Prof. Dr. Ulrike Cress
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Education

2006	**Habilitation** at Eberhard Karls University of Tübingen, Department of Psychology (venia legend)
2000	**Promotion**, Dr. rer. soc. at University of Tübingen
1989 – 1994	Studies at University of Tübingen, **Psychology (Diploma)**

Research Experience

since 2017	**Director** of the Leibniz-Institut für Wissensmedien, Tübingen
2017 – 2020	**Head** of the Leibniz-WissenschaftsCampus Tübingen (Cognitive Interfaces)
2014 – 2016	**Deputy director** of the Leibniz-Institut für Wissensmedien, Tübingen
since 2008	**Professor** (W3) at University of Tübingen, Department of Psychology and Head of the Knowledge Construction Lab at the Leibniz-Institut für Wissensmedien
2006 – 2008	**Acting Head** of the Lab 'Design und Implementation integrativer Lernumgebungen' at the Leibniz-Institut für Wissensmedien, Tübingen
2000 – 2006	**Research Assistant** (C1) at University of Tübingen, Department of Psychology
1994 – 2000	**Research Associate** at 'Deutsches Institut für Fernstudienforschung (DIFF)'

Academic & Board Functions (Selection)

2025 – 2026	Head of the jury *Wettbewerb „KI+Schule" (Competition „AI+School")*, Initiative Deutschland – Land der Ideen, Berlin, Deutsche Telekom Stiftung, Bonn, Dieter Schwarz Stiftung, Neckarsulm
since 06/2022	LEAD-Co-Director (LEAD Graduate School & Research Network), Tübingen
since 06/2022	Fellow of the International Society of the Learning Sciences (ISLS)
since 2021	Member of „The Standing Scientific Commission of the Standing Conference of the Ministers of Education and Cultural Affairs of the states in the Federal Republic of Germany".
2021 – 2023	Member of the „Fachausschuss Kommunikation und Information" of the German Commission for UNESCO
2020 – 2023	Member of the German Commission for UNESCO
since 2020	Member of the scientific advisory board of the German Literature Archive Marbach (DLA)
2020 – 2023	Member of the scientific advisory board of the Graduate Academy of the University Stuttgart (GRADUS)
since 2020	Head of TüDiLB (Digitalisation in Teacher Education Tübingen – Centre for Research and Transfer) in cooperation with Eberhard Karls University of Tübingen
since 2019	Deputy-Chair of the board of trustees of Leibniz-Kolleg foundation, Tübingen
since 2019	Co-Speaker of the Leibniz Education Research Network (LERN)

since 2018	Deputy Chairwoman of the Deutsche Telekom Stiftung, Bonn
since 2016	Member and deputy speaker of the Advisory Board of 'Leibniz-Kolleg Tübingen'
since 2016	Member of the Tübingen School of Education (TüSE)
2014 – 2019	Member of the Expert Group 'Digitales Lernen Grundschule', Deutsche Telekom Stiftung
2012 – 2016	Member of the CSCL-Community Board
2015 – 2017	Member of the Editorial Board of *American Educational Research Journal* (IF SSCI 2022: 3.6)
2011 – 2016	Member of the Board of Consulting Editors of *Educational Psychologist* (IF SSCI 2022: 8.8)
since 2013	Member of the Executive Board of *International Journal of Computer-supported Collaborative Learning* (since 2010 Associate Editor) (IF SSCI 2022: 4.3)
2013 – 2017	Member of the Editorial Board of *IEEE Transactions on Learning Technologies* (IF SSCI 2022: 3.7)
since 2010	Regular Reviewer for the 'Bundesinstitut für Sportwissenschaft'
since 2010	Member of the Program Committee of the 'Virtuelle Hochschule Bayern' (vhb)
2007 – 2009	Treasurer at the Expert Group Media Psychology of the DGP
since 2006	Member of several appointment committees at University of Tübingen (Psychology, Sociology, Education Science, Computer Science)
since 2008	Reviewer for numerous scientific journals and research funding institutions, e. g. Austrian Federal Ministry of Education, Science and Research, EU, Federal Ministry of Education and Research (BMBF), Foundation Innovation in University Teaching Hamburg, German Academic Scholarship Foundation, German Federal Institute of Sports Science, German Research Foundation (DFG), Leibniz Association, Ministry of Science, Research and the Arts Baden-Württemberg (MWK), Scientific Commission of Lower Saxony (WKN), Swiss National Science Foundation (SNSF)

PI in Coordinated Research Programms

since 2021	Principal Investigator of the **German Center for Mental Health** in Tübingen
2018 – 2023	Principal Investigator of the **Tübingen School of Education** (TüSE): Research! – Relevance – Responsibility, Exzellenz in der Lehrerbildung – Konsolidierung der Grundstruktur und Intensivierung der Forschung zur Verbesserung der Lehrerbildung an der Tübingen School of Education (TüSE)
2012 – 2018	Principal Investigator of the **LEAD Graduate School** ('Learning, Educational Achievement, and Life Course Development: An Integrated Research and Training Program' at University of Tübingen), financed by the German Excellence Initiative

Organization of Conferences

2020	Cognitive Interfaces, Virtual Symposium, Leibniz WissenschaftsCampus Tübingen (https://www.cognitiveinterfaces.de/symposium.html)
2016	ICLS 2016 in Singapore: Programme Co-Chair
2016	ACM WebSci '16: Senior Program Committee member
2014	22nd International Conference on Computers in Education (ICCE 2014) in Nara, Japan: Program Co-Chair of a CSCL sub-conference
2014	EMOOCs 2014 (Second European MOOCs Stakeholders Summit) in Lausanne, Switzerland: Chair of the Research Track's Committee
2014	OpenSym 2014 in Berlin: Organization and Program Co-Chair of the OER Research Track

2014	International Workshop on Mass Collaboration and Education in Tübingen: Organization and Principal Applicant (funded by the DFG)
2013	21st International Conferences on Computers in Education (ICCE 2013) in Bali, Indonesia: Program Co-Chair of the CSCL sub conference
2013	Symposium 'Mass Collaboration' at the International Conference on Computer-supported Learning in Madison, USA: Organization
2009	4th European Conference on Technology-Enhanced Learning (EC-TEL) in Nizza, Italy: Programme Co-Chair
2008	Workshop 'Perspectives of ICT in special education - Potential and possibilities of WEB 2.0 and social software' in Tübingen: Organizer

Third-Party Funding (last 5 years)

Visibility and Update – Enhancing the content- and community-driven development of the portal e-teaching.org (AuftAkt), 2023-2026, Stiftung Innovation in der Hochschullehre (StIL) (600.000 €)

KuMuS ProNeD, 2023-2025, Federal Ministry of Education and Research (BMBF) (300.000 €)

Future Space – Kompetenzverbund lernen:digital, 2023-2026, Federal Ministry of Education and Research (BMBF) (795.000 €)

TüKITZ Med (Tübingen AI Training Center for Medicine): Implementation of an AI curriculum for students of medicine and medicine-related life sciences, 2022-2024, Federal Ministry of Education and Research (BMBF) (18.000 €)

VideT: Fragility and credibility of scientific knowledge), 2021-2024, Federal Ministry of Education and Research (BMBF) (340.000 €)

Learning Progression Analytics: Analyzing Learning for Individualized Competence development in mathematics and science Education (ALICE), Workgroup Knowledge Construction Lab, Duration: 2021 –2024, Leibniz Competition: Leibniz Collaborative Excellence (160.000 €)

eteachProNBP (e-teaching.org networked – a problem-oriented approach to connecting to the NBP) 1& 2, 2021-2024, Federal Ministry of Education and Research (BMBF) (500.000 €)

HybridLR: Designing Hybrid Learning Spaces – Context Factors and Good Practices, 2020 – 2023, Federal Ministry of Education and Research (BMBF) (600.000 €)

KnowWolf: Transfer of evidence-based and co-produced knowledge for human wolf coexistence, 2019 – 2021, Leibniz Competition: Leibniz Transfer (150.000 €)

Digi-EBF: Meta project "Digitalisation in the fields of education" – Teacher Education, 2018 – 2023, Federal Ministry of Education and Research (BMBF) (530.000 €)

SALIENT: Search as Learning – Investigating, Enhancing and Predicting Learning during Web Seach, 2018 – 2021, Leibniz Competition: Leibniz Collaborative Excellence, principal applicant: P. Holtz & U. Cress (150.000 €)

WTimpact: The influence of collaborative knowledge development on attitudes and emotions, 2017 – 2021, Federal Ministry of Education and Research (BMBF) (330.000 €)

OpenTeach: Experimental psychological analysis of open digital teaching, 2017 – 2020, Federal Ministry of Education and Research (BMBF) (280.000 €)

Leibniz-WissenschaftsCampus Tübingen (WCT) „Cognitive Interfaces", 2017 – 2020, Ministry of Science, Research and the Arts Baden-Württemberg (MWK) (1,2 Mio. €)

Smart Teaching Baden-Württemberg, 2016 – 2019, Ministry of Science, Research and the Arts Baden-Württemberg (MWK), principal applicant (485.000 €)

Postdoc-Network on Conflicts in Media Use - A Cognitive Approach, 2016 – 2020, Leibniz Competition: Promotion of junior researchers, principal applicant (884.000 €)

Award

2024	Order of Merit ("Verdienstorden") of the State of Baden-Württemberg, awarded by the Minister-President Winfried Kretschmann, Stuttgart

Calls for Professorship

2007	W3-Professorship for Educational Sciences with a focus on Empiric Educational Research at **FernUniversität in Hagen** (1st on list; offer declined).
2008	W3-Professorship for Psychology of New Media and Methods at **Technische Universität Berlin** (1st on list; offer declined).
2008	W3-Professorship for Educational Psychology der **Helmut-Schmidt Universität der Bundeswehr in Hamburg** (1st on list; offer declined).
2008	W3-Professorship for Empirical Educational Research at the **University of Tübingen** (1st on list; offer accepted).

10 Most Relevant Publications

Oehler, F., Kimmig, S., Hagen, R., Kimmerle, J., **Cress, U.**, Hackländer, K., Arnold, J., Flemming, D., & Brandt, M. (2024). The role of information presentation for wildlife knowledge, attitude, and risk perception. *Conservation Science and Practice*, Article e13089. https://dx.doi.org/10.1111/csp2.13089

Von Hoyer, J. F., Kimmerle, J., **Cress, U.**, & Holtz, P. (2024). False certainty as an unwanted side effect of knowledge acquisition in computer-based online search and content learning. *Computers & Education, 208*, Article 104930. https://dx.doi.org/10.1016/j.compedu.2023.104930

Cress, U., & Kimmerle, J. (2023). Co-constructing knowledge with generative AI tools: Reflections from a CSCL perspective. *International Journal of Computer-Supported Collaborative Learning, 18*(4), 607-614. https://dx.doi.org/10.1007/s11412-023-09409-w Open Access

Cress, U., Rosé, C., Wise, A. & Oshima, J. (Eds.). (2021). *International Handbook of Computer-Supported Collaborative Learning* (Computer-Supported Collaborative Learning Series, Vol 19). Springer International Publishing. https://link.springer.com/book/10.1007/978-3-030-65291-3

Korger, S., Eggeling, M., **Cress, U.**, Kimmerle, J., & Bientzle, M. (2021). Decision aids to prepare patients for shared decision making: Two randomized controlled experiments on the impact of awareness of preference-sensitivity and personal motives. *Health Expectations, 24*(2), 257-268. https://doi.org/10.1111/hex.13159

Flemming, D., Kimmerle, J., **Cress, U.**, & Sinatra, G. M. (2020). Research is tentative, but that's okay: Overcoming misconceptions about scientific tentativeness through refutation texts. *Discourse Processes, 57*(1), 17-35. https://dx.doi.org/10.1080/0163853x.2019.1629805

Oeberst, A., von der Beck, I., Matschke, C., Ihme, T. A., & **Cress, U.** (2020). Collectively biased representations of the past: In-group Bias in Wikipedia articles about inter-group conflicts. *British Journal of Social Psychology, 59*(4), 791-818. https://dx.doi.org/10.1111/bjso.12356

Kimmerle, J., Moskaliuk, J., Oeberst, A., & **Cress, U.** (2015). Learning and collective knowledge construction with social media: A process-oriented perspective. *Educational Psychologist, 50*, 120-137. https://dx.doi.org/10.1080/00461520.2015.1036273

Oeberst, A, Halatchliyski, I., Kimmerle, J., & **Cress, U.** (2014). Knowledge construction in Wikipedia: A systemic-constructivist analysis. *Journal of the Learning Sciences, 23*, 149-176. https://dx.doi.org/10.1080/10508406.2014.888352

Cress, U., & Kimmerle, J. (2008). A systemic and cognitive view on collaborative knowledge building with wikis. *International Journal of Computer-Supported Collaborative Learning, 3*, 105-122. https://dx.doi.org/10.1007/s11412-007-9035-z (more than 700 citations)

Teaching/Supervisor Experience

Ulrike Cress teaches Educational Psychology, Media Psychology, Statistics, Evaluation, and Motivation Psychology. She has been the supervisor of 2 Habilitations, 28 Ph.D. students, 6 Bachelor-, 16 Master- and 33 Diploma) students since 2006.