

Prof. Dr. Ulrike Cress

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Education

2006	Habilitation at University of Tübingen, Venia legend, Department of Psychology
2000	Promotion , Dr. rer. soc. at University of Tübingen
1989 – 1993	Studies at University of Tübingen, Psychology (Diploma)

Research Experience

Since 2017	Director of the Leibniz-Institut für Wissensmedien, Tübingen
Since 2017	Head of the Leibniz-WissenschaftsCampus Tübingen (Cognitive Interfaces)
2014 – 2016	Deputy director of the Leibniz-Institut für Wissensmedien, Tübingen
2008 – today	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 07/2018	Deputy Chair of the Board of Management of Deutsche Telekom Stiftung
Since 2016	Member of the Advisory Board of 'Leibniz-Kolleg Tübingen'
Since 2016	Member of the Tübingen School of Education (TüSE)
Since 2014	Member of the Expert Group 'Digitales Lernen Grundschule', Dt. Telekom Stiftung
Since 2012	Member of the CSCL-Community Board
2015 – 2017	Member of the Editorial Board of 'American Educational Research Journal' (IF SSCI 2.462)
2011 – 2016	Member of the Board of Consulting Editors of 'Educational Psychologist' (IF SSCI 4.488)
Since 2013	Member of the Executive Board of 'International Journal of Computer-supported Collaborative Learning' (since 2010 Associate Editor) (IF SSCI 3.273)
Since 2013	Member of the Editorial Board of 'IEEE Transactions on Learning Technologies' (IF SSCI 1.869)
Since 2010	Regular Reviewer for the 'Bundesinstitut für Sportwissenschaft'
Since 2010	Member of the Program Committee of the 'Virtuelle Hochschule Bayern'
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)

Excellence Initiative

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

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)

SALIENT: Search as Learning – Investigating, Enhancing and Predicting Learning during Web Search, 2018 – 2021, Leibniz Collaborative Excellence, principal applicant: P. Holtz & U. Cress, 960.000 €

Smart Teaching Baden-Württemberg, 2016 – 2019, MWK, principal applicant, 485.000 €

Postdoc-Network on Conflicts in Media Use - A Cognitive Approach, 2016 – 2019, 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 €

e-teaching.org im Kontext sozialer Netzwerke, 2014 – 2016, federal ministries of science of Northrhine-Westphalia & Baden-Württemberg, principal applicant, 240.000 €

Workshop 'Mass Collaboration and Education', 2014, DFG, principal applicant, 9.000 €

Rezeption und Produktion wissenschaftlicher Informationen in Wikipedia: Der Einfluss des Rückschaufehlers und sozialer Kategorisierungen, 2014 – 2016, DFG, participating person (principal applicant: A. Oeberst), 100.000 €

Der Einfluss der Internetnutzung von Patienten auf die Arzt-Patienten-Beziehung, 2013 – 2016, Leibniz-WissenschaftsCampus Tübingen, co-applicant (with J. Kimmerle), 200.000 €

Peer Productivity in Web 2.0 Environments: 2013 – 2016, Leibniz-WissenschaftsCampus Tübingen, principal applicant, 200.000 €

Mirror – Reflective Learning at Work, 2010 – 2014, EU, principal applicant, 490.000 €

e-teaching.org, 2007 -2013, federal ministries of science of Baden-Württemberg, Northrhine-Westphalia, Bavaria, and Saxony-Anhalt, principal applicant, 1.400.000 €

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

- Jirschitzka, J., Kimmerle, J., Halatchliyski, I., Hancke, J., Meurers, D., & **Cress, U.** (2017). A productive clash of perspectives? The interplay between articles' and authors' perspectives and their impact on Wikipedia edits in a controversial domain. *PLOS ONE*, 12:e0178985. (IF 2.766)
- Schwan, S., & **Cress, U.** (Eds.). (2017). *The psychology of digital learning: Constructing, exchanging, and acquiring knowledge with digital media*. Cham, Switzerland: Springer International Publishing.
- 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. (IF 4.078)
- 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. (IF 4.488)
- Halatchliyski, I., & **Cress, U.** (2014). How structure shapes dynamics: Knowledge development in Wikipedia - A network multilevel modeling approach. *PLoS ONE*, 9, e111958. doi:10.1371/journal.pone.0111958. (IF 2.766)
- Kimmerle, J., Bientzle, M., & **Cress, U.** (2014). Personal experiences and emotionality in health-related knowledge exchange in Internet forums. *Journal of Medical Internet Research*, 16, e277. (IF 4.671)
- 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. (IF 3.000)
- Schweiger, S., Oeberst, A., & **Cress, U.** (2014). Confirmation bias in web-based search: A randomized online study on the effects of expert information and social tags on information search and evaluation. *Journal of Medical Internet Research*, 16, e94. doi:10.2196/jmir.3044. (IF 4.671)
- 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. (IF 3.273; most cited paper from all papers written at the IWM)

Teaching / Supervisor Experience

Ulrike Cress teaches Educational Psychology, Media Psychology, Statistics, Evaluation, and Motivation Psychology. She has been the supervisor of 15 Ph.D. students and about 35 Master- / Diploma students since 2000.