

Zeitschriftenartikel (peer reviewed)

- Macagno, F., Rapanta, C., Garcia-Mila, M. & Mayweg-Paus, E. (accepted). Cultural literacy as a dimension of dialogue: Operationalizing the defining features of tolerance, empathy, and inclusion. To be published in the *Journal of Pragmatics*.
- Zimmermann, M., & Mayweg-Paus, E. (2021). The role of collaborative argumentation in future teachers' selection of online information. *Zeitschrift für Pädagogische Psychologie/German Journal of Pedagogical Psychology*, 1-14. <https://doi.org/10.1024/1010-0652/a000307>
- Hendriks, F., Mayweg-Paus, E., Felton, M., Iordanou, K., Jucks, R. & Zimmermann, M. (2020). Constraints and affordances of online engagement with scientific information—A literature review. *Frontiers in Psychology*, 11 (572744). doi:10.3389/fpsyg.2020.572744
- Mayweg-Paus, E., Enders, N. & Zimmermann, M. (2020). Kommunikation und E-Learning. Bedingungen, Gestaltungsmöglichkeiten und Qualitätssicherung beim Einsatz von Foren in der Hochschullehre. *Die Hochschullehre*, 6, 35-60. Dauerhaft verfügbar unter: http://www.hochschullehre.org/wp-content/files/diehochschullehre_2020_MaywegEndersZimmermann_Foren.pdf
- Mayweg-Paus, E., Zimmermann, M., Le, N.T. & Pinkwart, N. (2020). A review of technologies for collaborative online information seeking: On the contribution of collaborative argumentation. *Education and Information Technologies*. doi: 10.1007/s10639-020-10345-7
- Benölken, R. & Mayweg-Paus, E. (2018). Kompetenzerwerb in Lehr-Lern-Laboren. *Die Hochschullehre*, 4, 491-504.
- Mayweg-Paus, E. & Jucks, R.* (2017). Conflicting evidence or conflicting opinions? Two-sided discussions contribute to experts' trustworthiness. *Journal of Language and Social Psychology*. doi: 10.1177/0261927X17716102 (a)
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- Mayweg-Paus, E., Thiebach, M. & Jucks, R. (2016). Let me critically question this! Insights from a training study on the role of questioning in argumentative discourse. *International Journal of Educational Research*, 79, 195-210. doi: 10.1016/j.ijer.2016.05.017 (a)
- Thiebach, M., Mayweg-Paus, E. & Jucks, R. (2016). Better to agree or disagree? - The role of critical questioning and elaboration in argumentative discourse. *Zeitschrift für Pädagogische Psychologie/German Journal of Educational Psychology*, 30(2-3), 133-149. doi: 10.1024/1010-0652/a000174 (a)
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(a) Teil der Habilitationsschrift

(b) Teil der Dissertationsschrift

- Hellmann, J.H., Paus, E. & Jucks. R. (2014). How can innovative teaching be taught? Insights from higher education. *Psychology Learning and Teaching*, 13, 43-51. doi:10.2304/plat.2014.13.1.43
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Konferenzbeiträge (peer reviewed)

- Paus, E., Gerhards, G. & Jucks, R. (2010). Delinquent or criminal? How to foster conceptual understanding of technical terms in computer-mediated collaborative learning. In K. Gomez, L. Lyons, & J. Radinsky (Eds.) *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS 2010) - Volume 1, Full Papers*. International Society of the Learning Sciences: Chicago IL. (pp. 516-523).
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- Paus, E. & Jucks, R. (2008). Do we really mean the same? The relationship between word choices and computer mediated cooperative learning. In G. Kanselaer, V. Jenker, P.M. Kirschner, & F.J. Prins (Eds.). *International Perspectives in the Learning Sciences. Creating a learning world. Proceedings of the 8th International Conference of the Learning Sciences*, 2, (pp. 172-179).

Buchkapitel, Einleitungen zu Themenheften & Bücher

- Mayweg-Paus, E. & Zimmermann, M. (accepted, publication in early 2021). Educating cultural literacy with open educational resources: Opportunities and obstacles of digital teacher collaborations. In F. Maine & M. Vrikki (Eds.). *Dialogue for intercultural understanding: placing cultural literacy at the heart of learning*. Springer OpenBriefs.
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- Hellmann, J. H., Mayweg-Paus, E. & Jucks, R. (2016). Innovationen in der Hochschullehre mitgestalten – Hochschuldidaktische Weiterbildung an der Universität in Münster. In M. Heiner, B. Baumert, S. Dany, T. Haertel, M. Quellmalz & C. Terkowsky (Hrsg.): *Was ist gute Lehre? Beiträge aus der Hochschuldidaktik. DGHD, Deutsche Gesellschaft für Hochschuldidaktik*, Bielefeld: Bertelsmann.
- Jucks, R., Paus, E., Päuler, L. & Thon, F.M. (2012). Zwischen Dienstleistung und Erkenntnisgewinn: Weiterqualifizierung für die Lehre als Forschungsperspektive. In S. Dutke, J. Barenberg, & M. Krämer (Hrsg.). *Psychologiedidaktik und Evaluation IX* (S. 155-162). Aachen: Shaker.
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- (a) Teil der Habilitationsschrift
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