76. Keskin, Ö., Seidel, T., Stürmer, K., & **Gegenfurtner, A.** (in press). Eye-tracking research on teacher professional vision: A meta-analytic review. *Educational Research Review*.
75. Roig-Ester, H., Robalino Guerra, P. E., Quesada-Pallarès, C., & **Gegenfurtner, A.** (in press). Transfer of learning of new nursing professionals: Exploring patterns and the effect of previous working experience. *Education Sciences*.
74. Testers, L., Alijagic, A., Brand-Gruwel, S., & **Gegenfurtner, A.** (in press). Predicting transfer of generic information literacy competencies by non-traditional adult students to their study and work contexts: A longitudinal perspective. *Education Sciences*.

2023

73. Gabel, S., Keskin, Ö., Kollar, I., Lewalter, D., & **Gegenfurtner, A.** (2023). Guiding pre-service

- teachers' visual attention through instructional settings: An eye-tracking study. *Frontiers in Education*, 8, 1282848. <https://doi.org/10.3389/educ.2023.1282848>
72. **Gegenfurtner, A.**, Hartinger, A., Gabel, S., Neubauer, J., Keskin, Ö., & Dresel, M. (2023). Teacher attitudes toward lesbian, gay, and bisexual students: Evidence for intergroup contact theory and secondary transfer effects. *Social Psychology of Education*, 26(2), 509–532. <https://doi.org/10.1007/s11218-022-09756-w>
71. Keskin, Ö., Gabel, S., Kollar, I., & **Gegenfurtner, A.** (2023). Relations between pre-service teacher gaze, teacher attitude, and student ethnicity. *Frontiers in Education*, 8, 1272671. <https://doi.org/10.3389/educ.2023.1272671>
- 2022
70. **Gegenfurtner, A.** (2022). Bifactor exploratory structural equation modeling (B-ESEM): A meta-analytic review of model fit. *Frontiers in Psychology*, 13, 1037111. <https://doi.org/10.3389/fpsyg.2022.1037111>
69. **Gegenfurtner, A.** (2022). Einstellungen von Lehramtsstudierenden gegenüber Schüler*innen mit Migrationshintergrund: Die Bedeutung des sozialen Kontakts und des demographischen Hintergrunds. *Bildung und Erziehung*, 75(1), 41–58. <https://doi.org/10.13109/buer.2022.75.1.41>
68. **Gegenfurtner, A.**, & Quesada-Pallarès, C. (2022). Toward a multidimensional conceptualization of motivation to transfer training: Validation of the Transfer Motivation Questionnaire from a self-determination theory perspective using bifactor-ESEM. *Studies in Educational Evaluation*, 73, 101116. <https://doi.org/10.1016/j.stueduc.2021.101116>
67. **Gegenfurtner, A.**, & Testers, L. (2022). Transfer of training among non-traditional students in higher education: Testing the theory of planned behavior. *Frontiers in Education*, 7, 928996. <https://doi.org/10.3389/educ.2022.928996>
- 2021
66. Gebhardt, M., Lutz, S., Jungjohann, J., & **Gegenfurtner, A.** (2021). Pädagogik im sonderpädagogischen Schwerpunkt Lernen an der Universität Regensburg. *spuren – Sonderpädagogik in Bayern*, 64(2), 22–29. <https://doi.org/10.5283/epub.45555>
65. **Gegenfurtner, A.** (2021). Pre-service teachers' attitudes toward transgender students: Associations with social contact, religiosity, political preference, sexual orientation, and teacher gender. *International Journal of Educational Research*, 110, 101887. <https://doi.org/10.1016/j.ijer.2021.101887>
64. **Gegenfurtner, A.**, Fryer, L., Järvelä, S., Harackiewicz, J., & Narciss, S. (2021). Affective learning in digital education. *Frontiers in Psychology*, 11, 630966. <https://doi.org/10.3389/fpsyg.2020.630966>
63. Kok, E. M., Sorger, B., Van Geel, K., **Gegenfurtner, A.**, Van Merriënboer, J. J. G., Robben, S. G. F., & De Bruin, A. B. H. (2021). Holistic processing only? The role of the fusiform face area in radiological expertise. *PLoS ONE*, 16(9), e0256849. <https://doi.org/10.1371/journal.pone.0256849>
62. Lewalter, D., **Gegenfurtner, A.**, & Renninger, K. A. (2021). Out-of-school programs and interest: Design considerations based on a meta-analysis. *Educational Research Review*, 34, 100406. <https://doi.org/10.1016/j.edurev.2021.100406>
61. Wagner, M., **Gegenfurtner, A.**, & Urhahne, D. (2021). Effectiveness of the flipped classroom on student achievement in K-12 education: A meta-analysis. *Zeitschrift für Pädagogische Psychologie*, 35(1), 11–31. <https://doi.org/10.1024/1010-0652/a000274>
- 2020
60. **Gegenfurtner, A.** (2020). Testing the gender similarities hypothesis: Differences in subjective task value and motivation to transfer training. *Human Resource Development International*, 23(3), 309–320. <https://doi.org/10.1080/13678868.2018.1449547>
59. **Gegenfurtner, A.**, Boucheix, J.-M., Gruber, H., Hauser, F., Lehtinen, E., & Lowe, R. K. (2020). The gaze relational index as a measure of visual expertise. *Journal of Expertise*, 3(1), 32–40.

58. **Gegenfurtner, A.**, Knogler, M., & Schwab, S. (2020). Transfer interest: Measuring interest in training content and interest in training transfer. *Human Resource Development International*, 23(2), 146–167. <https://doi.org/10.1080/13678868.2019.1644002>
57. **Gegenfurtner, A.**, Lewalter, D., Lehtinen, E., Schmidt, M., & Gruber, H. (2020). Teacher expertise and professional vision: Examining knowledge-based reasoning of pre-service teachers, in-service teachers, and school principals. *Frontiers in Education*, 5, 59. <https://doi.org/10.3389/educ.2020.00059>
56. **Gegenfurtner, A.**, Schmidt-Hertha, B., & Lewis, P. (2020). Digital technologies in training and adult education. *International Journal of Training and Development*, 24(1), 1–4. <https://doi.org/10.1111/ijtd.12172>
55. **Gegenfurtner, A.**, Zitt, A., & Ebner, C. (2020). Evaluating webinar-based training: A mixed methods study on trainee reactions toward digital web conferencing. *International Journal of Training and Development*, 24(1), 5–21. <https://doi.org/10.1111/ijtd.12167>
54. Laine, E., Veermans, M., **Gegenfurtner, A.**, & Veermans, K. (2020). Individual interest and learning of biology and mathematics in secondary school science education. *Frontline Learning Research*, 8(2), 90–108. <https://doi.org/10.14786/flr.v8i2.461>
53. Lehtinen, E., **Gegenfurtner, A.**, Helle, L., & Säljö, R. (2020). Conceptual change in the development of visual expertise. *International Journal of Educational Research*, 100, 101545. <https://doi.org/10.1016/j.ijer.2020.101545>
52. Testers, L., **Gegenfurtner, A.**, & Brand-Gruwel, S. (2020). Taking affective learning in digital education one step further: Trainees' affective characteristics predicting multicontextual pre-training transfer intention. *Frontiers in Psychology*, 11, 2189. <https://doi.org/10.3389/fpsyg.2020.02189>

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51. Ebner, C., & **Gegenfurtner, A.** (2019). Learning and satisfaction in webinar, online, and face-to-face instruction: A meta-analysis. *Frontiers in Education*, 4, 92. <https://doi.org/10.3389/educ.2019.00092>
50. Gebhardt, M., DeVries, J., Jungjohann, J., Casale, G., **Gegenfurtner, A.**, & Kuhn, J.-T. (2019). Measurement invariance of a direct behavior rating multi-item scale. *Social Sciences*, 8(2), 46. <https://doi.org/10.3390/socsci8020046>
49. **Gegenfurtner, A.** (2019). Reconstructing goals for transfer of training in faculty development programs for higher education teachers: A qualitative documentary method approach. *Heliyon*, 5(11), e02928. <https://doi.org/10.1016/j.heliyon.2019.e02928>
48. **Gegenfurtner, A.**, & Ebner, C. (2019). Webinars in higher education and professional training: A meta-analysis and systematic review of randomized controlled trials. *Educational Research Review*, 28, 100293. <https://doi.org/10.1016/j.edurev.2019.100293>
47. **Gegenfurtner, A.**, Fisch, K., & Ebner, C. (2019). Teilnahmemotivation nicht-traditionell Studierender an wissenschaftlicher Weiterbildung: Eine qualitative Inhaltsanalyse im Kontext von Blended Learning. *Beiträge zur Hochschulforschung*, 41(4), 58–83.
46. **Gegenfurtner, A.**, Lehtinen, E., Helle, L., Nivala, M., Svedström, E., & Säljö, R. (2019). Learning to see like an expert: On the practices of professional vision and visual expertise. *International Journal of Educational Research*, 98, 280–291. <https://doi.org/10.1016/j.ijer.2019.09.003>
45. Szulewski, A., Braund, H., Egan, R., **Gegenfurtner, A.**, Hall, A. K., Howes, D., Dagnone, J. D., & Van Merriënboer, J. J. G. (2019). Starting to think like an expert: An analysis of resident cognitive processes during simulation-based resuscitation examinations. *Annals of Emergency Medicine*, 74(5), 647–659. <https://doi.org/10.1016/j.annemergmed.2019.04.002>
44. Szulewski, A., Egan, R., **Gegenfurtner, A.**, Howes, D., Dashi, G., McGraw, N. C. J., Hall, A. K., Dagnone, D., & Van Merriënboer, J. J. G. (2019). A new way to look at simulation-based assessment: The relationship between gaze-tracking and exam performance. *Canadian Journal of Emergency Medicine*, 21(1), 129–137. <https://doi.org/10.1017/cem.2018.391>
43. Testers, L., **Gegenfurtner, A.**, A., Van Geel, R., & Brand-Gruwel, S. (2019). From

monocontextual to multicontextual transfer: Organizational determinants of the intention to transfer generic information literacy competences to multiple contexts. *Frontline Learning Research*, 7(1), 23–42. <https://doi.org/10.14786/flr.v7i1.359>

2018

42. Emmerdinger, K., **Gegenfurtner, A.**, & Stern, W. (2018). Inklusion sehbeeinträchtigter Studierender durch die Implementierung assistiver Technologien und Universal Design in Lern-Management-Systemen. *spuren – Sonderpädagogik in Bayern*, 61(2), 40–43.
41. **Gegenfurtner, A.**, Eichinger, A., Latzel, R., Dietrich, M. P., Barkowsky, M., Glufke, A., Stadler, A., & Stern, W. (2018). Mobiles Eye-Tracking in den angewandten Wissenschaften. *Bavarian Journal of Applied Sciences*, 4, 370–394. <https://doi.org/10.25929/bjas.v4i1.54>
40. **Gegenfurtner, A.**, & Gebhardt, M. (2018). Sexualpädagogik der Vielfalt: Ein Überblick über empirische Befunde. *Zeitschrift für Pädagogik*, 64(3), 379–393. <https://doi.org/10.3262/ZP1803379>
39. **Gegenfurtner, A.**, Schwab, N., & Ebner, C. (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. *Bavarian Journal of Applied Sciences*, 4, 310–322. <https://doi.org/10.25929/bjas.v4i1.50>
38. Jungjohann, J., **Gegenfurtner, A.**, **Gegenfurtner, A.**, & Gebhardt, M. (2018). Systematisches Review von Lernverlaufsmessung im Bereich der frühen Leseflüssigkeit. *Empirische Sonderpädagogik*, 10(1), 100–118.
37. Kok, E., De Bruin, A. B., Van Geel, K., **Gegenfurtner, A.**, Heyligers, I., & Sorger, B. (2018). The neural implementation of surgical expertise within the mirror-neuron system: An fMRI study. *Frontiers in Human Neuroscience*, 12, 291. <https://doi.org/10.3389/fnhum.2018.00291>
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35. Szulewski, A., Braund, H., Egan, R., Hall, A. K., Dagnone, J. D., **Gegenfurtner, A.**, & Van Merriënboer, J. J. G. (2018). Through the learner’s lens: Eye-tracking augmented debriefing in medical simulation. *Journal of Graduate Medical Education*, 10(3), 340–341. <https://doi.org/10.4300/JGME-D-17-00827.1>
34. Weidenhiller, P., Gebhardt, M., & **Gegenfurtner, A.**, (2018). “Der Schulbegleiter muss vom Typ her offen sein” – Eine Interviewstudie zur Kooperation zwischen Lehrkräften und Schulbegleitern an bayerischen Gymnasien. *spuren – Sonderpädagogik in Bayern*, 61(1), 34–40
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5. **Gegenfurtner, A.**, Nivala, M., Säljö, R., & Lehtinen, E. (2009). Capturing individual and institutional change: Exploring horizontal versus vertical transitions in technology-rich environments. In U. Cress, V. Dimitrova, & M. Specht (Eds.), *Learning in the synergy of multiple disciplines. Lecture Notes in Computer Science* (pp. 676–681). Springer.

2008

4. **Gegenfurtner, A.** & Gruber, H. (2008). Antecedents of extrinsic motivation to transfer training. In H. Malloch (Ed.), *Proceedings of the 9th International Conference on Human Resource Development Research and Practice across Europe*. Lille: IESEG School of Management. *

2007

3. **Gegenfurtner, A.** (2007). *On predicting two dimensions of extrinsic motivation to transfer training* [unpublished diploma thesis]. University of Regensburg.

2006

2. Festner, D., Babichenko, A., **Gegenfurtner, A.** Meier, B., Schmid, S., & Gruber, H. (2006). *Transfer - Literaturobwertung*. Expertise für das Bundesgenossenschaftliche Institut für Arbeit und Gesundheit (BGAG), Dresden.
1. **Gegenfurtner, A.**, Hies, K., Hofmann, V., Jahn, G., Lehner, F., Mattern, J., & Nikitopoulos, A. (2006). Fehlerkultur. In S. Weisweiler, M. Sauerland, D. Walch, & M. Hammerl (Eds.), *Mitarbeiterqualifizierung und -mobilität: Einflussfaktoren und Auswirkungen des flexiblen Mitarbeitereinsatzes im logistischen Umfeld* (pp. 94–153). Bayerischer Forschungsverbund.

10.5. Interviews in magazines

1. Landsgeßell, C. (2020). Mehrwert durch Verschränkung (interviewed together with Prof. Dr. Monika Kil and Prof. Dr. Stefan Oppl on blended learning). *upgrade – Das Magazin für Wissen und Weiterbildung der Donau-Universität Krems*, Ausgabe 3./4.20. https://www.donau-uni.ac.at/dam/jcr:f55829ac-7adc-4d2e-adf9-26dbcbd74dc6/upgrade_3_20_DS%2072dpi.pdf

11. Presentations

11.1. Keynote Presentations and Invited Talks

33. **Gegenfurtner, A.** (2024). *Cognitive theory of visual expertise*. Invited talk at the Université Bourgogne Franche-Comté, Dijon, France, on February 08, 2024.
32. **Gegenfurtner, A.** (2023). *Einstellungen von Lehrpersonen zu queeren Schüler*innen*. Keynote presentation at the DiTraBiVa seminar at the University of Erlangen-Nuremberg, Germany, on 15 December 2023.
31. **Gegenfurtner, A.** (2023). *Einstellungen von Lehrpersonen zu LGBT im Klassenzimmer – eine Frage des sozialen Kontakts?* Invited talk at the LeHet Symposium, University of Augsburg, Germany, on November 24, 2023.
30. **Gegenfurtner, A.** (2023). *Cognitive theory of visual expertise*. Invited talk at the Universität des Saarlandes, Saarbrücken, Germany, on October 31, 2023.
29. **Gegenfurtner, A.** (2023). *Sexualpädagogik der Vielfalt: Eine Gefahr für unsere Schüler:innen?* Invited talk at the LeHet Netzwerktreffen, University of Augsburg, Germany, on June 30, 2023.
28. Gabel, S., & **Gegenfurtner, A.** (2023). *Lenkung der Aufmerksamkeit von Lehramtsstudierenden in Unterrichtssituationen: Eine Eye-Tracking-Studie*. Invited talk at the Psychologisches Forschungskolloquium, University of Augsburg, Augsburg, Germany, on June 29, 2023.
27. Keskin, Ö., & **Gegenfurtner, A.** (2023). *Der Blick auf die Lernenden: Eine Eye Tracking-Studie mit Lehramtsstudierenden*. Invited talk at the Psychologisches Forschungskolloquium, University of Augsburg, Augsburg, Germany, on February 02, 2023.
26. **Gegenfurtner, A.** (2022). *Expertise and professional learning: Connecting quantitative and*

- qualitative perspectives*. Keynote presentation at the Emerging Researchers' Conference of the European Educational Research Association (EERA), Yerevan, Armenia, on August 23, 2022.
25. **Gegenfurtner, A.** (2022). *Einstellungen von Lehramtsstudierenden zu LGBTQIA+ Schüler*innen* [Attitudes of teacher candidates towards LGBTQIA+ students]. Invited talk for the "Lunch and Talk" series, Department of Education, University of Augsburg, on June 01, 2022.
 24. **Gegenfurtner, A.** (2022). *Toward a cognitive theory of visual expertise*. Invited talk for the Erno Lehtinen Online Colloquium (ELOC), University of Turku, Turku, Finland, on April 06, 2022.
 23. **Gegenfurtner, A.** (2022). *Eye Tracking als innovative Methode der Unterrichtsforschung* [Eye tracking as an innovative method in instructional science]. Keynote presentation at the GDSU-Nachwuchstagung of the Gesellschaft für die Didaktik des Sachunterrichts, University of Cologne, Germany, on March 09, 2022.
 22. Keskin, Ö., **Gegenfurtner, A.**, Seidel, T., & Stürmer, K. (2022). *Professionelle Unterrichtswahrnehmung: Ein systematischer Review von Eye Tracking-Studien* [Teacher professional vision: A systematic review of eye-tracking research]. Invited talk at the Psychologisches Forschungskolloquium, University of Augsburg, Augsburg, Germany, on February 10, 2022.
 21. **Gegenfurtner, A.** & Keskin, Ö. (2022). *Das Potential von Eye Tracking zur Erforschung professioneller Unterrichtswahrnehmung* [The potential of eye tracking for studying professional vision in the classroom]. Invited talk at the WegE/ZLB-Forschungsseminar, University of Bamberg, Bamberg, Germany, on January 26, 2022.
 20. **Gegenfurtner, A.** (2022). *Eye Tracking als Methode der empirischen Unterrichtsforschung* [Eye tracking as a method in learning research]. Invited talk at the LeHet project meeting, University of Augsburg, Augsburg, Germany, on January 24, 2022.
 19. **Gegenfurtner, A.** (2021). *Ein Blick auf die Augenbewegungen in schulischen Erklärsituationen* [Looking at the eye movements during teacher explanations in school]. Invited talk for the Zentrum für Lehrer*innenbildung und interdisziplinäre Bildungsforschung (ZLbiB), University of Augsburg, Augsburg, November 29, 2021.
 18. **Gegenfurtner, A.** (2021). *Das Diversity-Mentoring-Programm mentUP*: Reflexionen aus Sicht des Mentors* [The diversity mentoring program mentUP*: Reflections of a mentor]. Invited talk at the final mentUP* meeting, University of Passau, Passau, Germany, on October 14, 2021.
 17. **Gegenfurtner, A.** (2021). *Eye Tracking als Methode zur Erfassung professioneller Unterrichtswahrnehmung* [Eye tracking as a method to study teacher professional vision]. Invited talk at the Psychologisches Forschungskolloquium, University of Augsburg, Augsburg, Germany, on May 19, 2021.
 16. **Gegenfurtner, A.** (2019). *Eye Tracking als Mittel zur Erforschung visueller Expertise und professioneller Wahrnehmung* [Eye tracking as means to research visual expertise and professional vision]. Invited talk for the inaugural ceremony of the Eye Tracking-Classroom, University of Regensburg, Germany, on October 15, 2019.
 15. **Gegenfurtner, A.** (2019). *Eye Tracking und visuelle Expertise in der Medizin* [Eye tracking and visual expertise in medicine]. Invited talk at the TUM Medical Education Center, Technical University of Munich, Germany, on January 25, 2019.
 14. **Gegenfurtner, A.** (2018). *Metaphors as analytic tools to dialogue between theory and methods*. Keynote presentation at the EARLI SIG17 conference at the University of Cambridge, United Kingdom, on August 27, 2018.
 13. **Gegenfurtner, A.** (2017). *Transfer of training: Recent theoretical and methodological advances*. Invited talk at the Université Catholique de Louvain, Louvain-la-Neuve, Belgium, on September 12, 2017.
 12. **Gegenfurtner, A.** (2016). *Systematic literature reviews in educational research*. Keynote talk at the EERA Summer School, Universität Linz, Austria, on July 14, 2016.
 11. **Gegenfurtner, A.** (2015). *Eye tracking as online measure of visual expertise*. Invited talk at the Department of Education, University of Oxford, UK, on June 11, 2015.
 10. **Gegenfurtner, A.** (2014). *Lesen fördern in der Grundschule: Was sagt die IGLU-Studie?* [How to promote reading in primary schools: What does the PIRLS-study recommend?] Invited talk at

- the Bücherei Hengersberg, Hengersberg, Germany, on March 21, 2014.
9. **Gegenfurtner, A.** (2014). *Do teachers see everything? How experts and novices perceive classroom information.* Invited talk at the Faculty of Education, University of Cambridge, UK, on February 24, 2014.
 8. **Gegenfurtner, A.** (2013). *Eye movement modeling in medical education.* Invited talk at the School of Health Professions Education, Maastricht University, the Netherlands, on December 18, 2013.
 7. **Gegenfurtner, A.** (2013). *John Hatties Visible Learning: Was ist guter Unterricht?* [John Hattie's Visible Learning: What is good teaching?] Invited talk at the Reiffenstuel-Realschule Traunstein, Traunstein, Germany, on December 10, 2013.
 6. **Gegenfurtner, A.** (2013). *Der Bildungsforscher John Hattie: Fluch oder Segen?* [The learning researcher John Hattie: Harmful or beneficial?] Invited talk at the Bayerischer Realschullehrerverband, Rosenheim, Germany, on October 10, 2013.
 5. **Gegenfurtner, A.** (2012). *Evaluating training effectiveness in vocational education.* Invited talk at the TUM School of Education, Technical University of Munich, Germany, on June 12, 2012.
 4. **Gegenfurtner, A.** (2012). *Using eye-tracking methodology to understand and promote the transfer of expertise in medicine.* Invited talk at the Institute of Behavioral Sciences, ETH Zurich, Switzerland, on January 30, 2012.
 3. **Gegenfurtner, A.** (2011). *Motivational influences on transfer: Dimensions and boundary conditions.* Invited talk at the Institute of Psychology, University of Freiburg, Germany, on November 30, 2011.
 2. **Gegenfurtner, A.** (2011). *Visual technologies and their effects on human expertise.* Invited talk at InterMedia, University of Oslo, Norway, on November 09, 2011.
 1. **Gegenfurtner, A.** (2011). *Domain specificity and transfer of expertise: An eye tracking and think aloud experiment using dynamic medical visualizations.* Invited talk at the Center for Learning Sciences and Technologies (CELSTEC), Open University, Heerlen, Netherlands, on July 28, 2011.

11.2. Peer-Reviewed Conference Symposia

25. Kosel, C., Seidel, T., & **Gegenfurtner, A.** (2024, March). *Professionelle Unterrichtswahrnehmung: Wie blicken Lehrkräfte auf ihre Schülerinnen und Schüler?* Symposium at the 11th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Potsdam, Germany.
24. Niepel, C., & **Gegenfurtner, A.** (2024, March). *Lehrkratteinstellungen zu LGBTIQ Schüler:innen.* Symposium at the 11th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Potsdam, Germany.
23. Kollar, I., & **Gegenfurtner, A.** (2023, August). *Designing effective digital learning environments – reviewing the evidence.* Symposium at the EARLI 2023 conference, Thessaloniki, Greece.
22. **Gegenfurtner, A.**, & Kollar, I. (2023, March). *Designing effective digital learning environments.* Symposium at the 10th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Essen, Germany.
21. **Gegenfurtner, A.**, & Stürmer, K. (2023, March). *Eye Tracking als Methode zur Erfassung professioneller Unterrichtswahrnehmung.* Symposium at the 10th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Essen, Germany.
20. Gold, B., & **Gegenfurtner, A.** (2023, March). *Evidence-based teacher education – Effekte von evidenzbasierten Lehr-Lern-Prinzipien auf die Wirksamkeit videobasierter Lernumgebungen in der Lehrkräftebildung.* Symposium at the 10th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Essen, Germany.
19. Stahnke, R., & **Gegenfurtner, A.** (2023, March). *Die Professionelle Wahrnehmung von Lehrkräften fachspezifisch messen und fördern: Befunde aus vier Fächern.* Symposium at the 10th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Essen, Germany.

18. **Gegenfurtner, A.**, & Seidel, T. (2022, April). *Eye-tracking research on teacher noticing: Theoretical and empirical advances*. EARLI Invited Symposium at the Annual Meeting of the American Educational Research Association, San Diego, USA.
17. Lewalter, D., **Gegenfurtner, A.**, & Renninger, K. A. (2020, September). *Assessing interest out-of-school*. Symposium at the joint EARLI SIG8 & SIG16 conference, Dresden, Germany.
16. Damşa, C., Jornet, A., **Gegenfurtner, A.**, & Froehlich, D. (2017, September). *The unit of analysis in learning research: Approaches for imagining a transformative research agenda*. Symposium at the 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
15. Quesada-Pallarès, C., & **Gegenfurtner, A.** (2017, September). *The use of research methods to study learning transfer*. Symposium at the 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
14. Knogler, M., & **Gegenfurtner, A.** (2016, August). *An interest theory perspective on learning: What is in for the effective design of learning environments?* Symposium at the International Conference of Motivation (ICM), Thessaloniki, Greece.
13. Damşa, C., Guérin, L., & **Gegenfurtner, A.** (2015, August). *Innovative methodologies in learning research*. Symposium at the 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.
12. **Gegenfurtner, A.**, & Dochy, F. (2015, August). *Perspectives into transfer of training*. Symposium at the 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.
11. **Gegenfurtner, A.**, Baker, M., & Guérin, L. (2014, August). *Assessing transitions of learning with mixed methods*. Symposium at the EARLI SIG 4 & SIG 17 Conference, Leuven, Belgium.
10. **Gegenfurtner, A.**, & Vauras, M. (2014, June). *Mixed methods in motivation research: Are more methods always better?* Symposium at the 14th International Conference of Motivation, Helsinki, Finland.
9. Gorges, J., **Gegenfurtner, A.**, & Kuper, H. (2013, September). *Warum nur? Motivation in Erwachsenen- und Weiterbildung [Why, oh why? Motivation in adult education and professional learning]*. Symposium at the 78th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund, Germany.
8. Endedijk, M. D., & **Gegenfurtner, A.** (2013, August). *Transfer of training for sustainable learning*. Symposium at the 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
7. **Gegenfurtner, A.**, & Lankes, E.-M. (2012, September). *Entwicklung und Förderung professioneller Unterrichtswahrnehmung [Development and promotion of teacher professional vision]*. Symposium at the 77th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld, Germany.
6. Järvelä, S., & **Gegenfurtner, A.** (2012, August). *Students' motivation, transfer, and strategy use in CSCL tasks*. Symposium at the 13th International Conference on Motivation (ICM), Frankfurt am Main, Germany.
5. Hagenauer, G., & **Gegenfurtner, A.** (2012, August). *Achievement goals in the sphere of adult learners*. Symposium at the 13th International Conference on Motivation (ICM), Frankfurt am Main, Germany.
4. **Gegenfurtner, A.** (2012, August). *Sociotechnical transitions in learning and working*. Symposium at the 6th EARLI SIG 14 Learning and Professional Development Conference, Antwerp, Belgium.
3. **Gegenfurtner, A.** (2012, August). *Eye movement modeling and visual expertise in medicine*. Symposium at the 6th EARLI SIG 14 Learning and Professional Development Conference, Antwerp, Belgium.
2. **Gegenfurtner, A.** (2012, August). *Beyond cold transfer: Integrating motivational variables*. Symposium at the 6th EARLI SIG 14 Learning and Professional Development Conference, Antwerp, Belgium.
1. Segers, M., & **Gegenfurtner, A.** (2010, August). *Different perspectives on the measurement of*

training transfer. Symposium at the 5th EARLI SIG 14 Learning and Professional Development Conference, Munich, Germany.

11.3. Peer-Reviewed Conference Presentations

2024

137. Alijagic, A., & **Gegenfurtner, A.** (2024, March). *Implizite und explizite Einstellungen von Lehramtsstudierenden gegenüber homosexuellen Schüler*innen*. Paper presented at the 11th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Potsdam, Germany.
136. Keskin, Ö, Gabel, S., Stahnke, R., & **Gegenfurtner, A.** (2024, March). *Noticing-Fähigkeit von Lehrkräften auf Geschlechter von Schüler*innen*. Paper presented at the 11th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Potsdam, Germany.

2023

135. **Gegenfurtner, A.**, Alijagic, A., Gabel, S., & Keskin, Ö. (2023, September). *Implizite und explizite Einstellungen von Lehramtsstudierenden zu Migrationshintergrund und sexueller Orientierung*. Paper presented at the AEPF 2023 conference, Potsdam, Germany.
134. Keskin, Ö, Gabel, S., Stahnke, R., & **Gegenfurtner, A.** (2023, September). Welche Bedeutung hat das Geschlecht von Schüler*innen für das Noticing von angehenden und erfahrenen Lehrkräften? Poster presented at the AEPF 2023 conference, Potsdam, Germany.
133. Gabel, S., & **Gegenfurtner, A.** (2023, August). *Promoting professional vision through minimal intervention: An eye-tracking study*. Paper presented at the EARLI 2023 conference, Thessaloniki, Greece.
132. **Gegenfurtner, A.**, Alijagic, A., Gabel, S., Keskin, Ö., Neubauer, J., & Dresel, M. (2023, August). *Implicit and explicit attitudes of pre-service teachers: The case of ethnicity and sexuality*. Paper presented at the EARLI 2023 conference, Thessaloniki, Greece.
131. **Gegenfurtner, A.**, Gruber, H., Holzberger, D., Keskin, Ö., Lehtinen, E., Seidel, T., Stürmer, K., & Säljö, R. (2023, August). *Towards a cognitive theory of visual expertise: Methods of inquiry*. Paper presented at the EARLI 2023 conference, Thessaloniki, Greece.
130. Keskin, Ö., **Gegenfurtner, A.**, Seidel, T., & Stürmer, K. (2023, August). *A meta-analytic review of eye-tracking studies to investigate teachers' professional vision*. Paper presented at the EARLI 2023 conference, Thessaloniki, Greece.
129. Wagner, M., **Gegenfurtner, A.**, & Urhahne, D. (2023, August). Effectiveness of flipped classrooms. Paper presented at the EARLI 2023 conference, Thessaloniki, Greece.
128. Luomaniemi, K., **Gegenfurtner, A.**, Kankaanpää, S., McMullen, J., & Hannula-Sormunen, M. (2023, July). *Early mathematical interventions for multilingual children – A meta-analytic review*. Poster presented at the Thirteenth Congress of the European Society for Research in Mathematics Education, Budapest, Hungary.
127. Gabel, S., & **Gegenfurtner, A.** (2023, April). *Enhancing pre-service teachers' professional vision: Is there a difference between providing specific tasks and prompting?* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, USA.
126. **Gegenfurtner, A.** (2023, April). *Cognitive theory of visual expertise: Implications for research on teacher noticing and professional vision*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, USA.
125. Roig, H., Robalina Guerra, P. E., Quesada-Pallarès, C., & **Gegenfurtner, A.** (2023, April). *The effect of previous working experience on learning transfer of new nursing professionals*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, USA.
124. Gabel, S., & **Gegenfurtner, A.** (2023, March). *Minimalintervention zur Förderung der professionellen Wahrnehmung von Lehramtsstudierenden*. Paper presented at the 10th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Essen, Germany.
123. Keskin, Ö., & **Gegenfurtner, A.** (2023, March). *Der Blick auf die Lernenden? –*

- Aufmerksamkeitsverteilung von Lehramtsstudierenden in heterogenen Klassenzimmern.* Paper presented at the 10th conference of the Gesellschaft für Empirische Bildungsforschung (GEBF), Essen, Germany.
122. Gabel, S., & **Gegenfurtner, A.** (2023, February). *Prompts vs. spezifische Aufgabenstellung: Eine Eye-Tracking Studie zur Förderung der professionellen Wahrnehmung.* Paper presented at the GEBF 2023 Nachwuchstagung, Essen, Germany.
- 2022
121. **Gegenfurtner, A.**, Keskin, Ö., Neubauer, J., & Gabel, S. (2022, September). *Social contact predicts teacher attitudes towards student heterogeneity.* Paper presented at the EARLI SIG 10, 21 & 25 conference, Belgrade, Serbia.
120. Keskin, Ö., **Gegenfurtner, A.**, Seidel, T., & Stürmer, K. (2022, July). *Measurement of teacher professional vision with eye tracking.* Paper presented at the Conference of Junior Researchers of EARLI (JURE), Porto, Portugal.
119. Keskin, Ö., **Gegenfurtner, A.**, Seidel, T., & Stürmer, K. (2022, April). *Teacher noticing: A meta-analytic review of eye-tracking studies.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, USA.
118. **Gegenfurtner, A.**, Gruber, H., Lewalter, D., Lehtinen, E., Holmqvist, K., & Vermunt, J. D. (2022, April). *Noticing of pre-service teachers, in-service teachers, and school principals: Evidence from an eye-tracking study.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, USA.
117. Keskin, Ö., **Gegenfurtner, A.**, Seidel, T., & Stürmer, K. (2022, March). *Professionelle Unterrichtswahrnehmung: Ein systematischer Review von Eye Tracking-Studien.* Paper presented at the Nachwuchstagung of the GEBF 2022 Conference, Bamberg, Germany.
116. **Gegenfurtner, A.** (2022, March). *Theoretische und empirische Implikationen des Symposiums "Den Unterricht im Blick".* GEBF 2022 Conference, Bamberg, Germany.
- 2021
115. Wagner, M., **Gegenfurtner, A.**, & Urhahne, D. (2021, April). *Die Wirksamkeit von Flipped Classroom auf die Lernleistung in der Sekundarstufe: Eine Meta-Analyse.* Paper presented at the 14th Österreichische Wirtschaftspädagogik-Kongress, Graz, Austria.
- 2019
114. Hauser, F., Reuter, R., **Gegenfurtner, A.**, Gruber, H., & Mottok, J. (2019, November). *Eye movements in software modelling – What do they tell us about heuristics?* Paper presented at the 12th Annual International Conference of Education, Research and Innovation (ICERI2019), Sevilla, Spain.
113. Ebner, C., & **Gegenfurtner, A.** (2019, September). *Wie effektiv sind Webkonferenzen in der Lehre? Eine Meta-Analyse.* Paper presented at the Jahrestagung der Deutsche Gesellschaft für wissenschaftliche Weiterbildung und Fernstudium, Ulm, Germany.
112. **Gegenfurtner, A.**, Szulewski, A., Egan, R., Howes, D., Dashi, G., McGraw, N. C. J., Hall, A. K., Dagnone, D., & Van Merriënboer, J. J. G. (2019, August). *A new way to look at simulation-based assessment: The relationship between gaze-tracking and exam performance.* Paper presented at the EARLI 2019 conference, Aachen, Germany.
111. **Gegenfurtner, A.**, & Ebner, C. (2019, August). *Webinars in higher education and professional training: A meta-analysis.* Paper presented at the EARLI 2019 conference, Aachen, Germany.
110. Hauser, F., Reuter, R., **Gegenfurtner, A.**, Gruber, H., Mottok, J., & Hutzler, I. (2019, August). *Heuristics in the modelling of UML diagrams - An eye tracking study.* Poster presented at the EARLI 2019 conference, Aachen, Germany.
109. Reuter, R., Langer, T., Hauser, F., Muckelbauer, D., **Gegenfurtner, A.**, Mottok, J., & Wolff, C. (2019, August). *Automatic generation of dynamic areas of interest (AOI) in eye tracking research: The case of software engineering?* Poster presented at the EARLI 2019 conference, Aachen, Germany.

108. Wagner, M., **Gegenfurtner, A.**, & Urhahne, D. (2019, August). *Effectiveness of the flipped classroom in K-12 education: A meta-analysis*. Paper presented at the EARLI 2019 conference, Aachen, Germany.
107. **Gegenfurtner, A.**, & Ebner, C. (2019, April). *Wie effektiv sind Webkonferenzen in der Lehre? Eine Meta-Analyse*. Paper presented at the Tag der Forschung, Technische Hochschule Deggendorf, Deggendorf, Germany.

2018

106. **Gegenfurtner, A.**, Boucheix, J.-M., Gruber, H., Hauser, F., Lehtinen, E., & Lowe, R. K. (2018, September). *Der Gaze Relational Index als Indikator visueller Expertise*. Paper presented at the 51. Kongress der Deutschen Gesellschaft für Psychologie, Frankfurt am Main, Germany.
105. **Gegenfurtner, A.**, & Knogler, M. (2018, September). *Entwicklung eines Instruments zur Messung von Transferinteresse in der Erwachsenen- und Weiterbildung*. Paper presented at the 51. Kongress der Deutschen Gesellschaft für Psychologie, Frankfurt am Main, Germany.
104. Heyligers, I., Kok, E. M., De Bruin, A. B., Van Geel, K., **Gegenfurtner, A.**, & Sorger, B. (2018, August). *The neural implementation of surgical expertise within the mirror-neuron system: An fMRI study*. Poster presented at the AMEE 2018 conference, Basel, Switzerland.
103. **Gegenfurtner, A.** (2018, August). *Metaphors as analytic tools to dialogue between theory and methods*. Paper presented at the SIG 17 & SIG 25 conference, Cambridge, United Kingdom.
102. **Gegenfurtner, A.**, Gruber, H., Lehtinen, E., Lewalter, D., Khmelivska, T., Holmqvist, K., & Vermunt, J. (2018, August). *What do we look at: Units of analysis in eye tracking research on teacher expertise*. Paper presented at the SIG 17 & SIG 25 conference, Cambridge, United Kingdom.
101. Hauser, F., **Gegenfurtner, A.**, Hutzler, I., Reuter, R., Gruber, H., Holmqvist, K., & Mottok, J. (2018, August). *Eye movement patterns in source code review – An eye tracking study*. Paper presented at the SIG 17 & SIG 25 conference, Cambridge, United Kingdom.
100. **Gegenfurtner, A.** (2018, August). *Testing gender similarities: Subjective task value and motivation to transfer in adult education*. Paper presented at the 16th International Conference on Motivation (ICM), Aarhus, Denmark.
99. **Gegenfurtner, A.**, Braukmann, A., Lewalter, D., & Renninger, K. A. (2018, August). *Interest in informal learning environments: A meta-analysis*. Poster presented at the 16th International Conference on Motivation (ICM), Aarhus, Denmark.

2017

98. Reitmaier-Krebs, M., **Gegenfurtner, A.**, & Weng, G. (2017, September). DEG-DLM: *Brückenkurs Mathematik für heterogene Gruppen*. Poster presented at the 3. Symposium zur Hochschullehre in den MINT-Fächern, Nürnberg, Germany.
97. **Gegenfurtner, A.**, & Hellwig, M. (2017, September): *Reconstructing the “why”: A qualitative interview study on transfer of training*. Paper presented at the 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
96. **Gegenfurtner, A.** (2017, September). Discussant in symposium *Eye tracking as a method in learning and testing with different representations*. 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
95. **Gegenfurtner, A.**, Fisch, K., & Reitmaier-Krebs, M. (2017, August). *Training reactions as predictors of autonomous and controlled motivation to transfer*. Roundtable presented at the 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
94. Froehlich, D., **Gegenfurtner, A.**, & Damşa, C. (2017, August). *Assessing contemporary research on agency – a methodological perspective*. Paper presented at the 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
93. **Gegenfurtner, A.**, Fisch, K., & Reitmaier-Krebs, M. (2017, März). *Disziplinäre Fachkultur als Einflussgröße auf die studentische Akzeptanz von E-Learning-Angeboten an Hochschulen*.

Paper presented at the 12th Jahrestagung der Gesellschaft für Hochschulforschung, Hannover, Germany.

92. **Gegenfurtner, A.**, Reitmaier-Krebs, M., Fisch, K., Oswald, A., Resch, C., Weng, G., Stern, W., & Zitt, A. (2017, März). *Reaktionen nicht-traditionell Studierender auf innovative Weiterbildungsangebote: Eine Evaluationsstudie in der berufsbegleitenden Weiterbildung*. Poster presented at the Tag der Forschung, Technische Hochschule Deggendorf, Germany.
91. Abdul Rahman, N. F., **Gegenfurtner, A.**, & De Bruin, A. B. H. (2017, January). *Mind the gap! Deliberate practice in teaching clinical reasoning in primary care*. Poster presented at the 14th Asia Pacific Medical Education Conference, Singapore.

2016

90. Van Geel, K., Kok, E., **Gegenfurtner, A.**, Robben, S. G. F., & Van Merriënboer, J. J. G. (2016, August). *Developing visual expertise in radiology: A longitudinal observational eye-tracking and think-aloud study*. Paper presented at the EARLI SIG 17 Qualitative and Quantitative Approaches to Research on Learning and Instruction Conference, Maastricht, the Netherlands.
89. Kok, E., De Bruin, A., Heyligers, I., **Gegenfurtner, A.**, Robben, S. G. F., Van Geel, K., Sorger, B., Dolmans, D., & Van Merriënboer, J. J. G. (2016, August). *Neuropsychological correlates of expertise in real-life tasks: Achieving ecological validity in fMRI research*. PechaKucha presented at the EARLI SIG 17 Qualitative and Quantitative Approaches to Research on Learning and Instruction Conference, Maastricht, the Netherlands.
88. **Gegenfurtner, A.**, Kok, E., Van Geel, K., De Bruin, A., Jarodzka, H., & Van Merriënboer, J. J. G. (2016, August). *Challenges in studying visual expertise in medical image diagnosis*. Paper presented at the EARLI SIG 17 Qualitative and Quantitative Approaches to Research on Learning and Instruction Conference, Maastricht, the Netherlands.
87. **Gegenfurtner, A.** (2016, August). Discussant in symposium *Tracing interest development in daily life: the need for idiosyncratic and ecological methodology*. EARLI SIG 17 Qualitative and Quantitative Approaches to Research on Learning and Instruction Conference, Maastricht, the Netherlands.
86. Böhm, M., Mägdefrau, J., Michler, A., **Gegenfurtner, A.**, & Jonas, K. (2016, August). *Triggering students' use of cognitive learning strategies in history classes through instructional prompts: Situational interest matters*. Paper presented at the International Conference of Motivation, Thessaloniki, Greece.
85. Jonas, K., Mägdefrau, J., **Gegenfurtner, A.**, Michler, A., & Böhm, M. (2016, August). *Do learning strategies matter at all? Mediation effects of task specific deep-processing strategies on the relationship between situational interest and achievement in history classes*. Paper presented at the International Conference of Motivation, Thessaloniki, Greece.
84. Lehtinen, E., & **Gegenfurtner, A.** (2016, June). *Vertical and horizontal transitions toward expertise: A conceptual change perspective*. Paper presented at the 10th International Conference on Conceptual Change, Florina, Greece.

2015

83. Kok, E., **Gegenfurtner, A.**, de Bruin A., & van Merriënboer, J. (2015, October). *Neuropsychological correlates of observational learning in real-life tasks*. Paper presentation at the "Providing Support for Student Learning: Cornerstone Findings, Implications and Recommendations from Cognitive Psychology for the Teaching of STEM (Science, Technology, Engineering and Mathematics)" network meeting, Leuven, Belgium.
82. **Gegenfurtner, A.**, Khmelisvka, T., Ottinger, S., Reinhold, S., & Schmidt, M. (2015, August). *How head teachers process visual information: An eye tracking experiment*. Paper presented at the 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.
81. **Gegenfurtner, A.** (2015, August). Discussant in symposium *Heterogeneity of Learning Motivation organized by Thomas Martens*. 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.

80. Testers, L., **Gegenfurtner, A.**, & Brand-Gruwel, S. (2015, August). *Intention to transfer: Environmental factors influencing transfer intentions in study and work contexts*. Paper presented at the 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.
79. **Gegenfurtner, A.**, Säljö, R., & Lehtinen, E. (2015, August). *Learning visual practices in radiology*. Paper presented at the 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.
78. Kok, E., de Bruin A., Heyligers, I., **Gegenfurtner, A.**, Robben, S., Sorger, B., Dolmans, D., & van Merriënboer, J. (2015, August). *Studying doctors' brains: Using fMRI to investigate medical expertise*. Poster presentation at the 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.
77. Testers, L., **Gegenfurtner, A.**, & Brand-Gruwel, S. (2015, June). *How study and work contexts influence motivation to transfer in an online information literacy course*. Paper presented at the 44th Annual International Conference of School Librarianship, Maastricht, the Netherlands.

2014

76. **Gegenfurtner, A.**, & Quesada-Pallarès, C. (2014, September). *Digitale Simulationen und ihr Einfluss auf Selbstwirksamkeit und Lerntransfer*. Paper presented at the 79th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Hamburg.
75. **Gegenfurtner, A.** (2014, August). *Patterns of cognitive flexibility and adaptive expertise in older workers*. Paper presented at the 7th EARLI SIG 14 Learning and Professional Development Conference, Oslo, Norway.
74. Hellwig, M., & **Gegenfurtner, A.** (2014, August). *Measuring transfer goals with mixed methods in the training of higher education teachers*. Paper presented at the EARLI SIG 4 & SIG 17 Conference, Leuven, Belgium.
73. Schmidt, M., & **Gegenfurtner, A.** (2014, July). *Differences in knowledge-based reasoning between expert and novice teachers during classroom perception*. Paper presented at the 18th Conference of Junior Researchers of EARLI, Nicosia, Cyprus.
72. Khmelivska, T., & **Gegenfurtner, A.** (2014, July). *Teacher noticing: Differences between evaluators, teaching experts, and pre-service teachers in the visual perception of classroom information*. Paper presented at the 18th Conference of Junior Researchers of EARLI, Nicosia, Cyprus.
71. Reinhold, S., & **Gegenfurtner, A.** (2014, July). *Relationships between social support, motivation, and transfer: A meta-analytic structural equation model*. Paper presented at the 18th Conference of Junior Researchers of EARLI, Nicosia, Cyprus.
70. **Gegenfurtner, A.**, & Hellwig, M. (2014, June). *Productive tensions: Triangulating qualitative and quantitative constructions in goal research*. Paper presented at the 14th International Conference of Motivation, Helsinki, Finland.
69. Veermans, M., & **Gegenfurtner, A.** (2014, June). *Situational interest in higher education*. Paper presented at the 14th International Conference of Motivation, Helsinki, Finland.
68. Quesada-Pallarès, C., & **Gegenfurtner, A.** (2014, June). *Is it possible to use intention to transfer as a proxy for transfer of training?* Paper presented at the 14th International Conference of Motivation, Helsinki, Finland.
67. Gebhardt, M., **Gegenfurtner, A.**, Schwab, S., & Krammer, M. (2014, April). *General and special education teachers' perception of teamwork at primary and secondary school levels*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, USA.
66. Knogler, M., Harackiewicz, J., **Gegenfurtner, A.**, & Lewalter, D. (2014, April). *Situational interest: Do we measure states? Applying latent-strait-analysis to interest theory*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, USA.
65. **Gegenfurtner, A.**, Kosmajac, N., Knogler, M., & Gebhardt, M. (2014, April). *Degrees of autonomy in training participation: What are the consequences?* Paper presented at the Annual

Meeting of the American Educational Research Association, Philadelphia.

64. **Gegenfurtner, A.**, & Lankes, E.-M. (2014, März). *Kompetente Unterrichtswahrnehmung von Lehrkräften: Eine Eye Tracking-Studie*. Paper presented at the Kongress der Deutschen Gesellschaft für Erziehungswissenschaft (DGfE), Berlin.

2013

63. **Gegenfurtner, A.** (2013, September). *Zielorientierungen und Transfer in der Weiterbildung*. Paper presented at the 78th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund, Germany.
62. Reinhold, S., **Gegenfurtner, A.**, Ottinger, S., Schmidt, M., & Lankes, E.-M. (2013, September). *Teacher Noticing: Eine Eye Tracking-Studie zur Untersuchung von Expertiseunterschieden in der professionellen Unterrichtswahrnehmung*. Poster presented at the 78th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund, Germany.
61. Vaccaro, D., Lankes, E.-M., & **Gegenfurtner, A.** (2013, September). *Wie kommen Evaluationsteams zu ihrer Einschätzung der Unterrichtsqualität bei externen Evaluationen?* Paper presented at the 78th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund, Germany.
60. Laine, E., **Gegenfurtner, A.**, & Knogler, M. (2013, September). *Stability or change? Effects of time lag and training length on achievement goal orientations and transfer of training*. Paper presented at the European Conference on Educational Research (ECER), Istanbul, Turkey.
59. Knogler, M., Lewalter, D., & **Gegenfurtner, A.** (2013, September). *The role of achievement goal orientations in determining students' interest before and after a K-12 classroom intervention*. Paper presented at the European Conference on Educational Research (ECER), Istanbul, Turkey.
58. **Gegenfurtner, A.**, Knogler, M., & Laine, E. (2013, September). *Which instructional design promotes learning goal orientations and transfer in professional training?* Paper presented at the European Conference on Educational Research (ECER), Istanbul, Turkey.
57. **Gegenfurtner, A.** (2013, August). *How does the use of mixed methods enhance understanding?* Discussion in the symposium "Enhancing understanding by using mixed methods research" (S. Weber & A. Onwuegbuzie) at the 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
56. Quesada-Pallarès, C., & **Gegenfurtner, A.** (2013, August). *Can transfer be predicted? A theoretical model on intent to transfer and implementation intentions*. Paper presented at the 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
55. Quesada-Pallarès, C., Knogler, M., & **Gegenfurtner, A.** (2013, August). *Meta-analysis as a tool for assessing motivation and regulation in digital simulations*. Paper presented at the 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
54. **Gegenfurtner, A.**, Reinhold, S., & Witting, E. (2013, August). *Making training sustainable: A meta-analytic structural equation modeling (MASEM) approach*. Paper presented at the 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
53. Quesada-Pallarès, C., & **Gegenfurtner, A.** (2013, July). *¿Se puede predecir la transferencia? Un modelo teórico basado en la intención de transferencia y la intención de implementación*. Paper presented at the 2nd Multidisciplinary International Conference on Educational Research, Tarragona, Spain.
52. Knogler, M., **Gegenfurtner, A.**, & Quesada Pallarès, C. (2013, June). *Social design in digital simulations: Effects of single versus multi-player simulations on efficacy beliefs and transfer*. Paper presented at the 10th International Conference on Computer-Supported Collaborative Learning (CSCL), Madison, USA.
51. Knogler, M., Lewalter, D., & **Gegenfurtner, A.** (2013, April). *Interest development in the K-12 problem-based learning classroom*. Paper presented at the Annual Meeting of the American

Educational Research Association, San Francisco, USA.

50. **Gegenfurtner, A.**, Knogler, M., Quesada-Pallarès, C., & Siewiorek, A. (2013, April). *Digital simulation-based learning environments and their effects on self-efficacy and transfer*. Poster presented at the Annual Meeting of the American Educational Research Association, San Francisco, USA.

2012

49. Seppänen, M., & **Gegenfurtner, A.** (2012, September). *Technology-enhanced replays of expert gaze promote students' visual learning in medical training*. Poster presented at the 7th European Conference of Technology Enhanced Learning (EC-TEL), Saarbrücken.
48. **Gegenfurtner, A.**, Veermans, K., & Vauras, M. (2012, September). *How CSCL moderates the influence of self-efficacy on students' transfer of learning*. Paper presented at the 7th European Conference of Technology Enhanced Learning (EC-TEL), Saarbrücken.
47. **Gegenfurtner, A.**, Kosmajac, N., & Laine, E. (2012, September). *Zum Einfluss von Zielorientierungen auf Trainingstransfer*. Paper presented at the 48th Kongress der Deutschen Gesellschaft für Psychologie (DGPs), Bielefeld.
46. **Gegenfurtner, A.**, & Seppänen, M. (2012, September). *Unterstützung von Conceptual Change durch Augenbewegungsmodellierung im anatomischen Lernen*. Paper presented at the 48th Kongress der Deutschen Gesellschaft für Psychologie (DGPs), Bielefeld.
45. Reinhold, S., **Gegenfurtner, A.**, & Lankes, E.-M. (2012, September). *Unterrichtsentwicklung durch Vergleichsarbeiten? Eine Analyse von Verwendungshinweisen in VERA-Rückmeldungen*. Poster presented at the 77th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
44. **Witting, E.**, Gegenfurtner, A., & Lankes, E.-M. (2012, September). *Der Einfluss elterlichen Unterstützungsverhaltens auf die naturwissenschaftliche Kompetenz im Elementarbereich – Klärung geschlechtsspezifischer Kompetenzunterschiede*. Poster presented at the 77th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
43. **Gegenfurtner, A.**, & Quesada-Pallarès, C. (2012, September). *Lerntransfer in der betrieblichen Weiterbildung: Eine Strukturgleichungsanalyse*. Paper presented at the 77th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
42. **Gegenfurtner, A.**, Ottinger, S., Schmidt, M., & Lankes, E.-M. (2012, September). *Der Einfluss von Erfahrung auf die Entwicklung professioneller Unterrichtswahrnehmung: Eine Meta-Analyse*. Paper presented at the 77th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld.
41. **Gegenfurtner, A.** (2012, August). *Experts, tomographs, and sociogenetic types of adaptation to changing task constraints*. Paper presented at the 6th EARLI SIG 14 Learning and Professional Development Conference, Antwerp, Belgium.
40. Seppänen, M., & **Gegenfurtner, A.** (2012, August). *Promoting the transfer of expertise with eye movement modeling examples*. Paper presented at the 6th EARLI SIG 14 Learning and Professional Development Conference, Antwerp, Belgium.
39. Kosmajac, N., & **Gegenfurtner, A.** (2012, August). *Attendance policy moderates the influence of achievement goals on transfer of training*. Paper presented at the 6th EARLI SIG 14 Learning and Professional Development Conference, Antwerp, Belgium.
38. **Gegenfurtner, A.**, Vauras, M., & Veermans, K. (2012, August). *Effects of computer support, collaboration, and time lag on self-efficacy and transfer*. Paper presented at the 13th International Conference on Motivation (ICM), Frankfurt, Germany.
37. Kosmajac, N., & **Gegenfurtner, A.** (2012, August). *Attendance policy moderates the influence of achievement goals on transfer of training*. Paper presented at the 13th International Conference on Motivation (ICM), Frankfurt, Germany.
36. Laine, E., & **Gegenfurtner, A.** (2012, July). *Long-term changes in achievement goals and transfer: A meta-analysis*. Paper presented at the 16th Conference of Junior Researchers of EARLI, Regensburg, Germany.
35. **Gegenfurtner, A.**, & Vauras, M., & Veermans, K. (2012, July). *Is computer support more*

- significant than collaboration in promoting self-efficacy and transfer?* Paper presented at the 10th International Conference of the Learning Sciences, Sydney, Australia.
34. Seppänen, M., & **Gegenfurtner, A.** (2012, July). *Can technology-based gaze replays of experts model diagnostic performance of novices? A test in medical education.* Poster presented at the 10th International Conference of the Learning Sciences, Sydney, Australia.
 33. Laine, E., & **Gegenfurtner, A.** (2012, July). *Stability and change in achievement goals and transfer.* Poster presented at the 10th International Conference of the Learning Sciences, Sydney, Australia.
 32. **Gegenfurtner, A.**, Lehtinen, E., & Säljö, R. (2012, April). *Expertise differences in the comprehension of visualizations: A meta-analysis of eye-tracking research in professional domains.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.
 31. **Gegenfurtner, A.**, & Vauras, M. (2012, April). *Age-related differences in the relation between motivation to learn and training transfer in adult education.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- 2011
30. **Gegenfurtner, A.** (2011, September). *Dimensionen der Transfermotivation: Eine Längsschnittuntersuchung zu Korrelaten und Konsequenzen für Wissen, Transfer, und Einstellungsänderung.* Paper presented at the 76th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Klagenfurt, Austria.
 29. **Gegenfurtner, A.**, & Vauras, M. (2011, September). *Fakten und Fiktion zum Altersproblem in der Lehrerweiterbildung: Eine Meta-Analyse von 25 Jahren empirischer Forschung.* Poster presented at the 76th Tagung der Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Klagenfurt, Austria.
 28. **Gegenfurtner, A.**, Lehtinen, E., & Säljö R. (2011, September). *Expertiseunterschiede in der Interpretation visueller Medien: Eine Meta-Analyse von Eye-Tracking-Studien.* Paper presented at the 13th Fachgruppentagung Pädagogische Psychologie der DGPs, Erfurt, Germany.
 27. **Gegenfurtner, A.** (2011, August). *Comparing three theories of visual expertise: A meta-analysis of eye movements.* Paper presented at the 14th EARLI Conference, Exeter, United Kingdom.
 26. **Gegenfurtner, A.** (2011, August). *Effects of motivation on transfer: A meta-analysis.* Paper presented at the 14th EARLI Conference, Exeter, United Kingdom.
 25. **Gegenfurtner, A.** (2011, August). *Technological change, transfer, and expertise development in dynamic domains.* Paper presented at the JURE 2011 Pre-Conference, Exeter, United Kingdom.
 24. **Gegenfurtner, A.**, Lehtinen, E., & Säljö, R. (2011, April). *Expertise differences in the comprehension of visualizations: A meta-analysis of eye-tracking research in professional domains.* Paper presented at the AERA Division C Graduate Student Seminar, New Orleans, USA.
 23. **Gegenfurtner, A.** (2011, April). *Uncovering mechanisms of visual expertise to inform the design of professional training.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, USA.
 22. **Gegenfurtner, A.**, Säljö, R., & Lehtinen, E. (2011, March). *Wie sich Experten und Nichtexperten in der Interpretation visueller Medien unterscheiden: Eine Meta-Analyse von Eye-Tracking-Studien.* Poster presented at the AEPF 2011, Bamberg, Germany.
- 2010
21. Hellwig, M., **Gegenfurtner, A.**, & Mulder, R. H. (2010, August). *Relations between actions and competence development at work.* Poster presented at the 5th EARLI SIG 14 Learning and Professional Development Conference, Munich.
 20. **Gegenfurtner, A.**, Laine, E., & Üstün, U. (2010, August). *Moderating effects on the relation between training motivation and behavior change.* Paper presented at the 5th EARLI SIG 14

- Learning and Professional Development Conference, Munich.
19. **Gegenfurtner, A.**, & Siewiorek, A. (2010, July). *The many dimensions of having a good eye: A methodological reflection of metaphors in visual cognition analysis*. Paper presented at the 9th International Conference of the Learning Sciences, Chicago, USA.
 18. **Gegenfurtner, A.**, Vauras, M., Gruber, H., & Festner, D. (2010, July). *Motivation to transfer revisited*. Paper presented at the 9th International Conference of the Learning Sciences, Chicago, USA.
 17. Siewiorek, A., & **Gegenfurtner, A.**, (2010, July). *Leading to win: The influence of leadership style on team performance during a computer game training*. Paper presented at the 9th International Conference of the Learning Sciences, Chicago, USA.
 16. **Gegenfurtner, A.**, Lehtinen, E., & Säljö, R. (2010, May). *Expertise in transition. On the analysis of individual and institutional change in technology-rich work environments*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, USA.
 15. Nivala, M., Säljö, R., Rystedt, H., **Gegenfurtner, A.**, Helle, L., & Lehtinen, E. (2010, May). *Technology-mediated learning in pathology: How collaborative use of virtual microscopy shapes students' reasoning*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, USA.

2009

14. **Gegenfurtner, A.** (2009, September). *Technology-mediated learning at work: Uncovering the evolution of seeing, understanding, and medical imaging*. Paper presented at the doctoral workshop of the 4th European Conference on Technology-Enhanced Learning, Nice, France.
13. **Gegenfurtner, A.**, Nivala, M., Säljö, R., & Lehtinen, E. (2009, September). *Capturing individual and institutional change: Exploring horizontal versus vertical transitions in technology-rich environments*. Poster presented at the 4th European Conference on Technology Enhanced Learning, Nice, France.
12. **Gegenfurtner, A.**, & Gruber, H. (2009, August). *Do intentions mediate the transfer process? Testing the theory of planned behaviour*. Paper presented at the 13th EARLI Conference, Amsterdam, the Netherlands.
11. **Gegenfurtner, A.**, Helle, L., Nivala, M., Säljö, R., & Lehtinen, E. (2009, August). *Eye movements, medical images, and the analysis of human-computer interaction*. Round table paper presented at the 13th EARLI Conference, Amsterdam, the Netherlands.
10. **Gegenfurtner, A.**, & Säljö, R. (2009, August). *Tensions between gaze, thinking, and technology: The development of professional vision in medical education*. Round table paper presented at the JURE 2009 Pre-Conference, Amsterdam, the Netherlands.
9. **Gegenfurtner, A.** (2009, June). *What is seen on the screen? Exploring collaborative interpretation, representational tools, and disciplined perception in medicine*. Poster presented at the 8th International Conference on Computer Supported Collaborative Learning, Rhodes, Greece.
8. **Gegenfurtner, A.** (2009, June). *Ontogenetic and sociogenetic perspectives on learning, technology, and medical image diagnosis*. Paper presented at the CSCL doctoral consortium workshop, Rhodes, Greece.

2008

7. Festner, D., **Gegenfurtner, A.**, Meier, B., Babichenko, A., Huber, J., Koch, T., Morgenthaler, B., Schmid, S., Schneider, F., & Gruber, H. (2008, August). *Transfer of training and its determinants. A study conducted in the domain of occupational health and safety*. Poster presented at the 4th EARLI SIG 14 Learning and Professional Development Conference, Jyväskylä, Finland.
6. **Gegenfurtner, A.** (2008, August). *Knowledge transfer: A pragmatist perspective*. Poster presented at the 4th EARLI SIG 14 Learning and Professional Development Conference, Jyväskylä, Finland.
5. **Gegenfurtner, A.**, Veermans, K., Festner, D., & Gruber, H. (2008, August). *An integrative*

- model of transfer motivation antecedents*. Paper presented at the 4th EARLI SIG 14 Learning and Professional Development Conference, Jyväskylä, Finland.
4. **Gegenfurtner, A.** (2008, August). *Motivational influences on knowledge transfer: A research proposal*. Poster presented at the 11th International Conference on Motivation, Turku.
 3. **Gegenfurtner, A.** (2008, August). *Motivational influences on knowledge transfer in work organizations*. Paper presented at the 2nd Summer School on Motivation (ICM), Turku.
 2. **Gegenfurtner, A.**, Lehtinen, E., & Gruber, H. (2008, July). *Predicting autonomous and controlled motivation to transfer: Test of a model*. Paper presented at the 12th Conference of Junior Researchers of EARLI, Leuven, Belgium.
 1. **Gegenfurtner, A.**, & Gruber, H. (2008, May). *Antecedents of extrinsic motivation to transfer training*. Paper presented at the 9th International Conference on Human Resource Development Research and Practice across Europe, Lille, France.

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