

PUBLIKATIONEN

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- [1] **Rellensmann, J.** (2019). *Selbsterstellte Skizzen beim mathematischen Modellieren: Eine empirische Untersuchung*. Springer Fachmedien: Wiesbaden.

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- [3] **Schoenherr, J., Schukajlow, S., & Pekrun, R.** (2025). Emotions in mathematics learning: a systematic review and meta-analysis. *ZDM – Mathematics Education*. <https://doi.org/10.1007/s11858-025-01651-w>
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- [5] **Schoenherr, J. & Schukajlow, S.** (2024). Preservice teachers' judgments of students' self-efficacy expectations and task values: Close relations with their own task motivation. *Journal of Teacher Education*. <https://doi.org/10.1016/j.tate.2024.104659>
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- [10] **Rellensmann, J., Schukajlow, S., Blomberg, J., & Leopold, C.** (2021). Does strategic knowledge matter? Effects of strategic knowledge about drawing on students' modeling competencies in the domain of geometry. *Mathematical Thinking and Learning*, 1–21. <https://doi.org/10.1080/10986065.2021.2012741>

- [11] Schukajlow, S., Blomberg, J., **Rellensmann, J.**, & Leopold, C. (2021). The role of strategy-based motivation in mathematical problem solving: the case of learner-generated drawings. *Learning and Instruction*, Article 101561. <https://doi.org/10.1016/j.learninstruc.2021.101561>
- [12] Schukajlow, S., Blomberg, J., **Rellensmann, J.**, & Leopold, C. (2021). Do emotions and prior performance facilitate the use of the learner-generated drawing strategy? Effects of enjoyment, anxiety, and intramathematical performance on the use of the drawing strategy and modelling performance. *Contemporary Educational Psychology*, 65, Article 101967. doi.org/10.1016/j.cedpsych.2021.101967
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- [31] Jablonski, S. & **Schoenherr, J.** (2025). Mathematik außerhalb des Klassenraumes: Ein systematisches Literaturreview. Beiträge zum Mathematikunterricht 2025.
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