

Publication Record – Sarah Reinhold

Journal Articles (*peer-reviewed)

- *Holzberger, D., Reinhold, S., Lüdtkke, O., & Seidel, T. (in press). School-related opportunities for engaging in STEM – A meta-analysis on how school characteristics relate to students' STEM outcomes. Manuscript submitted for publication. *Studies in Science Education*.
- *Reinhold, S., Gegenfurtner, A., & Lewalter, D. (2018). Social support and motivation to transfer predict transfer of training: Testing full and partial mediation using meta-analytic structural equation modeling. *International Journal of Training and Development*. doi: [10.1111/ijtd.12115](https://doi.org/10.1111/ijtd.12115)
- *Reinhold, S., Holzberger, D., & Seidel, T. (2018). Encouraging a career in science: A research review of secondary schools' effects on students' STEM orientation. *Studies in Science Education* 54(1). doi: [10.1080/03057267.2018.1442900](https://doi.org/10.1080/03057267.2018.1442900)

Monographs

- Seidel, T., Reinhold, S., Holzberger, D., Mok, S.Y., Schiepe-Tiska, A., & Reiss, K. (2016). *Wie gelingen MINT-Schulen? Anregungen aus Forschung und Praxis. [Successful STEM schools: suggestions from research and praxis]*. Münster: Waxmann.

Conference Proceedings (*peer-reviewed)

- *Beitlich, J.T., Obersteiner, A., Moll, G., Mora Ruano, J.G., Pan, J., Reinhold, S. & Reiss, K. (2014, July). The role of pictures in reading mathematical proofs: An eye movement study. In P. Liljedahl, S.Oesterle, C. Nicol, & D.Allan (Eds.), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education, Vol. 2* (pp.121-128). Vancouver, Canada: PME.

Conference Presentations (*peer-reviewed)

- *Codreanu, E., Reinhold, S., Sommerhoff, D., Huber, S., Ufer, S., & Seidel, T. (2018, June). *VISIT-Math – Investigating teachers' diagnostic competencies concerning mathematical argumentation. Validation of a simulation-based learning environment*. Paper presented at the Conference of the European Association for Research on Learning and Instruction (EARLI) Special Interest Group 11 (SIG), Kristiansand, Norway.
- *Codreanu, E., Reinhold, S., Huber, S., Sommerhoff, D., Ufer, S., & Seidel, T. (2018, March). *VISIT-Math – Eine Simulation zur Erfassung von Diagnosekompetenzen beim mathematischen Argumentieren von Schülerinnen und Schülern*. Paper presented at the 3rd conference of the Deutsche Mathematiker-Vereinigung (DMV) and the Gesellschaft für Didaktik der Mathematik (GDM), Paderborn, Germany.

- *Codreanu, E., Reinhold, S., Huber, S., Sommerhoff, D., Ufer, S., & Seidel, T. (2018, February). *VISIT-Math – Validierung einer Simulation zur Erfassung von Diagnosekompetenzen beim mathematischen Argumentieren von Schülerinnen und Schülern*. Poster presented at the 6th meeting of the Gesellschaft für empirische Bildungsforschung (GEBF), Basel, Switzerland.
- *Reinhold, S., Holzberger, D., Seidel, T. (2017, September). Encouraging a career in science? A review of school effects on students' future orientation in STEM. Paper presented at the 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
- *Reinhold, S., Holzberger, D., & Seidel, T. (2017, March). Förderung einer Zukunft in MINT? Ein Review zum Einfluss schulischer Rahmenbedingungen auf die MINT-Orientierung von Schülerinnen und Schülern [Fostering a career in STEM? A review of school effects on STEM orientations]. Paper presented at the 5th meeting of the Gesellschaft für empirische Bildungsforschung (GEBF), Heidelberg, Germany.
- *Gegenfurtner, A., Khmelisvka, T., Ottinger, S., Reinhold, S., & Schmidt, M. (2015, August). *How head teachers process visual information: An eye tracking experiment*. Paper presented at the 16th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.
- *Phelan, S., Reinhold, S., Schnotz, W. & Lewalter, D. (2014, November). *Der Einfluss von „visitor agenda“ auf die Verarbeitung konfligierender Information im Museum*. Paper presented at the 1st meeting „Sehen, Denken, Lernen in Museen; Empirische Bildungsforschung an informellen Lernorten“, Munich, Germany.
- *Reinhold, S. & Gegenfurtner, A. (2014, July). *Relationships Between Social Support, Motivation, and Transfer. A Meta-Analytic Structural Equation Model*. Paper presented at the 18th Conference of the Junior Researchers (JURE) of EARLI, Nicosia, Cyprus. (Nominee for the JURE Best-Paper Award)
- *Gegenfurtner, A., Reinhold, S., & Witting, E. (2013, August). *Making Training Sustainable: A Meta-Analytic Structural Equation Modeling (MASEM) Approach*. Paper presented at the 15th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.

Poster Presentations (*peer-reviewed)

- *Reinhold, S., Holzberger, D., & Seidel, T. (2016, March). Traumberuf Naturwissenschaftler? Ein Review zum Einfluss schulischer Rahmenbedingungen auf die Berufsorientierung im MINT-Bereich. [Dreaming of a career in natural sciences? A review on the relationship between school factors and career aspirations in STEM]. Poster presented at the 4th meeting of the Gesellschaft für empirische Bildungsforschung (GEBF), Berlin, Germany.
- Phelan, S., Reinhold, S., Grüniger, R., Specht, I., Schnotz, W. & Lewalter, D. (2014, October). *Adressatenspezifische Aufbereitung von Wissen mit konfligierender Evidenz in Museen*. Poster presented at the meeting for Science and the Public (SPP1409), Landau, Germany.

*Gegenfurtner, A., Ottinger, S., Reinhold, S., Schmidt, S. & Lankes, E.-M. (2013, September). *Teacher Noticing: Eine Eye-Tracking Studie zur Untersuchung von Expertiseunterschieden in der professionellen Wahrnehmung*. Poster presented at the 78th meeting of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Dortmund, Germany.

*Reinhold, S., Lankes, E.-M., Gegenfurtner, A., & Kleinknecht, M. (2012, September). *Unterrichtsentwicklung durch Vergleichsarbeiten? Eine Analyse von Verwendungshinweisen in VERA-Rückmeldungen*. Poster presented at the 77th meeting of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), Bielefeld, Germany. (Scholarship of the Deutsche Gesellschaft für Psychologie (DGPs))

Unpublished

Reinhold, S. (2014). Relationships between Social Support, Motivation, and Transfer. A Meta-Analytic Structural Equation Model. Unpublished Master's Thesis, Technical University of Munich, Germany.

Reinhold, S. (2012). Unterrichtsentwicklung durch Vergleichsarbeiten? Eine Analyse der Verwendungshinweise in VERA-Rückmeldungen. Unpublished Bachelor's Thesis, Ludwigs-Maximilians-Universität Munich, Germany.