

Publikationen / Publications (* peer-reviewed)

- *Muehlbacher, F., Mejeh, M., Keller, M. M., & Hagenauer, G. (2023). Teachers' daily positive and negative affect and their relationship with teachers' emotion regulation strategies and daily work engagement – results of a diary study among team teachers. *Social Psychology of Education*. Advance online publication. <https://doi.org/10.1007/s11218-024-09951-x>
- *Hagenauer, G., Muehlbacher, F., Kuhn, C., Stephan, M., & Gläser-Zikuda, M. (2023). Mixed methods in research on motivation and emotion. In G. Hagenauer, R. Lazarides, & H. Järvenoja (Eds.), *Motivation and emotion in learning and teaching across educational contexts: theoretical and methodological perspectives and empirical insights. EARLI book series: new perspectives on learning and instruction* (pp. 163–177). Routledge.
- *Muehlbacher, F. & Hagenauer, G. (2023). Team teachers' emotions and their antecedents in the classroom. *European Journal of Teacher Education*. Advance online publication. <https://doi.org/10.1080/02619768.2023.2293634>
- *Mühlbacher, F. (2023). Langeweile und deren Regulation bei Lehrpersonen im Teamteaching-Unterricht [Boredom and its regulation among teachers during team-teaching lessons]. *Erziehung und Unterricht [Education and Teaching]*, 173(1-2), 108-115.
- *Hagenauer, G., & Muehlbacher, F. (2022). Emotionen, Emotionsregulation und Emotionskommunikation von Lehrpersonen – ein theoretischer Überblick unter besonderer Berücksichtigung der Lehrer*innen-Schüler*innen-Beziehung [Emotions, emotion regulation and emotion communication of teachers – a theoretical overview with a special focus on the teacher–student relationship]. In G. Schauer, L. Jesacher-Rößler, D. Kemethofer, J. Reitingner, & C. Weber (Eds.), *Einstiege, Umstiege, Aufstiege. Professionalisierungsforschung in der Lehrer*innenbildung (Beiträge zur Bildungsforschung, Band 9) [Entrances, Transitions, Advancements: Professionalisation Research in Teacher Education, Volume 9]* (pp. 125-140). Waxmann. <https://doi.org/10.31244/9783830995883>
- *Hagenauer, G., Muehlbacher, F., & Ivanova, M. (2022). “It’s where learning and teaching begins – is this relationship” — insights on the teacher–student relationship at university from the teachers’ perspective. *Higher Education*. <https://doi.org/10.1007/s10734-022-00867-z>
- *Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2022). Teachers' Emotion Regulation in the Team-Taught Classroom: Insights Into Teachers' Perspectives on How to Regulate and Communicate Emotions With Regard to the Team Teaching Partner [Original Research]. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.787224>
- *Hagenauer, G., Muehlbacher, F., Kuhn, C., & Ivanova, M. (2021). Affective styles of teachers: Associations with positive and negative affect and the teacher-student relationship. In M. Carmignola, & D. Martinek (Eds.), *Persönlichkeit – Motivation – Entwicklung (Festschrift für Franz Hofmann) [Personality – Motivation – Development]* (pp. 245-260). Hamburg: Dr. Kovac. Online available under <https://www.verlagdrkovac.de/978-3-339-12562-0.htm>

Tagungsbeiträge und Präsentationen / Presentations at conferences

- Muehlbacher, F., Meje, M., Keller, M. M., & Hagenauer, G. (2024, August 28 – 30). Team teachers' daily positive and negative affect, emotion regulation, and daily work engagement. Paper accepted for presentation (Symposium) at the ICM 2024, Bern, Switzerland.
- Muehlbacher, F., Meje, M., Keller, M. M., & Hagenauer, G. (2024, März 18 – 20). Täglicher positiver und negativer Affekt in Zusammenhang mit habituellen Emotionsregulationsstrategien und täglichem Arbeitsengagement bei Lehrpersonen im Teamteaching-Unterricht – Ergebnisse einer Tagebuchstudie. Paper accepted for presentation at the 11th GEBF conference, Potsdam, Germany.
- Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2023, August 22 – 26). Teacher emotions and their antecedents in the team-taught classroom from the teachers' perspective. Paper accepted for presentation at the EARLI 2023, Thessaloniki, Greece.
- Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2023, Februar 27 – März 02). Emotionen von Lehrpersonen und deren Auslösebedingungen im Teamteaching-Unterricht. Poster accepted for presentation at the 10th GEBF conference, Essen, Germany.
- Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2022, August 24). Teachers' emotion regulation in the team-taught classroom: a qualitative analysis. Paper accepted for presentation (Symposium) at the ICM 2022, Dresden, Germany.
- Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2022, März 11). Emotionsregulation von Lehrpersonen im Teamteaching-Unterricht. Einblicke, wie aus Sicht der Lehrpersonen Emotionen im Hinblick auf die Partnerlehrperson reguliert und kommuniziert werden. Paper accepted for presentation (Symposium) at the GEBF 2022, Bamberg, Germany. (online)
- Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2022, Februar 21). Emotionen von Lehrpersonen im Teamteaching-Unterricht: Einblicke in derzeitige Ergebnisse und Ausblicke auf weitere Forschungsvorhaben. Presentation at the DACH-Nachwuchsakademie, Innsbruck, Austria. (online)
- Muehlbacher, F. (2022, Januar 27). Emotionen von Lehrpersonen im Teamteaching-Unterricht: Auslöser, Regulationsstrategien und Effekte. Presentation at the colloquium for PhD students at the IPN Kiel, Kiel, Germany. (online)
- Hagenauer, G., Muehlbacher, F., & Ivanova, M. (2021; August 23-27). Insights on the teacher-student relationship at university from the teachers' perspective. Paper accepted for presentation at the EARLI 2021, Gothenburg, Sweden. <https://www.earli.org/EARLI2021> (online)
- Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2021, August 19). Team teaching is emotional: antecedents and manifestations of teachers' emotions triggered by the team partner. Poster accepted for presentation at the JURE 2021, Gothenburg, Sweden. <https://www.earli.org/JURE2021> (online)
- Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2021, Juni 14). Teachers' emotions during team-taught lessons. Presentation at the EERA 2021, Jyväskylä, Finland. <https://eera-ecer.de/seasonschools/eera-summer-school-2021/eerss-2021-theme-and-aims/> (online)

Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2021, Februar 18). Emotionen von Lehrpersonen im Teamteaching-Unterricht: Vorstellung des Dissertationsprojektes. Präsentation an der Internationalen Winter School Retreat 2021, Salzburg, Austria. <https://www.plus.ac.at/doctorate-school-plus/doctorate-school-plus-2/kollegs-der-doctorate-school-plus/kompetenzforschung-in-der-lehrer-innenbildung/winter-schools/winter-school-2021/> (online)

Muehlbacher, F., Hagenauer, G., & Keller, M. M. (2020, September 7). Erzählen Sie doch mal über Ihre Emotionen beim Teamteaching in der Klasse...eine qualitative Interviewstudie über die Einflussfaktoren und Qualität von emotionalen Erlebnissen im Teamteaching-Unterricht. Poster accepted for presentation at the VASOM 2020, Vienna, Austria. <https://vasom.univie.ac.at/> (online)