



UNIVERSITÄT  
LEIPZIG

# RESEARCH NEWSLETTER

## FACULTY OF EDUCATION

Volume 1/Issue 1

October 22, 2024



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# ON OUR OWN BEHALF

## RESEARCH NEWSLETTER TO INCREASE THE VISIBILITY OF THE FACULTY OF EDUCATION

### WHY?

The Faculty of Education is strong in research with a wide range of ongoing, completed or applied for third-party funded projects. In addition, the number of doctorates and habilitations started and completed has risen in recent years.

From now on, the research newsletter will be a voice for the faculty in order to make the commitment of the faculty members and the research strength in the three institutes visible. It will also bundle all relevant information in order to further support research activities.

In each issue, for example, individual projects of the departments are presented in more detail, current publications by faculty members

are listed and reference is made to research-relevant funding opportunities, calls for proposals or training opportunities. There is also the opportunity to draw attention to conferences, congresses etc. that take place at our faculty or are organized by the departments.

### PUBLISHING INTERVALS

The research newsletter will be published every two months from now on.

### CONTENTS

If you would like to place your research project/qualification project, an international cooperation, a conference or other important information in the Research Newslet-

ter in one of the next issues, you are welcome to do so at any time.

To report current publications or information on events, the secretariats of the work areas are contacted in advance by the first of an even month (e.g. 1.12.24).

### EDITORIAL & CONTACT

Beatrice Rupprecht & Anne Stein

E-Mail:

Beatrice.Rupprecht@uni-leipzig.de

### NEXT EDITORIAL DEADLINE

1.12.2024 for issue 2/24

# RESEARCH DIALOG ON THE DIES ACADEMICUS

## 61ST ANNIVERSARY OF THE FOUNDING OF LEIPZIG UNIVERSITY ON DECEMBER 2, 2024

### CALL FOR POSTERS

Once again this year, we would like to hold a poster presentation on the occasion of the Dies Academicus from 1:30 p.m. The posters can be used to present current research projects, their implementation and results to each other in order to engage in scientific exchange. We therefore cordially invite you to submit a poster on your research projects. Posters can be submitted in two different areas:

- 1) Doctoral projects and pre-doctoral projects - submission by individual doctoral candidates or persons planning a doctorate
- 2) Projects by several researchers, also in cooperation with other faculties and universities

There will be a separate one-hour time slot for each of the two areas,

including a break. Three posters will again be awarded in section 1. The awards will be based on the criteria of visual design, content and presentation. The exact criteria will be determined by the jury and announced in advance. In addition, the evaluation forms will be returned to the presenters as feedback if requested.

### EXPIRATION

1:30 p.m. Opening  
1:45 p.m. Start of poster session I  
2:45 p.m. Coffee break  
3:00 p.m. Start of poster session II  
4:00 p.m. Award ceremony and short laudation for the three prize winners

### REGISTRATIONS

Please register your interest in a poster via the portal by 15.11.2024.

You can access it via the [link](#) or the QR code.



### JURY MEMBERS WANTED

In addition, a poster prize committee is needed again this year. This should be made up of an equal number of professors and employees and at least one person from each institute. The heads of the institutes are asked to nominate two people from the institutes by October 30, 2024.

*The Vice Deans*

# NEWS FROM FUNDED PROJECTS

## NEW BMBF COLLABORATIVE PROJECT "SEITENZAUBEREI - READING AND DESIGNING TOGETHER WITH BOOKS AND TABLETS" LAUNCHED IN OCTOBER 2024

### AIMS

The reading project combines analog and digital methods and media in the reception of children's literature by having primary school pupils from the Comenius-Förderschule and the 94th Oberschule of the Grünau school center read a book of their choice together in dialog in peer tandems and then create their own product using a wide variety of image, text and video software (e.g. book creator, stop motion movie). In addition to developing digital skills, the main aim is to increase reading motivation and skills as well as social skills in a heterogeneous community through communication and cooperation on a joint project. The twelve participants are supported by two student assistants in the weekly meetings outside of class time.

### NETWORK PARTNERS

The inclusive project, funded by the German Library Association (Deutscher Bibliotheksverband e.V.) as part of the federal program "Kultur macht stark. Digital together! Creative with media", is led by the non-profit association for the promotion of language and communication in education, prevention and rehabilitation e.V. and consists of the following partners: the school library of the Grünau school center, the Comenius School support association, the state competence center for language education and support at daycare centers in Saxony (LakoS) and the University of Leipzig (Institute for Special Education, Chair of Education, Prevention and Therapy for Speech, Language and Communication Impairments).

The total term is initially three months.

### KICK-OFF EVENT

The project's kick-off event is scheduled for 22.10.2024 in the City of Leipzig's school library in the Grünau school center, to which representatives of the City of Leipzig, the university and school educational landscape, parents, project staff and, of course, the project participants are invited.

### PROJECT MANAGEMENT & CONTACT

The project is headed by Prof. Dr. Christian W. Glück and coordinated by Henrike Petzold.

### E-Mail:

christian.glueck@uni.leipzig.de  
henrike.petzold@uni-leipzig.de

### FURTHER INFORMATION

Further up-to-date information from the project will soon be available at <https://www.seitenzauberei.de/>.



Picture: Pupils from the 94th secondary school taking part in the project during their first research (Photo: Henrike Petzold)

## MBBF COLLABORATIVE PROJECT ILEA-BASIS-T SUCCESSFULLY COMPLETED IN AUGUST 2024

### THE PROJECT AT A GLANCE

The project "Individual learning development analysis of basic skills in the inclusive transition from preschool to school (ILEA-Basis-T)" focused on the basic skills of children in the last year of kindergarten. Based on the working hypothesis that individual support for children in the areas of early literacy and early mathematics in the preschool context requires knowledge of their respective learning situation, the project closed an existing research gap. Until now, there has been a lack of suitable diagnostic procedures with which the children's basic skills in these areas can be differentiated. At the same time, there was a lack of suitable diagnostic approaches to determine well-being - which is important for educational processes and learning success - in a child-friendly way and taking into account the child's perspective. Since September 2021, Professor Katrin Liebers' Department of Primary

School Education and Professor Susanne Viernickel's Department of Early Childhood Education in cooperation with the European University of Flensburg (Professor Steffen Siegemund-Johannsen) have been working on this desideratum. Diagnostic analysis modules and support suggestions for biopsychosocial well-being, early literacy and early mathematics for children in the year before they start school were developed, tested and validated until August 2024. The project results were presented at a number of conferences and congresses, including ECER in Glasgow 2023. The materials, including a handout and manuals, will be made available as open educational resources by the end of the year.

### FINAL CONFERENCE IN HOUSE 5

On August 22, 2024, the final conference of the project took place at our faculty in a hybrid format. In addition to presentations with tech-

nical impulses on the topic, the focus was on the presentation of the developed materials within three themed workshops. Among the participants from 10 federal states were representatives from kindergartens and elementary schools, speakers from the ministries of education and cultural affairs of the federal states, the state youth welfare office, representatives of sponsoring associations and many more. We are delighted that we were also able to welcome numerous students from the faculty and thus brought together very different perspectives on the topic in lively discussions in the discussion rounds, workshops and the World Café.

Our thanks go to the Dean's Office and the IT team, without whose long-term support the event would not have been so successful.

*Beatrice Rupprecht*



# SPOTLIGHT ON: THE HUMBOLDT SCIENCE CENTER FOR CHILD DEVELOPMENT

## THIS IS HUMANKIND

### AIMS AND PLANNED PROJECTS OF HUMANKIND

#### RESEARCH

HumanKind is an interdisciplinary research center that investigates and promotes the positive development and well-being of children, families and communities. It focuses on studies of the biological, psychological and environmental causes and consequences of potentials such as empathy and prosociality, as well as children's mental health. HumanKind's innovative approaches invite children and adults to discover and sustainably

strengthen their social-emotional potential through interactive, playful elements.

#### PRACTICE COOPERATION

HumanKind creates space for trans-, inter- and multidisciplinary collaboration and promotes talent through teaching, training and further education. With research-based and practice-oriented series of events that combine promotion, prevention and intervention, the

acquired knowledge is conveyed in a practical manner.

#### TRANSFER

In addition, HumanKind actively contributes the acquired knowledge to the political discourse and makes it available to families, practice partners and political decision-makers in the form of actionable recommendations.

*Martina Dietrich*

## GRAND OPENING



### INTERNATIONAL GUESTS FROM SCIENCE, POLITICS AND PRACTICE

#### GRAND OPENING

On September 27, 2024, HumanKind celebrated its official opening at the Faculty of Education. Numerous guests from academia, politics and practice took the opportunity to gain an insight into the center's vision. International speakers from science and politics emphasized the importance of HumanKind's goals: to build a sustainable bridge between research, education and social practice with transparent interdisciplinary research and inno-

vative practice-oriented approaches. The subsequent Community Day on 28.09.2024 invited visitors on a diverse journey of discovery. In entertaining, interactive talks, members of the HumanKind Research Group presented the LiebKind long-term study (planned to start in 2025) on the origins of humanity, helpfulness and kindness and how these three superpowers open up the magical world of friendship to us. Afterwards, the guests were able to experience the work of the

center up close at various hands-on stations on the topics of feelings, language and action. The focus was on direct interaction between visitors and scientists. Prof. Dr. Elisa Hoven, who read from her and Juli Zeh's children's book "Der war's", and the subsequent closing concert by Sebastian Krumbiegel provided particularly prominent support.

*Martina Dietrich*

# RESEARCH FUNDING: CALLS FOR PROPOSALS

## TRANSFER FUNDING PROGRAM "SCIENCE MEETS..." AT LEIPZIG UNIVERSITY

### APPLICATION PHASE UNDERWAY

To strengthen the transfer of theory and knowledge, Leipzig University has set up a funding program that supports projects by teachers, researchers and students. The focus is on projects that are aimed at transferring academic knowledge into contexts outside the university, for example into practice. A maximum of €15,000.00 is available per project (can be used for personnel and material resources).

### APPLICATION

The application is still possible until 06.12.2024. The following documents must be submitted by email: project description (max. 3 pages), declaration of cooperation with the external project partner(s) and the applicant's CV.

### SELECTION PROCEDURE

Under the chairmanship of the Vice-Rector for Excellence Development Research and Transfer, a jury will select the projects to be funded. The number depends,

among other things, on the amount of funding applied for.

### CONTACT & INFORMATION

The contact person for applications and questions regarding content is Marcus Heinz from Department 1 (Research and Transfer).

E-Mail:

marcus.heinz@uni-leipzig.de

You can find more information here: [Link](#)

*Beatrice Rupprecht*

## LEIPZIGLAB AT THE UNIVERSITY OF LEIPZIG: INTERDISCIPLINARY WORKING GROUP FROM SPRING 2025

### STRENGTHENING INTERDISCIPLINARITY

This year, Leipzig University is launching a new working group (WG) for the LeipzigLab. The aim is to strengthen cooperation between researchers from different disciplines to develop new questions or fields of research.

The working group is made up of up to three people (post-docs and university lecturers, doctoral students possible). They are in regular scientific dialog with the director and with the other working groups in the LeipzigLab.

### WHAT IS SUPPORTED?

Funding is provided for a working group (WG) with personnel resources amounting to 1.0 FTE (TV-L 13) for 3 years. In addition, a maximum of three rooms (workstations) will be made available in the LeipzigLab. Funding for visiting scientists (up to 8 weeks) can also be applied for.

### APPLICATION & PROCEDURE

The application documents can be submitted by e-mail until 10.12.2024. The application comprises three to five pages and must contain the following information: Discipline & institute affiliation,

interdisciplinary collaboration, justification of the innovative character of the project idea, connectivity to other WGs in the LeipzigLab as well as CVs and publication list.

### CONTACT & INFORMATION

The contact person for applications and questions regarding content is Katja Liebal from LeipzigLab.

E-Mail:

leipziglab@uni-leipzig.de

You can find more information here: [Link](#)

*Beatrice Rupprecht*

# EVENT ANNOUNCEMENTS

## OCTOBER 2024

October 24: Early education evening with guest speaker Prof. Dr. Maike Rönnau-Böse (via Zoom, 5:00-6:45 p.m.)

## NOVEMBER 2024

November 14: Early education evening with guest speakers Prof. Dr. Rahel Dreyer & Kristin Stammer M.A. (via Zoom, 5:00-6:45 p.m.)

November 14: Guest lecture "Das allgemein Algebraische in der Arithmetik: Muster entdecken - Strukturen verstehen" with guest speaker Prof. Dr. Anna S. Steinweg. (JA, House 1, Lecture Hall South 2, 3 p.m.)

November 22 & 23: Working meeting of the working group "SchriftSPRACHHerwerb im Elementar- und Primarbereich" within the Symposium Deutschdidaktik (SDD).

## DECEMBER 2024

December 2: Inaugural lecture by Prof. Dr. Felix Heizmann (House 5, lecture hall, 4:30 p.m.)

## JANUARY 2025

January 7: MA-TEE Arithmetic games in initial mathematics lessons (MS, House 3, Learning Center, ground floor, 2:00-5:00 p.m.)

January 16: Early education evening with guest speaker Prof. Dr. Jennifer Lambrecht (via Zoom, 5:00-6:45 p.m.)

## FEBRUARY 2025

February 6: Early education evening with guest speaker Prof. Dr. Stefan Faas (via Zoom, 5:00-6:45 p.m.)

## JUNE 2025

June 6-8: Annual conference of the Society for Children's and Youth Literature Research (GKJF): "Aufbrüche, Umbrüche, Transformations in Children's and Youth Media".

# LATEST PUBLICATIONS BY FACULTY MEMBERS

## NEWLY PUBLISHED IN 2024

The research strength and broad commitment of the faculty members to disseminating their research findings is reflected in the large number of publications that have appeared so far in 2024. If you cannot find your publication here, we will be happy to include it in the next issue of the research newsletter.

Anders, Y., & Oppermann, E. (2024). Frühpädagogische Qualität in Kindertageseinrichtungen: Eine Erweiterung des Struktur-Prozess-Modells. *Zeitschrift für Erziehungswissenschaft*, 27, 551–577.

Breiwe, R., Eichfeld, C., Melzer, C., & Möbus, B. (2024). „Welche (inklusive) Pädagogik wollen wir? – Machtkritische Perspektiven auf das Response-to-Intervention-Modell und die Konsequenzen für Wissens- und Erkenntnisgewinn im inklusiven Unterricht. In A. Goldbach, A. Langner, K. Mannewitz, S. Schuppener, S., & N. Leonhardt, (Hrsg.) (2024). *Macht und Wissen – kritische Reflexionen im Kontext von Inklusion und Exklusion* (S. 141–152). Klinkhardt.

Friederich, T., Liebers, K., Jankowicz, V., Reinhold, S., & Rönnau-Böse, M. (2024). *Facetten der Professionalisierung im System frühkindlicher Bildung*,

*Betreuung und Erziehung: Festschrift für Susanne Viernickel*. FEL.

Gessulat, J., Kluczniok, K., Oppermann, E., & Anders, Y. (2024). Relationships among parental self-efficacy, home learning activities, and child skills. *Family Relations*, 1–19.

Goldbach, A., & Leonhardt, N. (2024). Schule machtsensibel und inklusiv entwickeln (Einfache Sprache). In A. Goldbach, A. Langner, K. Mannewitz, S. Schuppener, S., & N. Leonhardt, (Hrsg.) (2024). *Macht und Wissen – kritische Reflexionen im Kontext von Inklusion und Exklusion* (S. 84–95). Klinkhardt.

Goldbach, A.; Langner, A.; Mannewitz, K.; Schuppener, S., & Leonhardt, N. (Hrsg.) (2024). *Macht und Wissen – kritische Reflexionen im Kontext von Inklusion und Exklusion*. Klinkhardt.



- Hallitzky, M., Spendrin, K., & Mbaye, M. (2024). Was machen wir in der Schule? Sprachpraktiken in der Konstitution des Unterrichtsgegenstandes in einer Portugiesischstunde in Mosambik. In S. Nell-Müller, A. Scholz, N. Genet, & C. Straub (Hrsg.), *Schule im Kontext politischer Lernprozesse und kultureller Spezifik. Unterricht beforschen, vergleichen und verstehen* (S. 186–207). Waxmann.
- Hauser, M. (2024). Zum Umgang mit unterschiedlichen Wissens-Formen an der inklusiven Hochschule (Einfache Sprache). In A. Goldbach, A. Langner, K. Mannewitz, S. Schuppener, S., & N. Leonhardt, (Hrsg.) (2024). *Macht und Wissen – kritische Reflexionen im Kontext von Inklusion und Exklusion* (S. 173–181). Klinkhardt.
- Helm, W. (2024). Von A wie Ameise bis Z wie Zaunkönig. Tierbücher aus dem Rudolf Arnold Verlag. *kjl&m*, 76(3), 39–47.
- Jankowicz, V., & Lattner, K. (2024). „die Normalität, die haben wir alle vermisst“ – Kita-Normalitätskonstruktionen pädagogischer Fachkräfte. In F. Beier, A. Epp, M. Hinrichsen, I. Kollmer, J. Lipkina, & P. Vehse (Hrsg.), (Neue) Normalitäten. Erziehungswissenschaftliche Auslotungen, Kontextualisierungen und Explikationen (S. 45–60). Beltz Juventa.
- Jankowicz, V., Rölli Siebenhaar, M., Döring-Koch, R., & Richter, V. (2024). Möglichkeitsräume dialogischer Verhältnisstransformation. In T. Friederich, K. Liebers, V. Jankowicz, S. Reinhold, & M. Rönnau-Böse (Hrsg.), *Facetten der Professionalisierung im System frühkindlicher Bildung, Betreuung und Erziehung: Festschrift für Susanne Viernickel* (S. 131–143). FEL.
- Liebers, K. (2024). Bildungsstandards und Vergleichsarbeiten in der Grundschule. In M. Götz, A. Hartinger, F. Heinzel, J. Kahlert, S. Miller & U. Sandfuchs (Hrsg.), *Handbuch Grundschulpädagogik und Grundschuldidaktik* (5., vollständig überarbeitete und erweiterte Auflage) (S. 402–405). Klinkhardt.
- Liebers, K., & Neuhaus-Siemon, E. (2024). Grundfragen der Lehrplantheorie und Lehrplanforschung. In M. Götz, A. Hartinger, F. Heinzel, J. Kahlert, S. Miller & U. Sandfuchs (Hrsg.), *Handbuch Grundschulpädagogik und Grundschuldidaktik* (5., vollständig überarbeitete und erweiterte Auflage) (S. 391–401). Klinkhardt.
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- Lenz, D., & Fritzlar, T. (2024). Steckfiguren und Zahlenpaare: Geometrisch-arithmetische Muster erkunden und erfinden. *Praxis Grundschule*, 47(3), 32–37.
- Lorenz, A. (2024). *Vokale im Zweitschifterwerb des Französischen – Empirische Untersuchungen im deutsch-französischen Grundschulkontext* [Dissertation, Leipzig University and University of Luxembourg]. ORBilu-University of Luxembourg. <https://orbilu.uni.lu/handle/10993/61844>
- Martin, A., & Pengel, N. (2024). Beratung via Chatbot? Möglichkeiten und Anforderungen an den Einsatz generativer KI in einem bildungswissenschaftlichen Modul. *e-beratungsjournal*, 20(1), 22–40. <https://doi.org/10.48341/rfbq-t940>
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- Meissner, R., Pögel, A., Ihsberner, K., Grützmüller, M., Tornack, S., Thor, A., Pengel, N., Wollersheim, H.-W., & Hardt, W. (2024). LLM-generated competence-based e-assessment items for higher education mathematics: Methodology and evaluation. *Frontiers in Education*, 9, 1427502. <https://doi.org/10.3389/feduc.2024.1427502>
- Oppermann, E., Barenthien, J., Burghardt L., Stefensky, M., & Anders, Y. (2024). Beobachtungsverfahren zur Erfassung der Interaktionsqualität in Kindertageseinrichtungen. Eine vergleichende Analyse der CLASS Pre-K und SSTEW. *Frühe Bildung*, 13(1), 29–35.
- Oppermann, E., Blaurock, S., Zander, L., & Anders, Y. (2024). Children’s social-emotional development during the COVID-19 pandemic: Protective effects of the quality of children’s home and preschool learning environments. *Early Education and Development*, 1–29.
- Platte, A.; Enderle, C. & Melzer, C. (2024). Entwicklung eines Konzepts von Organisationsformen schulischen Lernens im sonderpädagogischen Schwerpunkt Emotionale und soziale Entwicklung im Landkreis Leipzig - ein Mehrebenenmodell. *Zeitschrift für Heilpädagogik*, 75(10), 469–480.

- Pögelt, A., Ihsberner, K., Pengel, N., Kravcik, M., Grützmüller, M., & Hardt, W. (2024). Individualised Mathematical Task Recommendations Through Intended Learning Outcomes and Reinforcement Learning. In A. Sifaleras, & F. Lin (Hrsg.), *Generative Intelligence and Intelligent Tutoring Systems* (Bd. 14798, S. 117–130). Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-63028-6\\_10](https://doi.org/10.1007/978-3-031-63028-6_10)
- Reinhardt, M. (2024). Das Tier in mir – Fantastischer Gestaltwandel in aktueller serieller Literatur für Tweens. Skizzierung eines Unterrichtsangebots für die Klassen 4 bis 7. *kjl&m*, 76(3), 3–14.
- Reinhold, S., & Lenz, D. (2024). Spiegle dich immer weiter! *Die Grundschulzeitschrift*, 345/2024, 29–33.
- Riegler, S., & Steinhoff, T. (2024). Sprachliche Bildung. In M. Götz, A. Hartinger, F. Heinzel, J. Kahlert, S. Miller & U. Sandfuchs (Hrsg.), *Handbuch Grundschulpädagogik und Grundschuldidaktik* (5., vollständig überarbeitete und erweiterte Auflage) (S. 540–549). Klinkhardt.
- Riegler, S. (2024). Blau-rot gefärbtes Leseabenteuer. Zum didaktischen Nutzen einer farbigen Silbengliederung in der Erstleseliteratur. *kjl&m*, 76(4), 69–75.
- Rupprecht, B. (2024). Die Übergangsdokumentation „Mika“ im Land Brandenburg zur Gestaltung einer anschlussfähigen Bildungsbiografie: Konzept, Skalenqualität und Nebengüte. In A. Flügel, A. Gruhn, I. Landrock, J. Lange, B. Müller-Naendrup, J. Wiesemann, P. Büker & A. Rank (Hrsg.), *Kindheitsforschung meets Grundschulforschung reloaded* (S. 662–666). Jahrbuch Grundschulforschung, Band 28. Klinkhardt. <https://doi.org/10.35468/6111-81>
- Rupprecht, B. & Liebers, K. (2024). Individuelle und inklusive Bildungsverläufe im Blick: Ergebnisse aus dem Projekt ILEA-Basis-T zur Begleitung von Kindern im Übergang von der Kita in die Grundschule. *Frühe Kindheit*, 27(4), 24–31.
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- Rupprecht, B., Redersborg, H., von Seeler, I., & Siegemund-Johannsen, S. (2024). Professionalisierung des Übergangs Kita - Schule durch die Entwicklung von alltagsnahen Beobachtungsverfahren unter Einbezug der Perspektive der Praxis im Projekt ILEA-Basis-T. In T. Friedrich, K. Liebers, V. Jankowicz, S. Reinhold & M. Rönnau-Böse (Hrsg.), *Facetten der Professionalisierung im System frühkindlicher Bildung, Betreuung und Erziehung* (S. 145–155). FEL.
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- Schmideler, S. (2024). COLIBRI flieg(t)! Eine digitale Sammlung von 15.000 deutschsprachigen Kinder- und Jugendbüchern aus dem „langen 19. Jahrhundert“ lädt zur wissenschaftlichen Recherche ein. *kjl&m*, 76(3), 80–85.
- Schmideler, S. (2024). Kurz gefragt: „Ein unerschöpfliches Erfahren von Kreativität“. Die internationale Neue Sammlung Heller: Interview mit Professor Friedrich C. Heller, Forscher, Buchliebhaber und Sammler künstlerischer Bilderbücher. *kjl&m*, 76(3), 67–69.
- Schmideler, S. (Hrsg.). (2024). Tier, Kinder, Bücher. Tierisches in der Kinder- und Jugendliteratur. *kjl&m*, 76(3).
- Schmideler, S. (2024). NS-Verfolgungen in Österreich. Interview mit Ernst Seibert. *kjl&m*, 76(2), 85–87.
- Schmideler, S. (2024). Auf der Suche nach der Idylle und dem Idyllischen in der Kinder- und Jugendliteratur des 19. und 20. Jahrhunderts. Historische und systematische Aspekte. In N. Lehnert (Hrsg.), *Idyllen und Sehnsuchtsorte in Literatur und Medien für Kinder und Jugendliche. Fachwissenschaftliche Analysen – fachdidaktische Modellierungen* (S. 42–55). Beltz Juventa.
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