PUBLIKATIONEN

Bibliometrische Indikatoren (Quelle: Google Scholar, Stand: 25.02.2025)	
Anzahl Publikationen mit Peer-Review (als Erstautorin)	25 (21)
Anzahl der Zitationen	466
h-Index	10

MONOGRAPHIE

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

FACHZEITSCHRIFTEN MIT PEER REVIEW

[2] **Schoenherr, J.** & Mayer, R. E. (angenommen). How to maximize the benefits of drawing? The two-pathway model of drawing for real-world problems. *Contemporary Educational Psychology*.

[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

[4] ***Schoenherr, J.**, Strohmaier, A. R., & Schukajlow, S. (2024). Learning with visualizations helps: a meta-analysis of visualization interventions in mathematics education. *Educational Research Review*. https://doi.org/10.1016/j.edurev.2024.100639

[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

[6] **Schoenherr, J.** (2024). Personalizing real-world problems: Posing own problems increases self-efficacy expectations, intrinsic value, attainment value, and utility value. *The British Journal of Educational Psychology*. https://doi.org/10.1111/bjep.12653.

[7] **Schoenherr, J.** & Schukajlow, S. (2023a). Does drawing help or hinder creativity when solving a mathematical modelling problem? Findings from an eye-tracking study. *Rivista di Matematica della Università di Parma. A Journal of Pure and Applied Mathematics, 14*, ISSN 2284-2578.

[8] **Schoenherr, J.** & Schukajlow, S. (2023b). Characterizing external visualization in mathematics education research: a scoping review. *ZDM Mathematics Education*. https://doi.org/10.1007/s11858-023-01494-3

[9] **Rellensmann, J.**, Schukajlow, S., Blomberg, J., & Leopold, C. (2022). Effects of drawing instructions and strategic knowledge on mathematical modeling performance: Mediated by

the use of the drawing strategy. *Applied Cognitive Psychology*, acp.3930. https://doi.org/10.1002/acp.3930

[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

[13] **Rellensmann, J.**, Schukajlow, S., & Leopold, C. (2020). Measuring and investigating strategic knowledge about drawing to solve geometry modelling problems. *ZDM Mathematics Education*, *52*(1), 97–110. https://doi.org/10.1007/s11858-019-01085-1

[14] **Rellensmann, J.**, & Schukajlow, S. (2018). Do students enjoy computing a triangle's side? Enjoyment and boredom while solving problems with and without a connection to reality from students' and pre-service teachers' perspectives. *Journal für Mathematikdidaktik*, 39, 171–196. https://doi.org/10.1007/s13138-017-0123-y

[15] **Rellensmann, J.**, & Schukajlow, S. (2017). Does students' interest in a mathematical problem depend on the problem's connection to reality? An analysis of students' interest and pre-service teachers' judgments of students' interest in problems with and without a connection to reality. *ZDM Mathematics Education,* 49(3), 367–378

[16] **Rellensmann, J.**, Schukajlow, S., & Leopold, C. (2017). Make a drawing. Effects of strategic knowledge, drawing accuracy, and type of drawing on students' mathematical modelling performance. *Educational Studies in Mathematics*, 95(1), 53–78.

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[17] **Schoenherr, J.** & Mayer, R. E. (2024). Anxiety moderates the effects of drawing support on drawing accuracy in mathematical modeling. In: Lemanski, J., Johansen, M. W., Manalo, E., Viana, P., Bhattacharjee, R., Burns, R. (Hrsg.). *Diagrammatic Representation and Inference. Diagrams 2024*, Vol. 14981. Springer, Cham. https://doi.org/10.1007/978-3-031-71291-3_26

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[18] **Schoenherr, J.** & Martella, A. (angenommen). Who benefits from choice? Effects of choice on interest and performance in mathematics. EARLI 2025 conference.

[19] Baumann, O. & **Schoenherr, J.** (2024). *Math is all about symbols – Changing students' beliefs about mathematics through an app-based outdoor program*. Proceedings of the Erme Topic Conference Mathematics Education in the Digital Age (MEDA4), Bari, Italy.

[20] **Schoenherr, J.**, Strohmaier, A. R., & Schukajlow, S. (2024). *Meta-analysis of visualization interventions in mathematics education*. 14th International Conference on the Theory and Application of Diagrams 2024, Muenster, Germany.

[21] **Schoenherr, J.** & Schukajlow, S. (2023). Characterizing external visualization interventions: a systematic literature review. Proceedings of the 46th Conference of the International Group for the Psychology of Mathematics Education (PME). Haifa, Israel.

[22] **Rellensmann, J.**, Schukajlow, S., & Leopold, C. (2022). *Drawing instructions, strategic knowledge, strategy-based motivation, and students' use of drawings.* Proceedings of the 45th Conference of the International Group for the Psychology of Mathematics Education (PME). Alicante, Spain.

[23] Schukajlow, S. & **Rellensmann, J.** (2022). *Strategy-based motivation to use the drawing strategy. The relationships between self-efficacy, value, cost, and gender*. Twelfth Congress of the European Society for Research in Mathematics Education (CERME12), Bozen-Bolzano, Italy. hal03745855.

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[25] **Rellensmann, J.**, & Schukajlow, S. (2016). *Are mathematical problems boring? Boredom while solving problems with and without a connection to reality from students' and pre-service teachers' prospective*. In C. Csíkos, A. Rausch, & J. Szitanyi (Hrsg.), Proceedings of the 40th Conference of the International Group for the Psychology of Mathematics Education (Vol. 4, pp. 131–138). Szeged, Hungary.

[26] **Rellensmann, J.**, Schukajlow, S., & Leopold, C. (2016). *Gute Skizze – Bessere Lösung? Effekte von Strategiewissen, Skizzenqualität und Skizzenart auf die Leistung von Schülerinnen und Schülern beim mathematischen Modellieren*. Proceedings of the 4th GEBF- conference. Berlin, Germany.

Praxisbezogene Zeitschriftenbeiträge

[27] **Rellensmann, J.**, Schukajlow, S., & Blomberg, J. (2021). Was ist eine gute Skizze? Strategiewissen beim mathematischen Modellieren im Bereich der Geometrie fördern. *mathematik lehren*, 124, 24–26.

Konferenzbeiträge ohne Peer Review

[28] Baumann, O., **Schoenherr, J.**, Gödecke, P., Quader, J., Schukajlow, S. & Schindler, M. (2025). *Die Rolle der Qualität der Skizzenkonstruktion und -nutzung beim mathematischen Modellieren – Ergebnisse einer Eye-Tracking Studie.* Beiträge zum Mathematikunterricht 2025.

[29] Gödecke, P., Schukajlow, S., Quader, J., Baumann, O. & **Schoenherr, J.** (2025). Wie zeichne ich eine gute Skizze? Prozedurales Skizzenwissen und seine Bedeutung bei geometrischen Modellierungsaufgaben. Beiträge zum Mathematikunterricht 2025.

[30] Hier, M. & **Schoenherr, J.** (2025). Kreativität beim Modellieren: Konzeption und erste Ergebnisse. Beiträge zum Mathematikunterricht 2025.

[31] Jablonski, S. & **Schoenherr, J.** (2025). Mathematik außerhalb des Klassenraumes: Ein systematisches Literaturreview. Beiträge zum Mathematikunterricht 2025.

[32] **Schoenherr, J.** (2024). *Personalisierung realitätsbezogener Aufgaben: Problem posing erhöht Selbstwirksamkeitserwartungen und subjektive Aufgabenwerte*. Beiträge zum Mathematikunterricht 2024. Münster: WTM-Verlag.

[33] **Rellensmann, J.**, Schukajlow, S., & Leopold, C. (2022). *Warum zeichnest du nicht? Prädiktoren der Skizzennutzung beim mathematischen Modellieren.* Beiträge zum Mathematikunterricht 2022. Münster: WTM-Verlag.

[34] **Rellensmann, J.**, Schukajlow, S., & Blomberg, J. (2019). *Effekte des Skizzenwissens auf die Modellierungsleistung: Eine Interventionsstudie*. In H. Siller, W. Weigel und J. Wörler (Hrsg.), Beiträge zum Mathematikunterricht 2020. Münster: WTM-Verlag, 757–760.

[35] Kirsten, K., **Rellensmann, J.**, Greefrath, G., & Schukajlow, S. (2019). *Bericht zur GDM Nachwuchskonferenz 2018 in Münster*. In Gesellschaft für Didaktik der Mathematik, GDM-Mitteilungen, 106, 26–28.

[36] **Rellensmann, J.**, Schukajlow, S., Blomberg, J., & Leopold, C. (2018). *Zeichne eine Skizze = Wirkungsvolle Intervention? Effekte einer Visualisierungsaufforderung beim mathematischen Modellieren*. In Fachgruppe Didaktik der Mathematik der Universität Paderborn (Hrsg.), Beiträge zum Mathematikunterricht 2018. Münster: WTM-Verlag, 1479–1783.

[37] Eilerts, K., Greefrath, G., **Rellensmann, J.**, Schukajlow, S., Siller, H.-S., & Skutella, K. (2016). *ISTRON-Gruppe: Realitätsbezüge im Mathematikunterricht*. In Institut für Mathematik und Informatik Heidelberg (Hrsg.), Beiträge zum Mathematikunterricht 2016. Münster: WTM-Verlag.

[38] **Rellensmann, J.**, Schukajlow, S., & Leopold, C. (2015). *Gute Skizze - Bessere Lösung?* In F. Caluori, H. Linneweber-Lammerskitten, & C. Streit (Hrsg.), Beiträge zum Mathematikunterricht 2015. Münster: WTM-Verlag, 732–735.