



UNIVERSITÄT  
LEIPZIG

# RESEARCH NEWSLETTER

## FACULTY OF EDUCATION

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# SPOTLIGHT ON: SCHOOL AND TEACHING RESEARCH

## EMPIRICAL TEACHING RESEARCH: CONTRIBUTIONS TO INVESTIGATING THE ROLE OF "PROFESSIONAL PERCEPTION" FOR SUCCESSFUL CLASSROOM MANAGEMENT

In the "Empirical School and Teaching Research" unit (Prof. Dr. Anne Deiglmayr) at the Institute of Educational Sciences, one of the current research focuses is on investigating the role of professional vision of

teachers for successful classroom management, one of the central dimensions of teaching quality. To this end, two ongoing dissertation projects are particularly working with mobile eye-tracking

technology to analyze the attention distribution of teachers while teaching. Both projects briefly introduce themselves below.



Example scenario for the 15-minute teaching lesson. The participant (right) wears a fitness tracker and eye-tracking glasses to record heart rate and eye movement behavior, while the actors (left) simulate typical classroom events.

### PROFESSIONAL VISION OF NOVICE AND EXPERT TEACHERS (DISSERTATION PROJECT, MANDY KLATT)

The aim of the research project Pro-VisionNET (**Professional Vision** of Novice and Expert Teachers) is to investigate expertise differences between experienced teachers and teacher education students using multimodal data sources (eye movement, behavioral, and verbal data). A particular focus lies on the analysis of visual attention, as this is crucial for teachers' ability to recognize relevant classroom situations and make knowledge-guided decisions based on them.

The main data collection has already been successfully completed. A total of 40 teachers (including those in teacher training) and 40 teacher education students (from the third semester onwards) were examined. The study consisted of two parts, taking approximately two hours in

total. First, participants conducted a 15-minute teaching lesson in the m<sup>3</sup>uvi-Lab (**mobile, multimodal, classroom videography**) at Leipzig University. Three actors simulated typical classroom situations, while four cameras and mobile eye-tracking glasses recorded the participants' gaze and behavioral data. Additionally, ambient sounds and voices were documented via audio recorder, and participants' heart rates were monitored using a fitness tracker. Following the lesson, all participants completed a questionnaire for self-assessment of their teaching behavior and classroom management competence. The second part involved a reflection interview, where participants viewed their own eye-tracking video and answered specific questions about their professional perception and behavior. Finally, they evaluated various teaching scenarios using a

validated questionnaire on classroom management competence.

Initial analyses of the eye tracking data showed that experienced teachers directed their attention to students more frequently than teacher education students. Furthermore, experienced teachers reported significantly less strain from classroom disruptions, showed higher scores in self-assessment of their classroom management competence, and felt more confident in handling disruptions. Additionally, preliminary analyses indicated that more efficient gaze behavior in experienced teachers correlated with better strategic knowledge and greater confidence in dealing with classroom disruptions.

Further analyses of the physiological data showed that the fitness watches used proved suitable for validly capturing teachers' heart rates as a physiological indicator of stress during the simulated teaching

situation. Heart rate measurements showed an increase before the lesson, a peak during the lesson, and a subsequent decrease.

The focus is now on the detailed evaluation of the reflection interviews. These analyses aim to derive

differentiated statements about expertise differences regarding professional perception and classroom management from verbal data.

Overall, the study demonstrates the advantages of collecting and analyzing multimodal data for empirical

teaching research, particularly for the detailed analysis of professional teacher behavior in the teaching process.

#### PROFESSIONAL VISION IN PHYSICAL EDUCATION (DISSERTATION PROJECT, TIM HAIGIS)

Effective classroom management is crucial for the quality of teaching as well as for the motivation and well-being of students (Hattie, 2023). The specific contextual factors of physical education, such as physical exertion and continuous movement, require particularly effective classroom management (Herrmann et al., 2015). This is of decisive importance as it promotes positive affective-motivational outcomes. In this context, the proactive handling of emotions such as fear or joy (Miethling & Krieger, 2004) and the cultivation of a strong teacher-student relationship (Heemsoth, 2014) are of central importance. As Kunter (2005) emphasizes, the affective-motivational development of students is the key to effective teaching, even beyond physical education.

The project *ConProVis-NE: Contextual dynamics and professional vision of novice and expert teachers* aims to investigate the role of professional perception and classroom management competence in the expertise development of (prospective) teachers. It compares external measures of teaching quality

between physical education teachers and physical education student teachers and relates them to their ability to professionally perceive critical teaching events.

In a first step, the newly developed questionnaire has been piloted and its internal validity confirmed. Subsequently, multidimensional data will be collected during physical education lessons using multimodal methods such as eye-tracking, videography, questionnaire surveys, and interviews. The goal is to gain comprehensive insight into the interactions between teaching competence and learning processes.

In a first study, the results of the questionnaire survey were examined. The study investigated (1) the interrelationship between classroom management dimensions (clarity of rules, discipline and time management, omnipresence, organization and clarity of goal, and safety), which were determined based on student evaluations immediately following a specific physical education lesson.

Additionally, (2) the relationship between students' perceptions of the quality of their teachers' classroom management and affective-motivational variables such as joy, anxiety, and quality of the teacher-student relationship was analyzed.

A preliminary sample of 162 students (grades 5-10) completed the adapted questionnaire. The results show that (1) most classroom management dimensions correlate positively, while discipline and time management do not correlate with other classroom management dimensions. Furthermore, the analysis showed that (2) effective classroom management correlates positively with teaching quality and the student-teacher relationship, and negatively with anxiety.

The correlation patterns show that effective classroom management in a specific lesson is indeed positively related to students' affective-motivational evaluation of that lesson. The relationships between the classroom management scales confirm the convergent validity of the developed instrument.

In the summer semester, the lessons of sports students within the school practical studies will be recorded. As part of a stimulated recall interview, the students will subsequently watch their own eye-tracking video. In particular, explanations regarding the action dimensions and the visual attention foci will be questioned.

*Anne Deiglmayr, Mandy Klatt & Tim Haigis*

# NEW EMERGING FIELD AT THE FACULTY OF EDUCATION

## CONTINUED WORK OF THE FACULTY ON AN EMERGING FIELD AND GRADUATE SCHOOL

At the Faculty of Education, work has been underway on a research profiling concept since two faculty development days. The next steps are now to be taken in the context of the "Leipzig Path" strategy. The goal is to submit a concept for a new emerging field in the research area of "Educational Equity" by July 1, 2025, which could potentially be developed in the long term into an area of potential with excellence perspective in interdisciplinary collaboration with other institutes. The following next work steps are planned:

- *April 29, 2025, 01:00 pm*  
Internal meeting of the Vice Deans with Matthias Lauke, Strategic University Development Office, regarding potential collaboration partners for interdisciplinary research profiling within Leipzig University.
- *May 2, 2025, 01:30 pm*  
Faculty-public advisory discussion of the vice deans on further profiling and interdisciplinary development of the Emerging Field with Prof. Dr. Elsbeth Stern, ETH Zurich, via Zoom
- *May 5, 2025, 02:00 pm*  
Faculty-wide advisory meeting of the vice deans on the further profiling and interdisciplinary development of the Emerging Field with Prof. Dr. Marcel Helbig, WZB Berlin and University of Erfurt, via Zoom
- *May 14, 2025, 02:00 pm*  
Faculty Development Day on the Emerging Field and Graduate School, keynote by Prof. Dr. em. Detlev Leutner, University of Duisburg-Essen, Building 5, Room 132.
- *June 11, 2025, 02:00 pm*  
Faculty Development Day on the integration of expertise, initial conception of an Emerging Field and Graduate Schools
- *June 18, 2025, 02:00 pm*  
Faculty Development Day for continued work on the conception of the Emerging Field
- *July 1, 2025*  
Submission of the application to the Rectorate of Leipzig University

*Katrin Liebers & Conny Melzer*

# PERSONNEL MATTERS

## COMMITTEES & MEMBERSHIPS

Prof. Dr. Christian Glück has been a member of the “State Education Council of Saxony” since March 01, 2025, where he represents the Saxon State Ministry of Science, Culture and Tourism.

Prof. Dr. Tina Malti was appointed to the “State Advisory Board for Family Issues” of the Saxony State Ministry for Social Affairs, Health and Social Cohesion. In this interdisciplinary committee, she acts as a scientific expert, particularly with regard to child development and the mental health of children with different developmental and socialization experiences.

## INTERIM PROFESSORSHIPS

Dr. Anne Goldbach (Department “Inclusive Education and Participation in the Context of Intellectual Disability”) has held a professorship in the “Special Education and Inclusion Studies” department at Zittau/Görlitz University of Applied Sciences since March 01, 2025.

Dr. Anett Platte (Department of “Emotional and Social Development with Special Educational Support and Inclusive Contexts”) will be filling the “Chair of Education for Behavioral Disorders and Autism including Inclusive Education” at LMU Munich for a further semester.

Dr. Beatrice Rupprecht (Chair for Primary School Education) will hold the Chair of Educational Science with a focus on primary school education at TU Dresden for the summer semester 2025.

## AWARDS

Dr. Florian Böschl (General sciences education didactics with a special focus on science and technology) was awarded the Ilse Lichtenstein-Rother Prize 2024 by the Society for Didactics of General Education. He was honored for his dissertation “Perspectives on the description and recording of model competence (facets) in science-oriented subject teaching”, which he completed summa cum laude in 2023. This also makes him the first person to complete a cumulative dissertation at the Faculty.

## DISPUTATIONS

On April, 10 2025, Nico Leonhardt from the “Inclusive Education and Participation in the Context of Intellectual Disability” department completed his dissertation entitled “Reflection on participatory teaching in the context of inclusive higher education development. Perspectives Critical of power and ableism” was successfully defended.

## DOCTORAL CERTIFICATES

Dr. Dorothea Kusche from the research area “Primary School Didactics German” was awarded the doctoral certificate on April, 09 2025 in the Faculty Council. The topic of the dissertation is: “How teachers talk about learning to spell in primary school. A qualitative-reconstructive interview study“.

# PAST EVENTS

## MAKING DAY – TECHTEENS VISIT THE FACULTY OF EDUCATION

LAUNCH OF NEW PROJECTS IN STEM VOCATIONAL TRAINING

With 115 students from Leipzig and North Saxony, their teachers and TechTeens mentors, we were able to organize a special event on 21st March 2025 in the rooms of the faculty: the Making Day. The day was organized by us, the Chair of Psychology in School and Teaching, in cooperation with Joblingen Leipzig. High school and grammar school students were able to attend STEM workshops in 10 seminar rooms,

including on the topics of robotics, Python for beginners, Minecraft Education, VR, video blogging and online security.

The Making Day was also an important milestone from a scientific perspective: it marked the start of our cooperation with Joblingen in the research area of career guidance in STEM professions. We will support the development, implementation and success of new learning formats in career guidance for STEM professions. We will

especially address girls as a target group. We will focus in particular on the acceptance of the formats, possible changes in attitudes towards STEM skills and professions and the conditions for successful school cooperation.

A day that left an impression on all participants - exciting, interactive and full of new experiences. We are already looking forward to the next joint event on 06.06.2025!

*Romy Schneider*



The Making Day participants are welcomed in lecture hall 15.



## **“DECODE THE FACE” - WORKSHOP BRINGS INNOVATIVE ANALYSIS TOOLS FOR FACIAL EXPRESSION AND GAZE BEHAVIOR INTO CONVERSATION**

On March 25, 2025, the “Decode the Face” workshop took place at Leipzig University's Faculty of Education, focusing on the latest developments in the fields of eye tracking and facial expressions. These innovative methods are crucial for understanding human behavior and emotions in disciplines such as psychology, education and neuroscience.

The workshop provided a platform for interdisciplinary exchange between researchers, educators and practitioners. The aim was to discuss the challenges involved in collecting, analyzing and -interpretation and to shed light on the integration of cognition and emotion both in the laboratory and in real-life settings. The program included presentations by renowned

experts from the University of Leipzig and the Max Planck Institute for Evolutionary Anthropology:

- Prof. Dr. Brigitte Latzko and Dr. Sandra Dietrich (Faculty of Education)

- Dr. Katrin Rothmaler (Humboldt Science Center for Child Development (HumanKind) at the University of Leipzig)

- Dr. Daniela Schmidt (Max Planck Institute for Evolutionary Anthropology)

The presentations provided diverse insights into the practical application and scientific foundation of modern behavior analysis. Brigitte Latzko and Sandra Dietrich used current research projects to show how facial expressions and gaze behavior can be interpreted in an educational context. Katrin

Rothmaler highlighted the methodological challenges of video analysis in everyday pedagogical practice. Daniela Schmidt presented approaches on how cognitive and emotional processes can be made visible with the help of innovative tools - both in great apes and children.

In addition to the presentations, there was an open practical session that offered participants the opportunity to gain practical experience with the technologies presented. Furthermore, there was the opportunity to visit laboratories at the faculty.

*Katrin Gottlebe*

## **„LAUTER LAUTE LAUTE“ – LEIPZIG SPRING SYMPOSIUM 2025**

On April 4, 2025, the 14th Spring Symposium on Early Childhood Education took place at Leipzig University - this year under the sonorous title: “Loud Loud Lutes - Shaping Linguistic Education with Sound”. Organized by the State Competence Centre for Language Education and Support at Child Day Care Centres in Saxony (LaKoS), the symposium was held under the patronage of Conrad Clemens, Saxony's State Minister of Culture. State Secretary Wilfried Kühner was present on his behalf.

The symposium was opened by Prof. Dr. Christian W. Glück

(photo), Director of LaKoS and Professor at the University of Leipzig. Prof. Dr. Conny Melzer, Vice Dean of the Faculty of Education, and Dr. Katrin Rothmaler (photo), from the Humboldt Research Centre for Child Development (HumanKind), also gave welcoming addresses. In her welcoming address, Rothmaler presented HumanKind as a center that closely interlinks research, practice, transfer and further education - with the aim of providing every child with the best possible support in their positive and healthy development. She emphasized: "Every child has its own rhythm. If we throw them off their

rhythm, they can easily stumble. But if we help them to find their own melody, they suddenly start to dance". With this in mind, the musical and linguistic dimensions of child development were a recurring theme throughout the day. After an inspiring keynote speech by Prof. Dr. Stephan Sallat (University of Halle) and a rousing beatbox performance, participants were treated to a varied workshop program on the potential of music for early childhood language development.

*Katrin Rothmaler*



## REPORT FROM THE ARQUS ANNUAL CONFERENCE IN LEIPZIG (APRIL 2-4, 2025)



Photo: Media Team Arqus

In the first week of April, Leipzig University hosted the annual conference of the Arqus University Alliance. Representatives from Padua, Granada, Lyon, Minho, Maynooth, Wrocław, Vilnius, and Graz participated. Already on the day before the conference, as the Faculty of

Education in our role as Co-Lead of Working Group 10 (Arqus Inclusion & Diversity Hub), we organized a Collaborative Open Room to discuss the EDI Action Plan of the Arqus Alliance with representatives of all status groups from all nine alliance universities (note: EDI stands

for Equity, Diversity and Inclusion), which aims to align the universities more with inclusion. Information about Arqus can be found here: <https://arqus-alliance.eu/>

*Conny Melzer*



Photo: Media Team Arqus

# EVENT ANNOUNCEMENTS

## APRIL 2025

30.04.–01.05. Vortagung der 38. Jahrestagung der dvs-sektion Sportpädagogik für sportpädagogische Nachwuchswissenschaftler:innen (Sportwissenschaftliche Fakultät & Erziehungswissenschaftliche Fakultät, Universität Leipzig) weitere Infos [hier](#)

## MAI 2025

01.–03.05. 38. Jahrestagung der DVS-Sektion Sportpädagogik (Sportwissenschaftliche Fakultät & Erziehungswissenschaftliche Fakultät, Universität Leipzig) weitere Infos [hier](#)

13.05.–15.05. 18. Deutscher Kinder- und Jugendhilfetag (DJHT): „Weil es ums Ganze geht: Demokratie durch Teilhabe verwirklichen!“ (Leipziger Messe)

15.05. Frühpädagogischer Abend mit dem Gastredner Dr. Seyran Bostanci: „Demokratie(bildung) von Anfang an“ (via Zoom, 17:15–18:45 Uhr) weitere Infos [hier](#)

## JUNI 2025

05.06. Frühpädagogischer Abend mit der Gastrednerin Dr. Eva-Maria Embacher: „Stress, Gesundheit und pädagogische Qualität im Kindergarten“ (via Zoom, 17:15–18:45 Uhr) weitere Infos [hier](#)

19.–20.06. Advances in teaching foreign languages to young learners (ATFLY) (Online Konferenz) weitere Infos [hier](#)

20.06. Lange Nacht der Wissenschaften

25.06. Frühpädagogischer Abend mit den Gastrednerinnen Prof. Dr. Kristen Fuchs-Rechlin & Clarissa Nachtigall: „Berufsverläufe & berufsbiografische Gestaltungsmodi von Erzieher:innen“ (via Zoom, 17:15–18:45 Uhr), weitere Infos [hier](#)

## JULI 2025

17.07. Frühpädagogischer Abend mit der Gastrednerin Prof. Dr. Catherine Walter-Laager: „Fachkräftemangel und ein möglicher Lösungsansatz“ (via Zoom, 17:15–18:45 Uhr), weitere Infos [hier](#)

## NOVEMBER 2025

27.–28. Jahrestagung der Deutschen Interdisziplinären Gesellschaft zur Förderung der Forschung für Menschen mit geistiger Behinderung e.V. (DIFGB): „Geistige Behinderung - (noch immer) ein Problembegriff?! – Diskurse in Theorie und Praxis (Bildungswissenschaftlicher Campus, Universität Leipzig) weitere Infos [hier](#)

## 18. DEUTSCHER JUGENDHILFETAG IN LEIPZIG

From May 13 to 15, 2025, the 18th German Youth Welfare Day will take place at the New Leipzig Trade Fair Center. For this occasion, representatives of youth welfare services, as well as municipal representatives from all over Germany and several European countries, will come to Leipzig. 30,000 visitors are expected. The Youth Welfare Day is a trade fair with many exhibitors presenting their projects and services, and a professional congress with expert lectures. We, as the Faculty of Education, will be represented with a joint booth together with the Humboldt Science Center (HumanKind) and the Center for

Teacher Education and School Research (ZLS). A preparation group has been formed for the booth, which not only ensures booth supervision but also organizes content. Projects from the Faculty of Education, HumanKind, and the ZLS will be presented at the booth. Among others, Professor Malti has been invited to give a lecture as part of the professional congress.

You are welcome to submit posters and flyers until May 7, 2025, so that projects can be made known by proxy and cooperation partners can be acquired. Please upload digital posters (for placement on our homepage and for download on site)

to the cloud storage: <https://speicherwolke.uni-leipzig.de/index.php/s/bwE-AekwSKRrRtGA>. Please submit the posters for hanging in Room 174 in Building 5 (to Mr. Maik Romanus). They should be size A0, use the layout of Leipzig University, and be designed in portrait format. You are also welcome to participate in the DJHT. Admission is free, however, registration as a visitor is necessary. In the next newsletter, we will report on the DJHT.

*Conny Melzer*

# LATEST PUBLICATIONS BY FACULTY MEMBERS

- Berger, P., Rothmaler, K., Colasante, T. & Malti, T. (in press). "Selbst ein einziges Licht vertreibt die Dunkelheit": Guete in der Traumatherapie mit Kindern. In S. Perren & T. Malti (Eds.), *Soziale und emotionale Entwicklung im Kindesalter: Entwicklungsprozesse verstehen, begleiten und staerken [Social and emotional development in children: Understanding and supporting developmental processes]*. Kohlhammer.
- Doelle, L. & Döring-Koch, R. & Fecher, T. & Vierenickel, S. (2025). Werkstatt frühe Bildung der Universität Leipzig. In U. Stadtler-Altmann, F. Herrmann, P. Kihm & A. Schulte-Buskase (Hrsg.), *Atlas der Hochschullernwerkstätten. Ein (un-)vollständiges Kompendium* (S. 426–438). Verlag Julius Klinkhardt.
- Dominke, H., Barenthien, J., Oppermann, E., Burghardt, L. & Steffensky, M. (2025). The Quality of Interactions in the Home Science Environment and Associations
- Feige, P., Watermann, R., Simpkins, S., Eccles, J. S. & Oppermann, E. (2025). Impact of mothers' and fathers' math self-concept of ability, child-specific beliefs and behaviors on boys' and girls' math-self-concept of ability: A dyadic approach. *PLOS ONE*, 20(2), e0317837. <https://doi.org/10.1371/journal.pone.0317837>
- Flöter, J. (Hrsg.) (2025). Ulrich von Wilamowitz-Moellendorf (1848–1931). Altertumswissenschaft, Klassikverständnis und Wissenschaftspolitik am Ausgang der Moderne. Leipziger Universitätsverlag.
- Flöter, J. (2024). Ewaluacija koncepta 2plus. *Serbska šula* 77 (4), 98–105.
- Gibhardt, S., Berger, P., Möller, A. M., Colasante, T. & Malti, T. (in press). Seelische Gesundheit in Kindheit und Jugend: Umgang mit Traumata in der Schule. In H. Saalbach, E. Baumann & F. Greiner (Eds.), *Psychische Gesundheit und Wohlbefinden in Schule und Unterricht [Mental health and wellbeing in schools]*. Springer.
- Glaser, K. (2025). Explizites Lehren und Lernen. In Surkamp, C. (Ed.), *Metzler Lexikon Fremdsprachendidaktik: Ansätze–Methoden–Grundbegriffe* (3rd ed.) (pp. 99–100). J. B. Metzler.
- Glaser, K. (2025). Implizites Lehren und Lernen. In Surkamp, C. (Ed.), *Metzler Lexikon Fremdsprachendidaktik: Ansätze–Methoden–Grundbegriffe* (3rd ed.) (pp. 191–192). J. B. Metzler.
- Glaser, K. & Martínez-Flor, A. (2025). Tracing a pre-service primary English teacher's development in teaching L2 pragmatics: Knowledge, beliefs, and perceived challenges. *System*, 131, 103655. <https://doi.org/10.1016/j.system.2025.103655>
- Glaser, K. & Schrader, A. (2025). Endangered Species. Lesekompetenz: Sachtexte über Tierarten erschließen, ein Quiz erstellen. *Der Fremdsprachliche Unterricht Englisch*, 194, 12–17.
- Greiner, F., Kracke, B. & Czempiel, S. (i. D., 2025). Mehrebenenperspektivische Betrachtung von schulischer Inklusion: Die Rolle der Schulpsychologie in der inklusiven Schulentwicklung. In M. Avci-Werning & C. Gawrilow (Hrsg.), *Schulpsychologie: Handbuch für ressourcenorientierte Psychologie in der Schule*. Springer.
- Greiner, F. & Grabowski, F. (2025). *Schulangst. Verstehen und pädagogisch begleiten*. Reclam.
- Hahn, C. G., Saalbach, H., Brunner, C. & Grabner, R. (2025). Language-dependent knowledge acquisition: Mechanisms underlying language-switching costs in arithmetic fact learning. *Frontline Learning Research*, 13(1), 1–21. <https://doi.org/10.14786/flr.v13i1.1225>
- Lenz, D. & Fritzlar, T. (2025). „Jetzt bin ich (fast) sicher, welches Säckchen es ist.“ Wahrscheinlichkeiten einschätzen. *Praxis Grundschule*, 2, 30–33.
- Perren, S. & Malti, T. (Eds.) (forthcoming, 2025). *Soziale und emotionale Entwicklung im Kindesalter: Entwicklungsprozesse verstehen, begleiten und staerken [Social and emotional development in children: Understanding and supporting developmental processes]*. Kohlhammer.
- Schulze, C. & Buttelmann, D. (2025). The Ebbinghaus illusion revisited: Behavioral shift in task-solving between 4-year-olds, 6-year-olds, and adolescents. *Cognitive Development*, 74, 101555. <https://doi.org/10.1016/j.cogdev.2025.101555>
- Yavuz, M. H., Galarneau, E., Speidel, R., Colasante, T. & Malti, T. (in press). Biological basis of temperament: Respiratory sinus arrhythmia and inhibitory control across childhood. *Developmental Psychology*.
- Yavuz, H. M., Galarneau, E., Speidel, R., Colasante, T. & Malti, T. (2024). Biological basis of temperament: Respiratory sinus arrhythmia and inhibitory control across childhood. *Developmental Psychology*, 60 (11), 2189–2199. <https://doi.org/10.1037/dev0001726>

# NEXT ISSUE 03/2025

## THE NEXT RESEARCH NEWSLETTER

### CONTENT

We would be happy to include your research project/qualification project, a research cooperation, a conference, or other important information in the research newsletter. The secretariats of the work areas will be contacted in advance by May 14, 2025, for reporting current publications or information about events.

### FOCUS OF THE NEXT ISSUE

Research Transfer

### EDITORIAL DEADLINE

01.06.2025 for Issue 03/25

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