

PUBLICATION RECORD – DR. RICARDO BÖHEIM

Articles in Preparation

- Böheim, R.**, & Seidel, T. (in prep). Ein integratives Model zur Bedeutung aktiver Schüler*innenbeteiligung im Kontext schulischen Lernens. *Zeitschrift für Erziehungswissenschaft*.
- Böheim, R.**, Daumiller, M. H., Lewalter, D., Markus, D., & Seidel, T. (in prep). The effect of preservice teachers' motivation goals and beliefs on their attention allocation toward specific students and relevant classroom events. *British Journal of Educational Psychology as part of the Special Issue on Teacher motivation and teaching quality: Situation-specific and process-oriented perspectives*.

Submitted Articles for Peer Review [5 | as first author 1]

- Böheim, R.**, & Symonds, J. (under review). Perspectives on momentary engagement and learning situated in classroom contexts: Introduction to the special issue. *Frontline Learning Research*.
- Renninger, K. A., **Böheim, R.**, Dios, M. C. de, Hogan, M. R., Kyaw, M. H., Michels, A. G., Nakayama, M., Torres Núñez, P. E., & Werneck de Souza Dias, H. (under review). Exploring moments of open-ended problem-solving in mathematics: The relation between collaboration and executive functions. *Frontline Learning Research*.
- Baines, E., Somerville, M., **Böheim, R.**, Zhao, Y., Symonds, J., Davies, A., & Blatchford, P. (under review). Peer relations, engagement and achievement in primary school classrooms. *Frontline Learning Research*.
- Knogler, M., **Böheim, R.**, Diery, A., Harackiewicz, J. M., & Seidel, T. (under review). Promoting positive beliefs towards research evidence: Results from a utility-value intervention study with preservice teachers. *Frontiers in Psychology*.
- Munk, S., Holzberger, D., **Böheim, R.** & Seidel, T. (under review). Supportive teachers, active students: Is teacher support a promising key to engaging students with and without migration backgrounds? *Frontiers in Education*.

Journal Publications (*peer-reviewed) [11 | as first author 5]

2020-2024

- ***Böheim, R.**, Daumiller, M. H., & Seidel, T. (2024). A Longitudinal study of student hand raising: Stability and reciprocal dynamics with cognitive elaboration and academic self-concept. *Journal of Educational Psychology*, 116(2), 297–315. <https://doi.org/10.1037/edu0000838>
- *Farrell, M., Martin, M., **Böheim, R.**, Renkl, A., Rieß, W., Könings, K. D., van Merriënboer, J. J. G. & Seidel, T. (2024). Signaling cues and focused prompts for professional vision support: The interplay of instructional design and situational interest in preservice teachers' video analysis. *Instructional Science*, 1–39. <https://doi.org/10.1007/s11251-024-09662-y>
- *Kosel, C., **Böheim, R.**, Schnitzler, K., Holzberger, D., Pfeffer, J., Bannert, M., & Seidel, T. (2023). Keeping track in classroom discourse: Comparing in-service and pre-service teachers' visual attention to students' hand-raising behavior. *Teaching and Teacher Education*, 128, 104142. <https://doi.org/10.1016/j.tate.2023.104142>
- *Nickl, M., Sommerhoff, D., **Böheim, R.**, Ufer, S., & Seidel, T. (2023). Fostering pre-service teachers' assessment skills in a video simulation. *Zeitschrift Für Pädagogische Psychologie/German Journal of Educational Psychology*, 38(1-2), 27–34. <https://doi.org/10.1024/1010-0652/a000362>
- *Hauk, D., Gröschner, A., Weil, M., **Böheim, R.**, Schindler, A.-K., Alles, M., & Seidel, T. (2022). How is the design of teacher professional development related to teacher learning about classroom discourse? Findings from a one-year intervention study. *Journal of Education for Teaching*, 1–15. <https://doi.org/10.1080/02607476.2022.2152315>

- ***Böheim, R.**, Schnitzler, K., Gröschner, A., Weil, M., Knogler, M., Schindler, A.-K., Alles, M., & Seidel, T. (2021). How changes in teachers' dialogic discourse practice relate to changes in students' activation, motivation and cognitive engagement. *Learning, Culture and Social Interaction*, 28, 100450. <https://doi.org/10.1016/j.lcsi.2020.100450>
- *Schindler, A.-K., Seidel, T., **Böheim, R.**, Knogler, M., Weil, M., Alles, M., & Gröschner, A. (2021). Acknowledging teachers' individual starting conditions and zones of development in the course of professional development. *Teaching and Teacher Education*, 100, 103281. <https://doi.org/10.1016/j.tate.2021.103281>
- ***Böheim, R.**, Urdan, T., Knogler, M., & Seidel, T. (2020). Student hand-raising as an indicator of behavioral engagement and its role in classroom learning. *Contemporary Educational Psychology*, 62, 101894. <https://doi.org/10.1016/j.cedpsych.2020.101894>
- ***Böheim, R.**, Knogler, M., Kosel, C., & Seidel, T. (2020). Exploring student hand-raising across two school subjects using mixed methods: An investigation of an everyday classroom behavior from a motivational perspective. *Learning and Instruction*, 65, 101250. <https://doi.org/10.1016/j.learninstruc.2019.101250>
- *Reinhold, F., Strohmaier, A., Hoch, S., Reiss, K., **Böheim, R.**, & Seidel, T. (2020). Process data from electronic textbooks indicate students' classroom engagement. *Learning and Individual Differences*, 83-84, 101934. <https://doi.org/10.1016/j.lindif.2020.101934>
- ***Böheim, R.**, Schnitzler, K., & Seidel, T. (2020). Den Transfer von empirischer Forschung in die Unterrichtspraxis begleiten: Ein videobasierter Ansatz zur Förderung von evidenzbasiertem Unterrichtshandeln in der Hochschullehre. *Beiträge zur Lehrerinnen- und Lehrerbildung*, 38(1), 101–115. <https://doi.org/10.25656/01:21778>

Contributions to Handbooks and Edited Books (*peer-reviewed)

[6 | as first author 2]

2018-2024

- *Schindler, A.-K., **Böheim, R.**, Holzberger, D., Stürmer, K., Knogler, M. & Seidel, T. (in press). Soziale Interaktion und Kommunikation. In D. Urhahne, M. Dresel & F. Fischer (Hrsg.), *Psychologie für den Lehrberuf*. Berlin: Springer.
- *Seidel, T., Kosel, C., **Böheim, R.**, Gegenfurtner, A., & Stürmer, K. (in press). A cognitive model of professional vision and acquisition of visual expertise using video excerpts in the teaching profession. In A. Gegenfurtner & R. Stahnke (Eds.), *New Perspectives on Learning and Instruction. New Perspectives on Teacher Professional Vision*. Routledge.
- ***Böheim, R.**, Schindler, A.-K., & Seidel, T. (2022). Engaging teachers in dialogic discourse practices: Challenges, effective PD approaches and teachers' individual development. In A. C. Superfine, S. R. Goldman, & M.-L. Ko (Eds.), *Routledge Advances in Learning Sciences. Teacher learning in changing contexts: Perspectives from the learning sciences* (1st ed., pp. 15–34). Routledge. <https://doi.org/10.4324/9781003097112-3>
- Böheim, R.**, Gröschner, A., Weil, M., Schindler, A.-K., & Seidel, T. (2020). Konzeption der „Dialogue II“-Studie und Erhebungsablauf. In M. Weil, A. Gröschner, A.-K. Schindler, **R. Böheim**, D. Hauk, & T. Seidel (Eds.), *Dialogische Gesprächsführung im Unterricht: Interventionsansatz, Instrumente und Videokodierungen* (pp. 11–17). Münster: Waxmann Verlag GmbH. <https://doi.org/10.31244/9783830991601>
- Weil, M., Gröschner, A., Schindler, A.-K., **Böheim, R.**, Hauk, D., & Seidel, T. (Eds.). (2020). *Dialogische Gesprächsführung im Unterricht: Interventionsansatz, Instrumente und Videokodierungen*. Waxmann Verlag GmbH. <http://www.waxmann.com/buch4160> <https://doi.org/10.31244/9783830991601>
- *Pielmeier, M., **Böheim, R.**, Schindler, A.-K., Gröschner, A., Knogler, M., Alles, M., & Seidel, T. (2018). *Fostering Dialogic Teaching – The “Dialogic Video Cycle” as a video-based professional development programme to enhance classroom discourse*. In K. Smith (Ed.), *Norsk OG Internasjonal Laererutdannings-Forskning* (pp. 63–87). Bergen: Fagbokforlaget.

Additional Publications

2020

Böheim, R. (2020). *The behavior of student hand-raising as an observable indicator of student engagement: Exploring the role of hand-raising in classroom learning and its relation to student motivation* [Dissertation]. Technical University of Munich, Munich.
<https://mediatum.ub.tum.de/node?id=1574634>

2018

Böheim, R., Alles, M., Schindler, A.-K., & Seidel, T. (2018). TUM Watchroom: Videobeispiele innovativer Unterrichtskonzepte. *ExploreTUM*, 2018/02, 36–37. München: Technische Universität München.

2017

Böheim, R., & Möhringer, J. (2017). Sachtexte richtig verstehen – Förderung von Lesestrategien im Biologieunterricht: Beitrag Z.4. In *Unterrichts-Materialien Biologie Sek. I* (Bd. 35, S. 1–24). Stuttgart: Dr. Josef Raabe Verlags-GmbH.

2016

Böheim, R. (2016). Antrieb der Fotosyntheserate - die Bedeutung äußerer Einflüsse: Beitrag D.3.14. In *725. Unterrichts-Materialien Biologie Sek. II* (S. 1–16). Hallbergmoos: Stark Verlag.

Unpublished Thesis

Böheim, R. (2016). *Förderung von Lesestrategien im naturwissenschaftlichen Unterricht – Eine Interventionsstudie [Improving reading strategies in science teaching – An intervention study]* (Unpublished master's thesis). Technische Universität München, München.

Böheim, R. (2013). *Wie stellt sich das unterrichtliche Handeln in Bezug auf die lernwirksame Unterrichtskomponente Lernatmosphäre von Lehramtsstudierenden in unterschiedlich komplexen Lehrsituationen dar? [Investigation of pre-service teachers' teaching skills with regard to learning climate as an important pedagogical strategy in teaching situations of different complexity]* (Unpublished bachelor's thesis). Technische Universität München, München.

Organized Symposia [6 | as first author 4]

- Böheim, R.,** & Daumiller, M. (08/2024 - accepted). *Bridging motivation and engagement research: Integration and ways forward* for conference. Organized symposium. Universität Bern. EARLI SIG 8, Bern, Presenters: Renninger, K. A.; Farrell, M.; Böheim, R.; Upadyaya, K.; Discussant: Urdan, T.
- Böheim, R.** (08/2023). *Investigating students' active participation in classroom discourse*. Organized symposium. Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki. Presenters: Sedova, K.; Mundelsee, L.; Böheim, R.; Bühler, B.; Discussant: Vrikki, M.
- Böheim, R.,** & Symonds, J. (08/2023). *Different perspectives on momentary situated engagement in classroom contexts*. Invited symposium. Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki. Presenters: Tang, X.; Renninger, K. A.; Symonds, J.; Baines, E.; Discussant: Kyriakopoulou, A.
- Böheim, R.** & Tina Seidel (02/2023). *Die Bedeutung von aktiver Schüler*innenbeteiligung im Unterricht: Individuelle Lernvoraussetzungen, kontextuelle Determinanten und der Zusammenhang mit Lernerfolg*. Organized symposium. 10. Tagung der GEBF. Presenters: Jansen, N.; Denn, A.-K.; Goldberg, P.; Böheim, R.; Discussant: Holzberger, D.
- Symonds, J., & **Böheim, R.** (08/2021). *Momentary situated engagement, learning and performance*. Invited symposium. EARLI (Conference for Research on Learning and Instruction), Online conference. Presenters: Renninger, K. A.; Dignath, C.; Symonds, J.; Discussant: Kyriakopoulou, A.
- Knogler, M., & **Böheim, R.** (08/2019). *Classroom behavior and its relation to student motivation and engagement*. Organized symposium. EARLI (Conference for Research on Learning and Instruction), Aachen. Presenters: Böheim, R.; Rogat, T.; Symonds, J.; Corrodi, C.; Discussant: Renninger, K. A.

Conference Presentations (*peer-reviewed) [38 | as first author 14]

2024 – Accepted Presentations

- ***Böheim, R.,** Daumiller, M., & Seidel, T. (08/2024). *Engagement and motivation: Distinction, synergies, and an integrated model for educational contexts*. Paper presentation at symposium on "Bridging motivation and engagement research: Integration and ways forward". Universität Bern. EARLI SIG 8 Conference, Switzerland.
- *Knogler, M., **Böheim, R.,** Diery, A., Harackiewicz, J. M., & Seidel, T., (08/2024). *Promoting positive beliefs towards evidence: A utility-value intervention with preservice teachers*. Paper presentation. Universität Bern. EARLI SIG 8 Conference, Switzerland.
- *Kosel, C., **Böheim, R.,** & Seidel, T. (08/2024). *Do teachers pay more attention to strong students while ignoring struggling students?* Paper presentation at symposium on "Student diversity in the eyes of teachers: Teachers' visual attention, beliefs, and attitudes". University of Oxford, EARLI SIG 11 & 13 joint conference, UK.

2024

- *Kosel, C., **Böheim, R.,** & Seidel, T. (03/2024). *Im Blickfeld der Lehrkraft: Wie verteilen Lehrkräfte ihre Aufmerksamkeit auf Schüler:innen mit unterschiedlichen kognitiven und motivational-affektiven Lernermerkmalen?* Vortrag im Rahmen des Symposiums „Professionelle Unterrichtswahrnehmung: Wie blicken Lehrkräfte auf ihre Schülerinnen und Schüler?“. Universität Potsdam. 11. Tagung der GEBF, Potsdam.

2023

- ***Böheim, R.,** Schindler, A.-K., & Seidel, T. (08/2023). *Engaging teachers in dialogic discourse: PD effectiveness and teachers' individual learning*. Paper presentation at symposium on "Perspectives on emerging teacher learning research". Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki.
- ***Böheim, R.,** Daumiller, M., & Seidel, T. (08/2023). *Hand raising and its bidirectional relationships with cognitive elaboration and self-concept*. Paper presentation. Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki.

- *Renninger, K. A., **Böheim, R.**, Dios, M. C. de, Hogan, M. R., Kyaw, M. H., Michels, A. G., Nakayama, M., Torres Núñez, P. E., & Werneck de Souza Dias, H. (08/2023). *Exploring collaboration and executive functions in open-ended problem-solving in mathematics*. Paper presentation. Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki.
- *Kosel, C., **Böheim, R.**, Holzberger, D., Schnitzler, K., Pfeffer, J., Bannert, M., & Seidel, T. (08/2023). *Comparing experienced and novice teachers' visual attention to students' hand-raising behavior*. Paper presentation. Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki.
- *Munk, S., **Böheim, R.**, & Holzberger, D. (08/2023). *Teacher support and student participation: Generalizability across students and subjects*. Paper presented at symposium on "Teacher-student relationships in education—what we know and what we don't (yet) know". Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki.
- *Baines, E., Somerville, M., **Böheim, R.**, Zhao, Y., Symonds, J., Davies, A., & Blatchford, P. (08/2023). *Peer relations, engagement and achievement in primary school classrooms*. Paper presentation. Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki.
- *Farrell, M., Martin, M., **Böheim, R.**, Renkl, A., Rieß, W., Könings, K. D., van Merriënboer, J. J. G., & Seidel, T. (08/2023). *Signaling, self-explanations, and situational interest in preservice professional vision training*. Paper presentation. EARLI (Conference for Research on Learning and Instruction), Thessaloniki.
- *Symonds, J. E., Davies, A., Sloan, S., Devine, D., Martinez Sainz, G., **Böheim, R.**, Somerville, M., Baines, E., Tang, X., Oeri, N., Rinas, R., Buehler, F., & Benke, G. (08/2023). *Class size, momentary behavioural engagement, and low income schools: An Irish national study*. Paper presentation. Aristotle University. EARLI (Conference for Research on Learning and Instruction), Thessaloniki.
- ***Böheim, R.**, Daumiller, M., & Seidel, T. (02/2023). *Die Stabilität von Schülermeldungen und deren reziproker Zusammenhang mit Selbstkonzept und kognitiver Lernaktivität im Verlauf des Schuljahres*. Vortrag. Universität Duisburg-Essen. 10. Tagung der GEBF, Essen.
- *Kosel, C., **Böheim, R.**, & Seidel, T. (02/2023). *Wissenschaftliche Gütekriterien in Eye-Tracking Studien mit Lehrpersonen: Herausforderungen und Lösungsansätze*. Vortrag. Universität Duisburg-Essen. 10. Tagung der GEBF, Essen.
- *Munk, S., **Böheim, R.**, & Holzberger, D. (02/2023). *Welche Rolle spielt die Fehlerkultur bei der Beteiligung am Unterrichtsgespräch? Eine Untersuchung des Haupteffekts und der moderierenden Rolle von Selbstkonzept und Migrationshintergrund*. Vortrag. Universität Duisburg-Essen. 10. Tagung der GEBF, Essen.

2022

- ***Böheim, R.**, Schindler, A.-K., Gröschner, A., & Seidel, T. (09/2022). *An intervention study on teachers' discourse practice and its effects on classroom learning and student motivation*. Poster presentation. Advancing (digital) learning discourse in teaching, teacher education, and teachers' professional development, Monte Verità, Ascona.
- *Munk, S., **Böheim, R.**, & Holzberger, D. (09/2022). *Der Einfluss von Fehlerkultur auf aktive Unterrichtsbeteiligung. Die Bedeutung von Selbstkonzept und Migrationshintergrund*. Vortrag. 52. Kongress der Deutschen Gesellschaft für Psychologie (DGPS), Hildesheim.
- *Somerville, M., Baines, E., **Böheim, R.**, Blatchford, P., Symonds, J., Davies, A., & Zhao, Y. (09/2022). *Peer relations, classroom engagement, and learning*. Paper presentation. BPS Psychology of Education Section Annual Conference 2022, Oxford, England.
- *Diery, A., **Böheim, R.**, Knogler, M., Seidel, T., & Harackiewicz, J. M. (08/2022). *Fostering utility-value of research evidence in future teachers: Results of an intervention study*. Paper presentation. EARLI SIG 6 & 7 joint conference, Zollikofen, Switzerland.
- *Nickl, M., Sommerhoff, D., **Böheim, R.**, Ufer, S., & Seidel, T. (08/2022). *Fostering pre-service teachers' assessment skills in simulations: Effects of conceptual prompts and a utility value intervention*. Paper presentation. EARLI SIG 6 & 7 joint conference, Zollikofen, Switzerland.
- *Knogler, M., **Böheim, R.**, Diery, A., Seidel, T., & Harackiewicz, J. M. (08/2022). *Pre-service teachers' beliefs towards research evidence: results from an intervention study*. Paper presentation. EARLI SIG 8 & 16 Joint Conference, Online.

- *Farrell, M., Martin, M., **Böheim, R.**, Rieß, W., Renkl, A., & Seidel, T. (08/2022). *The dynamic role of preservice teachers' video-analysis situational interest in instructional design*. Paper presentation. Summer school for the EARLI SIG 8 & 16 joint conference, Dresden, Germany.
- *Nickl, M., Sommerhoff, D., **Böheim, R.**, Ufer, S., & Seidel, T. (08/2022). *Assessing students' proof skills: Supporting pre-service teachers with scaffolding*. Poster presentation. 45th Conference of the International Group for the Psychology of Mathematics Education (PME), Alicante, Spain.
- ***Böheim, R.**, Daumiller, M., & Seidel, T. (04/2022). *A cross-lagged longitudinal study of student handraising: Stability and reciprocal dynamics with elaboration and self-concept*. Paper presentation. AERA Annual Meeting, San Diego / Online.
- *Kosel, C., **Böheim, R.**, Holzberger, D., & Seidel, T. (04/2022). *Keeping the overview in class discussions: How hand-raising affects visual attention of novice and experienced teachers*. Paper presentation. Invited symposium. AERA Annual Meeting, San Diego / Online.
- ***Böheim, R.**, Diery, A., Knogler, M., Seidel, T. & Harackiewicz, J. M. (03/2022). *Förderung der wahrgenommenen Nützlichkeit von bildungswissenschaftlicher Evidenz bei Lehramtsstudierenden*. Vortrag. Universität Bamberg. 9. Tagung der GEBF, Virtuelle Konferenz.
- *Munk, S., Holzberger, D. & **Böheim, R.** (03/2022). *Fehlerkultur und Beteiligung am Unterrichtsgespräch: Welche Rolle spielen Selbstkonzept und Migrationshintergrund?* Vortrag. Universität Bamberg. GEBF-Nachwuchstagung, Virtuelle Konferenz.

2021

- ***Böheim, R.**, Knogler, M., Urdan, T. & Seidel, T. (08/2021). *Motivational and cognitive correlates of student hand-raising*. Paper presentation at symposium on "Understanding and promoting students' oral participation in class". EARLI (Conference for Research on Learning and Instruction), Online conference.
- *Hauk, D., Gröschner, A., Alles, M., Weil, M., **Böheim, R.**, Schindler, A.-K., & Seidel, T. (08/2021). *Facilitating teacher learning about classroom discourse: The role of constructivist beliefs*. Poster presentation. EARLI (Conference for Research on Learning and Instruction), Online conference
- *Knogler, M., **Böheim, R.**, Diery, A., Seidel, T. & Harackiewicz, J. M. (08/2021). *Fostering utility-value of educational research evidence in future teachers*. Single Paper. EARLI (Conference for Research on Learning and Instruction), Online conference.

2020

- ***Böheim, R.**, Schnitzler, K., Weil, M., Knogler, M., Schindler, A.-K., Alles, M., . . . Seidel, T. (04/2020). *How changes in dialogic teaching explain changes in students' activation, motivation and cognitive elaboration* [Roundtable session]. AERA Annual Meeting San Francisco, US (Conference Canceled).
- *Hauk, D., Gröschner, A., Klöden, R., Schindler, A.-K., Weil, M., **Böheim, R.**, Alles, M., Knogler, M., & Seidel, T. (03/2020). *Unterrichtsgespräche lernwirksam führen: Welchen Einfluss haben unterschiedliche Fortbildungsdesigns auf das Wissen zur Unterrichtskommunikation und die konstruktivistische Überzeugung der Lehrkräfte?* Vortrag. 8. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Potsdam.

2019

- ***Böheim, R.**, Urdan, T. C., Knogler, M., & Seidel, T. (08/2019). *Hand-raising and successful learning. Relations between hand-raising, cognitive engagement and academic achievement*. Paper presentation at symposium on "Studying student engagement in authentic learning settings: Measurement, prerequisites, consequences". RWTH Aachen University. EARLI (Conference for Research on Learning and Instruction), Aachen.
- ***Böheim, R.**, Knogler, M., & Seidel, T. (08/2019). *What motivates students' hand-raising? On the relation between motivation and student behavior*. Paper presentation at symposium on "Classroom behavior and its relation to student motivation and engagement". RWTH Aachen University. EARLI (Conference for Research on Learning and Instruction), Aachen.
- *Schindler, A.-K., Seidel, T., **Böheim, R.**, Weil, M., Knogler, M., Alles, M., & Gröschner, A. (08/2019). *Understanding teachers' learning zones and change trajectories in teacher professional development*. Paper presentation at symposium on "Understanding teachers' change trajectories

and perspectives in teacher professional development". RWTH Aachen University. EARLI (Conference for Research on Learning and Instruction), Aachen.

***Böheim, R.**, Schnitzler, K., Knogler, M., & Seidel, T. (02/2019). *Meldungen – ein Indikator für erfolgreiches Lernen? Der Zusammenhang von Meldungen, kognitiver Lernaktivität und Schülerleistung*. Vortrag. Universität zu Köln. 7. Tagung der GEBF, Köln.

2018

***Böheim, R.**, Knogler, M., & Seidel, T. (08/2018). *What motivates students' hand-raising? Results from a video-study in two school subjects*. Single Paper. Aarhus University. EARLI SIG 8 (Motivation and Emotion) Conference, Aarhus

***Böheim, R.**, Knogler, M., & Seidel, T. (06/2018). *Hand-raising as a gateway to classroom-interactions: Occurrences and motives of an underestimated classroom behavior*. Paper presentation at symposium on "The interaction between teaching and meaningful student learning". University of Agder. EARLI SIG 11 (Teaching and Teacher Education) Conference, Kristiansand.

***Böheim, R.**, Knogler, M., & Seidel, T. (02/2018). *Warum melden sich Schüler? Ergebnisse einer Video-Studie in zwei Unterrichtsfächern*. Vortrag. Universität Basel. 6. Tagung der GEBF, Basel.

*Schindler, A.-K., **Böheim, R.**, Seidel, T., Pielmeier, M., & Gröschner, A. (02/2018). *Dialogisches Lehren im Unterricht: Qualitätskriterien zur Implementation einer Lehrerfortbildung aus Schülersicht*. Posterbeitrag. Universität Basel. 6. Tagung der GEBF, Basel.

2017

*Huber, S., **Böheim, R.**, & Seidel, T. (03/2017). *Motiviert guter Unterricht?: Die Bedeutung von Unterrichtsqualität für die intrinsische Motivation im Deutsch- und Mathematikunterricht. Eine Analyse auf Individual- und Klassenebene*. Vortrag im Rahmen des Symposiums "Die Bedeutung von Unterrichtsqualität und Lehrkraftkompetenzen für schulischen Bildungserfolg – Befunde aus sprachlicher und naturwissenschaftlich-mathematischer Perspektive". Ruprecht-Karls-Universität Heidelberg. 5. Tagung der GEBF, Heidelberg.

Invited Talks

Böheim, R., & Seidel, T. (05/2024). *Die Einführung von Core Practices in der Lehrpersonenbildung*. Vortrag für die Arbeitsgruppe Unterrichtspraxis aus dem Leibniz-Netzwerk Unterrichtsforschung. Online.

Böheim, R. (06/2023). *Student engagement in classroom interactions: Studying students' hand-raising behavior during whole-class discourse*. Invited talk. Technical University of Munich. TUM School of Social Sciences and Technology Brown Bag Lunch, Munich.

Böheim, R. (06/2023). *Student engagement in classroom interactions: Studying students' hand-raising behavior during whole-class discourse*. Invited talk. Utrecht University, Netherlands

Böheim, R. (02/2023). *Videoreflexion im Lehramtsstudium zur Förderung des Wissenschafts-Praxis-Transfers*. Vortrag. Ludwig-Maximilians-Universität. Universität Bayern e.V. Praxisanteile in der Lehrkräftebildung, München.

Böheim, R. (11/2022). *Neu als Betreuungslehrkraft im TUMpaedagogicum*. FORUM TUMpaed and Guests: Informations- und Austauschforum für TUM Referenzgymnasien und weitere Gymnasien im Großraum München, TU München.

Böheim, R. (10/2021). *A study on hand-raising based on a motivational model of context, self and engagement*. EARLI EFG "Integrated Model of Momentary Learning in Context (IMMoLIC)". Model Debate Club, Online.

Böheim, R. (04/2021). *Schülermeldungen als ein beobachtbarer Verhaltensindikator für Behavioral Engagement? Die Bedeutung von Schülermeldungen für den Lernerfolg und der Zusammenhang mit Schülermotivation*. Universität Augsburg. Psychologisches Forschungskolloquium, Augsburg.

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