

Publikationen

Frank Fischer

2019

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Chernikova, O., Heitzmann, N., Fink, M., Timothy, V., Seidel, T., & Fischer, F. (2019). Facilitating diagnostic competences in higher education - A meta-analysis in medical and teacher education. *Educational Psychology Review*, 32, 157–196. [doi:10.1007/s10648-019-09492-2](https://doi.org/10.1007/s10648-019-09492-2) [online]
- Eberle, J., Hod, Y., & Fischer, F. (2019). Future learning spaces for learning communities: Perspectives from the learning sciences. *British Journal of Educational Technology*, 5, 2071–2074. [doi:10.1111/bjet.12865](https://doi.org/10.1111/bjet.12865)
- Ghanem, C., Kollar, I., Pankofer, D., Eckl, M., & Fischer, F. (2019). Does probation officers' reasoning change in the light of scientific evidence? Analysing the quality of evidence utilisation in social work. *Journal of Evidence-Based Social Work*, 16(4), 423–441. [doi:10.1080/26408066.2019.1618774](https://doi.org/10.1080/26408066.2019.1618774)
- González Bravo, L., Nistor, N., & Castro Ramírez, B. (2019). Narrating in grey: An application to educational management information systems and accountability. *Information Development*, 37(1), 58–71. [doi:10.1177/0266666919894725](https://doi.org/10.1177/0266666919894725)
- Heitzmann, N., Seidel, T., Opitz, A., Hetmanek, A., Wecker, C., Fischer, M., Ufer, S., Schmidmaier, R., Neuhaus, B., Siebeck, M., Stürmer, K., Obersteiner, A., Reiss, K., Girwidz, R., & Fischer, F. (2019). Facilitating diagnostic competences in simulations: A conceptual framework and a research agenda for medical and teacher education. *Frontline Learning Research*, 7(4), 1–24. [doi:10.14786/flr.v7i4.384](https://doi.org/10.14786/flr.v7i4.384)
- Stadler, M., Fischer, F., & Greiff, D. (2019). Taking a closer look: An exploratory analysis of successful and unsuccessful strategy use in complex problems. *Frontiers in Psychology*, 10. [doi:10.3389/fpsyg.2019.00777](https://doi.org/10.3389/fpsyg.2019.00777)
- Nistor, N., Stanciu, D., Lerche, T., & Kiel, E. (2019). "I am fine with any technology..." *British Journal of Educational Technology*, 50(5), 2557–2571.

Herausgeberschaften/ Editorial activities

- Urhahne, D., Dresel, M., & Fischer, F. (Hrsg.). (2019). *Psychologie für den Lehrberuf*. Springer. [doi:10.1007/978-3-662-55754-9](https://doi.org/10.1007/978-3-662-55754-9)

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Bauer, E., Sailer, M., Kiesewetter, J., Schulz, C., Pfeiffer, J., Gurevych, I., ... Fischer, F. (2019). Using ENA to analyze pre-service teachers' diagnostic argumentations: A conceptual framework and initial applications. In B. Eagan, M. Misfeldt, & A. Siebert-Evenstone (Eds.), *Proceedings of the International Conference on Quantitative Ethnography* (pp. 14–25). Springer Nature. [doi:10.1007/978-3-030-33232-7](https://doi.org/10.1007/978-3-030-33232-7)
- Kollar, I., & Fischer, F. (2019). Lehren und Unterrichten. In D. Urhahne, M. Dresel, & F. Fischer (Hrsg.), *Psychologie für den Lehrberuf* (S. 333–351). Berlin: Springer.
- Stadler, M., Fischer, F., Papadopoulos, P. M., Radkowsch, A., Schmidmaier, R., Fischer, M. R., et al. (2019). Ghost in the machine: A symposium on collaboration between human and computerized agents in educational contexts. In K. Lund, G. Niccolai, E. Lavoué, C. Hmelo-Silver, G. Gweon, & M. Baker (Eds.), *A wide lens: Combining embodied, enactive, extended, and*

embedded learning in collaborative settings, 13th International Conference on Computer-Supported Collaborative Learning (CSCL) 2019, Volume 2 (pp. 783–790). Lyon, France: International Society of the Learning Sciences. [doi:10.22318/cscl2019.727](https://doi.org/10.22318/cscl2019.727)

- Vogel, F., Jeong, H., Yoon, S., Håklev, S., Gillain, L. V., Abassi, N. G., Wai Yan Wan, S., Wai-San Wan, S., Radkowsch, A., Fischer, F., & Hmelo-Silver, C. (2019). Understanding CSCL through the lens of research synthesis. In K. Lund, G. Niccolai, E. Lavoué, C. Hmelo-Silver, G. Gweon, & M. Baker (Eds.), *A Wide Lens: Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings, 13th International Conference on Computer-Supported Collaborative Learning (CSCL) 2019, Volume 2* (pp. 783–790). Lyon, France: International Society of the Learning Sciences. [doi:10.22318/cscl2019.783](https://doi.org/10.22318/cscl2019.783)
- Pedrotti, M., & Nistor, N. (2019). How students fail to self-regulate their online learning experience. *EC-TEL 2019 Proceedings* (pp. 377–385).
- Scheibenzuber, C., & Nistor, N. (2019). Media literacy training against fake news in online media. *EC-TEL 2019 Proceedings* (pp. 688–691).

Monographien/ Books

- Schultz-Pernice, F. (2019). *Die Literatur der Literaturdidaktik*. Stuttgart: J.B. Metzler.

2018

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Berndt, M., Strijbos, J.-W., & Fischer, F. (2018). Effects of written peer-feedback content and sender's competence on perceptions, performance, and mindful cognitive processing. *European Journal of Psychology of Education*, 33(1), 31–49. [doi:10.1007/s10212-017-0343-z](https://doi.org/10.1007/s10212-017-0343-z)
- Csanadi, A., Eagan, B., Kollar, I., Shaffer, D. W., & Fischer, F. (2018). When coding-and-counting is not enough: using epistemic network analysis (ENA) to analyze verbal data in CSCL research. *International Journal of Computer Supported Collaborative Learning*, 13, 419–438. [doi:10.1007/s11412-018-9292-z](https://doi.org/10.1007/s11412-018-9292-z)
- Fischer, F. (2018). Learning communities and scaffolding: three different ways to conceptualizing their relationship. *Instructional Science*, 46(4), 633–637. [doi:10.1007/s11251-018-9468-y](https://doi.org/10.1007/s11251-018-9468-y)
- Förtsch, C., Sommerhoff, D., Fischer, F., Fischer, M. R., Girwidz, R., Obersteiner, ... Neuhaus, B. J. (2018). Systematizing professional knowledge of medical doctors and teachers: development of an interdisciplinary framework in the context of diagnostic competences. *Education Sciences*, 8, 207. [doi:10.3390/educsci8040207](https://doi.org/10.3390/educsci8040207)
- Heitzmann, N., Fischer, F., & Fischer, M. R. (2018). Worked examples with errors: when self-explanation prompts hinder learning of teachers' diagnostic competences on problem-based learning. *Instructional Science*, 46(2), 245–271. [doi:10.1007/s11251-017-9432-2](https://doi.org/10.1007/s11251-017-9432-2) [online]
- Sommerhoff, D., Szameitat, A., Vogel, F., Chernikova, O., Loderer, K., & Fischer, F. (2018). What do we teach when we teach the learning sciences? A document analysis of 75 graduate programs. *Journal of the Learning Sciences*, 27(2), 319–351. [doi:10.1080/10508406.2018.1440353](https://doi.org/10.1080/10508406.2018.1440353) [online]
- Zottmann, J. M., Dieckmann, P., Taraszow, T., Rall, M., & Fischer, F. (2018). Just watching is not enough: Fostering simulation-based learning with collaboration scripts. *GMS Journal for Medical Education*, 35(3). [doi:10.3205/zma001181](https://doi.org/10.3205/zma001181) [online]
- Nistor, N., Dascălu, M., Serafin, Y., & Trăuşan-Matu, S. (2018). Automated dialog analysis to predict blogger community response to newcomer inquiries. *Computers in Human Behavior*, 89, 349–354.
- Nistor, N., & Hernández-García, A. (2018). What types of data are used in learning analytics? *Computers in Human Behavior*, 89, 335–338.
- Nistor, N., & Hernández-García, A. (Eds.). (2018). What types of data are used in learning analytics? Special issue of *Computers in Human Behavior*, 89, 335–394.

Herausgeberschaften/ Editorial activities

- Fischer, F., Chinn, C., Engelmann, K., & Osborne, J. (Eds.). (2018). *Scientific reasoning and argumentation. The roles of general and specific knowledge*. New York, NY: Routledge.
- Fischer, F., Hmelo-Silver, C. E., Goldman, S. R., & Reimann, P. (Eds.). (2018). *International handbook of the learning sciences*. New York, NY: Routledge.
- Sailer, M., Schultz-Pernice, F., Chernikova, O., Sailer, M., & Fischer, F. (Hrsg.). (2018). *Digitale Bildung an bayerischen Hochschulen – Ausstattung, Strategie, Qualifizierung und Medieneinsatz*. München: vbw.

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Engelmann, K., Chinn, C. A., Osborne, J., & Fischer, F. (2018). The roles of domain-specific and domain-general knowledge in scientific reasoning and argumentation: An introduction. In F. Fischer, C. A. Chinn, K. Engelmann, & J. Osborne (Eds.), *Scientific reasoning and argumentation: The roles of domain-specific and domain-general knowledge* (pp. 1–7). New York, NY: Routledge.
- Fischer, F., Goldman, S. R., Hmelo-Silver, C. E., & Reimann, P. (2018). Evolution of research in the learning sciences. In F. Fischer, C. E. Hmelo-Silver, S. R. Goldman, & P. Reimann (Eds.), *International handbook of the learning sciences* (pp. 1–8). New York: Routledge.
- Fischer, F., & Vogel, F. (2018). Computerunterstütztes kollaboratives Lernen. In M. Heilemann, H. Stöger, & A. Ziegler (Hrsg.), *Lernen im Internet* (S. 113–132). Springer Berlin.
https://link.springer.com/chapter/10.1007/978-3-662-54368-9_3
- Hetmanek, A., Engelmann, K., Opitz, A., & Fischer, F. (2018). Beyond intelligence and domain knowledge: Scientific reasoning and argumentation as a set of cross-domain skills. In F. Fischer, C. A. Chinn, K. Engelmann, & J. Osborne (Eds.), *Scientific reasoning and argumentation: The roles of domain-specific and domain-general knowledge* (pp. 203–226). New York, NY: Routledge.
- Kollar, I., & Fischer, F. (2018). Mediengestützte Lernarrangements für die Weiterbildung von Erwachsenen: theoretische Ansätze und empirische Befunde. In R. Tippelt, A. von Hippel, & J. Gebrande (Hrsg.), *Handbuch Erwachsenenbildung/Weiterbildung* (S. 1553–1568, Band 2). Berlin: Springer.
- Kollar, I., Wecker, C., & Fischer, F. (2018). Scaffolding and scripting (computer-supported) collaborative learning. In F. Fischer, C. E. Hmelo-Silver, S. R. Goldman, & P. Reimann (Eds.), *International handbook of the learning sciences* (pp. 340–350). New York: Routledge.
- Schulz, C., Sailer, M., Kiesewetter, J., Bauer, E., Fischer, F., Fischer, M. R., & Gurevych, I. (2018). Automatic recommendations for data coding: a use case from medical and teacher education. In *Proceedings of the 2018 IEEE 14th International Conference on e-Science (e-Science)* (pp. 364–365). IEEE.
- Stegmann, K., Wecker, C., Mandl, H., & Fischer, F. (2018). Lehren und Lernen mit digitalen Medien. Ansätze und Befunde der empirischen Bildungsforschung. In R. Tippelt, & B. Schmidt-Hertha (Hrsg.), *Handbuch Bildungsforschung* (S. 967–988). Wiesbaden: VS Verlag.

2017

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Heitzmann, N., Fischer, M. R., & Fischer, F. (2017). Towards more systematic and better theorised research on simulations. *Medical Education*, 51(2), 129–131. [doi:10.1111/medu.13239](https://doi.org/10.1111/medu.13239)
- Kiesewetter, J., Fischer, F., & Fischer, M. (2017). Collaborative clinical reasoning – A systematic review of empirical studies. *Journal of Continuing Education in the Health Professions*, 37(2), 123–128. [doi:10.1097/CEH.0000000000000158](https://doi.org/10.1097/CEH.0000000000000158)
- Opitz, A., Heene, M., & Fischer, F. (2017). Measuring scientific reasoning - a review of test instruments. *Educational Research and Evaluation*, 23(3–4), 78–101.
[doi:10.1080/13803611.2017.1338586](https://doi.org/10.1080/13803611.2017.1338586)

- Schultz-Pernice, F., von Kotzebue, L., Franke, U., Ascherl, C., Hirner, C., Neuhaus, B. J., ... Fischer, F. (2017). Kernkompetenzen von Lehrkräften für das Unterrichten in einer digitalisierten Welt. *merz – medien + erziehung, Zeitschrift für Medienpädagogik*, 4, 65–74. [online]
- Schwaighofer, M., Bühner, M., & Fischer, F. (2017). Executive functions in the context of complex learning: Malleable moderators? *Frontline Learning Research*, 5(1), 58–75. [doi:10.14786/flr.v5i1.268](https://doi.org/10.14786/flr.v5i1.268) [Online]
- Schwaighofer, M., Vogel, F., Kollar, I., Ufer, S., Strohmaier, A., Terwedow, I., Ottinger, S., Reiss, K., & Fischer, F. (2017). How to combine collaboration scripts and heuristic worked examples to foster mathematical argumentation – when working memory matters. *International Journal of Computer-Supported Collaborative Learning*, 12(3), 281–305. [doi:10.1007/s11412-017-9260-z](https://doi.org/10.1007/s11412-017-9260-z)
- Jucks, R., Fischer, F., & Scheiter, K. (2017). More research needed. *Psychologische Rundschau*, 68(4), 279–281.
- Murillo Montes de Oca, A., Bahmanyar, R., Nistor, N., & Datcu, M. (2017). Earth observation image semantic bias. *IEEE JSTARS*, 10(6), 2462–2477.
- Nistor, N., & Stanciu, D. (2017). "Being sexy" and the labor market. *Computers in Human Behavior*, 69, 43–53.
- Stavarache, L. L., Balint, M., Dascalu, M., Trausan-Matu, S., & Nistor, N. (2017). BlogCrawl. *University Politehnica of Bucharest Scientific Bulletin*, 79(2), 3–14.

Herausgeberschaften/ Editorial activities

- Sailer, M., Murböck, M., & Fischer, F. (2017). *Digitale Bildung an bayerischen Schulen - Infrastruktur, Konzepte, Lehrerbildung und Unterricht*. München: vbw.

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Bereiter, C., Cress, U., Fischer, F., Hakkarainen, K., Scardamalia, M., & Vogel, F. (2017). Scripted and unscripted aspects of creative work with knowledge. In B. K. Smith, M. Borge, E. Mercier, & K. Y. Lim (Eds.), *Making a difference: Prioritizing equity and access in CSCL, 12th international conference on computer supported collaborative learning (CSCL) 2017, Volume 1* (pp. 751–757). Philadelphia, PA: International Society of the Learning Sciences.
- Csanadi, A., Eagan, B., Shaffer, D., Kollar, I., & Fischer, F. (2017). Collaborative and individual scientific reasoning of pre-service teachers: New insights through epistemic network analysis (ENA). In B. K. Smith, M. Borge, E. Mercier, & K. Y. Lim (Eds.), *Making a difference: Prioritizing equity and access in CSCL, 12th International Conference on Computer Supported Collaborative Learning (CSCL) 2017, Volume 1* (pp. 215–222). Philadelphia, PA: International Society of the Learning Sciences.
- Eberle, J., Stegmann, K., Fischer, F., Barrat, A., & Lund, K. (2017). Finding collaboration partners in a scientific community: The role of cognitive group awareness, career level, and disciplinary background. In B. K. Smith, M. Borge, E. Mercier, & K. Y. Lim (Eds.), *Making a difference: Prioritizing equity and access in CSCL, 12th International Conference on Computer Supported Collaborative Learning (CSCL) 2017, Volume 1* (pp. 519–526). Philadelphia, PA: International Society of the Learning Sciences.

2016

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Engelmann, K., Neuhaus, B. J., & Fischer, F. (2016). Fostering scientific reasoning in education - meta-analytic evidence from intervention studies. *Educational Research and Evaluation*. [doi:10.1080/13803611.2016.1240089](https://doi.org/10.1080/13803611.2016.1240089) [Online]
- Fries, S., Fischer, F., & Jucks, R. (2016). Grundlagen für die Anwendung? Zum Verhältnis von Allgemeiner und Pädagogischer Psychologie. *Psychologische Rundschau*, 67(3), 196–198.

- Ghanem, C., Kollar, I., Fischer, F., Lawson, T. R., & Pankofer, S. (2016). How do social work novices and experts solve professional problems? A micro-analysis of epistemic activities and the use of evidence. *European Journal of Social Work*, 1–17. doi:10.1080/13691457.2016.1255931
- Kiesewetter, J., Fischer, F., & Fischer, M. R. (2016). Collaboration expertise in medicine - No evidence for cross-domain application from a memory retrieval study. *PLoS ONE*, 11(2). doi:10.1371/journal.pone.0148754
- Schwaighofer, M., Bühner, M., & Fischer, F. (2016). Executive functions as moderators of the worked example effect: When shifting is more important than working memory capacity. *Journal of Educational Psychology*, 108(7), 982–1000. doi:10.1037/edu0000115
- Stegmann, K., Kollar, I., Weinberger, A., & Fischer, F. (2016). Appropriation from a script theory of guidance perspective: a response to Pierre Tchounikine. *International Journal of Computer-Supported Collaborative Learning*, 11(3), 371–379. doi:10.1007/s11412-016-9241-7
- Vogel, F., Kollar, I., Ufer, S., Reichersdorfer, E., Reiss, K., & Fischer, F. (2016). Developing argumentation skills in mathematics through computer-supported collaborative learning: the role of transactivity. *Instructional Science*, 44(5), 477–500. doi:10.1007/s11251-016-9380-2
- Vogel, F., Wecker, C., Kollar, I., & Fischer, F. (2016). Socio-cognitive scaffolding with computer-supported collaboration scripts: A meta-analysis. *Educational Psychology Review*, 1–35. doi:10.1007/s10648-016-9361-7
- Wecker, C., Hetmanek, A., & Fischer, F. (2016). Zwei Fliegen mit einer Klappe? Fachwissen und fächerübergreifende Kompetenzen gemeinsam fördern. *Unterrichtswissenschaft*, 3, 226–238. doi:10.3262/UW1603226

Monographien/ Books

- Stegmann, K., & Fischer, F. (2016). *Auswirkungen digitaler Medien auf den Wissens- und Kompetenzerwerb an der Hochschule. Kurzbericht im Rahmen eines Experten-Hearings des Wissenschaftsrats*. München: LMU. Retrieved from <https://epub.ub.uni-muenchen.de/38264/>

Herausgeberschaften/ Editorial activities

- Eberle, J., Lund, K., Tchounikine, P., & Fischer, F. (Eds.). (2016). *Grand challenge problems in technology-enhanced learning II: MOOCs and beyond*. New York: Springer.

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Csanadi, A., Kollar, I., & Fischer, F. (2016). Scientific reasoning and problem solving in a practical domain: Are two heads better than one? In C. K. Looi, J. L. Polman, U. Cress, & P. Reimann (Eds.), *Transforming learning, empowering learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 1* (pp. 50–57). Singapore: International Society of the Learning Sciences.
- Eberle, J., Lund, K., Tchounikine, P., & Fischer, F. (2016). Grand challenges in technology-enhanced learning: A dialog started in Villard de Lans. In *grand challenge problems in technology-enhanced learning II: MOOCs and Beyond* (pp. 1–5). Switzerland: Springer International Publishing.
- Fysarakis, M., Fischer, F., Hußmann, H., & Stegmann, K. (2016). Team awareness support for collaborative argumentation in higher education: A qualitative multiple-case study. In C. K. Looi, J. L. Polman, U. Cress, & P. Reimann (Eds.), *Transforming learning, empowering learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 2* (pp. 1227–1228). Singapore: International Society of the Learning Sciences.
- Ghanem, C., Schwegele, A., Pankofer, S., Kollar, I., & Fischer, F. (2016). Bewährungshilfe und Wissenschaft - eine Annäherung (?). Bedingungen für eine evidenzbasierte Sozialarbeitspraxis aus Sicht von Bewährungshelfer/innen. In S. Borrmann, & B. Thiessen (Eds.), *Wirkungen Sozialer*

Arbeit. Potentiale und Grenzen der Evidenzbasierung für Profession und Disziplin. Opladen: Barbara Budrich.

- Heitzmann, N., & Fischer, F. (2016). Berufsbegleitendes Lernen: Modelle und Befunde aus der Lehr-/Lernforschung. In M. Dick, W. Marotzki, & H. Mieg, *Handbuch Professionsentwicklung* (pp. 239–250). Stuttgart: utb GmbH.
- Kollar, I., & Fischer, F. (2016). Digitale Medien für die Unterstützung von Lehr-/Lernprozessen in der Weiterbildung. In R. Tippelt, & A. von Hippel (Hrsg.), *Handbuch Erwachsenenbildung/Weiterbildung* (S. 1–17). Wiesbaden: Springer.
- Lerner, P., Csanadi, A., Daxenberger, J., Flekova, L., Ghanem, C., Kollar, I., Fischer, F., & Gurevych, I. (2016). A user interface for the exploration of manually and automatically coded scientific reasoning and argumentation. In C. K. Looi, J. L. Polman, U. Cress, & P. Reimann (Eds.), *Transforming learning, empowering learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 2* (pp. 938–941). Singapore: International Society of the Learning Sciences.

2015

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Bolzer, M., Strijbos, J. W., & Fischer, F. (2015). Inferring mindful cognitive-processing of peer-feedback via eye-tracking: The role of feedback-characteristics, fixation-durations and transitions. *Journal of Computer Assisted Learning*, 31(5), 422–434. [doi:10.1111/jcal.12091](https://doi.org/10.1111/jcal.12091)
- Eberle, J., Stegmann, K., & Fischer, F. (2015). Moving beyond case studies: Applying social network analysis to study learning as participation in communities of practice. *Learning: Research and Practice*, 1(2), 100–112. [doi:10.1080/23735082.2015.1028712](https://doi.org/10.1080/23735082.2015.1028712)
- Heitzmann, N., Fischer, F., Kühne-Eversmann, L., & Fischer, M. R. (2015). Enhancing diagnostic competence with self-explanation prompts and adaptable feedback. *Medical Education*, 49(10), 993–1003. [doi:10.1111/medu.12778](https://doi.org/10.1111/medu.12778)
- Hetmanek, A., Wecker, C., Kiesewetter, J., Trempler, K., Fischer, M. R., Gräsel, M., & Fischer, F. (2015). Wozu nutzen Lehrkräfte welche Ressourcen? Eine Interviewstudie zur Schnittstelle zwischen bildungswissenschaftlicher Forschung und professionellem Handeln im Bildungsbereich. *Unterrichtswissenschaft*, 43(3), 194–210.
- Schwaighofer, M., Fischer, F., & Bühner, M. (2015). Does working memory training transfer? A meta-analysis including training conditions as moderators. *Educational Psychologist*, 50(2), 138–166.
- Trempler, K., Hetmanek, A., Wecker, C., Kiesewetter, J., Wermelt, M., Fischer, M. R., Fischer, F., & Gräsel, C. (2015). Nutzung von Evidenz im Bildungsbereich: Validierung eines Instruments zur Erfassung von Kompetenzen der Informationsauswahl und Bewertung von Studien. *Zeitschrift für Pädagogik, Beiheft 61*, 144–166.

Monographien/ Books

- Fischer, F., Wecker, C., & Stegmann, K. (2015). *Auswirkungen digitaler Medien auf den Wissens- und Kompetenzerwerb in der Schule*. München: LMU. [online]

2014

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Eberle, J., Stegmann, K., & Fischer, F. (2014). Legitimate peripheral participation in communities of practice. Participation support structures for newcomers in faculty student councils. *Journal of the Learning Sciences*, 23(2), 216–244.

- Fischer, F., Kollar, I., Ufer, S., Sodian, B., Hussmann, H., ... Eberle, J. (2014). Scientific Reasoning and Argumentation: Advancing an Interdisciplinary Research Agenda in Education. *Frontline Learning Research*, 2(3), 28–45.
- Goeze, A., Zottmann, J. M., Vogel, F., Fischer, F., & Schrader, J. (2014). Getting immersed in teacher and student perspectives? Facilitating analytical competence using video cases in teacher education. *Instructional Science*, 42(1), 91–114.
- Kollar, I., Pilz, F., & Fischer, F. (2014). Why it is hard to make use of new learning spaces: a script perspective. *Technology, Pedagogy and Education*, 23(1), 7–18.
- Kollar, I., Ufer, S., Reichersdorfer, E., Vogel, F., Fischer, F., & Reiss, K. (2014). Effects of collaboration scripts and heuristic worked examples on the acquisition of mathematical argumentation skills of teacher students with different levels of prior achievement. *Learning and Instruction*, 32, 22–36.
- Wecker, C., & Fischer, F. (2014). Where is the evidence? A meta-analysis on the role of argumentation for the acquisition of domain-specific knowledge in computer-supported collaborative learning. *Computers & Education*, 75, 218–228.
- Wecker, C., Rachel, A., Heran-Dörr, E., Waltner, C., Wiesner, H., & Fischer, F. (2014). Förderung von Theoriewissen durch die Präsentation theoretischer Ideen beim Forschenden Lernen - Effekte bei Mädchen und Jungen. *Psychologie in Erziehung und Unterricht*, 61(1), 15–27.

Herausgeberschaften/ Editorial activities

- Fischer, F., Wild, F., Sutherland, R., & Zirn, L. (Eds.). (2014). *Grand Challenges in Technology Enhanced Learning: Outcomes of the 3rd Alpine Rendez-Vous*. Springer International Publishing.
- Sutherland, R., & Fischer, F. (2014). Future learning spaces: design, collaboration, knowledge, assessment, teachers, technology and the radical past. *Technology, Pedagogy and Education*, 23(1), 1–5.

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Bolzer, M., Strijbos, J.-W., & Fischer, F. (2014). Effects of peer feedback content and sender's competence on perceptions and mindful cognitive processing of written peer feedback.
- Engelmann, K., & Fischer, F. (2014). Fostering scientific reasoning: A meta-analysis on intervention studies.
- Fischer, F., Wecker, C., Hetmanek, A., Osborne, J., Chinn, C. A., ... Sandoval, W. A. (2014). The interplay of domain-specific and domain-general factors in scientific reasoning and argumentation.
- Vogel, F., Kollar, I., Wecker, C., & Fischer, F. (2014). The role of content support and transactivity for effects of computer-supported collaboration scripts on domain-specific learning: A Meta-Analysis.
- Wecker, C., & Fischer, F. (2014). Lernen in Gruppen. In T. Seidel, & A. Krapp (Hrsg.), *Pädagogische Psychologie* (S. 277–296). Weinheim: Beltz.

2013

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Fischer, F., Kollar, I., Stegmann, K., & Wecker, C. (2013). Toward a script theory of guidance in computer-supported collaborative learning. *Educational Psychologist*, 48(1), 56–66. [doi:10.1080/00461520.2012.748005](https://doi.org/10.1080/00461520.2012.748005) [Online]
- Kollar, I., & Fischer, F. (2013). Orchestration is nothing without conducting – but arranging ties the two together! A response to Dillenbourg (2011). *Computers & Education*, 69, 507–509. [doi:10.1016/j.compedu.2013.04.008](https://doi.org/10.1016/j.compedu.2013.04.008)

- Wecker, C., Rachel, A., Heran-Dörr, E., Waltner, C., Wiesner, H., & Fischer, F. (2013). Presenting theoretical ideas prior to inquiry activities fosters theory-level knowledge. *Journal of Research in Science Teaching*, 50(10), 1180–1206. [doi:10.1002/tea.21106](https://doi.org/10.1002/tea.21106) [Online]
- Zottmann, J., Stegmann, K., Strijbos, J.-W., Vogel, F., Wecker, C., & Fischer, F. (2013). Computer-supported collaborative learning with digital video cases in teacher education: The impact of teaching experience on knowledge convergence. *Computers in Human Behavior*, 29(5), 2100–2108. [doi:10.1016/j.chb.2013.04.014](https://doi.org/10.1016/j.chb.2013.04.014)

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Eberle, J., Stegmann, K., Lund, K., Barrat, A., Sailer, M., & Fischer, F. (2013). Fostering learning and collaboration in a scientific community – evidence from an experiment using RFID devices to measure collaborative processes. In N. Rummel, M. Kapur, M. Nathan, & S. Puntambekar (Eds.), *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings. Vol. 1: Full Papers & Symposia* (pp. 169–175). International Society of the Learning Sciences.
- Fischer, F., Kollar, I., Stegmann, K., Wecker, C., Zottmann, J., & Weinberger, A. (2013). Collaboration scripts in computer-supported collaborative learning. In C. E. Hmelo-Silver, A. O'Donnell, C. A. Chinn, & C. Chan (Eds.), *The International Handbook of Collaborative Learning* (pp. 403–419). New York, NY: Routledge.
- Fischer, F., Slotta, J., Dillenbourg, P., Tchounikine, P., Kollar, I., ... Chinn, C. (2013). Scripting and Orchestration: Recent Theoretical Advances. In N. Rummel, M. Kapur, M. Nathan, & S. Puntambekar (Hrsg.), *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings. Vol. 1: Full Papers & Symposia* (S. 564–571). International Society of the Learning Sciences.
- Kollar, I., Wecker, C., Langer, S., & Fischer, F. (2013). When instruction supports collaboration, but does not lead to learning – the case of classroom and small group scripts in the CSCL classroom. In N. Rummel, M. Kapur, M. Nathan, & S. Puntambekar (Hrsg.), *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings. Vol. 1: Full Papers & Symposia* (S. 256–263). International Society of the Learning Sciences.
- Vogel, F., Reichersdorfer, E., Kollar, I., Ufer, S., Reiss, K., & Fischer, F. (2013). Learning to argue in mathematics: effects of heuristic worked examples and collaborations scripts on transactive argumentation. In N. Rummel, M. Kapur, M. Nathan, & S. Puntambekar (Eds.), *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings. Vol. 1: Full Papers & Symposia* (pp. 526–533). International Society of the Learning Sciences.

2012

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Mu, J., Stegmann, K., Mayfield, E., Rosé, C., & Fischer, F. (2012). The ACODEA framework: Developing segmentation and classification schemes for fully automatic analysis of online discussions. *International Journal of Computer-Supported Collaborative Learning*, 7(2), 285–305. [doi:10.1007/s11412-012-9147-y](https://doi.org/10.1007/s11412-012-9147-y)
- Nistor, N., & Fischer, F. (2012). Communities of practice in academia: Testing a quantitative model. *Learning, Culture and Social Interaction*, 1(2), 114–126. [doi:10.1016/j.lcsi.2012.05.005](https://doi.org/10.1016/j.lcsi.2012.05.005) [Open access LMU] [Online]
- Stegmann, K., Pilz, F., Siebeck, M., & Fischer, F. (2012). Vicarious learning during simulations: Is it more effective than hands-on training? *Medical Education*, 46(10), 1001–1008. [doi:10.1111/j.1365-2923.2012.04344.x](https://doi.org/10.1111/j.1365-2923.2012.04344.x)

- Stegmann, K., Wecker, C., Weinberger, A., & Fischer, F. (2012). Collaborative argumentation and cognitive elaboration in a computer-supported collaborative learning environment. *Instructional Science*, 40(2), 297–323. [doi:10.1007/s11251-011-9174-5](https://doi.org/10.1007/s11251-011-9174-5)
- Wecker, C., Stegmann, K., & Fischer, F. (2012). Lern- und Kooperationsprozesse: Warum sind sie interessant und wie können sie analysiert werden? *REPORT: Zeitschrift für Weiterbildungsforschung*, 35(3), 30–41.
- Zottmann, J., Goeze, A., Frank, C., Zentner, U., Fischer, F., & Schrader, J. (2012). Fostering the analytical competency of pre-service teachers in a computer-supported case-based learning environment - a matter of perspective? *Interactive Learning Environments*, 20(6), 513–532. [doi:10.1080/10494820.2010.539885](https://doi.org/10.1080/10494820.2010.539885)

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Eberle, J., Stegmann, K., & Fischer, F. (2012). Legitimate peripheral participation in academic communities of practice – How newcomers' learning is supported in student councils. In J. van Aalst, K. Thompson, M. J. Jacobson, & P. Reimann (Eds.), *10th International Conference of the Learning Sciences (ICSL 2012)*. The Future of Learning - Volume 2: Short Papers, Symposia, and Abstracts (pp. 386–390). International Society of the Learning Sciences.
- Kollar, I., Ufer, S., Lorenz, E., Vogel, F., Reiss, K., & Fischer, F. (2012). Using heuristic worked examples and collaboration scripts to help learners acquire mathematical argumentation skills. In J. van Aalst, K. Thompson, M. J. Jacobson, & P. Reimann (Eds.), *The future of learning – ICLS 2012 Conference Proceedings* (Volume 1 – full papers) (pp. 331–338). International Society of the Learning Sciences.
- Kollar, I., Wecker, C., Langer, S., & Fischer, F. (2012). Effects of small-group collaboration scripts and classroom scripts on online search competence during a Biology inquiry unit. In *Proceedings of the Biannual EARLI SIG 20: Computer-Supported Inquiry Learning* (pp. 14–15). Ruhr University of Bochum.
- Rachel, A., Wecker, C., Heran-Dörr, E., Wiesner, H., & Fischer, F. (2012). Wie wenig Instruktion ist zu wenig? Ergebnisse einer Unterrichtsstudie zur Einführung einer Modellvorstellung im Sachunterricht. In H. Giest, E. Heran-Dörr, & C. Archie (Hrsg.), *Lernen und Lehren im Sachunterricht: Zum Verhältnis von Konstruktion und Instruktion* (pp. 95–101). Bad Heilbrunn: Verlag Julius Klinkhardt.
- Raes, A., Schellens, T., De Wever, B., Kollar, I., Wecker, C., Langer, S., Fischer, F., Tissenbaum, M., Slotta, J., Peters, V., & Songer, N. B. (2012). Scripting science inquiry learning in CSCL classrooms. In J. van Aalst, K. Thompson, M. J. Jacobson, & P. Reimann (Eds.), *The future of learning – ICLS 2012 Conference Proceedings* (Volume 2 – short papers, symposia and abstracts) (pp. 118–125). International Society of the Learning Sciences.
- Reichersdorfer, E., Vogel, F., Fischer, F., Kollar, I., Reiss, K., & Ufer, S. (2012). Different collaborative learning settings to foster mathematical argumentation skills. In T. Y. Tso (Ed.), *Proceedings of the International Group for the Psychology of Mathematics Education* (pp. 345–352). PME.
- Vogel, F., Kollar, I., & Fischer, F. (2012). Effects of computer-supported collaboration scripts on domain-specific and domain-general learning outcomes: a meta-analysis. In J. van Aalst, K. Thompson, M. J. Jacobson, & P. Reimann (Eds.), *The future of learning – ICLS 2012 Conference Proceedings* (Volume 2 – short papers, symposia and abstracts) (pp. 446–450). International Society of the Learning Sciences.
- Wecker, C., Kollar, I., & Fischer, F. (2012). Fostering online search competence in an inquiry learning curriculum: Effects of continuous and faded collaboration scripts. In *Proceedings of the Biannual EARLI SIG 20: Computer-Supported Inquiry Learning* (pp. 39–40). Ruhr University of Bochum.

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Fischer, F., Müller, H., Tippelt R., & The Munich Center of the Learning Sciences. (2011). Multidisciplinary cooperation in education: the Munich Center of the Learning Sciences. *European Educational Research Journal*, 10(1), 153–159. [doi:10.2304/eeerj.2011.10.1.153](https://doi.org/10.2304/eeerj.2011.10.1.153) [Online]
- Fischer, F., Stegmann, K., Wecker, C., & Kollar, I. (2011). Online-Diskussionen in der Hochschullehre: Kooperationsskripts können das fachliche Argumentieren verbessern. *Zeitschrift für Pädagogik*, 57(3), 326–337.
- Kollar, I., Wecker, C., Langer, S., & Fischer, F. (2011). Webbasiertes Forschendes Lernen im naturwissenschaftlichen Unterricht. *Psychologie in Erziehung und Unterricht*, 58(4), 280–292. [doi:10.2378/peu2011.art18d](https://doi.org/10.2378/peu2011.art18d)
- Mäkitalo-Siegl, K., & Fischer, F. (2011). Stretching the limits in help-seeking research: Theoretical, methodological, and technological advances. *Learning and Instruction*, 21(2), 243–246. [doi:10.1016/j.learninstruc.2010.07.002](https://doi.org/10.1016/j.learninstruc.2010.07.002) [Open access LMU] [Online]
- Mäkitalo-Siegl, K., Kohnle, C., & Fischer, F. (2011). Computer-supported collaborative inquiry learning and classroom scripts: Effects on help-seeking processes and learning outcomes. *Learning and Instruction*, 21(2), 257–266. [doi:10.1016/j.learninstruc.2010.07.001](https://doi.org/10.1016/j.learninstruc.2010.07.001) [Open access LMU] [Online]
- Pozzi, F., Hofmann, L., Persico, D., Stegmann, K., & Fischer, F. (2011). Structuring CSCL through collaborative techniques and scripts. *International Journal of Online Pedagogy and Course Design*, 1(4), 39–49. [doi:10.4018/ijopcd.2011100103](https://doi.org/10.4018/ijopcd.2011100103)
- Siebeck, M., Schwald, B., Frey, C., Röding, S., Stegmann, K., & Fischer, F. (2011). Teaching the rectal exam with simulations - reduction of inhibition and acquisition of knowledge. *Medical Education*, 45(10), 1025–1031. [doi:10.1111/j.1365-2923.2011.04005.x](https://doi.org/10.1111/j.1365-2923.2011.04005.x)
- Stavros, D., Egerter, T., Hanisch, F., & Fischer, F. (2011). Peer review-based scripted collaboration to support domain-specific and domain general knowledge acquisition in computer science. *Computer Science Education*, 21(1), 29–56. [doi:10.1080/08993408.2010.539069](https://doi.org/10.1080/08993408.2010.539069) [Online]
- Stegmann, K., Weinberger, A., & Fischer, F. (2011). Aktives Lernen durch Argumentieren: Evidenz für das Modell der argumentativen Wissenskonstruktion in Online-Diskussionen. *Unterrichtswissenschaft*, 39(3), 231–244.
- Wecker, C., & Fischer, F. (2011). From guided to self-regulated performance of domain-general skills: The role of peer monitoring during the fading of instructional scripts. *Learning and Instruction*, 21(6), 746–756. [doi:10.1016/j.learninstruc.2011.05.001](https://doi.org/10.1016/j.learninstruc.2011.05.001) [Open access LMU] [Online]

Herausgeberschaften/ Editorial activities

- Fischer, F., & Mäkitalo-Siegl, K. (Eds.). (2011). Special Section II: Stretching the limits in help-seeking research: Theoretical, methodological, and technological advances. *Learning and Instruction*, 21(2).

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Kobbe, L., Weinberger, A., & Fischer, F. (2011). Drehbücher für das computerunterstützte kooperative Lernen. In P. Klimsa, & L. Issing (Hrsg.), *Online-Lernen. Handbuch für Wissenschaft und Praxis* (S. 159–166) (2. Auflage). München: Oldenbourg.
- Kollar, I., Wecker, C., Langer, S., & Fischer, F. (2011). Orchestrating Web-based collaborative inquiry learning with small group and classroom scripts. In H. Spada, G. Stahl, N. Miyake, & N. Law (Hrsg.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Bd. 1: Long Papers* (S. 422–429). International Society of the Learning Sciences.

- Lorenz, E., Vogel, F., Fischer, F., Kollar, I., Reiss, K., & Ufer, S. (2011). ELK-Math: Effekte von inhaltsübergreifenden und inhaltspezifischen Ansätzen zur Förderung mathematischer Argumentationskompetenz von Lehramtsstudierenden. In R. Haug, & L. Holzäpfel (Hrsg.), *Beiträge zum Mathematikunterricht – Vorträge auf der 45. Tagung für Didaktik der Mathematik vom 21.02.2011 bis 25.02.2011 in Freiburg* (S. 559–562). Münster: WTM-Verlag.
- Mu, J., Stegmann, K., Mayfield, E., Rosé, C., & Fischer, F. (2011). ACODEA: A framework for the development of classification schemes for automatic classifications of online discussions. In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting computer-supported collaborative learning to policy and practice: CSCL2011 Conference Proceedings Volume I — Long Papers* (pp. 438–445). International Society of the Learning Sciences.
- Stegmann, K., & Fischer, F. (2011). Quantifying qualities in collaborative knowledge construction: the analysis of online discussions. In S. Puntambekar, G. Erkens, & C. Hmelo-Silver (Eds.), *Analyzing interactions in CSCL: methods, approaches and issues* (pp. 247–268). New York: Springer.
- Stegmann, K., Mu, J., Gehlen-Baum, V., & Fischer, F. (2011). The myth of over-scripting: Can novices be supported too much? In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting computer-supported collaborative learning to policy and practice: CSCL2011 Conference proceedings Volume I — Long papers* (pp. 406–413). International Society of the Learning Sciences.
- Stegmann, K., Wecker, C., Harrer, A., Ronen, M., Kohen-Vacs, D., Dimitriadis, Y., Hernandez-Leo, D., Fernandez, E., Asensio-Perez, J., & Fischer, F. (2011). How can current approaches to the transfer of technology-based collaboration script for research and practice be integrated? In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting computer-supported collaborative learning to policy and practice: CSCL2011 Conference proceedings Volume III — Community events proceedings* (pp. 1103–1110). International Society of the Learning Sciences.
- Streng, A., Stegmann, K., Wagner, C., Böhm, S., Hussmann, H., & Fischer, F. (2011). Supporting argumentative knowledge construction in face-to face settings: from ArgueTable to ArgueWall. In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting computer-supported collaborative learning to policy and practice: CSCL2011 Conference proceedings volume II — Short papers & posters* (pp. 716–720). International Society of the Learning Sciences.
- Streng, S., Stegmann, K., Fischer, F., & Hussmann, H. (2011). From graphical learning designs to computer-supported collaboration scripts: A rapid development process. In B. Shishkov (Ed.), *Proceedings of the International Conference on Technology-Enhanced Learning, ICTEL 2011* (pp. 21–26). SciTePress.
- Wang, X., Kollar, I., Stegmann, K., & Fischer, F. (2011). Preventing over-scripting effects in computer-supported collaborative learning by adaptable scripts. In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting computer-supported collaborative learning to policy and practice: CSCL2011 Conference proceedings volume I — Long papers* (pp. 382–389). International Society of the Learning Sciences.
- Wang, Y. C., Joshi, M., Rosé, C. P., Fischer, F., Weinberger, A., & Stegmann, K. (2007). Context based classification for automatic collaborative learning process analysis. In R. Luckin, & K. Koedinger (Eds.), *Proceedings of the Conference on Artificial Intelligence in Education* (pp. 662–664). International AIED Society.
- Wecker, C., & Fischer, F. (2011). The role of argumentation for domain-specific knowledge gains in computer-supported collaborative learning: A meta-analysis. In H. Spada, G. Stahl, N. Miyake, & N. Law (Hrsg.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Bd. 1: Long Papers* (S. 304–311). International Society of the Learning Sciences.
- Wecker, C., Kollar, I., & Fischer, F. (2011). Explaining the effects of continuous and faded scripts on online search skill: The role of collaborative strategy practice. In H. Spada, G. Stahl, N. Miyake, & N. Law (Hrsg.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Bd. 1: Long Papers* (S. 390–397). International Society of the Learning Sciences.

- Zottmann, J., Fischer, F., Goeze, A., & Schrader, J. (2011). Enhancing Computer-Supported Case-Based Learning for Pre-Service Teachers: Effects of Hyperlinks to Multiple Perspectives and Conceptual Knowledge. In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice. Proceedings of the International Conference on Computer Supported Collaborative Learning (CSCL) 2011* (pp. 894–895). Hong Kong: ISLS.

2010

Veröffentlichungen in Fachzeitschriften/ Publications in journals

- Kollar, I., & Fischer, F. (2010). Peer assessment as collaborative learning: a cognitive perspective. *Learning & Instruction*, 20, 344–348. [doi:10.1016/j.learninstruc.2009.08.005](https://doi.org/10.1016/j.learninstruc.2009.08.005) [Open access LMU] [Online]
- Mekota, A., Fischer, F., Kahlert, J., & Mäkitalo-Siegl, K. (2010). Kooperation zwischen Generationen. 2AgePro - Generationswechsel an den Schulen. *Pädagogische Führung - Zeitschrift für Schulleitung und Schulberatung*, 6(21), 221–224.
- Wecker, C., Stegmann, K., Bernstein, F., Huber, M. J., Kalus, G., Rathmeyer, S., Kollar, I., & Fischer, F. (2010). S-COL: A Copernican turn for the development of flexibly reusable collaboration scripts. *International Journal of Computer-Supported Collaborative Learning*, 5(3), 321–343. [doi:10.1007/s11412-010-9093-5](https://doi.org/10.1007/s11412-010-9093-5) [Open access LMU] [Online]
- Weinberger, A., Stegmann, K., & Fischer, F. (2010). Learning to argue online: Scripted groups surpass individuals (unscripted groups do not). *Computers in Human Behavior*, 26, 506–515. [doi:10.1016/j.chb.2009.08.007](https://doi.org/10.1016/j.chb.2009.08.007) [Open access LMU] [Online]

Herausgeberschaften/ Editorial activities

- Mäkitalo-Siegl, K., Zottmann, J., Kaplan, F., & Fischer, F. (Eds.). (2010). *Classroom of the future. Orchestrating collaborative spaces*. Rotterdam: Sense.

Kapitel in Sammelbänden und Konferenz-Proceedings mit peer review/Chapters in books and peer-reviewed proceedings

- Clark, D. B., Sampson, V. D., Stegmann, K., Marttunen, M., Kollar, I., Janssen, J., Weinberger, A., Menekse, M., Erkens, G., & Laurinen, L. (2010). Online learning environments, scientific argumentation, and 21st century skills. In B. Ertl (Ed.), *E-Collaborative Knowledge Construction: Learning from Computer-Supported and Virtual Environments* (pp. 1–39). IGI Global: Hershey.
- Goeze, A., Schrader, J., Hartz, S., Zottmann, J., & Fischer, F. (2010). Case-based learning with digital videos: Does it promote the professional development of teachers and trainers in adult education? In R. Egetenmeyer, & E. Nuissl (Eds.), *Teachers and Trainers in Adult Education and Lifelong Learning – Professional Development in Asia and Europe*. Bielefeld: Bertelsmann.
- Kollar, I. (2010). Turning the classroom of the future into the classroom of the present. In K. Mäkitalo-Siegl, J. Zottmann, F. Kaplan, & F. Fischer (Eds.), *The Classroom of the Future: Orchestrating collaborative learning spaces*. Rotterdam: Sense.
- Mäkitalo-Siegl, K., Zottmann, J., Kaplan, F., & Fischer, F. (2010). The Classroom of the future - An introduction. In K. Mäkitalo-Siegl, J. Zottmann, F. Kaplan, & F. Fischer (Eds.), *Classroom of the future. Orchestrating collaborative spaces* (pp. 1–12). Rotterdam: Sense.
- Streng, S., Stegmann, K., Boring, S., Böhm, S., Fischer, F., & Hussmann, H. (2010). Measuring effects of private and shared displays in small-group knowledge sharing processes. In E. Hvannberg, M. K. Lárusdóttir, A. Blandford, & J. Gulliksen (Eds.), *Proceedings of the 6th Nordic Conference on Human-Computer Interaction (NordiCHI 2010)* (pp. 789–792). New York, NY: ACM.
- Wecker, C., & Fischer, F. (2010). Fading instructional scripts: Preventing relapses into novice strategies by distributed monitoring. In K. Gomez, L. Lyons, & J. Radinsky (Hrsg.), *Learning in the*

Disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS 2010). Bd. 1: Full Papers (S. 794–801). Chicago, IL: International Society of the Learning Sciences.

- Wecker, C., Kollar, I., Fischer, F., & Prechtel, H. (2010). Fostering online search competence and domain-specific knowledge in inquiry classrooms: effects of continuous and fading collaboration scripts. In K. Gomez, L. Lyons, & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences – ICLS 2010* (Volume 1) (pp. 810–817). Chicago, IL: International Society of the Learning Sciences.
- Zottmann, J., Goeze, A., Fischer, F., & Schrader, J. (2010). Facilitating the Analytical Competency of Pre-Service Teachers with Digital Video Cases: Effects of Hyperlinks to Conceptual Knowledge and Multiple Perspectives. In T. Seufert, G. Corbalan, J. Zumbach, & B. Ligorio (Eds.), *Instructional Design for motivated and competent learning in a digital world. Program Book of the EARLI SIG 6 & 7 Conference 2010* (pp. 50–52). Ulm: Ulm University.