

Curriculum Vitae

Professor Dr Miriam Marleen Gebauer

Otto-Friedrich-University Bamberg
Markusplatz 3, 96047 Bamberg, Germany
miriam-marleen.gebauer@uni-bamberg.de
+49 951 863 1815

Academic background

| | |
|-----------------|--|
| 05/2017 | Habilitation (postdoctoral lecturer qualification), TU Dortmund University |
| 03/2007-03/2011 | Doctorate Educational Science, Dr. phil., TU Dortmund University |
| 10/2001-12/2006 | Diploma Educational Science, TU Dortmund University |

Positions held

| | |
|------------|--|
| Since 2022 | Full Professor for Teacher Education, Otto-Friedrich-University Bamberg |
| 2021-2022 | Professor for Pedagogy Research on Education- and Socialization, Ludwig-Maximilians-University Munich (temporary full professorship) |
| 2017-2021 | Associate Professor, Center for Research on Education and School Development, TU Dortmund University |
| 2011-2017 | Assistant Professor, Center for Research on Education and School Development, TU Dortmund University |
| 2007-2011 | Doctoral researcher, Center for Research on Education and School Development, TU Dortmund University |

Research interest

Teachers' and pre-service teachers' beliefs and attitudes towards teaching in diverse contexts
Students' academic self-efficacy beliefs and its determinants
Development and validation of test instruments
School development and improvement, teaching quality

Awards

DAAD –travel grant: Chicago, USA, AERA 2015; Vancouver, BC, Canada, AERA 2012.
DFG – travel grant, Gothenborg, Sweden, ECER 2008.

Memberships and professional activities

Editorial board of international peer-reviewed journals

Frontiers in Educational Psychology,
Humanities and Social Science Communication (HSSCOMMS), Journal of Social Psychology
Research (JSRP)

German research associations

Deutsche Gesellschaft für Erziehungswissenschaft (German Association for Educational Science, DGfE, [Sections: Empirische Pädagogische Forschung, Schulpädagogik: Association for Empirical Pedagogical Research, Teacher Education]), Erziehungswissenschaftlicher Fakultätentag (Faculty Council on Educational Sciences, EWFT), Gesellschaft für Empirische Bildungsforschung (German Association for Empirical Educational Research; GEBF), Grundschulverband (Association for Primary School Education, GSV)

International research associations

American Educational Research Association (AERA), European Association for Research on Learning and Instruction (EARLI)

Adhoc peer-review for journals and conferences

Journals

American Educational Research Journal, Educational Assessment, Educational Psychology, Erziehungswissenschaftliche Revue, Frontiers in Educational Psychology, Hamburg Studies on Linguistic Diversity von John Benjamins, Journal of Educational Psychology, Journal for Educational Research Online, Journal of Research in Special Educational Needs, Journal of Social Psychology Research, Learning and Instruction, Psychologie in Erziehung und Unterricht, Social Psychology of Education, Zeitschrift für Bildungsforschung, Zeitschrift für Erziehungswissenschaft, Zeitschrift für Pädagogische Psychologie

Conferences

Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF, Association for Empirical Pedagogical Research), European Conference on Educational Research (ECER), Gesellschaft für Empirische Bildungsforschung (GEBF, German Association for Empirical Educational Research)

Teaching

Determinants of learning and instruction in school context

'Current studies in empirical educational research' (summer term 2013, 2018; winter term 13/14, 20/21, 21/22)

'Conditions and consequences of a diverse student body in school and classroom' (summer term 2021)

'Introduction to educational research' (winter term 21/22)

'Inclusion in the German education system - basic seminar' (summer term 2017)

'Instructional quality' (winter term 14/15, 15/16; summer term 2014, 2015, 2016)

'Introduction into educational-psychological theories' (winter term 16/17, 17/18, 18/19; summer term 2018, 2019)

'Introduction teaching and education' (summer term 2022, winter term 22/23)

'On the emergence of self-efficacy in children' (summer term 2012, 2013, 2014)

'Professionalization of teachers/Basic Seminars' (winter term 10/11, 22/23; summer term 2015, 2020, 2022)

Methods in social science

'Cross-sectional and longitudinal analyses in the context of elementary school transition' (winter term 11/12)

'Methods of empirical educational research I' (winter term 11/12, 12/13, 17/18, 21/22; summer term 2008, 2012, 2017)

'Methods of empirical educational research II' (summer term 2008)

'Test development – hands on research? From theoretical question to a validated instrument' (winter term 11/12)

'Test development and statistical analysis' (winter term 08/09)

'Which study for which purpose? Differential view into studies in empirical educational research' (winter term 19/20)

School development research, school quality

'Conditions of school education: comparative review of empirical results of international school systems' (winter term 19/20, 22/23; summer term 2021)

'Inclusion in the German education system/school development using the example of educational reform inclusive work in mainstream schools' (winter term 15/16, 16/17, 18/19, 19/20; summer term 2017, 2020)

'Managing quality in the education system' (winter term 18/19, 21/22; summer term 2019)

'Quality and evaluation of school and teaching/Quality management in the German education system' (winter term 16/17, 18/19, 19/20, 21/22; summer term 2019, 2020, 2021, 2022)

Research grants

BMBF (Federal Ministry of Research and Education)

"BiSS EvalLesen" Evaluation of concepts and measures for interdisciplinary reading promotion in primary education - as part of the federal-state initiative "Bildung durch Sprache und Schrift (Education through writing and reading; BiSS)"

Joint project Center for Research on Education and School Development, TU Dortmund University (Principal Investigator: Prof. Dr. Nele McElvany and Prof. Dr. Wilfried Bos, Co-Principal Investigator/study coordination: Dr. Miriam M. Gebauer) and Leibniz Institute for Science and Mathematics Education (Principal Investigator: Prof. Dr. Olaf Köller)

519.030€; 3 years, ended in 2018. Funding number: FKZ 01J11504A

BMBF (Federal Ministry of Research and Education)/ZIB (Centre for International Student Assessment

"Testfairness"

Center for Research on Education and School Development, TU Dortmund University (Principal Investigator: Prof. Dr. Nele McElvany and Prof. Dr. Wilfried Bos, Co-Principal Investigator/study coordination: Dr. Miriam M. Gebauer)

200.577.60€; 3 years, ended in 2015. Funding number: FKZ 01LSA002

BMBF (Federal Ministry of Research and Education

SeMig (Self-efficacy of children with and without migration background)

Joint project Center for Research on Education and School Development, TU Dortmund University (Principal Investigator: Prof. Dr. Nele McElvany and Prof. Dr. Wilfried Bos, Co-Principal Investigator/study coordination: Dr. Miriam M. Gebauer) and Leibniz Institute for Science and Mathematics Education (Principal Investigator: Prof. Dr. Olaf Köller)

415.493€, 3 years, ended in 2015. Funding number: FKZ 01JC1118A

Deutsche Telekom Foundation

Evaluation of the STEM teacher education across universities

Center for Research on Education and School Development, TU Dortmund University (Principal Investigator: Prof. Dr. Wilfried Bos and Dr. Miriam M. Gebauer)

33.900€, 1 year, ended in 2012. Funding number: HS-08-03.6B

Recent projects

Lehrer-H

Study investigating heterogeneity-specific instructional related attitudes of teachers and its impact on teaching.

(Collaboration with the Center for Research on Education and School Development, TU Dortmund University)

Self-Reg

Study investigating digital and non-digital learning formats in higher education and its impact on self-regulated learning.

TEACH SEG

Study investigating the impact of serious educational gaming in teacher education.

(Collaboration with the Center for Research on Education and School Development, TU Dortmund University; Alan Koenig; National Center for Research on Evaluation, Standards, and Student Testing [CRESST, UCLA, USA])

Supervisions

Doctorate

Melihan Cinar (2019) "Vocabulary acquisition of multilingual preschool children - An intervention study in day care centers" (Member of the examination committee).

Wahiba El-Khechen (2015) "Linguistic competencies in the context of migration - In-depth analyses for the subgroup of children with Turkish family language" (Mentorship).

Rebecca Miriam Kigel (née Hartmann) (2014) "School-Related Motivation in the Context of Migration" (Mentorship).

Franziska Schwabe (2014) "Reading achievement differences among specific student subgroups - DIF analyses of large-scale assessments" (Mentorship).

Stephanie Klukas (2013) "Scholarly reflection skills of teachers and student teachers - theoretical competence modeling and empirical testing" (Mentorship).

Internships

Leonie Dargiewicz (2020) "Use of digital management systems in daycare centers".

Lea Krutwage (2019) "Teacher motivation in the context of school development."

Laura Becher (2016) "Use of digital media in vocational education."

Marie Schrader (2016) "Actors and areas of action of the regional education office: Department of School/Conditions of School Development Processes".

Master and Bachelor Thesis

Mentoring and member of examination committee: 25 Master theses, 10 Bachelor theses, 2 Diploma theses.

Publications

- A. Editorship
- B. Monographs, qualifications, and unpublished research papers
- C. Journal articles with peer-review
- D. Book contributions with peer-review
- E. Journal and book articles without peer-review procedure
- F. Organized symposia
- G. Presentations

A. Editorship

- McElvany, N., **Gebauer**, M. M., & Gräsel, C. (Hrsg.). (2019). Rückblick, Vorausschau und aktuelle Ergebnisse der empirischen Bildungsforschung in Deutschland (Retrospect, foresight and current results of empirical educational research in Germany). Themenheft des *Journal for Educational Research Online* 11 (1).
- McElvany, N., Bos, W., Holtappels, H. G., **Gebauer**, M. M., & Schwabe, F. (2016). *Bedingungen und Effekte guten Unterrichts (Conditions and effects of good teaching)* (Dortmunder Symposium der Empirischen Bildungsforschung, Bd. 1). Münster: Waxmann.
- McElvany, N., **Gebauer**, M. M., Bos, W., & Holtappels, H. G. (Hrsg.). (2013). *Sprachliche, kulturelle und soziale Heterogenität in der Schule als Herausforderung und Chance der Schulentwicklung (Linguistic, Cultural and social heterogeneity in schools as a challenge and opportunity for school development)*. IFS-Jahrbuch der Schulentwicklung, Bd. 17. Weinheim: Juventa.

B. Monographs, qualifications, and unpublished research papers

- Gebauer**, M. M. (2015). *Überzeugungen und Einstellungen von angehenden Lehrenden – Heterogenität von Schülerinnen und Schülern (Beliefs and attitudes of prospective teachers - diversity of students)*. (Habilitation/postdoctoral lecturer qualification).
- Gebauer**, M. M. (2013). *Determinanten der Selbstwirksamkeitsüberzeugung von Lehrenden (Determinants of the self-efficacy beliefs of teachers)*. Wiesbaden: Springer VS. (Dissertation).
- Gebauer**, M. M. & McElvany, N. (2013). *Einstellungen von Lehramtsanwärtern gegenüber heterogenen Schülergruppen – Skalenhandbuch (Instructional related teacher attitudes towards heterogeneous groups of students - scale manual, documentation of scale metrics)*. Dortmund: Institut für Schulentwicklungsforschung. (unveröffentlichte Forschungsarbeit/unpublished research paper).
- Gebauer**, M. M. (2006). *Lehrerkooperation und kollektive Lehrerselbstwirksamkeit (Teacher collaboration and collective teacher self-efficacy)*. (Diploma).

C. Journal articles with peer-review procedure

- Gebauer**, M. M., McElvany, N., Bos, W., Köller, O., & Schöber, C. (2022). Qualitätvoller Unterricht und lesebezogene Selbstwirksamkeitsüberzeugungen von Schülerinnen und Schülern (Teaching quality and students' reading-related self-efficacy beliefs). *Psychologie in Erziehung und Unterricht*, 69(1), 2-21.
- Gebauer**, M. M., McElvany, N., Köller, O., & Schöber, C. (2021). Cross-Cultural Differences in Academic Self-Efficacy and Its Sources across Socialization Contexts. *Social Psychology of Education*. 1-26 (Online First).
- Gebauer**, M. M. & McElvany, N. (2020). Einstellungen und Motivation bezogen auf kulturell-ethnisch heterogene Schülerrinnen- und Schülergruppen und ihre Bedeutung für differenzielle Instruktion im Unterricht (Attitudes and motivation related to culturally diverse classrooms and their meaning for differential instruction in the classroom). *Zeitschrift für Erziehungswissenschaft*, 23, 685–708.
- Gebauer**, M. M., McElvany, N., Bos, W., Köller, O., & Schöber, C. (2019). Determinants of academic self-efficacy in different socialization contexts: investigating the relationship between students'

- academic self-efficacy and its sources in different contexts. *Social Psychology of Education*, 1-20 (Online First).
- McElvany, N., Ferdinand, H. D., **Gebauer**, M. M., Bos, W., Huelmann, T., Köller, O., & Schöber, C. (2018). Attainment-aspiration gap in students with a migration background: The role of self-efficacy. *Learning and Individual Differences*, 65, 159-166.
- Schöber, C., Schütte, K., Köller, O., McElvany, N., & **Gebauer**, M. M. (2018). Reciprocal effects between self-efficacy and achievement in mathematics and reading. *Learning and Individual Differences*, 63, 1-11.
- Gebauer**, M. M. & McElvany, N. (2017). Zur Bedeutsamkeit unterrichtsbezogener heterogenitätsspezifischer Einstellungen angehender Lehrkräfte für zukünftiges Unterrichtsverhalten (Instructional related heterogeneity specific attitudes of prospective teachers for future teaching behavior). *Psychologie in Erziehung und Unterricht*, 64(3), 163-180.
- Hartwig, S., Schwabe, F., **Gebauer**, M. M., & McElvany, N. (2017). Wie beurteilen Lehrkräfte und Lehramtsstudierende Leistungsheterogenität? Ausprägungen und Prädiktoren von Einstellungen und Motivation (How do teachers and student teachers assess performance heterogeneity? Characteristics and Predictors of Attitudes and Motivation). *Psychologie in Erziehung und Unterricht*, 64(2), 94-108.
- Schwabe, F., McElvany, N., Trendtel, M., **Gebauer**, M. M., & Bos, W. (2014). Vertiefende Analysen zu migrationsbedingten Leistungsdifferenzen in Leseaufgaben – Differenzielles Itemfunktionieren für Kinder mit und ohne Migrationshintergrund auf Basis der Internationalen Grundschul-Lese-Untersuchung (IGLU) (In-depth analyses of migration-related performance differences in reading tasks - differential item functioning for children with and without a migration background based on the International Primary School Reading Survey (IGLU)). *Zeitschrift für Pädagogische Psychologie*, 28(3), 1-12.
- El-Khechen, W., **Gebauer**, M. M., & McElvany, N. (2012). Wortschatzförderung bei Grundschulkindern. Ein Vergleich von Kindern mit und ohne Migrationshintergrund (Impact of vocabulary training for Primary school children. A comparison of children with and without a migration background). *Zeitschrift für Grundschulforschung*, 5(2), 48-63.
- Hartmann, R. M., McElvany, N., **Gebauer**, M. M., & Bos, W. (2012). Differential patterns of school motivation in students of culturally and linguistically diverse backgrounds. *Tertium Comparationis. Journal für International und Interkulturell Vergleichende Erziehungswissenschaft*, 18(2), 209-223.
- Bos, W., **Gebauer**, M. M., Henze, J., & Voss, A. (2010). A Study on Quality of Chinese high school graduates based on international Large-Scale Assessments. *Elementary & Secondary Schooling Abroad*, 8, 12-17.
- Bos, W. & **Gebauer**, M. M. (2010). Impact and Importance of Large-Scale Assessments: A German Perspective. *Fu Dan Education Forum*, 4, 19-26.

D. Book contributions with peer-review procedure

- Gebauer**, M. M. (eingereicht). Differenzielle Überzeugungen von angehenden Lehrkräften und deren Bedeutung für eine diversitätssensible Unterrichtsgestaltung (Differential beliefs of education students and its relation to teaching).
- Rau, C. & **Gebauer**, M. M. (eingereicht). Wissensformen (Forms of knowledge).
- Gebauer**, M. M. & Schöber, C. (2022). Mediated relationships between academic self-efficacy and characteristics of math performance differences between boys and girls and students from immigrant and non-immigrant backgrounds, In J. Carmona (Ed.) *The Importance of Self-Efficacy and Self-Compassion*. New York: NOVA.
- Gebauer**, M. M. (2020). Kooperation und unterrichtsbezogene Einstellungen in Bezug auf heterogene Lerngruppen als Indikatoren für Professionalität von Lehrkräften (Cooperation and instructional related attitudes towards heterogeneous learning groups as indicators of teachers' professionalism), In H.G. Holtappels, K. Lossen, A. Edele, F. Lauer mann & N. McElvany (Hrsg.),

- Kooperation und Professionalisierung in Schulentwicklung und Unterricht* (IFS-Jahrbuch der Schulentwicklung, Bd. 21, S. 65–86). Weinheim: Juventa.
- Gebauer, M. M.** (2019). Einstellungen von (angehenden) Lehrkräften (Attitudes of (prospective) teachers). In T. Ehmke, P. Kuhl & M. Pietsch (Hrsg.), *Lehrer. Bildung. Gestalten. Beiträge zur empirischen Forschung in der Lehrerbildung* (S. 11-19). Weinheim: Beltz Juventa.
- Bos, W., **Gebauer, M. M.**, & Postlethwaite, T. N. (2018). Potenziale, Grenzen und Perspektiven internationaler Schulleistungsforschung (Potentials, limits and perspectives of international school performance research). In: R. Tippelt & B. Schmidt (Hrsg.), *Handbuch Bildungsforschung* (4., überarbeitete Auflage) (S. 325-350). Wiesbaden: VS Verlag für Sozialwissenschaften.
- Hartwig, S., Schwabe, F., & **Gebauer, M. M.** (2018). Zur faktoriellen Struktur eines Instruments zur Messung von Lehrkräfteeinstellungen und -motivation zum Umgang mit Heterogenität (Factor structure of an instrument for measuring of teachers' attitudes and motivation to deal with student diversity)(EMo-H). Jahrbuch für Schulentwicklungsforschung. In F. Schwabe, N. McElvany, W. Bos & H. G. Holtappels (Hrsg.), *Schule und Unterricht in gesellschaftlicher Heterogenität* (IFS-Jahrbuch der Schulentwicklung, Bd. 20, S. 179–198). Weinheim: Juventa.
- Gebauer, M. M.**, Mönig, S., & Bos, W. (2017). Zur Bedeutung von sozial-kognitiven Überzeugungen für erkenntnistheoretische Vorstellungen über Lehren und Lernen von Lehramtsanwärterinnen und Lehramtsanwärttern (On the importance of social-cognitive beliefs for epistemological conceptions about teaching and learning of teacher trainees). In H. Gruber, B. Moschner & A. Anschütz (Hrsg.), *Wissen und Lernen in der Sicht von Lehrenden und Lernenden. Wie epistemische Überzeugungen Schule, Universität und Arbeitswelt beeinflussen* (S. 163-180). Münster: Waxmann.
- Huelmann, T., Ferdinand, H. D., **Gebauer, M. M.**, McElvany, N., Bos, W., Köller, O., & Schöber, C. (2014). Urteilsgenauigkeit von Lehrkräften bezüglich der Selbstwirksamkeitsüberzeugung von Schülerinnen und Schülern (Judgmental accuracy of teachers regarding students' self-efficacy beliefs). In H. G. Holtappels, A. Willems, M. Pfeifer, W. Bos & N. McElvany (Hrsg.), *Daten, Beispiele und Perspektiven* (IFS-Jahrbuch der Schulentwicklung, Bd. 18, S. 298–320). Weinheim: Juventa.
- Buddeberg, M. & **Gebauer, M. M.** (2013). Der Beitrag von kollektiver Selbstwirksamkeitsüberzeugung und wahrgenommenem Schulleiterhandeln für Innovationsbereitschaft von Lehrkräften (The contribution of collective self-efficacy beliefs and perceived principal action for teachers' willingness to innovate). In K. Schwippert, M. Bensen & N. Berkemeyer (Hrsg.), *Schul- und Bildungsforschung. Diskussionen, Befunde und Perspektiven. Festschrift für Wilfried Bos* (S. 111–128). Waxmann: Münster.
- Gebauer, M. M.**, Mönig, S., & Bos, W. (2013). Wissenschaftliche Begleitforschung der Studie dortMINT. Kompetenzen angehender Lehrkräfte (Evaluation of the programme dortMINT. Competencies of prospective teachers). In C. Selzer & S. Hussmann (Hrsg.), *Diagnose und individuelle Förderung in der MINT-Lehrerbildung* (S. 227-244). Waxmann: Münster.
- Gebauer, M. M.**, McElvany, N. & Klukas, S. (2013). Einstellungen von Lehramtsanwärterinnen und Lehramtsanwärttern zum Umgang mit heterogenen Schülergruppen in Schule und Unterricht (Attitudes of teacher trainees' attitudes towards dealing with heterogeneous groups of pupils in school and teaching). In N. McElvany, M. M. Gebauer, W. Bos & H.G. Holtappels (Hrsg.), *Sprachliche, kulturelle und soziale Heterogenität in der Schule als Herausforderung und Chance der Schulentwicklung*. (IFS-Jahrbuch der Schulentwicklung, Bd. 17, S. 191-219) Weinheim: Juventa.
- Schwabe, F. & **Gebauer, M. M.** (2013). (Test-)Fairness – eine Herausforderung an standardisierte Leistungsdiagnostik ((Test-)Fairness - a challenge to standardized performance diagnostics). In N. McElvany, M. M. Gebauer, W. Bos & H. G. Holtappels (Hrsg.), *Sprachliche, kulturelle und soziale Heterogenität in der Schule als Herausforderung und Chance der Schulentwicklung*. (IFS-Jahrbuch der Schulentwicklung, Bd. 17, S. 217–236). Weinheim: Juventa.
- Bos, W., Postlethwaite, T. N., & **Gebauer, M. M.** (2010). Potenziale, Grenzen und Perspektiven internationaler Schulleistungsforschung (Potentials, limits and perspectives of international

- school performance research). In: R. Tippelt & B. Schmidt (Hrsg.), *Handbuch Bildungsforschung* (3., durchgesehene Auflage) (S. 275 – 295). Wiesbaden: VS Verlag für Sozialwissenschaften.
- Bos, W., Postlethwaite, T.N., & **Gebauer**, M. M. (2009). Potenziale, Grenzen und Perspektiven internationaler Schulleistungsforschung (Potentials, limits and Perspectives of international school performance research). In: R. Tippelt & B. Schmidt-Hertha (Hrsg.), *Handbuch für Bildungsforschung* (2. Auflage) (S. 275-295). Wiesbaden: VS-Verlag.
- Bos, W., **Gebauer**, M. M., & Voss, A. (2009). Die Messung der Schülerkompetenzen am Beispiel der Lesekompetenz von Kindern am Ende der Grundschulzeit (The measurement of student competencies using the example of children's reading competence at the end of primary schooling). In: J. Rohbeck (Hrsg.), *Jahrbuch für Didaktik der Philosophie und Ethik*, Bd: 7. (S. 151–167). Thelem Verlag: Dresden.
- Bos, W. & **Gebauer**, M. M. (2009). Mach die Schule Appetit auf Ingenieurwissenschaften und Informatik? – Probleme, Herausforderungen, und Perspektiven (Does the school whet your appetite for engineering and computer science? - Problems, challenges, and perspectives). In: M. Nagl, H.-J. Bargstädt, M. Hoffmann & N. Müller (Hrsg.), *Zukunft Ingenieurwissenschaften – Zukunft Deutschland*. (S. 159–176). Berlin/ Heidelberg: Springer-Verlag.
- Blatt, I., **Gebauer**, M. M., Müller, A., & Voss, A. (2008). Schulentwicklung auf Unterrichtsebene: Anlage und Ergebnisse aus einem Hamburger Leseförderprojekts (School development at the instructional level: Appendix and results from a Hamburg reading promotion project). In: W. Bos, H.G. Holtappels, H. Pfeiffer, H.-G. Rolff & R. Schulz-Zander, R. (Hrsg.), *Jahrbuch der Schulentwicklung*, (Bd. 15.) S.Weinheim: Juventa.
- Blatt, I., **Gebauer**, M. M., Kowalski, K., & Voss, A. (2008). Sprachförderung: Schwerpunktleseförderung (Language development: focus reading support). Berkemeyer, N., Manitus, V. & Müthing, K. (Hrsg.), *Unterrichtsentwicklung in Netzwerken: Konzeptionen, Befunde, Perspektiven*. Münster: Waxmann.
- Feldhoff, T. & **Gebauer**, M. M. (2008). Qualifizierung und Professionalisierung im Modelvorhaben (Qualification and professionalization of teachers in the research project evaluated). In: H.G. Holtappels, K. Klemm & H.-G. Rolff (Hrsg.), *Schulentwicklung durch Gestaltungsautonomie*. Münster: Waxmann.
- Gebauer**, M. M. & Kanders, M. (2008). Einstellungsentwicklung bei den Akteuren zum Modelvorhaben (Development of attitudes of the actors towards the model project). In: H.G. Holtappels, K. Klemm & H.-G. Rolff (Hrsg.), *Schulentwicklung durch Gestaltungsautonomie*. Münster: Waxmann.
- Holtappels, H.G., Voss, A., & **Gebauer**, M. M. (2008). Unterrichtsgestaltung, Lernbedingungen und Klassenklima (Instructional design, learning conditions and class climate). In: H.G. Holtappels, K. Klemm & H.-G. Rolff (Hrsg.), *Schulentwicklung durch Gestaltungsautonomie*. Münster: Waxmann.
- Höhmann, K., Bergmann, K., & **Gebauer**, M. M. (2007). Das Personal (The staff). In H. G. Holtappels, E. Klieme, T. Rauschenbach & L. Stecher (Hrsg.), *Ganztagschule in Deutschland. Ergebnisse der Ausgangserhebung der „Studie zur Entwicklung von Ganztagschulen“ (StEG)* (S. 77–85). Weinheim und Basel: Beltz Juventa.

E. Journal and book articles without peer-review procedure

- McElvany, N., Bos, W., Köller, O., **Gebauer**, M. M., & Schöber, C (2016). Selbstwirksamkeitserwartung bei Kindern mit und ohne Migrationshintergrund: Differenzielle Erwerbsformen, diagnostische Fähigkeiten der Lehrkräfte und Bedeutung für die Leistungsentwicklung (Self-efficacy expectation in children with and without a migration background: differential forms of acquisition, diagnostic skills of teachers and significance for achievement development). In BMBF (Hrsg.), *Chancengerechtigkeit und Teilhabe. Ergebnisse aus der Forschung* (S. 59–61). Berlin: BMBF.
- McElvany, N., Schwabe, F. **Gebauer**, M. M., & Bos, W. (2016). *Prüfung der Testfairness ausgewählter Large-Scale-Assessments für zentrale Schülersubpopulationen (Testing the test fairness of selected*

large-scale assessments for key student subpopulations.). Beitrag zu einer Publikation des BMBF zu Forschungsvorhaben in Anknüpfung an LSA 2012-2015.

- Gebauer, M. M., Schöber, C., McElvany, N., Köller, O., & Bos, W.** (2015). Schlussbericht Interdisziplinäres BMBF-Verbundprojekt „Selbstwirksamkeit bei Kindern mit und ohne Migrationshintergrund: Differenzielle Erwerbsformen, diagnostische Fähigkeiten der Lehrkräfte und Bedeutung für die Leistungsentwicklung“ (Final Report Interdisciplinary BMBF joint project "Self-efficacy in children with and without a migration background: differential forms of acquisition, diagnostic skills of teachers and significance for achievement development").
- Bos, W., **Gebauer, M. M., & Mönig, S.** (2012). Binnendifferenzierung Voraussetzungen an Gesamtschulen (Internal differentiation prerequisites at Comprehensive schools). *Schulmanagement*, 43(4), 24-27.

F. Organized symposia

- Gebauer, M. M.** (accepted). Differential learning formats for self-regulated learning. Symposium at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Gebauer, M. M.** (angenommen/Tagung abgesagt; accepted/conference canceled). *Optimierung der Professionalität von Lehrkräften und angehenden Lehrenden (Optimization of the professionalism of teachers and trainee teachers)*. Symposium at the 27th Congress of the German Association for Educational Science (DGfE), Cologne, Germany.
- Gebauer, M. M.** (2019, September). *Zum Umgang mit Heterogenität im schulischen Kontext – was kann empirische Bildungsforschung leisten?(Dealing with heterogeneity in the school context - What can Empirical Educational Research achieve?)* Symposium at the 84th Meeting of the Association for Empirical Pedagogical Research (AEPF), Münster, Germany.
- Gebauer, M. M.** (2018, September). *Differentielle Betrachtung von Lehrkraft-Einstellungen bezogen auf Unterricht in heterogenen Klassen (Differential examination of teacher attitudes related to teaching in heterogeneous classes)*. Symposium at the 83rd Meeting of the Association for Empirical Pedagogical Research (AEPF), Lüneburg, Germany.
- Gebauer, M. M.** (2017, September). *Differenzielle Bedeutung und Erfassung von Klassenführung (Differential meaning and recording of class leadership)*. Symposium at the 82nd Meeting of the Association for Empirical Pedagogical Research (AEPF), Tübingen, Germany.
- Gebauer, M. M. & McElvany, N.** (2017, April). *Conditions and Consequences of Educational Inequalities*. Symposium at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Gebauer, M. M. & McElvany, N.** (2015, März). *Sozial-kognitive Merkmale des Lernens: Determinanten, Bedeutung und Unterrichtsgestaltung (Social-cognitive characteristics of learning: determinants, meaning, and instructional design)*. Symposium at the 3rd Conference of the German Association for Empirical Educational Research (GEBF), Bochum, Germany.
- Gebauer, M. M. & McElvany, N.** (2013, September). *Bedingungen selbstbezogener Kognitionen von Schülerinnen und Schülern (Determinants of students' self-referential cognitions)*. Symposium at the 14th Special Interest Group Conference on Educational Psychology of the DGPs (PAEPS), Hildesheim, Germany.
- Gebauer, M. M. & McElvany, N.** (2013, September). *Heterogene Schülergruppen - Bedingungen und Konsequenzen (Heterogeneous groups of pupils - conditions and consequences)*. Symposium at the 78th Meeting of the Association for Empirical Pedagogical Research (AEPF), Dortmund, Germany.
- Gebauer, M. M., Scharenberg, K. & McElvany, N.** (2012, März). *Schulische Bildungsprozesse – Grenzgänge im Kontext von Heterogenität (School educational processes - Crossing boundaries in the context of heterogeneity)*. Symposium at the 23rd Congress of the German Association for Educational Science (DGfE), Osnabrück, Germany.
- Bos, W., **Gebauer, M. M. & Stubbe, T.C.** (2010, August). *Modelling Longitudinal and Trend Data*. Symposiums at the European Conference on Educational Research (ECER), Helsinki, Finland.

G. Presentations

- Gebauer, M. M.** (accepted). Self-regulation of undergraduate students in digital and non-digital learning formats. Paper to present at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Gebauer, M. M.** (angenommen/Tagung abgesagt; accepted/conference canceled). *Bedeutung von Belastung für Unterrichtsgestaltung im schulischen Kontext (Significance of load for instructional design in the school context)*. Symposium presentation at the 27th Congress of the German Association for Educational Science (DGfE), Cologne, Germany.
- Gebauer, M. M. & McElvany, N.** (angenommen/Tagung abgesagt; accepted/conference canceled). *Unterrichtsbezogene Einstellungen von Lehrkräften und deren Bedeutung für Differenzierung im Unterricht (Heterogeneity-specific instructional related attitudes of teachers and their importance for differentiation in the classroom)*. Symposium presentation at the 8th conference of the German Association for Empirical Educational Research (GEBF), Potsdam, Germany.
- Gebauer, M. M.** (2019, September). *Heterogenitätsspezifische unterrichtsbezogene Einstellungen von Lehrkräften (Heterogeneity-specific instructional related attitudes of teachers)*. Symposium presentation at the 84th Meeting of the Association for Empirical Pedagogical Research (AEPF), Münster, Germany.
- Stang, J., **Gebauer, M. M.**, & McElvany, N. (2019, August). *Relations between heterogeneity-related teaching attitudes and motivation and instructional Quality*. Paper presented at the 18th Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Aachen, Germany.
- Gebauer, M. M.** (2019, April). *Überzeugungen von Lehramtsstudierenden - Ein Instrument zum reflexiven Umgang mit Heterogenität (Beliefs of student teachers - An instrument for reflexive handling of heterogeneity)*. Paper presented at the conference of the Giessener Offensive Lehrerbildung (GOL) "Reflexivity in all phases of teacher education", Giessen, Germany.
- McElvany, N., Koenig, A., Schwabe, F., Stang, J., & **Gebauer, M. M.** (2019, April). *Next Generation Teacher Education: Preparing Students Teachers for Heterogeneous Classrooms Through Complex Simulations*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto, ON.
- Gebauer, M. M.** (2018, September). *Differentielle Analysen der unterrichtsbezogenen Einstellungen von angehenden Lehrkräften (Differential analyses of prospective teachers' instructional attitudes)*. Symposium presentation at the 83rd Meeting of the Association for Empirical Pedagogical Research (AEPF), Lüneburg, Germany.
- Gebauer, M. M. & McElvany** (2018, Februar). *Unterrichtsbezogene Einstellungen von angehenden Lehrenden (Teaching-related attitudes of prospective teachers)*. Symposium presentation at the 6th conference of thw German Association for Empirical Educational Research (GEBF), Basel, Switzerland.
- McElvany, N., Koenig, A., **Gebauer, M. M.**, & Stang J. (2018, September). *Instruction in diverse classrooms: teacher education and assessment through complex simulations*. Poster presented at the 83rd Meeting of the Association for Empirical Pedagogical Research (AEPF), Lüneburg, Germany.
- Gebauer, M. M., McElvany, T., Bos., W., Köller, O., & Schöber, C.** (2017, September). *Qualitätvoller Unterricht und selbstbezogene Überzeugungen (Quality teaching and self-referential beliefs)*. Symposium presentation at the 82nd Meeting of the Association for Empirical Pedagogical Research (AEPF), Tübingen, Germany.
- Gebauer, M. M. & McElvany, N.** (2017, April). *Impact of Teacher Consideration of Students' Heterogeneity*. Symposium presentation at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- McElvany, N., **Gebauer, M. M.**, Bos, W., Schöber, C., & Köller, O. (2016, März). *Prädiktion von Motivation und Kompetenz in Mathematik und Lesen: Die Bedeutung der Selbstwirksamkeit im Kontext motivationaler und kognitiver Merkmale (Predicting motivation and competence in mathematics and reading: The importance of self-efficacy in the context of motivational and*

- cognitive characteristics*). Symposium presentation at the 4th Conference of the German Association for Empirical Educational Research (GEBF), Berlin, Germany.
- Ferdinand, H. D., Huelmann, T., McElvany, N., **Gebauer, M. M.**, Köller, O., & Schöber, C. (2015, April). *The Impact of Perceived Teaching Quality on Self-Efficacy Change*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL. (presenting author).
- Gebauer, M. M.**, McElvany, N., Ferdinand, H. D., Huelmann, T., Bos, W., Köller, O., & Schöber, C. (2015, August). *Predicting academic self-efficacy by its sources in different socialization contexts*. Symposium presentation at the 16th Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Limassol, Cyprus.
- Gebauer, M. M.** (2015, Mai). *Constat et Evaluation des nouvelles politiques d'aménagement des temps de vie des jeunes - Une chercheuse allemande*. Table rondes, Colloque Ortej, Paris, France.
- Gebauer, M. M.**, McElvany, N., Bos, W., Ferdinand, H.D., Huelmann, T., Köller, O., & Schöber, C. (2014, September). *Bedeutung von Zielorientierung für fachbezogene Selbstwirksamkeit und Interesse unter Berücksichtigung des Migrationshintergrundes von Schülerinnen und Schülern (Importance of goal orientation for subject-related self-efficacy and interest, taking into account the migration background of students)*. Symposium presentation at the 49th Congress of the German Association of Psychology (DGPs), Bochum, Germany.
- Gebauer, M. M.**, McElvany, N., Bos, W., Ferdinand, H.D., Huelmann, T., Köller, O., & Schöber, C. (2014, März). *Zur Bedeutung der basic human needs für sozial-kognitive Merkmale (On the importance of basic human needs for social cognitive traits)*. Symposium presentation at the 2nd conference of the German Association for Empirical Educational Research (GEBF), Frankfurt am Main, Germany.
- Gebauer, M. M.** & McElvany, N. (2014, August). *Attitudes of prospective teachers towards student characteristics*. Symposium presentation at the Annual Meeting of the American Psychological Association (APA), Washington, D.C.
- El-Khechen, W., McElvany, N., & **Gebauer, M. M.** (2013, August). *Comparing vocabulary and basal reading skills in students with and without migration background: the role of context in diagnostic instruments*. Paper presented at the 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Munich.
- Gebauer, M. M.**, McElvany, N., Bos, W., Ferdinand, H.D., Huelmann, T., Köller, O., & Schöber, C. (2013, September). *Bedeutung von Persönlichkeitsmerkmalen für selbstbezogene Kognitionen und Lernmotivation (Importance of personality traits for self-related cognitions and motivation to learn.)*. Presentation at the 14th Special Interest Group Conference on Educational Psychology of the DGPs (PAEPS), Hildesheim, Germany.
- Gebauer, M. M.** & McElvany, N. (2013, September). *Einstellung von angehenden Lehrenden bezogen auf heterogene Schülergruppen (Attitudes of prospective teachers related to heterogeneous groups of students)*. Symposium presentation at the 78th Meeting of the Association for Empirical Pedagogical Research (AEPF), Dortmund, Germany.
- Gebauer, M. M.**, Huelmann, T., McElvany, N., Ferdinand, H., Bos, W., Köller, O., & Schöber, C. (März, 2013). *Bedeutung der Selbstwirksamkeitsüberzeugung für Zusammenhänge zwischen Persönlichkeitsmerkmalen und Leistungsmotivation (Importance of self-efficacy beliefs for relationships between personality traits and achievement motivation)*. Symposium presentation at the 1st Conference of the German Association for Empirical Educational Research, Kiel, Germany.
- El-Khechen, W., McElvany, N., **Gebauer, M. M.**, & Guill, K. (2012, April). *Examining the potential of the L1 to promote L2 vocabulary for language minority children in primary school*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.
- El-Khechen, W., McElvany, N., & **Gebauer, M. M.** (2012, September). *Das Potential der Erstsprache zur Förderung des Wortschatzes in der Grundschule (The potential of the first language to promote vocabulary in elementary school)*. Paper presented at the 48th Congress of the German Psychological Association (DGPs), Bielefeld, Germany.

- Hartmann, R. M., McElvany, N., & **Gebauer**, M. M. (2012, June). *The significance of maladaptive school motivation in the context of migration*. Paper presented at the conference "Inequality and Social Justice in Institutions of the Educational and Welfare System", St. Petersburg, Russia.
- Hartmann, R. M., McElvany, N. & **Gebauer**, M. M. (2012, April). *Academic Motivation of Students with Diverse Family Backgrounds and the Explanatory Power of Parental Influences*. Symposium presentation at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.
- Huelmann, T., Ünlü, A., Bos, W., & **Gebauer**, M. M. (2012, September). *Kognitive Diagnose Modelle in Large Scale Assessments: Anwendung der Rule Space Methode auf die TIMSS 2007 Daten (Cognitive diagnostic models in large scale assessments: applying the rule space method to TIMSS 2007 data)*. Presentation at the 77th Meeting of the Association for Empirical Pedagogical Research (AEPF), Bielefeld, Germany.
- Razakowski, J., McElvany, N., Schneider, W., Götz, L., **Gebauer**, M. M., & Dzonkic, L. (2012, September). *Differenzielle Bedeutung der Lesekompetenz für mathematische Kompetenzen von Schülerinnen und Schülern mit und ohne Migrationshintergrund (Differential importance of reading literacy for mathematical competencies of students with and without a migration background)*. Symposium presentation at the 48th Congress of the German Psychological Association (DGPs) in Bielefeld, Germany.
- Schwabe, F., McElvany, N., & **Gebauer**, M. M. (2012, November). *Construction of a Computerized Adaptive Test of Reading Competence*. Paper presented at the Annual Meeting of the Association for Educational Assessment – Europe (AEA-Europe), Berlin.
- Schwabe, F., **Gebauer**, M. M. & McElvany, N. (2012, September). *Adaptives Testen der Lesekompetenz – Konstruktion eines Testverfahrens (Adaptive testing of reading literacy - construction of a test procedure)*. Symposium presentation at the 48th Congress of the German Psychological Association (DGPs) in Bielefeld, Germany.
- Schwabe, F., McElvany, N., El-Khechen, W., & **Gebauer**, M. M. (2012, September). *Testfairness für Schülerinnen und Schüler mit Migrationshintergrund – Analysen eines Wortschatztests (Test fairness for immigrant students - analyses of a vocabulary test)*. Presentation at the 77th Meeting of the Association for Empirical Pedagogical Research (AEPF), Bielefeld, Germany.
- Schwabe, F., **Gebauer**, M. M., El-Khechen, W. Ünlü, A. & McElvany, N. (2012, April). *Fairness of Language Tests for Students from Various Linguistic Backgrounds*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.
- El-Khechen, W., McElvany, N., **Gebauer**, M. M., & Guill, K. (2011, September). *Überprüfung des Potentials der Erstsprache zur Förderung sprachlicher Kompetenzen in der Grundschule bei Kindern nicht-deutscher Familiensprache (Examining the potential of the first language to promote linguistic competencies in elementary school among children of non-German family language)*. Presentation at the 13th Special Interest Group Conference on Educational Psychology of the DGPs (PAEPS), Erfurt, Germany.
- El-Khechen, W., McElvany, N., Guill, K., & **Gebauer**, M. M. (2011, August). *Examining the capability of the first language to promote language skills for language minority children in primary schools*. Poster presented at the Junior Researchers of EARLI (JURE), Exeter, UK.
- Gebauer**, M. M., Bos, W. (2011, June). *Ranking and Mediation of the Proximal Sources of Teacher Self-Efficacy*. Paper presented at the 6th SELF Biennial International Conference, Quebec, Canada.
- Gebauer**, M. M. & McElvany, N. (2011, April). *Indikatoren, Lernkompetenz, Kreativität. Kurzbericht im Rahmen des Erfahrungsaustauschs "Die offene Methode der Koordinierung in der europäischen Bildungszusammenarbeit seit 2009 - Ziele, Methoden und Verbreitung der Ergebnisse aus den thematischen Arbeitsgruppen" (Indicators, learning competence, creativity. Short report in the framework of the exchange of experience "The open method of coordination in European educational cooperation since 2009 - objectives, methods and dissemination of results from the thematic working groups")* German Aerospace Center/Federal Ministry of Education and Research, Berlin, Germany.

- Klukas, S., **Gebauer**, M. M., & Bos, W. (2011, September). *Student Teachers' Self-concept(s) in the Field of Educational Research and Science as Part of their General Academic Self-concept*. Paper presented at the European Conference on Educational Research (ECER), Berlin, Germany.
- Bos, W., **Gebauer**, M. M., & Stubbe, T.C. (2010, August). *Modelling Longitudinal and Trend Data – An Introduction*. Paper presented at the European Conference on Educational Research (ECER), Helsinki, Finland.
- Klukas, S., **Gebauer**, M. M., & Bos, W. (2010, August). *What Do Math-students Know About Science? Development of an Instrument for Testing Scientific Commence of Math-teacher Students*. Paper presented at the European Conference on Educational Research (ECER), Helsinki, Finland.
- Pfuhl, N., **Gebauer**, M. M., & Bos, W. (2010, Mai). *Task analysis with Item Response Models of German Exit Examinations in Mathematics*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Denver, Colorado.
- Gebauer**, M. M. & Stubbe, T.C. (2008, September). *Grades for Work Habits and Social Behavior – Step Back in Time or Improvement of the Assessment System? A Reintroduction of the Department of Education in North Rhine-Westphalia, Germany*. Symposium presentation at the European Conference on Educational Research (ECER), Vienna, Austria.
- Gebauer**, M. M. & Holtappels, H.G. (2008, September). *Professional Learning Communities and Teaching Development*. Paper presented at the European Conference on Educational Research (ECER), Goteborg, Sweden.
- Klukas, S., **Gebauer**, M. M., & Bos, W. (2008, September). *Umgang mit Heterogenität durch verschiedene Differenzierungsformen an Gesamtschulen (Dealing with heterogeneity through different forms of differentiation in comprehensive schools)*. Poster presented at the 73rd Meeting of the Association for Empirical Pedagogical Research (AEPF), Bochum, Germany.
- Gebauer**, M. M. (2007, November). *Skalierung von Leistungsdaten mittels Verfahren der IRT: Eine Einführung (Scaling of performance data using IRT methods: an introduction)*. Lecture at the University of Hamburg, Germany.
- Gebauer**, M. M. (2007, März). *Lehrerkooperation und kollektive Lehrerselbstwirksamkeit (Teacher collaboration and collective teacher self-efficacy)*. Poster presented at the 69th meeting of the Association for Empirical Pedagogical Research (AEPF) of the German Association for Educational Science (DGfE), Wuppertal, Germany.

November, 18th 2022