

Melanie Keller

Publication List

A. Articles (peer review):

- Becker, E., Keller, M. M., Goetz, T., & Frenzel, A. C. (2015). Antecedents of teachers' emotions in the classroom: An intraindividual approach. *Frontiers in Psychology, 6*:635. doi:10.3389/fpsyg.2015.00635
- Goetz, T., Becker, E., Bieg, M., Keller, M. M., Frenzel, A. C., & Hall, N. (2015). The glass half empty: How emotional exhaustion affects the state-trait discrepancy in self-reports of teaching emotions. *PLoS ONE, 10*(9), e0137441. doi: 10.1371/journal.pone.0137441
- Goetz, T., Haag, L., Lipnevich, A., Keller, M. M., Frenzel, A. C., & Collier, A. P. M. (2014). Between-domain relations of students' academic emotions and their judgments of school domain similarity. *Frontiers in Psychology 5: 1153*. doi:10.3389/fpsyg.2014.01153
- Goetz, T., Lüdtke, O., Nett, U. E., Keller, M., & Lipnevich, A. (2013). Characteristics of teaching and students' emotions in the classroom: Investigating differences across domains. *Contemporary Educational Psychology, 38*, 383-394.
- Keller, M. M., Chang, M.-L., Becker, E., Goetz, T., & Frenzel, A. C. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom: An experience sampling study. *Frontiers in Psychology, 5*. doi:10.3389/fpsyg.2014.01442
- Keller, M. M., Goetz, T., Becker, E., Morger, V., & Hensley, L. (2014). Feeling and showing: A new conceptualization of dispositional teacher enthusiasm and its relation to students' interest. *Learning and Instruction, 33*, 29-38. doi:10.1016/j.learninstruc.2014.03.001
- Keller, M. M., Woolfolk Hoy, A. E., Goetz, T., & Frenzel, A. C. (in press). Teacher enthusiasm: Reviewing and redefining a complex construct. *Educational Psychology Review*. Advance online publication. doi:10.1007/s10648-015-9354-y
- Mok, S.-Y., Martiny, S., Gleibs, I., Keller, M. M., & Froehlich, L. (2016). The relationship between ethnic classroom composition and Turkish-origin and German students' reading performance and sense of belonging. *Frontiers in Psychology, 7*: 1071. doi:10.3389/fpsyg.2016.01071

B. Practice-oriented publications:

- Keller, M., Bieg, M., & von Detten, S. (2014). Unterschiedlich interessiert – Heterogenität und Variabilität von Schülerinteressen im Fach Mathematik [Heterogeneity and variability of students' interest in mathematics]. *Lehren & Lernen, 41*, 10-15.

C. Book Sections:

- Götz, T., Keller, M., & Martiny, S. (2012). Emotionales Erleben in den MINT-Fächern: Ursachen, Geschlechterunterschiede und Interventionsmöglichkeiten. In H. Stöger, A. Ziegler & M. Heilemann (Eds.), *Mädchen und Frauen in MINT: Bedingungen von Geschlechtsunterschieden und Interventionsmöglichkeiten*. Münster: LIT.
- Keller, M. M., Frenzel, A. C., Goetz, T., Pekrun, R., & Hensley, L. (2014). Exploring teacher emotions: A literature review and an experience sampling study. In P. W. Richardson, S. A. Karabenick & H. M. G. Watt (Eds.), *Teacher motivation: Theory and practice* (pp. 69-82).
- Keller, M. M., Neumann, K., & Fischer, H. E. (2014). Enthusiastic Teaching and Its Impact on Students' Interest and Self-concept: Investigating German Physics Classrooms. In H. E. Fischer, P. Labudde, K. Neumann, & J. Viiri (Eds.), *Quality of Instruction in Physics: Findings from a tri-national video study* (pp. 129-143). Münster: Waxmann.
- Keller, M., Neumann, K., & Fischer, H.E. (2013). Teacher Enthusiasm and Student Learning. In J. Hattie & E. Anderman (Eds.), *International Guide to Student Achievement* (pp. 247-249), New York & London: Routledge.
- Martiny, S. E., Goetz, T., & Keller, M. M. (2013). Emotionsregulation im Kontext von Stereotype Threat: Die Reduzierung der Effekte negativer Stereotype bei ethnischen Minderheiten. In P. Genkova, T. Ringeisen & F. T. L. Leong (Eds.), *Handbuch Stress und Kultur. Interkulturelle und kulturvergleichende Perspektiven* (pp. 397-415). Wiesbaden: Springer VS.