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RESEARCH NEWSLETTER

FACULTY OF EDUCATION

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CHRISTMAS GREETINGS FROM THE VICE-DEANS

A SUCCESSFUL YEAR DRAWS TO A CLOSE

Dear colleagues,
We are pleased to present you with our second newsletter before the Christmas break. It is bursting with new projects, publications and news and impressively demonstrates how intensively work has been carried out on a wide range of research projects in our departments over the

past year. We wish you a relaxing time over the holidays and some time to reflect on your successes. Perhaps further ideas for the future are already emerging, which we can then launch in the new year at the Faculty Development Day "Research" on January 8, 2025.

Special thanks go to our editorial team, Dr. Beatrice Rupprecht and Anne Stein, who created this newsletter.

Your Vice-Deans

REVIEW: DIES ACADEMICUS

POSTER COMPETITION

RESEARCH DIALOG

On 02.12.2024, our alma mater Lipsiensis celebrated its 615th birthday. We kicked off this birthday with the Research Dialogue, which took the form of a poster presentation. Colleagues from all three institutes of the Faculty of Education presented 13 posters, which were evaluated by a jury.

THE AWARD WINNERS

1st place: Alexandria Krug "[...] That every person or living being or

any other thing or tree deserves a good life. Mental models of primary school pupils on climate change"

2nd place: Felix Michl "Queering Crips & Crippling Queers. Inclusions and exclusions in community and subculture from the perspective of young queers with disabilities"

3rd place: Annika Huber "Professionalization of primary school

teachers for exploratory spelling lessons"

AWARD CEREMONY

The three prize winners received a book voucher. We would like to thank all presenters and the jury as well as all members of the Faculty of Education for the successful Research Dialog.

The Vice-Deans



INAUGURAL LECTURE BY PROF. DR. FELIX HEIZMANN

A SUCCESSFUL START

Professor Dr. Felix Heizmann has been Professor of Children's Literature and Literary Learning in Elementary and Primary Education at the Institute of Pedagogy and Didactics in Elementary and Primary Education at the Faculty of Education since December 2023. It is a

good tradition at our faculty that inaugural lectures are held as part of the Dies Academicus. On 02.12.2024, for example, Mr. Heizmann gave a lecture entitled "Tracking down meaning. Conception and reconstruction of literary learning processes in elementary school".

WELCOME

We would like to thank Professor Dr. Heizmann for his highly interesting lecture and insight into his research methodology and warmly welcome him to our faculty.

The Vice-Deans



NEWS FROM FUNDED PROJECTS

GERMAN SCHOOL BAROMETER PUBLISHED - PROF. DR. HENRIK SAALBACH AND DR. FRANZISKA GREINER-DÖCHERT (EDUCATIONAL PSYCHOLOGY) ARE AN EXPERT TEAM FOR THE INVESTIGATION OF THE CONNECTION BETWEEN TEACHING CHARACTERISTICS, WELL-BEING AT SCHOOL AND MENTAL HEALTH

TARGET POSITIONS

In the German School Barometer for Schoolchildren, which was commissioned by the Robert Bosch Stiftung and designed by an interdisciplinary team of scientists from the fields of psychology (Prof. Dr. Julian Schmitz, Anna-Lina Rauschenbach) and educational sciences at Leipzig University (Prof. Dr. Henrik Saalbach, Dr. Franziska Greiner-Döchert) as well as from communication sciences at the Hanover University of Music, Drama and Media (Prof. Dr. Eva Baumann). Eva Baumann) and has been

conducted by forsa since spring 2024, children and young people and their guardians across Germany are surveyed once a year on quality of life, worries and stress, mental health problems, attitudes towards inclusive education, teaching quality, well-being at school, school structural characteristics and barriers in school and extracurricular psychosocial care. The project thus makes an important contribution to mapping the psychosocial situation of children and young people aged 8 to 17 in Germany and can identify risk groups for targeted

interventions thanks to the longitudinal design.

FIRST SURVEY WAVE

1530 children and young people took part in the first wave of the survey.

Prof. Dr. Saalbach and Dr. Franziska Greiner-Döchert (Department of Educational Psychology with a focus on teaching, learning and development) are the team of experts primarily responsible for investigating the correlation between perceived teaching quality and the well-being of children and young people at school. The report on the

findings of the first survey wave was published on 20.11.2024: [Link](#).

RESULTS

The results show that even after the COVID-19 pandemic, 27% of the children and young people surveyed rate their own quality of life as low. A fifth describe themselves as mentally stressed (21%; from low-income families 33%). Just as many indicated a low level of

well-being at school (20%; from low-income families 30%). In connection with well-being at school, it is also evident that all the teaching characteristics surveyed (cognitive activation, classroom management and constructive support) are significantly related to well-being at school. Constructive support from teachers, i.e. feedback on the learning process and motivational support, emerged as the strongest predictor of academic

well-being. This illustrates the importance of high teaching quality, which is directly influenced by teachers, for students' well-being at school. In addition to this descriptive research report, further analyses will be presented at national and international conferences. Further information can be found here: [Link](#)

Henrik Saalbach & Franziska Greiner-Döchert

SPOTLIGHT ON: INTERNATIONAL COOPERATION AND RESEARCH

PRIMARY SCHOOL DIDACTICS IN SPORT AND ITK TOGETHER EGYPT 2024

HEALTH AND EXERCISE

The DAAD-funded project "ITK TOGETHER Egypt 2024" of the International Trainer Course (ITK) of the Faculty of Sport Science in cooperation with the Primary School Didactics of Sport of the Faculty of Education focused on the integration and health of refugees through sport, play and exercise. In various online courses and a

conference in Cairo, 19 participants from Algeria, Argentina, Brazil, Chile, Egypt, Germany, India, Kenya, Mexico, Mozambique, Palestine and Uganda were trained as multipliers.

Prof. Dr. Almut Krapf and other experts imparted sports education knowledge as a means of social integration as well as research findings. The project was initiated by

ITK alumna Sara Moamen Abdelsamie from Egypt and aimed to provide sustainable development work for refugees.

Further information can be found here: [Link](#)

Almut Krapf



Conference participants in Cairo

SAPIC RESEARCH PROJECT ON THE INTERNATIONAL COMPARISON OF SCHOOL ABSENTEEISM

COOPERATION BETWEEN SWEDEN, GERMANY, ENGLAND AND JAPAN

The SAPIC project investigates school attendance problems among 15- to 17-year-olds in four countries. It combines quantitative PISA analyses with qualitative case studies, including interviews with teachers, professionals and young people. The aim is to gain comparative

insights into prevention strategies and support systems for school attendance. Prof. Heinrich Ricking has been working with Stockholm University (Susanne Kreitz-Sandberg) since 2022. Chiara Enderle's doctoral project focuses on young people, well-being and mental health. Initial partial results have been published at conferences and

in journals. A final conference will be held in 2025 to present the final results of the comparison between the four participating countries. More information about the project can be found [here](#).

Chiara Enderle



SAPIC project group with Malin Gren Landell, Dahab Jihar, Åsa Backlund, Chiara Enderle, Ulf Fredriksson, Heinrich Ricking, Takayoshi Beppu, Susanne Kreitz-Sandberg (from left to right)

THE FACULTY OF EDUCATION IN THE EUROPEAN HIGHER EDUCATION ALLIANCE ARQUS

ARQUS BRIEFLY EXPLAINED

Leipzig University is an active member of the **European University Alliance Arqus**, a network of nine universities: the universities of Wrocław, Granada, Graz, Leipzig, Lyon 1, Maynooth, Minho, Padua and Vilnius. The second funding phase of the Arqus Alliance was launched by the European Commission in October 2022 and will last until 2026 inclusive.

The main aim of Arqus is to create a new form of European university by promoting in-depth international cooperation in teaching, research and social engagement. A wide range of offers, events and strategies are being developed in 15 working groups. These are thematically divided into three action lines: "Education", "Research" and "Societal Engagement"

The Faculty of Education at Leipzig University is in charge of Working Group 10 "Arqus Inclusion and Diversity Hub" (Prof. Dr. Conny Melzer and project member Chiara Enderle) in close cooperation with the University of Padua ([Link](#)).

TWO HIGHLIGHTS FROM THE WORK OF THE ARQUS INCLUSION & DIVERSITY HUB WITH THE PARTICIPATION OF MEMBERS OF THE FACULTY OF EDUCATION

1. workshops to promote well-being and self-regulated learning for Arqus students for sustainable use in the Arqus network

Two students with special learning needs (including ADHD) have been working on a concept for a digital "learning space" with integrated workshops since

the beginning of 2024. This is based on the multi-level concept of Milo (Maynooth Inclusive Learning Online) at Arqus partner university Maynooth (Ireland). The aim is to support self-regulated learning and the well-being of students. As a pilot project, the current focus is on students studying to become special needs teachers. To this end, 5-minute check-ins were carried out as part of exam preparation as well as "potlucks". These focus on students' well-being and coping strategies for self-regulated learning. A survey is used for in-depth needs analysis. A further step is the participatory development, implementation and evaluation of accessible, needs-oriented online resources to make studying more inclusive. The project is funded by DAAD EUN funds.

2nd Arqus Staff Training Week on Inclusion & Diversity

From November 4 to 8, 2024, the first Arqus Staff Training Week on "Inclusion and Diversity" took place at the University of Lyon 1. Participants from the Faculty of Education in Leipzig were able to gain insights into tools and approaches not only to address the growing diversity at universities, but also to actively value it. Various formats (panel discussions, lectures, workshops, open conferences) were offered on the topics of barrier-free learning and teaching as well as digital and physical accessibility.

WHAT ADVANTAGES DOES ARQUS OFFER US AS A FACULTY? THESE ARE OFFERS FOR ...

- **Students:** Extended Erasmus opportunities for internships and study visits at Arqus partner universities.
- **Researchers:** Access to an established European network to develop new collaborations. This is already being implemented at the Faculty of Education with various Arqus partner universities. Please consider calls for further Erasmus and DAAD funding here
- **Employees:** Participation in "Communities of Practice", Staff Week, Summer Schools etc. for the exchange of working methods and the

development of innovative approaches.

CONTACT & INFORMATION

This way you can keep up to date with Arqus:

Web & Social Media: Follow @arqusalliance and @uni-leipzig.

Contact: Please contact the Arqus team in Leipzig by e-mail: arqus@uni-leipzig.de

Newsletter: Subscribe to the Arqus newsletter of Leipzig University for current information and events: [Link](#)

Conny Melzer



The picture shows the group that developed initial ideas for implementing Milo at partner universities in Maynooth in December 2023. From Leipzig: Lou Renner (SHK in the project described), Fanny Weickelt, Sibylle Reech, Susanne Römer, Carolin Demus, Chiara Enderle and Conny Melzer. Participants of the Faculty of Education at the Staff Week in Lyon 1 (without picture): Laura Schlechte, Katharina Poltersdorf, Lena Woidich.

A SUCCESSFUL YEAR 2024 AT A GLANCE

SPECIAL FUNDING AND AWARDS FOR OUR YOUNG FEMALE SCIENTISTS

DOCTORAL SCHOLARSHIP

Theresia Wöbke (Department of Educational Psychology with a focus on teaching, learning and development) was successful in obtaining a four-year doctoral scholarship from the European Social Fund (ESF) following the Predoc Award. Funded by the Saxon State Ministry of Science, Culture and Tourism via the University of Leipzig, her doctoral thesis focuses on the effects of emotion-specific language training on pre-school children's understanding and ability to regulate emotions.

SCIENCE PRIZE

Graduate Wanda Schulz was awarded the Science Prize of the "Leben pur" 2024 Foundation for her state examination thesis "*Menstruation and care in the field of intellectual development*". The thesis impressed with its empirical investigation of a little-researched but highly relevant topic in the care and sexual education of pupils with complex disabilities. The prize is endowed with €5,000.

COMPLETED DOCTORATES - WARMEST CONGRATULATIONS

Stefan Kolke

School peer relationships and academic performance. The development of the sociometric status of students from Saxon secondary school classes in the context of their performance and learning and performance-related attitudes

Daniela Schmidt

The Cognitive and Affective Foundation of Infants' Gaze Leading

Nele Becker

Exploring the Mechanism and Motivational Origins of Children's Early Prosociality

Anne Lorenz

(binational doctoral procedure together with the University of Luxembourg - Cotutelle procedure) Vowels in the second language acquisition of French - Empirical studies in a German-French primary school context

Florian Böschl

Perspectives on the description and assessment of model competence (facets) in science-oriented non-fiction teaching

RESEARCH FUNDING

QUALI-FOND & FLEXI-FOND

FACULTY FUNDING INSTRUMENTS

The Faculty of Education specifically supports employees of the faculty in their qualification phases and in the acquisition of third-party funding. The former is supported by the so-called QualiFond, the latter by the so-called FlexiE Fond.

QUALIFOND

Members of the Faculty of Education who qualify as part of a doctoral or habilitation project can receive financial support. Temporary funding is available for travel

expenses (to conferences etc.), staff and material, for example. The amount of funding is limited to a maximum of €2,500 per project and depends, among other things, on the specific expenses/needs and the total resources available in the fund. Further information can be found here: [Link](#).

FLEXIE FOND

Postdoctoral researchers and junior professors in particular also have the opportunity to receive financial support in preparing a third-party

funding application (e.g. to the DFG, BMBF). Funding is available for expenses of up to €3500, including for travel, materials, coaching, staff and publications related to the third-party funding application. Further information can be found here: [Link](#)

DEADLINE & PROCEDURE

Applications for funding from both funds can be submitted twice a year, on **January 31** and **June 30**. Application documents must be submitted electronically to the Dean's Office.

PAST EVENTS

ONLINE CONFERENCE "DEVELOPING INCLUSION TOGETHER WITH THE DESIGN-BASED RESEARCH APPROACH" OF THE INCLUSION NETWORK AND DBR AT THE INNOVATION HUB INCLUSION ON 29.11.2024 WITH MEL AINSCOW

FOUNDATION & OBJECTIVES

The Inclusion and DBR Network was founded at the beginning of 2024 as part of the Innovation Hub Inclusion on the initiative of members of the Faculty of Education at Leipzig University (Conny Melzer, Anett Platte, Nina Kelm and Alexander Herwix). The network currently includes researchers from six universities across Germany. On the one hand, the aim is to exchange information on current research projects that pursue the topic of inclusive education and are implemented using the design-based research approach. Another feature of the projects is close collaboration between researchers and practitioners who are developing inclusion together. On the other hand, the

approach, which is still quite "young" in Germany, is to be made better known, especially as an opportunity for inclusive school development and thus for advancing inclusion in our society in general.

ONLINE MEETING

This second goal was addressed by the online conference mentioned in the title, which took place on 29.11.2024 and was organized under the leadership of the Leipzig part of the network. The keynote speaker was Mel Ainscow, who gave an inspiring presentation on the topic of "*Developing inclusive education systems: the role of research and researchers*". Five workshops were also offered on projects by network members (in some cases together with the

practice partners). Anett Platte and Inga Lentner presented the project "Organizational forms of school learning with a focus on emotional and social development in the district of Leipzig" together with colleagues from an elementary school.

During the course of the conference, colleagues from other universities - including Mel Ainscow - signed up to join the network. We would like to use the report in the newsletter to encourage others to join the network if they are developing inclusion with the design-based research approach and are pursuing one or more corresponding projects.

Conny Melzer

EVENT ANNOUNCEMENTS

JANUARY 2025

07.01.2025: MA-TEE Arithmetic games in initial mathematics lessons (MS, House 3, Learning Workshop, ground floor, 14:00-17:00)

08.01.2025: Faculty Development Day (MS, House 5, Room 132, 14:00-17:00)

16.01.2025: Early education evening with guest speaker Prof. Dr. Jennifer Lambrecht (via Zoom, 17:00-18:45)

FEBRUARY 2025

06.02.2025: Early education evening with guest speaker Prof. Dr. Stefan Faas (via Zoom, 17:00-18:45)

JUNE 2025

06.-08.06.2025: 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

FURTHER PUBLICATIONS FROM THE YEAR 2024

- Bülau, C., & Mihan, S. (2024). Trained, but not prepared. *Pädagogik*, 35(9), 33 - 35.
- Bülau, C., & Reiter, E. (2024). Ganztag as a driver of school development. *Pädagogik*, 35(9), 18-23.
- Czejkowska, A. (2024). Memorial Hall of the Imagination. Multiperspectivity, Speechlessness and Re-Inventing Processes in Museums. In L. Wigger & J. Yamana (Eds.), *"Images of the Atomic Bomb"*, *Childhood Education* (pp.187-201). Springer.
- Czejkowska, A. (2024). Controversy and post-participation in the museum. *Pedagogical Correspondence*, 69, 80-96.
- Czejkowska, A., & Müller S. (2024). Negotiating perspectives. On the posthumanist social contract. In G. Weiß, M. Brinkmann, & K. Jergus (Eds.), *Divided/distributed worlds* (pp. 128-143). Beltz Juventa.
- Dederich, M. & Schuppener, S. (2024). Affects, feelings and emotions in the mirror of disability. A human scientific introduction. In S. Schuppener & M. Dederich (Eds.), *Ambivalent Emotions in the Context of Inclusion and (Intellectual) Disability* (pp. 7-24). Klinkhardt - in cooperation with Lebenshilfe-Verlag.
- Enderle, C., Kreitz-Sandberg, S., Backlund, Å., Isaksson, J., Fredriksson, U., & Ricking, H. (2024). Secondary School Students' Perspectives on Supports for Overcoming School Attendance Problems -A Qualitative Case Study in Germany. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.12345>
- Falkenstörfer, S., Ghebremicael, H., Richter, B. & Schuppener, S. (2024). Learning, protecting and defending democracy! *Participation*, 63(2),48-50.
- Gibhardt, S., Colasante, T., & Malti, T. (2024). Kindness for peace. In R.M. Niemiec & D.J. Christie (Eds.), *Character strengths and peace psychology: Foundations and integration for science and practice* (pp. 267-291). Springer. https://doi.org/10.1007/978-3-031-66928-6_11
- Goldbach, A., Langner, A., Mannewitz, K., Schuppener, S., & Leonhardt, N. (eds.) (2024). *Power and knowledge - critical reflections in the context of inclusion and excursion*. Klinkhardt.
- Greiner-Döchert, F., & Saalbach, H. (2024). Mental health of students in the focus of empirical educational research. *Psychology in Education and Teaching*, 71(2), 93-95.
- Greiner, F., Saalbach, H., Baumann, E., Heitz, K., Bauch, J., Wolf, K., & Schmitz, J. (2024). Presentation of the research project Monitor Education and Mental Health (BiPsy-Monitor). *Journal of the Working Group for School and Psychiatry*, 33, 38-39.
- Große, G. & Krapf, A. (2024). From science to practice and back. This is how *science-practice transfer* works at the *Leipzig model school*. *bildung+ schule digital*, 2024(1), 12-14.
- Grove, N., Richards, S., Rice, S., Magwood, C., Collis, B., Martick, S., Schuppener, S., Kremsner, G., Tilley, E., & Walmsley, J. (2024). Big ideas that changed the world of disability: Exploring theory with self-advocates. *British Journal of Learning Disabilities*, 1-13. <https://doi.org/10.1111/bjld.12345>
- Haen, A. C., Hardy, I., Saalbach, H., Leuchter, M., & Steffensky, M. (2025). Preschool teachers' language scaffolding in early science education in linguistically heterogeneous groups. In M. Hasselhorn & H.-G. Roßbach (Eds.), *Children with increased risks of educational failure* (working title). Edition ZfE. Springer VS.
- Hanke, L., Goldbach, A., & Schuppener, S. (2024). Pedagogizing a culture of remembrance for an awareness of democracy - the teaching topic "National Socialism" in special education with a focus on intellectual development. *Journal of Special Education*, 75(3), 119-129.
- Huff, L., Déniz, T., Gronem, L., & Grueneisen, S. (2025). Children recognize and reject favoritism in norm enforcement. *Cognition*, 254, 105981. <https://doi.org/10.1016/j.cognition.2024.105981>
- Kanold, E. (2024). Traffic lights and stones. Advantages and disadvantages of classroom public reward systems. *Primary School*, 6, 18-19.
- Kanold, E. & Liebers, K. (eds.) (2024). Foundation of learning - Good pedagogical relationships. *Grundschule*, 5, special issue.
- Krapf, A. (2024). Over the moat! How can the physical-motor development of children in elementary school be promoted? *The Primary School Journal*, 38(346), 32-33.
- Lecon, S., Rölli Siebenhaar, M., Scholz, N., & Viernickel, S. (2024). The claim of participatory research. Ethnographic explorations and analytical reflections on the research process in the WoGe project. *The Pedagogical View*, 32(2).
- Leonhardt, N., Kruschel R. & Schuppener, S. (2024). *Beyond the schoolyard. Practical handbook for inclusive and social space-oriented education in challenging situations*. Beltz.
- Li, L., & Grueneisen, S. (2024). Moral, conventional, personal: reasons for action as dimensions of

- normativity. *Philosophical Psychology*, 1-20. <https://doi.org/10.1080/09515089.2024.2433523>
- Liebers, K. (2024). Shaming in pedagogical relationships. *Primary School*, 5, 14-17.
- Liebers, L. (2024). *Gregorius Schlaghart and Lorenz Richard - an edification book for country school teachers as an early code of ethics*. Available online at: <https://doi.org/10.1038/s44159-024-00328-7>
- Malti, T., & Speidel, R. (2024). Development of prosociality and the impacts of adversity. *Nature Reviews Psychology*, 3, 534-535. <https://doi.org/10.1038/s44159-024-00328-7>
- Melzer, C. (2024). Assessment from a special educational perspective. In J. König, C. Hanisch, P. Hanke, T. Hennemann, K. Kaspar, M. Martens & S. Strauß (Eds.), *It depends on the teacher and their teaching. Ten years of empirical research on professions and teaching at the IZEF of the University of Cologne*. (S. 249-260). Waxmann. <https://doi.org/10.31244/9783830998761>
- Melzer, C., & Herwix, A. (2024). App-based self-monitoring as an intervention to support attention in students with learning difficulties. *Frontiers in Education*, 9:1270484. <https://doi.org/10.3389/feduc.2024.1270484>
- Platte, A., Enderle, C. & Melzer, C. (2024). Participatory research with the design-based research approach - Joint development of a concept of organizational forms in special education with a focus on emotional and social development. *Emotional and Social Development (ESE)*, 6, 56-71. <http://dx.doi.org/10.1080/10800951.2024.2433523>
- Saalbach, H., & Köller, O. (2024). The importance of psychology for the design of effective and positive educational processes. *Psychology in Education and School*, 70(4), 225-227. <http://dx.doi.org/10.1080/10800951.2024.2433523>
- Schlichting, H., & Schuppener, S. (2024). Disgust and shame in care situations - Insights into everyday school life with children and adolescents with so-called intellectual disabilities. In S. Schuppener & M. Dederich (Eds.), *Ambivalent Emotions in the Context of Inclusion and (Intellectual) Disability* (pp. 125-143). Klinkhardt - in cooperation with Lebenshilfe-Verlag.
- Schuppener, S. (2024). Diagnostics and ableism. In N. Leonhardt (Ed.), *Praxisbuch Ableismus in der Schule. For a new approach to disability and ability* (pp. 57-61). Beltz.
- Schuppener, S. (2024). Diversity-oriented knowledge production and transfer - Critical examination of university culture and a plea for more diversity of perspectives in education. In EUCREA e.V. (ed.), *Future is now! Insights and outlooks for inclusive practice at arts universities* (pp. 70-81). Eucreea self-published.
- Schuppener, S. (2024). Participatory research. In F. Dieckmann, T. Heddergott & A. Thimm (Eds.), *Supported living and participation. Findings and perspectives of research on people with intellectual disabilities* (pp. 193-215). Springer VS.
- Schuppener, S., & Bock, Bettina M. (2024). Intellectual Disability and Accessible Communication. In: S. Hansen-Schirra, K. Abels, S. Signer & C. Maaß (Eds.), *The Dictionary of Accessible Communication* (pp. 213-238). Frank & Timme.
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- Schuppener, S., Goldbach, A., & Hauser, M. (2024). Critical examination of (pseudo)participation in the context of participatory research. *Gemeinsam Leben*, 32(3), 148-155.
- Schuppener, S., Hennicke, K., & Reiprich, F. (2024). Promoting the mental health of children and adolescents with intellectual disabilities - a task for special education, child and adolescent psychiatry and psychotherapy. *Journal of Special Education* 75(10), 457-468
- Steinmann, A. (2024). Educational process innovation - subject didactic development research. *Traces of work. Teaching technology and design*, 175(3),18-21.
- Steinmann, A., Bauer, D., & Kalder, P. (2024). Repair culture - participation in social transformation in technical design at primary level. In M. Binder, M. Friese & I. Penning (Eds.), *Strengthening participation in social transformation: The contribution of work-related and technical education* (1st ed.) (pp. 19-33). wbv publication. <https://doi.org/10.3278/9783763976348>
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NEXT ISSUE 01/2025

THE NEXT RESEARCH NEWSLETTER

CONTENTS

We will be happy to include your research project/qualification project, a research collaboration, a conference or other important information in the research newsletter. The secretariats of the professorships will be contacted in advance by January 24, 2025 to report current

publications or information on events.

FOCUS OF THE NEXT ISSUE

Artificial intelligence and digitality

NEXT EDITORIAL DEADLINE

01.02.2025 for issue 01/25

CONTACT

Beatrice.Rupprecht@uni-leipzig.de

Anne.Stein@studserv.uni-leipzig.de