

VERÖFFENTLICHUNGEN/PUBLICATIONS

Angenommen/Accepted

Bauer, J., **Thomm, E.**, & Bromme, R. (angenommen). Wie können Lehrkräfte die Aussagekraft und Vertrauenswürdigkeit von Forschung beurteilen. In T. Bohl, A. Gröschner, A. Scheunpflug, & M. Syring (Hrsg.), *Studienbuch Bildungswissenschaften: Grundbegriffe klären und Forschungszugänge eröffnen (Bd. 1)*. Utb.

Bock, T., **Thomm, E.**, Bauer, J., & Gold, B. (accepted). Fostering student teachers' research-based knowledge of effective feedback. *European Journal of Teacher Education*.

2023

Gold, B., **Thomm, E.**, & Bauer, J. (2023). Using the Theory of Planned Behaviour to predict preservice teachers' preferences for scientific sources. *British Journal of Educational Psychology*, e12643. <https://doi.org/10.1111/bjep.12643>

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Asberger, J., Futterleib, H., **Thomm, E.**, & Bauer, J. (2022). Wie erkennt man Bildungsmythen? Sieben Heuristiken zum Selbsthinterfragen und Weitersagen. In G. Steins, B. Spinath, S., Dutke, M. Roth, & M. Limbourg (Hrsg.). *Mythen, Fehlvorstellungen, Fehlkonzepte und Irrtümer in Schule und Unterricht (S. 3-26)*. Springer.

Bromme, R., Mede, N., **Thomm, E.**, Kremer, B., & Ziegler, R. (2022). An anchor in troubled times: Trust in science before and within the COVID-19 pandemic. *PLoS ONE*, 17(2), e0262823. <https://doi.org/10.1371/journal.pone.0262823>

Futterleib, H., **Thomm, E.**, & Bauer, J. (2022). The scientific impotence excuse in education – Disentangling potency and pertinence assessments of educational research. *Frontiers in Education*. doi.org/10.3389/educ.2022.1006766

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Asberger, J., **Thomm, E.**, & Bauer, J. (2021). On predictors of misconceptions about educational topics: A case of topic specificity. *PLoS ONE*, 16(12). e0259878. <https://doi.org/10.1371/journal.pone.0259878>

Kramer, J., **Thomm, E.**, Oschatz-Grant, K., Wagner, W., & Bromme, R. (2021). Test zur Einschätzung wissenschaftlicher Widersprüche (TEWI): Messung wissenschaftsbezogenen Reflexionsvermögens in der Sekundarstufe II. *Zeitschrift für Erziehungswissenschaft*, 24, 1525–1548. <https://doi.org/10.1007/s11618-021-01057-w>

Pieschl, S., Budd, J., **Thomm, E.**, & Archer, J. (2021). Effects of raising student teachers' metacognitive awareness of their educational psychological misconceptions on their misconception correction. *Psychology in Learning and Teaching*, 20(2), 214-235. <https://doi.org/10.1177/1475725721996223>

Thomm, E., Gold, B., Betsch, T., & Bauer, J. (2021). When preservice teachers' prior beliefs contradict evidence from educational research. *British Journal of Educational Psychology*, *91*(3), e12407. <https://doi.org/10.1111/bjep.12407>

Thomm, E., Sälzer, C., Prenzel, M., & Bauer, J. (2021). Predictors of teachers' appreciation of evidence-based practice and educational research findings. *Zeitschrift für Pädagogische Psychologie/German Journal of Educational Psychology*, *35*(2-3), 173-184. <https://doi.org/10.1024/1010-0652/a000301>

Thomm, E., Seifried, E., & Bauer, J. (2021). Informing professional practice: (Future) teachers' choice, use and evaluation of (non-)scientific sources of educational topics [Editorial to special issue]. *Zeitschrift für Pädagogische Psychologie [German Journal of Educational Psychology]*, *35*(2-3), 121-126. <https://doi.org/10.1024/1010-0652/a000301>

2020

Asberger, J., **Thomm, E.,** & Bauer, J. (2020). Empirische Arbeit: Zur Erfassung fragwürdiger Überzeugungen zu Bildungsthemen: Entwicklung und erste Überprüfung des Questionable Beliefs in Education Inventar (QUEBEC). *Psychologie in Erziehung und Unterricht*. <https://doi.org/10.2378/peu2019.art25d>

Barzilai, S., **Thomm, E.,** & Shlomi-Elooz, T. (2020). Dealing with disagreement: The roles of topic familiarity and disagreement explanation in reasoning about conflicting expert claims and sources. *Learning and Instruction*, *69*. <https://doi.org/10.1016/j.learninstruc.2020.101367>

Gottschling, S., Kammerer, Y., **Thomm, E.,** & Gerjets, P. (2020). How laypersons consider differences in sources' trustworthiness and expertise in their regulation and resolution of scientific conflicts. *International Journal of Science Education, Part B*, *10*(4). <https://doi.org/10.1080/21548455.2020.1849856>

Schick, K., Reiser, S., Mosene, K., Schacht, L., Jansen, L., **Thomm, E.,** Dinkel, A., Fleischmann, A., Berberat, P. O., Bauer, J., & Gartmeier, M. (2020). How can communicative competence instruction in medical studies be improved through digitalization? *GMS Journal for Medical Education*, *37*(6), Doc57. <https://doi.org/10.3205/zma001350>

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Bromme, R., & **Thomm, E.** (2016). Knowing who knows: Laypersons' capabilities to judge experts' pertinence for science topics. *Cognitive Science*, 40, 241–252. <https://doi.org/10.1111/cogs.12252>

Bromme, R., **Thomm, E.**, & Ratermann, K. (2016). Who knows? Explaining impacts on the assessment of our own knowledge and of the knowledge of experts. *Zeitschrift für Pädagogische Psychologie/German Journal of Educational Psychology*, 30, 97-108. <https://doi.org/10.1024/1010-0652/a000175>

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Bromme, R., **Thomm, E.**, & Wolf, V. (2015). From understanding to deference: Laypersons' and medical students' views on conflicts within medicine. *International Journal of Science Education, Part B: Communication and Public Engagement*, 5 (1), 68-91. <https://doi.org/10.1080/21548455.2013.849017>

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