

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

- Nagel, M.-T. & Zlatkin-Troitschanskaia, O. (2025). The competence to deal critically with online information among economics education students and teacher trainees in economics: implications for teacher training. *Empirical Research in Vocational Education and Training*, 17(11). <https://doi.org/10.1186/s40461-025-00186-4>
- 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 Profession-als’ 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
- Nagel, M.-T., Zlatkin-Troitschanskaia, O., Martin de los Santos Kleinz, 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.