

Publications, Presentations and Conferences

Prof. Dr. Sascha Schneider

Publications in Peer-Review-Journals

2022

Ahmadi, A., Noetel, M., Parker, P., Ryan, R., Ntoumanis, N., Reeve, J., ..., **Schneider S.**, ..., & Lonsdale, C. (2022). A Classification System for Teachers' Motivational Behaviours Recommended in Self-Determination Theory Interventions. <https://doi.org/10.31234/osf.io/4vrym>

Krieglstein, F., **Schneider, S.**, Beege, M., & Rey, G. D. (2022). How the design and complexity of concept maps influence cognitive learning processes. *Educational technology research and development*, 1-20. <https://doi.org/10.1007/s11423-022-10083-2>

Schnaubert, L. & **Schneider, S.** (2022). Analysing the Relationship Between Mental Load or Mental Effort and Metacomprehension Under Different Conditions of Multimedia Design. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.648319>

Schneider, S., Krieglstein, F., Beege, M., & Rey, G. D. (2022). The impact of video lecturers' nonverbal communication on learning—An experiment on gestures and facial expressions of pedagogical agents. *Computers & Education*, 176, 104350. <https://doi.org/10.1016/j.compedu.2021.104350>

2021

Schneider, S. (2021). Are there never too many choice options? The effect of increasing the number of choice options on multimedia learning. *Human Behavior and Emerging Technologies*. <https://doi.org/10.1002/hbe2.295>

Schneider, S., Beege, M., Nebel, S. Schnaubert, L., & Rey, G. D. (2021) The Cognitive-Affective-Social Theory of Learning in digital Environments (CASTLE). *Educational Psychology Review, Online First*. <https://doi.org/10.1007/s10648-021-09626-5>

Schneider, S., Krieglstein, F., Beege, M., & Rey, G. D. (2021). How organization highlighting through signaling, spatial contiguity and segmenting can influence learning with concept maps. *Computers and Education Open*, 100040. <https://doi.org/10.1016/j.caeo.2021.100040>

Schneider, S., Nebel, S., Meyer, S., & Rey, G. D. (2021). The interdependency of perceived task difficulty and the choice effect when learning with multimedia materials. *Journal of Educational Psychology. Advance online publication*. <https://doi.org/10.1037/edu0000686>

Beege, M., **Schneider, S.**, Nebel, S., Zimm, J., Windisch, S., & Rey, G. D. (2021). Learning programming from erroneous worked-examples. Which type of error is beneficial for learning? *Learning and Instruction*, 75, 101497. <https://doi.org/10.1016/j.learninstruc.2021.101497>

Beege, M., Nebel, S., **Schneider, S.**, & Rey, G. D. (2021). The effect of signaling in dependence on the extraneous cognitive load in learning environments. *Cognitive Processing*, 22, 209–225. <https://doi.org/10.1007/s10339-020-01002-5>

Mikheeva, M., **Schneider, S.**, Beege M., Rey, G. D. (2021). The influence of affective decorative pictures on learning statistics online. *Human Behavior & Emerging Technologies*, 3, 401–412. <https://doi.org/10.1002/hbe2.250412>

Mikheeva, M., **Schneider, S.**, & Rey, G. D. (in press). The influence of repeated presentation of decorative pictures on mathematical online learning. *Journal of Articles in Support of the Null Hypothesis*.

2020

Schneider, S. (2020). Sitzt da eine Person in meinem Lernprogramm? Wie (digitale) Lernmedien soziale Prozesse bei Lernenden auslösen können. *Psychologie in Erziehung und Unterricht*, 53.

Schneider, S. (2020). Digitale Lernmaterialien gestalten oder auswählen. Was die Psychologie zum Lernen mit digitalen Medien sagen kann. *Schulmanagement*.

Schneider, S., Nebel, S., Beege, M., & Rey, G. D. (2020). The retrieval-enhancing effects of decorative pictures as memory cues in multimedia learning videos and subsequent performance tests. *Journal of Educational Psychology*, 112, 1111–1127. <https://doi.org/10.1037/edu0000432>

Beege, M., Nebel, S., **Schneider, S.**, & Rey, G. D. (2020). The effect of signaling in dependence on the extraneous cognitive load in learning environments. *Cognitive Processing*, 1-17.

Beege, M., Ninaus, M., **Schneider, S.**, Nebel, S., Schlemmel, J., Weidenmüller, J., ... & Rey, G. D. (2020). Investigating the effects of beat and deictic gestures of a lecturer in educational videos. *Computers & Education*, 156, 103955. <https://doi.org/10.1016/j.compedu.2020.103955>

Beege, M., **Schneider, S.**, Nebel, S., & Rey, G. D. (2020). Does the effect of enthusiasm in a pedagogical Agent's voice depend on mental load in the Learner's working memory?. *Computers in Human Behavior*, 112, 106483. <https://doi.org/10.1016/j.chb.2020.106483>

Nebel, S., Beege, M., **Schneider, S.**, & Rey, G. D. (2020). A review of photogrammetry and photorealistic 3D models in education from a psychological perspective. *Frontiers in Education*, 5, 144.

Nebel, S., Beege, M., **Schneider, S.**, & Rey, G. D. (2020). Competitive agents and adaptive difficulty within educational video games. *Frontiers in Education*, 5, 129. <https://doi.org/10.3389/feduc.2020.00129>

2019

Schneider, S., Wirzberger, M., & Rey, G. D. (2019). The moderating role of arousal on the seductive detail effect. *Applied Cognitive Psychology*, 33, 71-84. <https://doi.org/10.1002/acp.3473>

Schneider, S., Häbler, A., Habermeyer, T., Beege, M., & Rey, G. D. (2019). The More Human, the Higher the Performance? Examining the Effects of Anthropomorphism on Learning with Media. *Journal of Educational Psychology*, 111, 57-72. <https://doi.org/10.1037/edu0000273>

Beege, M., Nebel, S., **Schneider, S.**, & Rey, G. D. (2019). Social entities in educational videos: Combining the effects of addressing and professionalism. *Computers in Human Behavior*, 93, 40–52. <https://doi.org/10.1016/j.chb.2018.11.051>

Beege, S., Nebel, S., Schneider, S., Wirzberger, M., Schmidt, N., & Rey, G. D. (2019). Spatial Continuity Effect vs. Spatial Contiguity Failure. Revising the effects of spatial proximity between related and unrelated representations. *Frontiers in Psychology*, 4, 1-20.

<https://doi.org/10.3389/feduc.2019.00086>

Mikheeva, M., **Schneider, S.**, Beege, M., & Rey, G. D. (2019). Boundary conditions of the politeness effect in online mathematical learning. *Computers in Human Behavior*, 92, 419-427.

<https://doi.org/10.1016/j.chb.2018.11.028>

Rey, G. D., Beege, M., Nebel, S., Wirzberger, M., Schmitt, T. H., & **Schneider, S.** (2019). A Meta-analysis of the Segmenting Effect. *Educational Research Review*, 1-31.

<https://doi.org/10.1007/s10648-018-9456-4>

2018

Schneider, S., Beege, M., Nebel, S., & Rey, G. D. (2018). A meta-analysis of how signaling affects learning with media. *Educational Research Review*, 23, 1-24.

<https://doi.org/10.1016/j.edurev.2017.11.001>

Schneider, S., Beege, M., Nebel, S., & Rey, G. D. (2018). Theoretischer Beitrag: Soziale Prozesse beim Lernen mit digital präsentierten Lernmaterialien. *Psychologie in Erziehung und Unterricht*.

<http://dx.doi.org/10.2378/peu2018.art09d>

Schneider, S., Dyrna, J., Meier, L., Beege, M. & Rey, G. D. (2018). How affective charge and text-picture connectedness moderate the impact of decorative pictures on multimedia learning.

Journal of Educational Psychology, 110, 233-249. <https://doi.org/10.1037/edu0000209>

Schneider, S., Nebel, S., Beege, M. & Rey, G. D. (2018). Anthropomorphism in decorative illustrations: Benefit or harm for learning? *Journal of Educational Psychology*, 110, 218-232.

<https://doi.org/10.1037/edu0000207>

Schneider, S., Nebel, S., Beege, M., & Rey, G. D. (2018). The autonomy-enhancing role of choice in learning with media. *Learning & Instruction*, 58, 162-171.

<https://doi.org/10.1016/j.learninstruc.2018.06.006>

Beege, M., **Schneider, S.**, Nebel, S., Häbler, A., & Rey, G. D. (2018). Mood-affect congruency. Exploring the relation between learners' mood and the affective charge of educational videos.

Computers & Education, 123, 85-96. <https://doi.org/10.1016/j.compedu.2018.05.001>

2017

Beege, M., **Schneider, S.**, Nebel, S., Mitangk, J., & Rey, G. D. (2017). Ageism - Age coherence with learning material fosters learning. *Computers in Human Behavior*, 75, 510-519.

<https://doi.org/10.1016/j.chb.2017.05.042>

Beege, M., **Schneider, S.**, Nebel, S., & Rey, G. D. (2017). Look into my eyes! Exploring the effect of addressing in educational videos. *Learning and Instruction*, 49, 113-120.

<https://doi.org/10.1016/j.learninstruc.2017.01.004>

Nebel, S., **Schneider, S.**, Beege, M., & Rey, G. D. (2017). Leaderboards within educational videogames: The impact of difficulty, effort and gameplay. *Computers & Education*, 113, 28-41. <https://doi.org/10.1016/j.compedu.2017.05.011>

Nebel, S., **Schneider, S.**, Beege, M. & Rey, G. D. (2017). You cannot do this alone! Increasing task interdependence in cooperative educational videogames to encourage collaboration. *Educational Technology Research and Development*, 65, 993-1014. <https://doi.org/10.1007/s11423-017-9511-8>

Nebel, S., **Schneider, S.**, Schledjewski, J., & Rey, G. D. (2017). Goal-Setting in Educational Video Games: Comparing Goal-Setting Theory and the Goal-Free Effect. *Simulation & Gaming*, 48, 98-130. <https://doi.org/10.1177/1046878116680869>

2016

Schneider, S., Nebel, S., & Rey, G. D. (2016). Decorative pictures and emotional design in multimedia learning. *Learning and Instruction*, 44, 65-73. <https://doi.org/10.1016/j.learninstruc.2016.03.002>

Nebel, S., Beege, M., **Schneider, S.**, Rey, G. D. (2016). The higher the score, the higher the learning outcome? Heterogeneous impacts of leaderboards and choice within educational videogames. *Computers in Human Behavior*, 65, 391-401. <https://doi.org/10.1016/j.chb.2016.08.042>

Nebel, S., **Schneider, S.**, & Rey, G. D. (2016). From duels to classroom competition: Social competition and learning in educational videogames within different group sizes. *Computers in Human Behavior*, 55, 384-398. <https://doi.org/10.1016/j.chb.2015.09.035>

Nebel, S., **Schneider, S.**, & Rey, G. D. (2016). Mining learning and crafting scientific Mining Learning and Crafting Scientific Experiments: A Literature Review on the Use of Minecraft in Education and Research. *Journal of Educational Technology and Society*, 19, 355-366. <https://doi.org/jeductechsoci.19.2.355>

Skulmowski, A., Augustin, Y., Pradel, S., Nebel, S., **Schneider, S.**, & Rey, G. D. (2016). The negative impact of saturation on website trustworthiness and appeal: A temporal model of aesthetic website perception. *Computers in Human Behavior*, 61, 386-393. <https://doi.org/10.1016/j.chb.2016.03.054>

Wirzberger, M., Beege, M., **Schneider, S.**, Nebel, S., & Rey, G. D. (2016). One for all?! Simultaneous examination of load-inducing factors for advancing media-related instructional research. *Computers & Education*, 100, 18-31. <https://doi.org/10.1016/j.compedu.2016.04.010>

2015

Schneider, S., Nebel, S., Pradel, S. & Rey, G. D. (2015). Introducing the familiarity mechanism: A unified explanatory approach for the personalization effect and the examination of youth slang in multimedia learning. *Computers in Human Behavior*, 43, 129-138. <https://doi.org/10.1016/j.chb.2014.10.052>

Schneider, S., Nebel, S., Pradel, S., & Rey, G. D. (2015). Mind your Ps and Qs! How polite instructions affect learning with multimedia. *Computers in Human Behavior*, 51, 546-555. <https://doi.org/10.1016/j.chb.2015.05.025>

Under review or in preparation

Schneider, S., Zimm, J., Beege, M., Nebel, S., & Rey, G. D. (submitted). Enhancing students' learning performance through verbal and visual personalization in a digital media environment. *Learning and Instruction*.

Schneider, S., Bender, L., Eitel, A., & Rey, G.D. (in preparation). A meta-analysis on the effect of decorative element on learning with media. *Educational Research Review*.

Schneider, S. (in preparation). Be in good shape. The effects of angular versus round shapes in learning websites *Learning & Instruction*.

Beege, M., **Schneider, S.**, Nebel, S., Schlemmel, J, Weidenmüller, J., & Rey, G. D. (submitted). Investigating the effects of rhythmic and signaling gestures of a lecturer in educational videos. *Learning and Instruction*.

Beege, M., **Schneider, S.**, Nebel, S., & Rey, G. D. (submitted). How to Improve Instructional Texts? The Effect of Signaling in Fluent and Disfluent Instructional Texts. *Learning and Instruction*.

Nebel, S., Beege, M., **Schneider, S.**, & Rey, G. D. (submitted). Optimizing learning within educational video games. The influence of social agents and adaptive gameplay. *Journal of Educational Psychology*.

Nebel, S. Beege, M., **Schneider, S.**, & Rey, G. D. (in preparation). A review of how photogrammetry can be used for learning.

Schlesinger, S., **Schneider, S.**, & Heuwieser, W. (submitted). Using an e-learning course to examine the effect of individual interest and choice on learning outcome, learner autonomy and learning experience in veterinary medicine. *Journal of Veterinary Medical Education*.

Conference Presentations and Book Chapters

2021

Schneider, S., Beege, M., Rey, G. D. (submitted). Der Einfluss von Wahlmöglichkeiten auf Unterschiede in der wahrgenommenen Schwierigkeit von multimedialen Lernmaterialien. Paper presentation at the 18th Conference of the Educational Psychology Division. Heidelberg.

Schneider, S., Beege, M., Krieglstein, F., Rey, G. D. (accepted). How navigation and interactivity impacts cognitive load, learning and efficiency. Poster presentation at the International Conference on Cognitive Load Theory. (ICLT2021). Kingston.

Schneider, S., Nebel, S., Beege, M., Rey, G. D. (2021). Decorative pictures as retrieval-enhancer of learning-relevant information. Paper presentation at the Conference of empirically working psychologists (TEAP2021). Ulm.

Schneider, S., & Schnaubert, L. (2021). Instructional design combined with cognitive and metacognitive processing. Paper presentation at the Earli SIG 16 – Metacognition Division. Maastricht.

Beege, M., **Schneider, S.**, Krieglstein, F., Rey, G. D. (2021). Including Errors in Worked Examples: Risks and Potentials. Poster presentation at the International Conference on Cognitive Load Theory. (ICLT2021). Kingston.

Jahn, K., Rehren, O., **Schneider, S.**, Ohler, P., & Rey, G. D. (accepted). Emotional capabilities of conversational agents: A review. Paper presentation at the Conference of the Media Psychology Division. Aachen.

Jahn, K., Rehren, O., **Schneider, S.**, Ohler, P., & Rey, G. D. (2020). Designing embodied digital technologies with emotional capabilities. Poster presented at CRC Summer School at TU Chemnitz.

Kriegelstein, F., **Schneider, S.**, Beege, M., Rey, G. D. (accepted). "The influence of concept map design on extraneous cognitive load, disorientation, and learning outcomes. Poster presentation at the International Conference on Cognitive Load Theory. (ICLT2021). Kingston.

Nebel, S., Beege, M., **Schneider, S.**, Zimm, J. Rey, G. D. (2021). An Experimental Investigation of Pedagogical Agents as Opponents in Educational Videogames. Paper presentation at the 32nd International Conference Psychology. Prague.

Rehren, O., Jahn, K., **Schneider, S.**, Ohler, P., & Rey, G. D. (accepted). Creating an anthropomorphism questionnaire – A multidimensional approach. Paper presentation at the 12th Conference of the Media Psychology Division. Aachen.

Rehren, O., Jahn, K., **Schneider, S.**, Forner, L., Rey, G. D., & Ohler, P. (2021). Creating an anthropomorphism questionnaire – A multidimensional approach. Poster presented at CRC Summer School at TU Chemnitz.

Schnaubert, L. & **Schneider, S.** (2021). Multimedia effects and metacognitive monitoring – how do they relate? Paper presentation at the Earli SIG 16 – Metacognition Division. Maastricht.

Zimm, J., **Schneider, S.**, Beege, M., Rey, G. D. (2021). Physiological correlates for learning with decorative pictures. Paper presentation at the Conference of empirically working psychologists (TEAP2021). Ulm.

2020

Schneider, S. & Rey, G. D. (2020). The more options, the better we learn? The influence of choice options on learning with digital media. Poster presentation at the 60th Conference of Experimental Psychologists (TeaP2020), London.

Habermeyer, T., **Schneider, S.**, Rey, G. D., & Bilandzic, H. (2020). Instructional Communication in a Quiz Environment. Paper presentation at the 70th Annual International Communication Association Conference (ICA2020). Melbourne.

Zimm, J., **Schneider, S.**, & Rey, G. D. (2020). How do positive and human decorative pictures affect learning and motivation? Paper presentation at the SIG2 conference. Prag.

2019

Schneider, S. & Rey, G. D. (2019). The more options, the better we learn? The influence of choice options on learning with digital media. Poster presentation at the 60th Conference of Experimental Psychologists (TeaP2019), London.

Schneider, S., Beege, M., Nebel, S., & Rey, G. D. (2019). How choice options can help to improve learning with digital media by an increase of autonomy. Presentation at the EARLI 2019 conference in Aachen, Germany.

- Schneider, S.,** Beege, M., & Rey, G. D. (2019). Schaffen Signalisierungen Ordnung im Chaos? Der Einfluss farblicher Hervorhebungen beim Lernen mit geordneten und ungeordneten Concept Maps. Presentation at Gemeinsamen Tagung der Fachgruppen Entwicklungspsychologie und Pädagogische Psychologie in Leipzig, Deutschland.
- Beege, M., Nebel, S., **Schneider, S.,** & Rey, G. D. (2019). How can we improve learning from texts? Combining effects of signaling and disfluency on learning. Presentation at the EARLI 2019 Conference in Aachen, Germany.
- Beege, M., Nebel, S., **Schneider, S.,** & Rey, G. D. (2019). Effekte von Enthusiasmus von pädagogischen Agenten in Interaktion mit der mentalen Belastung von Lernenden auf Lernprozesse in multimedialen Lernumgebungen. Presentation at Gemeinsamen Tagung der Fachgruppen Entwicklungspsychologie und Pädagogische Psychologie in Leipzig, Deutschland.
- Nebel, S., Beege, M., **Schneider, S.,** & Rey, G. D. (2019). Adaptive Gegenspieler in digitalen Lernspielen: Der Einfluss von Mimik und Schwierigkeitsgrad. Poster presentation at Gemeinsamen Tagung der Fachgruppen Entwicklungspsychologie und Pädagogische Psychologie in Leipzig, Deutschland.
- Nebel, S., Beege, M., **Schneider, S.,** & Rey, G. D. (2019). Adaptive opponents within educational video games: manipulating facial expressions and difficulty. Presentation at the EARLI 2019 conference in Aachen, Germany.
- Zimm, J., **Schneider, S.,** Hassan, A., & Rey, G. D. (2019). The influence of personalization and a social media design on learning with digital media. Poster presentation at auf der Gemeinsamen Tagung der Fachgruppen Entwicklungspsychologie und Pädagogische Psychologie in Leipzig, Deutschland.

2018

- Schneider, S.** (2018). *Randbedingungen des Seductive Detail Effekts beim Lernen und Testen.* Organization of a symposium at 51. Kongress der Deutschen Gesellschaft für Psychologie DGPs. Frankfurt: Universität Frankfurt.
- Schneider, S.,** Beege, M., & Rey, G. D. (2018). *The effects of anthropomorphic features in decorative pictures on learning with media.* Presentation at the EARLI SIG 6 and 7 Conference in Bonn, Germany.
- Schneider, S.,** Nebel, S., Beege, M., & Rey, G. D. (2018). „Das stand doch gleich neben dem Bild!“ – Eine Untersuchung zum Nutzen seduktiver Bilder als Abrufhilfe von Lernmaterialien. Angenommener Vortrag auf dem 50. Kongress der Deutschen Gesellschaft für Psychologie DGPs. Frankfurt: Universität Frankfurt.
- Beege, M., Nebel, S., **Schneider, S.,** & Rey, G. D. (2018). *Gestaltung sozialer Entitäten in Lehr-Lernvideos.* Angenommener Vortrag auf dem 50. Kongress der Deutschen Gesellschaft für Psychologie DGPs. Frankfurt: Universität Frankfurt.
- Nebel, S., **Schneider, S.,** Beege, M., & Rey, G. D. (2018). *Artifizieller, sozialer und agentenbasierter Wettbewerb im digitalen Lernspiel - Eine experimentelle Vergleichsstudie.* Angenommener Vortrag auf dem 50. Kongress der Deutschen Gesellschaft für Psychologie DGPs. Frankfurt: Universität Frankfurt.

2017

- Schneider, S.** (2017). *Digitale Lernspiele*. Organization of a symposium at Gemeinsame Tagung der Fachgruppen Entwicklungspsychologie und Pädagogische Psychologie (PAEPSY 2017). Münster: Universität Münster.
- Schneider, S.**, Nebel, S., Beege, M., & Rey, G. D. (2017). *Decorative pictures - the good, the bad, and the ugly*. Presentation at 17th Biennial EARLI Conference, Tampere, Finland: University of Tampere.
- Schneider, S.**, Nebel, S., Beege, M., & Rey, G. D. (2017). *Schaden oder Nutzen von* **Schneider, S.**, Nebel, S., Beege, M., & Rey, G. D. (2017). *The use of decorative pictures for designing digital learning media*. Presentation at Media Psychology 2017, Landau in der Pfalz, Germany: University of Koblenz-Landau.
- Beege, M., Nebel, S., **Schneider, S.**, & Rey, G. D. (2017). *Addressing and Professionalism: Social Influences in Learning with Educational Videos*. Presentation at 16th Fachgruppentagung für Entwicklungspsychologie und pädagogische Psychologie (PAEPSY 2017), Münster.
- Beege, M., **Schneider, S.**, Nebel, S., Rey, G. D. (2017). A Meta-Analytic Review of Signaling Effects on Cognition and Learning. Presentation at the 17th Biennial EARLI Conference, Tampere.
- Beege, M., **Schneider, S.**, Nebel, S., Rey, G. D. (2017). *The influence of age coherence between pedagogical agents and verbal information on learning and cognitive load*. Talk at the 59th Conference of Experimental Psychologists (TeaP), Dresden.
- Mikheeva M., **Schneider, S.**, Beege, M., & Rey, G. D. (2017). *Der Einfluss einer fingierten Adaptation auf das Online-Lernen im Bereich Mathematik*. Poster presentation at 50. Kongress der Deutschen Gesellschaft für Psychologie DGPs. Frankfurt: Universität Frankfurt.
- Mikheeva M., **Schneider, S.**, Beege, M., & Rey, G. D. (2017). *Examining the politeness effect in online learning materials for higher mathematics*. Presentation at the 59th Conference of Experimental Psychologists (TeaP), Dresden.
- Mikheeva M., **Schneider, S.**, Beege, M., & Rey, G. D. (2017). *The influence of decorative pictures on online learning of statistic*. Presentation at Gemeinsamen Tagung der Fachgruppen Entwicklungspsychologie und Pädagogische Psychologie (PAEPSY 2017), Münster.
- Nebel, S., **Schneider, S.**, Beege, M., & Rey, G. D. (2017). *Developing Better Educational Videogames: Optimizing Gameplay and Difficulty within Leaderboards*. Presentation at Kongress der European Association for Research on Learning and Instruction, EARLI 2017. Tampere, Finland: Universität Tampere.
- Nebel, S., **Schneider, S.**, & Rey, G. D. (2017). *Muss ich das machen? Zielsetzung im digitalen Lernspiel*. Presentation at Gemeinschaftskongress der Entwicklungs- und Pädagogischen Psychologie (PAEPSY 2017). Münster: Universität Münster.
- Wirzberger, M., **Schneider, S.**, Dlouhy, S., & Rey, G. D. (2017). *Time - Space - Content? Interrupting features of hyperlinks in multimedia learning*. Talk at the 59th Conference of Experimental Psychologists (TeaP), Dresden.

2016

- Schneider, S.** (2016). *Emotions in multimedia learning*. Organization of a symposium at 50th Kongress der Deutschen Gesellschaft für Psychologie DGPs. Leipzig: Universität Leipzig.
- Schneider, S.,** Nebel, S., Beege, M., Rey, G. D. (2016). *Politeness in multimedia instructions as facilitator of learning and motivation*. Presentation at the 58th Conference of Experimental Psychologists (TeaP), Heidelberg, Germany.
- Schneider, S.,** Nebel, S., & Rey, G. D. (2016). *Ich fühle mich gut - also lerne ich besser? Emotionale dekorative Bilder beim Lernen mit Multimedia*. Presentation at 50. Kongress der Deutschen Gesellschaft für Psychologie DGPs. Leipzig: Universität Leipzig.
- Schneider, S.,** Nebel, S., & Rey, G. D. (2016). *Wieviel "sozial" steckt in multimedialen Lernmaterialien?* Presentation at 50. Kongress der Deutschen Gesellschaft für Psychologie DGPs. Leipzig: Universität Leipzig.
- Schneider, S.,** Wirzberger, M., Augustin, Y., & Rey, G. D. (2016). *The moderating role of arousal on the seductive detail effect*. Talk at the 59th Conference of Experimental Psychologists (TeaP), Dresden.
- Beege, M., Nebel, S., **Schneider, S.,** Wirzberger, M., Schmidt, N., & Rey, G. D. (2016). *Bedingt räumliche Nähe bessere Lernergebnisse? Die Rolle der Distanz und Integration beim Lernen mit multiplen Informationsquellen* [Does spatial proximity enhance learning outcomes? The role of distance and integration in learning from multiple sources of information]. Talk given at the 50th Conference of the German Psychological Society, Leipzig.
- Beege, M., **Schneider, S.,** Nebel, S., Wirzberger, M., Rey, G. D. (2016). *Look into my eyes! Exploring the effect of addressing in multimedia learning*. Presentation at the 58th Conference of Experimental Psychologists (TeaP), Heidelberg.
- Nebel, S., Beege, M., **Schneider, S.,** & Rey, G. D. (2016). *Highscore! The Impact of Feedback and Competition through Leaderboards within Educational Videogames - Highscore! Die Auswirkungen von Feedback und Wettbewerb durch Ranglisten in digitalen Lernspielen*. Presentation at 50th Kongress der Deutschen Gesellschaft für Psychologie DGPs. Leipzig: Universität Leipzig.
- Nebel, S., Beege, M., **Schneider, S.** & Rey, G. D. (2016). *Worauf zielen wir ab? Die Herausforderung der Zielsetzung im digitalen Lernspiel. Ein Beitrag aus der Perspektive der Instruktionspsychologie*. In: Junge, Thorsten/Clausen, Dennis (Hrsg.): *Digitale Spiele im Diskurs*. URL: www.medien-im-diskurs.de.
- Nebel, S., **Schneider, S.,** Beege, M., Wirzberger, M., Rey, G. D. (2016). *Using the jigsaw principle to increase task interdependence in cooperative educational videogames*. Presentation at the 58th Conference of Experimental Psychologists (TeaP), Heidelberg.
- Wirzberger, M., Beege, M., **Schneider, S.,** Nebel, S., & Rey, G. D. (2016). *Separating cognitive load facets in a working memory updating task: An experimental approach*. Poster presentation at International Meeting of the Psychonomic Society, Granada, Spanien.
- Wirzberger, M., Beege, M., **Schneider, S.,** Nebel, S., & Rey, G. D. (2016). *CLT meets WMU: Simultaneous experimental manipulation of load factors in a basal working memory task*. Poster presentation at 9. Internationalen Cognitive Load Theory Conference, Bochum.

2015

Schneider, S. (2015). *Social Cues beim Lernen mit Multimedia*. Organization of a symposium at Fachgruppentagung Pädagogische Psychologie (PAEPS 2015), Kassel.

Schneider, S. (2015). *Emotion induction via decorative pictures. Benefit or harm for learning?* Presentation at the International Congress of Cognition, Emotion and Motivation (CEM15), Hammamet, Tunis.

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