

Curriculum Vitae - Marie-Theres Nagel

Professional career

04/2020 – 04/2023	Junior member of the Gutenberg Academy of the Johannes Gutenberg University, Mainz (Junior representative from October 2021 – October 2022)
since 09/2017	Research Assistant Business and Economics Education Univ.-Prof. Dr. Olga Zlatkin-Troitschanskaia
06/2016–08/2017	Trainee in book editorial office psychology Hogrefe AG, Bern
10/2010–05/2016	Study of psychology Johann Wolfgang Goethe University Frankfurt Degree M. Sc. Psychology

Research projects

- Participation in the project “Critical Online Reasoning in Higher Education (CORE)”, since 2023
- Participation in the project “Practical educational processes in law and teacher training and medicine using digital media (BRIDGE)“, 2020-2023
- Participation in the project “International Collaborative for Performance Assessment of Learning in Higher Education – Research and Development (iPAL)”
- Participation in the project “Performance Assessment of Learning in Higher Education (PAL)“, 2017-2020
- Participation in the project “Valid Assessment of Students’ Development of Professional Business and Economic Competencies over the Course of their Studies - A Quasi-experimental Longitudinal Study (WiWiKom II), 2017-2019

Publications

- Braunheim, D., Köttering, L., Zlatkin-Troitschanskaia, O., & Nagel, M.-T. (2024). Specifics of Sourcing Challenges in the Law Domain: A Comparative Analysis of Search Approaches When Solving a Legal Case Study. In O. Zlatkin-Troitschanskaia, M.-T. Nagel, V. Klose, & A. Mehler. (Eds.). *Students’, Graduates’ and Young Professionals’ Critical Use of Online Information – Digital Performance Assessment and Training within and across Domains* (pp. 95-112). Springer. doi.org/10.1007/978-3-031-69510-0_5
- Brückner, S., & Zlatkin-Troitschanskaia, O. (2024). Effects of teacher students’ study progress on their gaze behavior while solving of an economics knowledge test. *Empirical Research in Vocational Education and Training* 16. <https://doi.org/10.1186/s40461-024-00172-2>
- Braunheim, D., Zlatkin-Troitschanskaia, O., Nagel, M. (2023). Erfassung und Förderung von Kompetenzen zum kritischen Umgang mit Online-Informationen bei Rechtsreferendarinnen und -referendaren. *ZDRW*, 2, 115-137. (in press).

- Gabler, J., Zlatkin-Troitschanskaia, O., & Nagel, M.-T. (2024). Critical Evaluation of Online Sources Used for Lesson Preparation by Teacher Trainees. In O. Zlatkin-Troitschanskaia, M.-T. Nagel, V. Klose, & A. Mehler. (Eds.). *Students', Graduates' and Young Professionals' Critical Use of Online Information – Digital Performance Assessment and Training within and across Domains* (pp. 175-194). Springer. doi.org/10.1007/978-3-031-69510-0_9
- Happ, R., Nagel, M., Zlatkin-Troitschanskaia, O. & Schmidt, S. (2019). How migration background affects master degree students' knowledge of business and economics. *Studies in Higher Education*, 1–16 (online first). doi.org/10.1080/03075079.2019.1640670
- Kühling-Thees, C., Zlatkin-Troitschanskaia, O., Nagel, M.-T., Yamada, R. & Shirakawa, Y. (2019). *Generic Skills of Economics and Educational Science Students – Insights from a German-Japanese Study*. Münster: Waxmann (in press).
- Kunz, A.-K., Zlatkin-Troitschanskaia, O., Schmidt, S., Nagel, M.-T., & Brückner, S. (2024). Investigation of Students' Use of Online Information in Higher Education Using Eye Tracking. *Smart Learning Environments*, 11(44), doi.org/10.1186/s40561-024-00333-6
- Molerov, D., Zlatkin-Troitschanskaia, O., Nagel, M., Brückner, S., Schmidt, S., & Shavelson, R. (2021). Assessing University Students' Critical Online Reasoning Ability: A Conceptual and Assessment Framework With Preliminary Evidence. *Frontiers in Psychology*. https://doi.org/10.3389/feduc.2020.577843
- Nagel, M.-T., Reichert-Schlax, J., Zlatkin-Troitschanskaia, O., Klose, V., Weber, M., & Roeper, J. (2021). The relationship between medical students' media use and learning progress. *Studies in Higher Education*, 46(10). https://doi.org/10.1080/03075079.2021.1953334
- Nagel M.-T., Schäfer, S., Zlatkin-Troitschanskaia, O., Schemer, C., Maurer, M., Molerov, D., Schmidt, S. & Brückner, S. (2020). How Do University Students' Web Search Behavior, Website Characteristics, and the Interaction of Both Influence Students' Critical Online Reasoning? *Frontiers in Education*. doi: 10.3389/feduc.2020.565062
- Nagel, M.-T., Zlatkin-Troitschanskaia, O., & Fischer, J. (2022). Validation of newly developed tasks for the assessment of generic Critical Online Reasoning (COR) of university students and graduates. *Frontiers in Education*. [10.3389/feduc.2022.914857](https://doi.org/10.3389/feduc.2022.914857)
- Nagel, M.-T., Zlatkin-Troitschanskaia, O., Martin de los Santos Klein, L., Braunheim, D., Fischer, J., Maur, A., Shenavai, K., & Kohmer, A. (2024). Critical Online Reasoning Among Young Professionals: Overview of Demands and Skills in the Domains of Law, Medicine, and Teaching. In O. Zlatkin-Troitschanskaia, M.-T. Nagel, V. Klose, & A. Mehler. (Eds.). *Students', Graduates' and Young Professionals' Critical Use of Online Information – Digital Performance Assessment and Training within and across Domains* (pp. 3-22). Springer. doi.org/10.1007/978-3-031-69510-0_1
- Nagel, M.-T., Zlatkin-Troitschanskaia, O., Schmidt, S., & Beck, K. (2020). *Performance Assessment of Generic and Domain-Specific Skills in Higher Education Economics*. In O. Zlatkin-Roeper, J., Reichert-Schlax, J., Zlatkin-Troitschanskaia, O., Klose, V., Weber, M., & Nagel, M. (2022). Patterns of Domain-Specific Learning Among Medical Undergraduate Students in Relation to Confidence in Their Physiology Knowledge: Insights From a Pre-post Study. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2021.562211
- Roeper, J., Zlatkin-Troitschanskaia, O., Klose, V., Nagel, M., & Schlax, J. (2020). A New Approach to Analyzing the Development of Domain-Specific Knowledge Among Undergraduate Medical Students Using Learning Scores. *American Journal of Biomedical Science & Research*, 7(4), 319-323. https://dx.doi.org/10.34297/AJBSR.2020.07.001166

Schlax, J., Nagel, M., Zlatkin-Troitschanskaia, O., Kühling-Thees, C. & Walstad, W. (2019). *A Cross-national Comparison of Gender and Language Effects on Higher Education Students' Economic Knowledge in the U.S. and Germany*. Paper at the Focal Meeting of the World Education Research Association on August 7th 2019. Tokyo (Japan).

Schlax, J., Nagel, M., Zlatkin-Troitschanskaia, O., Kühling-Thees, C., Yamaoka, M., Asano, T., Abe, S. & Walstad, W. (2019). *Valid Assessment of Higher Education Students' Economic Knowledge and Understanding Using the Adapted US-American Test of Economic Literacy – Comparing Effects of Prior Education and Gender between Germany and Japan*. Paper at the Focal Meeting of the World Education Research Association on August 8th 2019. Tokyo (Japan).

Schlax, J., Zlatkin-Troitschanskaia, O., Kühling-Thees, C., Jitomirski, J., Nagel, M., Happ, R., Schmidt, S. & Walstad, W. B. (2019). Analyzing Learning Processes in Higher Education Business and Economics. *KoKoHS Working Paper*, 12: 44–48.

Schmidt, S., Zlatkin-Troitschanskaia, O., & Nagel, M. (2022). Multilevel Modeling and Assessment of the Study-Relevant Knowledge of First-Year Students in a Master's Program in Business and Economics. In M.S. Khine (Ed.) *Methodology for Multilevel Modeling in Educational Research* (p. 403–424). Wiesbaden: Springer.

Zlatkin-Troitschanskaia, O., Brückner, S., Nagel, M., Bültmann, A., Fischer, J., Schmidt, S., & Molerov, D. (2021). Performance assessment and digital training framework for young professionals' generic and domain-specific online reasoning in law, medicine, and teacher practice. *Journal of Supranational Policies of Education*. DOI:10.15366/jospoe2021.13.001

Zlatkin-Troitschanskaia, O., Nagel, M.-T., Klose, V., & Mehler, A. (Eds.) (2024). *Students', Graduates' and Young Professionals' Critical Use of Online Information – Digital Performance Assessment and Training within and across Domains*. Springer. doi: 10.1007/978-3-031-69510-0

National presentations

Frank, K., Zlatkin-Troitschanskaia, O., Braunheim, D., Nagel, M.-T., & Shavelson, R. J. (2024). *Kriterienbasierte Bewertung von Critical Thinking-Prozessen bei der Auswahl und Nutzung multipler Quellen von Wirtschaftspädagogik-Studierenden*. Paper presentation at Jahrestagung der DGfE – Sektion Berufs- und Wirtschaftspädagogik, Dresden, Germany.

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Happ, R., & Schmidt, S. (2019). *Migration-related Effects on Economic Knowledge among First-year Master's Students of Business & Economics*. Presentation at 7th Conference of the Gesellschaft für Empirische Bildungsforschung, 27.02.2019 in Cologne.

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Molerov, D. & Schmidt, S. (2021). *Students' Critical Online Reasoning and its Influences [Symposium presentation]*. Presentation at Meeting of International Test Commission on July 2021, online.

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Schmidt, S., Jurisch, J., & Molerov, D. (2020). *Students' Critical Online Reasoning and its Influences*. Presentation at 8th Conference of the Gesellschaft für Empirische Bildungsforschung, 26.03.2020 in Potsdam.

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Schmidt, S. & Molerov, D. (2021). *Validierung eines Performance Assessments zur Erfassung von Critical Online Reasoning bei Studierenden*.

Symposium presentation at digiGEBF 2021 Thementagung Digitalisierung im Bildungsbereich in September 2021, online.

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Schmidt, S. & Molerov, D. (2022). Zusammenhänge zwischen Critical Online Reasoning und Qualität der genutzten Online-Quellen bei BerufseinsteigerInnen. Presentation at 9th Conference of the Gesellschaft für Empirische Bildungsforschung, 11.03.2022 (online).

Schmidt, S., Nagel, M.-T., Zlatkin-Troitschanskaia, O., Happ, R., Förster, M., Brückner, S., & Saas, H. (2018). *Valide Erfassung des studienrelevanten Fachwissens bei Studieneinsteigern in ein wirtschaftswissenschaftliches Masterstudium*. Presentation at 6th Conference of the Gesellschaft für Empirische Bildungsforschung, 15.02.2018 in Basel (Switzerland).

Zlatkin-Troitschanskaia, O., Nagel, M.-T., Hodes, P., Schmidt, S., Beck, K., & Martin de los Santos Kleinz, L. (2024). *Domänenspezifisches Critical Online Reasoning (DOM-COR) bei StudienanfängerInnen der Wirtschaftswissenschaften und WiPäd*. Presentation at 29. Kongress der Deutschen Gesellschaft für Erziehungswissenschaft, Halle (Saale), Germany

Zlatkin-Troitschanskaia, O., Nagel, M.-T., Jurisch, J., Schmidt, S., & Molerov, D. (2019). *Students' Skills of Critically Dealing with Information when Solving Performance-based Assessments*. Presentation at 7th Conference of the Gesellschaft für Empirische Bildungsforschung, 26.02.2019 in Cologne.

Zlatkin-Troitschanskaia, O., Schmidt, S., Nagel, M.-T., Beck, K., & Shavelson, R. J. (2018). *Measuring University Students' Generic Skills Using Next Generation Performance Assessment*. Presentation at 51st Congress of Deutsche Gesellschaft für Psychologie, 17.09.2018 in Frankfurt.

International presentations

Frank, K., Zlatkin-Troitschanskaia, O., Braunheim, D., Nagel, M.-T., & Shavelson, R. J. (2024). *Criteria-based Evaluation of Critical Thinking Processes in the Selection and Use of Multiple Sources by University Students in Germany* [Paper presentation]. Presentation at BERA Conference 2024 and WERA Focal Meeting, Manchester, UK.

Nagel, M., Schlax, J., Zlatkin-Troitschanskaia, O., Jitomirski, J., Kühling-Thees, C., Happ, R. (2019). *Influence of Attended Courses on Domain-specific knowledge Growth in Higher Education Economics*. Presentation at the 18th Biennial Conference of the European Association for Research on Learning and Instruction on August 12th 2019. Aachen (Germany).

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Kohmer, A., Kunz, A.-K., Fischer, J., Schmidt, S., Maur, A., & Brückner, S. (2022). *The Relationship Between Web Search Behavior and Website Characteristics and Young Professionals' Critical Online Reasoning* at the symposium "Levels and Profiles of Young Professionals' Critical Online Reasoning in Law, Medicine, and Teacher Practice. [Paper presentation]. Presentation at the 2022 WERA Focal Meeting, San Diego, CA

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Schlax, J., Kühling-Thees, C., Jitomirski, J., & Happ, R. (2020). *Students' Development of Economic Knowledge Over the Course of a Bachelors Degree*. Accepted for Presentation at Annual Meeting of the American Educational Research Association in April 2020, San Francisco, USA.

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Trierweiler, L., Martin de los Santos Kleinz, L., Drake, P., & Hartig, J. (2024). *Economics Students' Domain-Specific Critical Online Reasoning*

(DOM-COR) Skills at the Beginning of their Studies. Paper Presentation at BERA Conference 2024 and WERA Focal Meeting, Manchester, UK.

Schlax, J., Nagel, M., Zlatkin-Troitschanskaia, O., Kühling-Thees, C. & Walstad, W. (2019). A Cross-national Comparison of Gender and Language Effects on Higher Education Students' Economic Knowledge in the U.S. and Germany. Presentation at the Focal Meeting of the World Education Research Association on August 7th 2019. Tokyo (Japan).

Schlax, J., Zlatkin-Troitschanskaia, O., Kühling-Thees, C., Deribo, T., Jitomirski, J., Happ, R., Pant, H. A. & Nagel, M. (2019, April). Effects of prior knowledge and intelligence on the development of economic knowledge in higher education. Paper presented at Annual Meeting of the American Educational Research Association, Toronto, Canada.

Zlatkin-Troitschanskaia, O., Beck, K., Shavelson, R. J., Schmidt, S., Nagel, M.-T., & Molerov, D. (2018). Students' critical ways of dealing with information when solving performance-based assessments. Paper presentation at the European Association for Research on Learning and Instruction (EARLI) SIG 4 Conference 2018, 29 August 2018, Gießen (Germany).

Zlatkin-Troitschanskaia O., Schmidt, S., Hartig J., Drake P., Nagel, M.-T., Fischer, J. (2024). Performance Assessments to Validly Measure Cross-nationally University Economics Students' Domain-specific Critical Online Reasoning. Presentation at AERA 2024 Annual Meeting, Philadelphia, USA.

Posters

Frank, K., Zlatkin-Troitschanskaia, O., Braunheim, D., Nagel, M.-T., & Shavelson, R. J. (2024). Critical Thinking – Erfassung des kritischen Umgangs mit Internet-basierten Informationen von Studierenden im internationalen Vergleich. Posterpresentation at 11. Jahrestagung der Gesellschaft für Empirische Bildungsforschung, Potsdam, Germany.

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Jitomirski, J., Kühling-Thees, K., Schlax, J., Happ, R., & Pant, H.A. (2018). Exploring the Discriminant Validity of an Entry Test in the Study Domain of Business and Economics - Results from a National Representative Large-scale Assessment. Poster at 51st Congress of the Deutsche Gesellschaft für Psychologie, 19.09.2018 in Frankfurt.

Nagel, M.-T., Zlatkin-Troitschanskaia, O., Schmidt, S., Hartig, J., & Drake, P. (2024). Entwicklung des Domänenspezifischen Kritischen Online-Reasoning (DOM-COR) im Wirtschaftswissenschaftlichen Bachelorstudium und Einflussfaktoren auf DOM-COR. Poster presentation at Jahrestagung der DGfE – Sektion Berufs- und Wirtschaftspädagogik, Dresden, Germany

Zlatkin-Troitschanskaia, O., Nagel, M., Molerov, D., Brückner, S., & Schmidt, S. (2021). Assessing University Students' Critical Online Reasoning and the Impact of Personal Characteristics. Poster the 2021 AERA Annual Meeting (Online).

Lecturing activities

Ongoing	Supervision of theses (Bachelor and Master)
---------	---

SoSe 2020	Seminar (Master): Advanced Diagnostics, Evaluation and Assessment in Business Education II.
WiSe 2018/19	Seminar (Bachelor): Lecture course.
SoSe 2018	Seminar (Bachelor): Lecture course.
WiSe 2017/18	Seminar (Bachelor): Lecture course.