

Publikationen

Dr. Anna-Lena Roos

ORCID: 0000-0002-7853-0330

Monografien

Roos, A. L. (2019). *One Measure Can't Capture It All: Comparing Different Assessment Methods of Anxiety in Learning and Achievement Situations* [Dissertation, Universität Konstanz]. <http://nbn-resolving.de/urn:nbn:de:bsz:352-2-m0xoxw9rt5849>

Beiträge in Zeitschriften und Sammelbänden (peer reviewed)

- Ruf, A., Zahn, C., Roos, A. L., & Opwis, K. (2023). How do enhanced videos support generative learning and conceptual understanding in individuals and groups?. *Educational Technology Research and Development*, 1-27. <https://doi.org/10.1007/s11423-023-10275-4>
- Goetz, T., Bieleke, M., Yanagida, T., Krannich, M., Roos, A.-L., Frenzel, A. C., Lipnevich, A. A., & Pekrun, R. (2023). Test boredom: Exploring a neglected emotion. *Journal of Educational Psychology*, 115(7), 911-931. <https://doi.org/10.1037/edu0000807>
- Roos, A.-L., Goetz, T., Krannich, M., Donker, M., Bieleke, M., Caltabiano, A., & Mainhard, T. (2023). Control, anxiety and test performance: Self-reported and physiological indicators of anxiety as mediators. *British Journal of Educational Psychology*, 93, 72-89. <https://doi.org/10.1111/bjep.12536>
- Krannich, M., Goetz, T., Roos, A.-L., Murayama, K., Keller, M., Bieg, M., & Lipnevich, A. (2022). Predictive validity of state versus trait challenge and boredom for career aspirations. *Learning and Instruction*, 81, 101596. <https://doi.org/10.1016/j.learninstruc.2022.101596>
- Zahn, C., Leisner, D., Niederhauser, M., Roos, A.-L., Iseli, T., & Soldati, M. (2022). Effects of Game Mode in Multiplayer Video Games on Intergenerational Social Interaction: Randomized Field Study. *JMIR Formative Research*, 6(2), e29179. <https://doi.org/10.2196/29179>
- Roos, A.-L., Goetz, T., Voracek, M., Krannich, M., Bieg, M., Jarrell, A., & Pekrun, R. (2021). Test Anxiety and Physiological Arousal: A Systematic Review and Meta-Analysis. *Educational Psychology Review*, 33(2), 579-618. <https://doi.org/10.1007/s10648-020-09543-z>
- Bieleke, M., Goetz, T., Krannich, M., Roos, A.-L., Yanagida, T. (2021) Starting Tests With Easy Versus Difficult Tasks: Effects on Appraisals and Emotions. *The Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2021.1947764>
- Roos, A.-L., Goetz, T., Krannich, M., Jarrell, A., Donker, M., & Mainhard, T. (2021). Test anxiety components: an intra-individual approach testing their control antecedents and effects on performance. *Anxiety, Stress & Coping*, 34(3), 279-298. <https://doi.org/10.1080/10615806.2020.1850700>
- Donker, M. H., van Gog, T., Goetz, T., Roos, A. L., & Mainhard, T. (2020). Associations between teachers' interpersonal behavior, physiological arousal, and lesson-focused emotions. *Contemporary Educational Psychology*, 63, 101906. <https://doi.org/10.1016/j.cedpsych.2020.101906>
- Krannich, M., Goetz, T., Lipnevich, A. A., Bieg, M., Roos, A.-L., Becker, E. S., Morger, V. (2019). Being over- or underchallenged in class: Effects on students' career aspirations via academic self-concept and boredom. *Learning and Individual Differences*, 69, 206-2018. <https://doi.org/10.1016/j.lindif.2018.10.004>
- Götz, T., Krannich, M., Roos, A.-L., & Gogol, K. (2018). Langeweile. *Schweizerische Zeitschrift für Bildungswissenschaften*, 40(3), 663-681.

Roos, A.-L., Bieg, M., Goetz, T., Frenzel, A., Taxer, J., & Zeidner, M. (2015). Experiencing more mathematics anxiety than expected? – Contrasting trait and state anxiety in high achieving students. *High Ability Studies*, 26(02), 245-258. <https://doi.org/10.1080/13598139.2015.1095078>

Tagungsbeiträge (peer reviewed)

Roos, A.-L., Jeitziner, L., & Zahn, C. (2023, June). *Stressors in online exams – Same same but different?* Poster presented at the 17th International Conference of the Learning Sciences (ICLS) 2023, Montreal, Canada.

Roos, A.-L., Jeitziner, L., Bäuerlein, K., Mahler, S., & Ruf, A. (2023, Juni). *Interaktive-entscheidungsabhängige Video-Lernumgebung für angehende Lehrpersonen*. An der Tagung „Unterrichtsvideo – Der Königsweg in der Aus- und Weiterbildung von Lehrpersonen?“, PH Bern. https://www.phbern.ch/sites/default/files/2023-05/20230501_Tagung%20Unterrichtsvideo_Digital%20mit%20Verzeichnis_2.pdf

Jeitziner, L., Roos, A.-L., Ruf, A., & Zahn, C. (2022, June). *What if the computer crashes? Findings from an exploratory factor analysis on stressors in online exams*. Poster presented at the 16th International Conference of the Learning Sciences (ICLS) 2022. <http://dx.doi.org/10.26041/fhnw-4453>

Christ, O., Sambasivam, M., Roos, A.-L., & Zahn, C. (2021, August). *Learning in immersive virtual reality: how does the the 4E Cognition approach fit in virtual didactic settings?* Paper presented at the 5th International Conference on Human Interaction and Emerging Technologies (IHET 2021), Paris, France.

Ruf, A., Roos, A.-L., Müller, L., Müller, J., & Opwis, K. (2021, August). *The Importance of HOW, WHY, and WHAT: Learnings from Setting up an Online Course Overnight*. Paper presented at the virtual conference of the European Association for Research on Learning and Instruction (EARLI 2021).

Bieleke, M., Goetz, T., Krannich, M., Roos, A.-L., & Yanagida, T. (2021, April). *Investigating the effect of task order on cognitive appraisals and achievement emotions*. Paper presented at the virtual meeting of the American Educational Research Association (AERA 2021).

Roos, A.-L., Goetz, T., Krannich, M., & Bieleke, M. (conference cancelled). *Task Order Matters: Emotional and Physiological Reactions to Difficult Tasks*. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA 2020), San Francisco, CA, USA.

Roos, A.-L., Goetz, T., Krannich, M., Jarrell, A., Donker, M., & Mainhard, T. (conference cancelled). *Control Antecedents and Achievement Effects of Test Anxiety Components: An Intra-Individual Approach*. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA 2020), San Francisco, CA, USA.

Roos, A.-L., Goetz, T., Krannich, M., Jarrell, A., Donker, M., & Mainhard, T. (2019, August). *Test Anxiety Components: An Intra-individual Approach Testing their Control Antecedents and Effects on Performance*. Paper presented at the conference of the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany.

Roos, A.-L., Goetz, T., & Krannich, M. (2019, August). *The control-anxiety-performance relationship: self-report and physiological measures*. Paper presented at the conference of the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany.

Roos, A.-L., Goetz, T., Krannich, M., & Jarrell, A. (2019, April). *Zooming in on the antecedents and effects of test anxiety components – An intra-individual real-time approach including physiological measures*. Paper presented at the annual meeting of the American Educational Research Association (AERA 2019), Toronto, Canada.

Donker, M. H., Mainhard, T., Goetz, Roos, A.-L., & van Gog, T. (2019, April). *Teachers' Physiological Arousal during Teacher-Student Interaction as Predictor of Teachers' Emotional Experience: An Intra-Individual Perspective*. Paper presented at the annual meeting of the American Educational Research Association (AERA 2019), Toronto, Canada.

- Roos, A.-L. (2019, January). *Zooming in on the antecedents and effects of test anxiety components – An intra-individual real-time approach including physiological measures*. Poster presented at the first meeting of the BIO Learn&Teach EARLI emerging field group (BioL&T), Utrecht, The Netherlands.
- Krannich, M., Goetz, T., & Roos, A.-L. (2018, September). *Heterogeneity in the classroom: Differential effects of students' being over- or underchallenged on their career aspirations via boredom?* Posterbeitrag bei der 51. Tagung der Deutschen Gesellschaft für Psychologie (DGPs). Frankfurt a.M., Germany
- Roos, A.-L., Götz, T., Krannich, M., Gogol, K., & Jarrell, A. (2018, April). *Optimizing emotion regulation: Zooming in on the antecedents and effects of anxiety components*. Paper presented at the annual meeting of the American Educational Research Association (AERA 2018), New York, NY, USA.
- Roos, A.-L., Bieg, M., Goetz, T., Frenzel, A., Taxer, J., & Zeidner, M. (2017, September). *Experiencing more anxiety than expected? Trait and state mathematics anxiety in high achieving students*. Paper presented at the conference of the European Society for Cognitive Psychology (ESCoP), Potsdam, Germany.
- Roos, A.-L., Goetz, T., Bieg, M., Krannich, M., & Jarrell, A. (2017, September). *Test anxiety and physiological arousal: A systematic review*. Paper presented at the conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
- Krannich, M., Goetz, T., & Roos, A.-L. (2017, September). *Being over- or underchallenged: Effects on students' career aspirations via self-concept and boredom*. Paper presented at the 17th Biennial EARLI Conference for Research on Learning and Instruction. Tampere, Finland.
- Roos, A.-L., Goetz, T., Bieg, M., Krannich, M., Donker, M., & Taxer, J. (2017, April). *Test anxiety and physiological arousal: A systematic review*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX, USA.
- Krannich, M., Goetz, T., Lipnevich, A., Roos, A.-L.* (2017, April). *It's boring I won't do that - State and trait boredom predicting students' career aspirations*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX, USA.
- Roos, A.-L., Bieg, M., Goetz, T., Frenzel, A., Taxer, J., & Zeidner, M. (2016, April). *Experiencing more mathematics anxiety than expected? – Contrasting trait and state anxiety in high achieving students*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC, USA.
- Roos, A.-L., Bieg, M., Goetz, T., Frenzel, A., Taxer, J., & Zeidner, M. (2015, September). *Mehr Angst als gedacht? Trait- und State-Mathematikangst bei hochleistenden Schülerinnen und Schülern*. Posterbeitrag bei der Fachgruppentagung Pädagogische Psychologie, Kassel.

Vorträge und Referate mit Fokus Wissenschaftskommunikation und Praxistransfer

- Roos, A.-L. & Zahn, C. (2023). „One day, baby, we'll be old...“ *Über Computerspiele in Pflegeheimen und die verschiedenen Effekte von Games auf die soziale Interaktion beim Spielen mit betagten Menschen* [eingeladen]. Vortrag beim Festival SPIEL! Games as Critical Practice am Theater Basel, Schweiz.
- Roos, A.-L. & Jeitziner, L. (2022). *Hybride und virtuelle Lernszenarien*. Vortrag in der Reihe Psychologie kompakt (online) der Fachhochschule Nordwestschweiz, Olten, Schweiz. <https://irf.fhnw.ch/handle/11654/34151>
- Roos, A.-L. (2022). *Von frontal zu digital: Aus- und Weiterbildung lernwirksam und zukunftsorientiert gestalten* [eingeladen]. Vortrag im Rahmen der Frühjahrstagung der Swiss-Cope, Brunnen (SZ), Schweiz. <https://irf.fhnw.ch/handle/11654/34150>
- Roos, A.-L. & Krannich, M. (2018). *Emotionsansteckung im Klassenzimmer*. Workshop mit Referat im Rahmen des 6. Bildungswissenschaftlichen Tages, PH Thurgau.

Roos, A.-L. & Krannich, M. (2017). *Abstrakte Wissenschaft? Was wir aus der Emotionsforschung für die schulische Praxis lernen können*. Workshop mit Referat im Rahmen des Pädagogischen Tages und des 5. Bildungswissenschaftlichen Tages, Universität Konstanz, Gymnasien Wilhelmsdorf und Überlingen

Roos, A.-L. (2016). *Assessing students' anxiety using trait and state self-report and physiological measures* [eingeladen]. Vortrag im Rahmen des Forschungskolloquiums bei Prof. Dr. Susanne Lajoie und Prof. Dr. Nathan Hall an der McGill University, Montreal, CA.