

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)

- 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 Search, 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 €)

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.