

Publikationen

M. Sc. Charlotte Báez (née Corrodi)

Artikel/Zitationen in Zeitschriften

Vogt, F., Kunz Heim, D., Báez, C., Safi, N. & Zumwald, B. (2022). Kooperation in Klassenteams: Qualität und Wirkungen aus der Sicht von Klassenlehrpersonen. *Beiträge zur Lehrerinnen- und Lehrerbildung*, 40(2), 213-229.

Rudert, S. C., Sutter, D., Corrodi, V. C., & Greifeneder, R. (2018). Who's to blame? Dissimilarity as a cue in moral judgments of observed ostracism episodes. *Journal of Personality and Social Psychology*, 115, 31-53. doi: <https://doi.org/10.1037/pspa0000122>

Kunz Heim, D., Vogt, F., Corrodi, V. C. & Oegerli, P. (2017). Untersuchung zu aktiver Lernzeit. *Bildung Schweiz*, Ausgabe 9, S. 44.

Corrodi, V. C. (2017). Aktuelles Wissen aus der PHSG-Forschung. Wie kooperieren Primarlehrpersonen, welche die gleiche Klasse unterrichten?. *Phi* (Infoletter der Pädagogischen Hochschule St.Gallen), Ausgabe 1, S. 10.

Corrodi, V. C. (2015). Competence threat in peer review: Subjectively perceived competence moderates the impact of objective competence indicators on the severity of a reviewer's rejection. *Université de Genève. Maîtrise*, 2015.

Corrodi, V. C. (2015). #STUDENZ. *Psychoscope (FSP)*, Ausgabe 1, S. 26.

Corrodi, V. C. (2014). 10 ans psyCH. Depuis juin 2004, psyCH ne cesse d'évoluer. *Psychoscope (FSP)*, S. 6.

Corrodi, V. C. (2006). Physics Young Ambassadors Symposium vom 29. Dezember 2005 - 4. Januar 2006, Taipei/Taiwan. *schischo (OLG St. Gallen/Appenzell)*, 1, S. 22-24.

Tagungsbeiträge und Referate

Báez, C., Vogt, F. & Kunz Heim, D. (2021). Triangulating measurements of student participation during class. Bi-annual conference of the European Association of Research in Learning and Instruction EARLI, Online.

Báez, C., Vogt, F. & Kunz Heim, D. (2021). Teacher cooperation in class teams: a typology. ECER Conference, Online.

Corrodi, V. C., Vogt, F., Kunz Heim, D. (2019, August). The relation between self-regulation and self-reported versus observed participation during class. Paper presented at EARLI 2019 Aachen. <https://phsg.contentdm.oclc.org/digital/collection/p15782coll3/id/972>

Corrodi, V. C. (2018, August). The impact of self-control and motivation on student participation in primary school classrooms. Paper presented at the SIG 8 ICM Summerschool 2018, Sonderborg, Dänemark. <https://phsg.contentdm.oclc.org/digital/collection/p15782coll3/id/967>

Corrodi, V. C. & Stadtfeld, C. (2016). How do goal structures and close social contacts associate with stress? Referat an der 2nd European Conference on Social Networks (EUSN) in Paris sowie an der Social Interaction and Society Conference an der ETH Zürich.

Corrodi, V. C., Colpaert, L., Mugny, G. & Quiamzade, A. (2015). Competence threat in peer review: Subjectively perceived competence moderates the impact of objective competence indicators on the severity of a reviewer's rejection. Referat am 12. Schweizer Kongress für Psychologiestudierende in Jaun.

Projektberichte

Kunz Heim, D., Vogt, F., Báez, C., Dimitrova, M. & Schröter, S. K. (2020). Kooperation in Klassenteams und die aktive Lernzeit der Schülerinnen und Schüler. Erste Ergebnisse, Brugg-Windisch und St.Gallen: Pädagogische Hochschule FHNW und Pädagogische Hochschule St.Gallen. Online: www.klassenteams.ch.