

**Prof. Dr. Ulrike Cress**

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**Education**

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- 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**

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- 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)**

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- 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“.  
 The task of this commission is to advise the federal states of Germany on issues relating to the further development of the education system and how to deal with its challenges; in particular on ensuring and developing quality, improving the comparability of the education system, and developing medium- and longer-term strategies on education issues.
- Since 2021 Member of the „Fachausschuss Kommunikation und Information“ of the German Commission for UNESCO
- Since 2020 Member of the German Commission for UNESCO
- Since 2020 Member of the scientific advisory board of the German Literature Archive Marbach (DLA)
- Since 2020 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 07/2018 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 5.013)
- 2011 – 2016 Member of the Board of Consulting Editors of *Educational Psychologist* (IF SSCI 4.475)
- Since 2013 Member of the Executive Board of *International Journal of Computer-supported Collaborative Learning* (since 2010 Associate Editor) (IF SSCI 4.028)
- 2013 – 2017 Member of the Editorial Board of *IEEE Transactions on Learning Technologies* (IF SSCI 2.714)
- 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)

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- HybridLR: Designing Hybrid Learning Spaces – Context Factors and Good Practices, 2020 – 2023, Federal Ministry of Education and Research (BMBF) (560.000 €)
- KnowWolf: Transfer of evidence-based and co-produced knowledge for human wolf coexistence, 2019 – 2021, Leibniz-Competition (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 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) (300.000 €)
- 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, MWK-Baden-Württemberg (1,2 Mio. €)
- Smart Teaching Baden-Württemberg, 2016 – 2019, MWK, principal applicant (485.000 €)
- Postdoc-Network on Conflicts in Media Use - A Cognitive Approach, 2016 – 2020, WGL, principal applicant (884.000 €)
- AFEL: Analytics for Everyday Learning, 2015 – 2018, EU, participating person (principal applicant: J. Kimmerle) (550.000 €)
- Verkörperlichtes Lernen von Numerosität (für den Transfer in die schulische Praxis) - Mathe mit der Tanzmatte (DFG, CR-110-7.1, CR110/8-2), 2014 – 2018, DFG, principal applicant (428.000 €)
- Ubiquitous Working, 2014 – 2017, 'Pakt für Forschung und Innovation', principal applicant (147.000 €)
- Verständnis für die Fragilität medizinischer Befunde in partizipativen Medienformaten, 2014 – 2017, BMBF, principal applicant (164.000 €)

### Calls for Professorship

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

## 10 Most Relevant Publications

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- 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. (more than 700 citations)
- 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.
- 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.
- Cress, U.**, & Moskaliuk, J., & Jeong, H. (Eds.). (2016). *Mass collaboration and education*. Cham, Switzerland: Springer International Publishing.
- Patro, K., Fischer, U., Nuerk, H.-C., & **Cress, U.** (2016). How to rapidly construct a spatial-numerical representation in preliterate children (at least temporarily). *Developmental Science*, 19, 126-144.
- Schwan, S., & **Cress, U.** (Eds.). (2017). *The psychology of digital learning: Constructing, exchanging, and acquiring knowledge with digital media*. Cham, Switzerland: Springer International Publishing.
- Holtz, P., Kimmerle, J., & **Cress, U.** (2018). Using big data techniques for measuring productive friction in mass collaboration online environments. *International Journal of Computer-Supported Collaborative Learning*, 13, 439-456. <https://dx.doi.org/10.1007/s11412-018-9285-y>
- Bientzle, M., **Cress, U.**, & Kimmerle, J. (2019). Development of domain-specific epistemological beliefs of physiotherapists: a longitudinal study. *BMC Medical Education*, 19:401(1). <https://dx.doi.org/10.1186/s12909-019-1844-z>
- 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>
- Cress, U.**, Rose, J., Wise, A. & Oshima, J. (in press). *International Handbook of Computer-Supported Collaborative Learning* (Computer-Supported Collaborative Learning Series, Vol 19.). Springer International Publishing.

## Teaching/Supervisor Experience

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Ulrike Cress teaches Educational Psychology, Media Psychology, Statistics, Evaluation, and Motivation Psychology. She has been the supervisor of 1 Habilitation, 20 Ph.D. students and about 41 Master-/Diploma students since 2006.