

### ***In Journals (peer-reviewed)***

- Nachtigall, V., Shaffer, D. W., & Rummel, N. (under review). Stirring a secret sauce: A literature review on the conditions and effects of authentic learning.
- Nachtigall, V., & Rummel, N. (under review). Investigating students' perceived authenticity of learning activities in an out-of-school lab for social sciences: A replication study.
- Hagenkötter, R., **Nachtigall, V.**, Rolka, K., & Rummel, N. (accepted). „Meistens sind Forscher älter, meist tragen die eine Brille“ – Schülervorstellungen über Wissenschaftler\*innen. *Unterrichtswissenschaft*.
- Nachtigall, V., Serova, K., & Rummel, N. (2020). When failure fails to be productive – Probing the effectiveness of Productive Failure for learning beyond STEM domains. *Instructional Science* 48(6), 651-697.
- Nachtigall, V., Rummel, N., & Serova, K. (2018): Authentisch ist nicht gleich authentisch – Wie Schülerinnen und Schüler die Authentizität von Lernaktivitäten im Schülerlabor einschätzen. *Unterrichtswissenschaft* 46(3). S. 299-319.

### ***In Conference Proceedings (peer-reviewed)***

- Nachtigall, V., Hempert, L., & Rummel, N. (accepted). Fostering students' cue utilization in a Productive Failure setting. *Proceedings of the 15th International Conference of the Learning Sciences (ICLS) 2021*.
- Nachtigall, V., & Rummel, N. (2020). “Social scientists need to be nice and empathetic”: Exploring students' beliefs related to social sciences and humanities. In M. Gresalfi & I. Seidel Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020*, Volume 1 (pp. 641-644). Nashville (Tennessee), USA: International Society of the Learning Sciences.
- Nachtigall, V., & Sung, H. (2019). Students' collaboration patterns in a Productive Failure setting: An epistemic network analysis of contrasting cases. In B. Eagan, M. Misfeldt, & A. Siebert-Evenstone (Eds.), *Advances in Quantitative Ethnography, First International Conference on Quantitative Ethnography (ICQE) 2019* (pp. 165-176). Cham, Switzerland: Springer.
- Nachtigall, V., Keuschnig, A., Behrendt, L., & Brune, L. (2018): Authentic learning and teaching in an out-of-school lab - First steps towards empirical investigation of a theoretical model. In J. Kay & R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 2* (pp. 1061-1064). London, UK: International Society of the Learning Sciences.

### ***Chapters in Books***

- Nachtigall, V., & Rummel, N. (2020). Zum Einsatz von Wissenstests und Fragebögen in zwei erziehungs- und sozialwissenschaftlichen Schülerlaborprojekten. In K. Sommer, J. Wirth, & M. Vanderbeke (Hrsg.): *Handbuch Forschen im Schülerlabor – Theoretische Grundlagen, empirische Forschungsmethoden und aktuelle Anwendungsgebiete* (pp. 193-200). Münster: Waxmann-Verlag.

### ***Conference Contributions (without Proceedings)***

- Nachtigall, V. & Rummel, N. (2019): *Examining the cognitive and metacognitive mechanisms of Productive Failure in a non-STEM learning setting*. Poster presented at the European Conference for Cognitive Science, 02.09.-04.09.2019, Bochum, Germany.
- Nachtigall, V., Rummel, N., & Serova, K. (2019): *Extending Productive Failure to a non-STEM domain: Testing the effect on learning social sciences*. Paper presented at the 18th International Conference of the European Association for Research on Learning and Instruction (EARLI), 12.08.-16.08.2019, Aachen, Germany.
- Nachtigall, V., Rummel, N., & Serova, K. (2018): *Extending Productive Failure to a non-STEM domain: Can students learn about educational and social research methods in a PF setting?* Paper presented at the first Symposium on Productive Failure, 29.11.-30.11.2018, Zürich, Schweiz.
- Nachtigall, V., Rummel, N., & Serova, K. (2018): *Die Effektivität von Productive Failure für das Lernen erziehungswissenschaftlicher Forschungsmethoden im Schülerlabor*. Vortrag auf dem 51. Kongress der Deutschen Gesellschaft für Psychologie (DGPs), 15.09.-20.09.2018, Frankfurt am Main, Germany.
- Nachtigall, V., Rummel, N., & Serova, K. (2018): *The effectiveness of productive failure for learning educational science methods in an out-of-school lab*. Paper presented at the 2018 joint Special Interest Group Meeting of EARLI SIG 6 (Instructional Design) and SIG 7 (Learning and Instruction with Computers), 22.08.-24.08.2018, Bonn, Germany.
- Nachtigall, V., Rummel, N., & Serova, K. (2018): *Authentic learning of educational science methods in an out-of-school lab – Investigating students' perceived authenticity of the learning activity*. Paper presented at the conference "The spatial turn and its implications on (in)formal learning contexts", 08.03.-09.03.2018, Bochum, Germany.
- Nachtigall, V., Rummel, N., & Serova, K. (2017): *Die Rolle des Instruktionszeitpunkts für erfolgreiches Lernen im Schülerlabor*. Posterpräsentation auf der Tagung „Wissenschaftliche Erforschung und Evaluation von Schülerlaboren“, 24.11.-25.11.2017, Bochum, Germany.
- Nachtigall, V., Rummel, N., & Serova, K. (2017): *Bewusstsein über eigene Wissenslücken als Voraussetzung für die Effektivität von Productive Failure*. Vortrag auf der gemeinsamen Tagung der Fachgruppen Entwicklungspsychologie und Pädagogische Psychologie (PAEPSY), 11.09.-14.09.2017, Münster, Germany.
- Nachtigall, V., Rummel, N., & Serova, K. (2017): *Investigating the impact of time of instruction on learning in an out-of-school lab*. Paper presented at the 17th International Conference of the European Association for Research on Learning and Instruction (EARLI), 29.08.-02.09.2017, Tampere, Finland.