

Anne Julia Schüler

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Education

2024	Habilitation (venia legendi psychology) at University of Tuebingen
2016	Teaching Certificate (Baden-Württemberg Zertifikat für Hochschuldidaktik)
2010	Dr. rer. nat. (summa cum laude) at University of Tuebingen
2000 - 2006	Undergraduate studies (Dipl.-Psych.) at University of Tuebingen

Research Experience

05/06 2023	Lab visit at University of Padua (Italy)
Since 2016	Deputy head of the Multiple Representations Lab
Since 2010	Postdoc at the Multiple Representations Lab of the IWM
2009 - 2010	Ph.D. student at the Multiple Representations Lab of the IWM
2007 - 2009	Ph.D. student at the Institute of Psychology, University of Tuebingen
2006 - 2007	Ph.D. student at the Multimodal Interaction Lab of the IWM

Academic Functions (Selection)

Equal Opportunity Officer of the IWM (since 2018)
 Editorial board member Learning & Instruction (peer-reviewed, international Journal)
 Ad-hoc Reviewer for more than 25 peer-reviewed journals (e.g., British Journal of Educational Technology; Computers & Education; Computers in Human Behavior; Educational Research Review; Instructional Science; Journal of Computer Assisted Learning; Journal of Educational Psychology; Journal of Learning and Individual Differences; Learning and Instruction; Review of Educational Research) and the German Research Foundation (DFG)

Third-Party Funding

01/2021 - 06/2024	Schüler, A.: Do automatic validation and reactivation processes also take place when learning with texts and pictures? (German Research Foundation, 225.621 €)
03/2017 - today	Leibniz-Competition Fund seed money grants within the IWM postdoc-network (34.000 €)
01/2013 - 12/2016	Scheiter, K. & Schüler, A.: Adaptive eye movement modeling of strategies (ScienceCampus Tuebingen; 189.145 €)
01/2010 - 12/2012	Scheiter, K. & Schüler, A.: Using eye-movement parameters for the design of an adaptive access to multimedia representations (ScienceCampus Tuebingen; 61.200 €)

Awards and Honors

09/2020	Elected member of AcademiaNet (Network for excellent women in science)
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- 06/2016 Offer of a junior professorship without tenure track at the School of Education (University of Tuebingen); offer rejected and acceptance of a permanent postdoc position at IWM
- 2015/2016 Member of the Mentoring program for women researchers at Leibniz institutions

10 most important Publications

- Frick, P., & **Schüler, A.** (2023). Extending the theoretical foundations of multimedia learning: Activation, integration, and validation occur when processing illustrated texts. *Learning and Instruction, 87*, Article 101800.
- Schüler, A.**, & Wesslein, A.-K. (2022). Investigating the effect of deictic tracing on multimedia learning. *Learning and Instruction, 77*, Article 101525.
- Schüler, A.**, & Merkt, M. (2021). Investigating text-picture integration in videos with the multimedia contradiction paradigm. *Journal of Computer Assisted Learning, 37*, 718-734.
- Schüler, A.** (2019). The integration of information in a digital, multi-modal learning environment. *Learning and Instruction, 59*, 76-87
- Schüler, A.**, Pazzaglia, F., & Scheiter, K. (2019). Specifying the boundary conditions of the multimedia effect: The influence of content and its distribution between text and pictures. *British Journal of Psychology, 110*, 126-150.
- Schüler, A.** (2017). Investigating gaze behavior during processing of inconsistent text-picture information: Evidence for text-picture integration. *Learning and Instruction, 49*, 218-231.
- Schüler, A.**, Arndt, J., & Scheiter K. (2015). Processing multimedia material: Does integration of text and pictures result in a single or two interconnected mental representations? *Learning and Instruction, 35*, 62-72.
- Schüler, A.**, Scheiter, K., & Gerjets, P. (2013). Is spoken text always better? Investigating the modality and redundancy effect with longer text presentation. *Computers in Human Behavior, 29*, 1590-1601.
- Schüler, A.**, Scheiter, K., Rummer, R., & Gerjets, P. (2012). Explaining the modality effect in multimedia learning: Is it due to a lack of temporal contiguity with written text and pictures? *Learning and Instruction, 22*, 92-102.
- Schüler, A.**, Scheiter, K., & van Genuchten, E. (2011). The role of working memory in multimedia instruction: Is working memory working during learning from text and pictures? *Educational Psychology Review, 23*, 389-411.

Teaching / Supervisor Experience

- Since 2021 Lecture "Pädagogische Psychologie 1 & 2", Institute of Psychology, University of Tuebingen
- Since 2013 „Informationspsychologie“, Hochschule der Medien, Stuttgart
- Since 2007 Courses at University of Tuebingen (psychology department & school of education). Topics: learning with text and pictures, instructional design, multimedia principles, media-based learning, scientific writing, information search.
- Since 2010 Supervising PhD-, diploma-, bachelor- and master theses (partially together with Prof. Dr. Katharina Scheiter and Prof. Dr. Markus Huff)