

Mathias Mejih, Dr. phil.

Curriculum Vitae

University of Bern
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ORCID: <https://orcid.org/0000-0003-4923-8936>
Marital Status: married, three daughters (*2018; *2021; *2023)
Citizenship: german, swiss
Date of Birth: 07.10.1983 (Saarbrücken, Germany)



Education

since 2018	Habilitation on the topic: Self-Regulated Learning – On the relationship between direct support and indirect activation of Self-Regulated Learning
05.2019	Organizational consultant: Supervision, Coaching and Change Management (bso) at the University of Applied Sciences & Arts of Northwestern Switzerland, Brugg
11.2014	Ph.D. (Educational Sciences), University of Koblenz-Landau Dissertation (opus magnum): Intention and Reality of Inclusive Education – A Network Analytical Contribution to Neo-Institutionalism Supervisor: Prof. Dr. Peter Nenniger & Prof. Peter Lienhard
05.2010	Diploma (Educational Sciences), University of Koblenz-Landau
2008-2009	Graduate Studies at University of Fribourg i. Ue (Switzerland) specializing on General Education and Special Needs Education
2007-2008	Graduate Studies at University of Zurich (Switzerland) specializing on Research on Learning and Instruction and Special Needs Education
2004-2010	Studies in Educational Sciences at the University of Koblenz-Landau, Campus Landau specializing on Vocational Education, Communication Psychology/Media Education, Early Childhood Education and Special Needs Education

Employment History

since 2024	Professor for School Development, Zurich University of Teacher Education
2019-2020	Substitute Professor at the Chair of Research in School and Instruction, University of Bern
2018-2024	Senior Assistant at the University of Bern Institute of Educational Sciences, Chair: Research in School and Instruction
2016-2018	Senior Assistant at the University of Zurich Institute of Educational Sciences, Chair: Special Education - Society, Participation and Disability
2015-2019	Lecturer for Inclusive Education at the University of Applied Sciences & Arts of Northwestern Switzerland, School of Education Institute for Further Education and Consulting (Brugg, Switzerland)
2014-2016	Lecturer for Special Education at the University of Applied Sciences & Arts of Northwestern Switzerland, School of Education Institute for Special Education and Psychology (Basel, Switzerland)

2014-2016	Lecturer for Quantitative and Qualitative Methods at the University of Applied Sciences & Arts of Northwestern Switzerland, School of Education Institute for Research and Development (Brugg, Switzerland)
2012-2015	Scientific Research Associate at University of Applied Sciences & Arts of Northwestern Switzerland, School of Education Institute for Secondary Education I (Brugg, Switzerland)
2011-2012	Social Pedagogue and Teacher at the Special Educational Centre for Behavior and Language/Bachtelen (Grenchen, Switzerland)
2010-2012	Scientific Research Associate at the Special Educational Centre for Behavior and Language/Bachtelen (Grenchen, Switzerland)
2006-2010	Student Researcher at the Centre for Educational Research of the University Koblenz-Landau (Landau, Germany)

Institutional Responsibilities & Research Project Management

since 2022	Operational and Strategic Management of the Research Project SeLeKt (Self-Regulated Learning in the Digital Context/Selbstreguliertes Lernen im digitalen Kontext)
since 2021	Member Editorial Board - Swiss Journal of Educational Research
2019-2021	Member of the Faculty Board of the Faculty of Human Sciences, University of Bern
2019-2020	Operational and Strategic Management of the Research Project SelBer (Self-regulated learning in vocational schools/Selbstreguliertes Lernen in der Berufsschule)
2017-2019	Moderator and assessor in the assessment center for future teachers (University of Applied Sciences & Arts of Northwestern Switzerland, School of Education)
2017-2018	Operational and Strategic Management of the Evaluation Project "Evaluation of the current state of inclusive education in Zofingen" (Zofingen, Switzerland)
2017-2018	Auditor in the Bachelor's and Master's degree program as well as in the Professional Practical Studies Secondary Level II of the Institute of Educational Science (University of Zurich)
2013-2015	Operational Management of the SNSF Project "Partner schools for professional development" of the Swiss National Science Foundation

Publications

Articles currently "under review"

Mejeh, M., Schobel, B. & Hascher, T. (under review). Understanding the Promotion of Self-Regulated Learning in Upper Secondary Schools: How can Teaching Quality Criteria contribute?

Mejeh, M., Sarbach, L. & Hascher, T. (under review). Effects of adaptive Feedback through a Digital Tool – A Mixed-Methods Study on the Course of Self-Regulated Learning.

Mejeh, M. & Gähwiler, C. (under review). Lerncoaching in der Berufsschule: Selbstwirksamkeit als zentrales Element des Selbstregulierten Lernens fördern [*Learning Coaching in Vocational Schools: Fostering Self-Efficacy as a Central Element of Self-Regulated Learning*].

Mejeh, M. & Grieder, C. (under review). Educational Interventions to Promote Self-Regulated Learning in Vocational Schools - A Systematic Review.

Mejeh, M. & Sarbach, L. (under review). Co-Design: From Understanding to Prototyping an Adaptive Learning Technology to enhance Self-Regulated Learning.

Mejeh, M. (under review). Learning for the Group or Learning through the Group? A Longitudinal Social Network Analysis on Group Regulated Learning in Higher Education.

Held, T. & **Mejeh, M.** (under review). Effects of a self-regulated learning environment on students' motivational trajectories in vocational education.

Mühlbacher, F., **Mejeh, M.**, Keller, M. & Hagenauer, G. (under review). Teachers' daily positive and negative affect and their relationship with teachers' emotion regulation strategies and daily work engagement – results of a diary study among team teachers.

Monographs

Mejeh, M. (2015). *Absicht und Wirklichkeit Integrativer Bildung - Ein netzwerkanalytischer Beitrag zum Neo-Institutionalismus* [Dissertation: Purpose and Reality of Inclusive Education – A Network Analytical Contribution to Neo-Institutionalism]. Springer VS.

Peer Reviewed Articles

Mejeh, M. & Rehm, M. (2024). Taking Adaptive Learning in Educational Settings to the Next Level: Leveraging Natural Language Processing for Improved Personalization. *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-024-10345-1>

Mejeh, M., Hagenauer, G. & Gläser-Zikuda, M. (2023). Mixed methods research on learning and instruction—meeting the challenges of multiple perspectives and levels within a complex field [47 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 24(1), Art. 14, <http://dx.doi.org/10.17169/fqs-24.1>

Mejeh, M., & Held, T. (2022). Understanding the Development of Self-Regulated Learning: An Intervention Study to Promote Self-Regulated Learning in Vocational Schools. *Vocations and Learning*, 1-38. Advance online publication. <https://doi.org/10.1007/s12186-022-09298-4>

Mejeh, M. & Nenniger, P. (2018). Pädagogische Kooperation in komplexen Diagnoseprozessen – eine netzwerkanalytische Perspektive [Educational Cooperation in Complex Diagnostic Processes – A Network Analytical Perspective]. In: *Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete VHN*, 1, 53-70.

Mejeh, M. & Powell, J. (2018). Inklusive Bildung in der Schweiz: Zwischen globalen Normen und kantonalen Besonderheiten [Inclusive Education in Switzerland: Between global norms and cantonal characteristics]. In: *Bildung und Erziehung*, 4, 412-431.

Schultes, M-T., Kollmayer, M., **Mejeh, M.** & Spiel, C. (2018). Attitudes toward evaluation: An exploratory study of students' and stakeholders' social representations. In: *Evaluation and Program Planning*, 70, 44-50.

Köpfer, A. & **Mejeh, M.** (2017). Inklusive Schulentwicklung in der Schweiz im Spannungsfeld proaktiver und reaktiver Steuerung – Ein Beitrag zur Handlungspraxis von Schulleitungen unter Berücksichtigung ihrer formalen Rolle [Inclusive school development in Switzerland in the area of proactive and reactive control - a contribution to the practice of school managements, taking into account their formal role]. In: *Sonderpädagogische Förderung heute*, 2, 168-179.

Peer Reviewed Book Chapters

Mamas, C., **Mejeh, M.** & Michail, G. (accepted). Understanding Relational Inclusivity Through a Social Network Analysis Toolkit. *Handbook of Social Network Analysis and Education*.

Hagenauer, G., Ferretti, A. & **Mejeh, M.** (accepted). Mixed Methods als Forschungszugang [*Mixed methods as a research approach*]. *Handbuch Musikpädagogik*.

Mejeh, M. & Hascher, T. (2023). Inclusion and Marginalization of Learners in Secondary Education (Switzerland). In Bloomsbury BECS. Bloomsbury Publishing.
<http://dx.doi.org/10.5040/9781350934412.032>

Mejeh, M. & Morinaj, J., (2023). Special Education Needs and Disabilities in Secondary Education (Switzerland). In Bloomsbury BECS. Bloomsbury Publishing.
<http://dx.doi.org/10.5040/9781350934412.025>

Mejeh, M., & Hascher, T. (2021). Soziale Netzwerkanalyse als Erfassungsinstrument sozialer Interaktionen in der Schule [Social Network Analysis as a Tool for Recording Social Interactions within School Settings]. In G. Hagenauer & D. Raufelder (Eds.), *Soziale Eingebundenheit Sozialbeziehungen im Fokus von Schule und Lehrer*innenbildung* (pp. 33-45). Waxmann. <https://doi.org/10.31244/9783830992660>

Mejeh, M. (2021). Inklusive Bildung als Institution am Beispiel Schweiz [Inclusive Education as an Institution using the Example of Switzerland]. In A. Köpfer, J. Powell & R. Zahnd (Hrsg.), *Handbuch Inklusion international/International Handbook of Inclusive Education* (pp. 221-238). Barbara Budrich.
<https://doi.org/10.3224/84742446>

Mejeh, M. & Hascher, T. (2019). Inklusiver Unterricht und Selbstreguliertes Lernen –zwei unvereinbare Ziele? [Inclusive Education and Self-Regulated Learning – Two contradictory goals?]. In J. Loeser, M. Hummel, M. Lichtblau, S.Thoms & M. Hartmann (Hrsg.), *Facetten inklusiver Bildung* (S. 193-202). Klinkhardt.

Nenniger, P. & **Mejeh, M.** (2015). Special Education in the Complex Institutional Environment of Health Care and Social Work. Structural Frame and Empirical Reality. In B. Kirkcaldy (Ed.). *Promoting Psychological Wellbeing in Children and Families* (pp. 208-225). Palgrave-Macmillan.

Mejeh, M. & Nenniger, P. (2011). Vom Kinderheim zum Sonderpädagogischen Zentrum: Bedingungen, Möglichkeiten und Probleme bei der Entwicklung eines Integrationskonzepts für Kinder und Jugendliche mit Kommunikations-, Lern- und Verhaltensauffälligkeiten [From children's home to special education centre: conditions, possibilities and problems in developing an inclusion concept for children and young people with communication, learning and behavioural disabilities]. In F. Dietrich, M. Heinrich & N. Thieme (Hrsg.). *Steuerung und Entwicklung im Bildungssystem. Neue Steuerung – alte Ungleichheiten?* (S. 125-135). Waxmann.

Book Chapters

Mejeh, M. & Hagenauer, G. (2021). Mixed Methods. In Tina Hascher, Till-Sebastian Idel & Werner Helsper (Eds.), *Handbuch Schulforschung* (pp. 1-20). Springer VS. https://doi.org/10.1007/978-3-658-24734-8_6-1

Ittner, D., **Mejeh, M.** & Diedrich, M. (2021). Governance im Bildungssystem – Schulische Governance im Spiegel von Theorie, Bildungspolitik und Steuerungspraxis [Governance in the Education System - School Governance Reflected in Theory, Education Policy and Management Practice]. In: Hascher, Tina; Idel, Till-Sebastian; Helsper, Werner (Eds.), *Handbuch Schulforschung* (pp. 1-17). SpringerVS.
https://doi.org/10.1007/978-3-658-24729-4_13

Mejeh, M. (2020). Cross-Sectional Social Network Analysis. In M. Huber & D. Fröhlich (Eds.), *Analyzing Group Interactions - A Guidebook for Qualitative, Quantitative and Mixed Methods* (pp. 85-95). Routledge.

Froehlich, D., **Mejeh, M.**, Galey, S. & Schoonenboom, J. (2019). Integrating units of analysis. In D. Froehlich, M. Rehm, & B. C. Rienties (Eds.), *Mixed methods social network analysis: Theories and methodologies in learning and education* (pp. 38-48). Routledge.

Mejeh, M. (2013). Reformbestrebungen zu einer integrativeren Neukonzeption des schweizerischen Bildungssystems [Reform Efforts towards a more Inclusive Conception of the Swiss Education System] In: D. Hülsenberg (Ed.) *Annalen der Humboldt-Gesellschaft* (pp. 189-191). Humboldt-Gesellschaft.

Reports

Mejeh, M. (2018). *Evaluation Schulische Integration Schule Zofingen* [Evaluation of Inclusive Education: School Zofingen (Switzerland)]. Universität Zürich.

Mejeh, M. (2015). Abschlussbericht: Partnerschulen für Professionsentwicklung – Pilotphase 2012-2014. [Final report: Partner Schools for Professional Development - Pilot Phase 2012-2014.] PH FHNW.

Mejeh, M. (2010). „Bericht an den Kanton Solothurn: Zur Problematik der Integration von Kindern mit Kommunikations-, Lern- und Verhaltensauffälligkeiten“ [Report to the Canton of Solothurn: On the Challenges of Including Children with communication, learning and behavioural Disabilities]. Kanton Solothurn.

Book Reviews

Mejeh, M. (2018). Rezension: Werte machen Schule [Review: Values Set the Standard in Schools]. In: *Sonderpädagogische Förderung Heute*, 2, 219-220.

Presentations (from 2010)

Congress of the American Educational Research Association (“Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action”), Philadelphia, 04.2024

Paper: “Effects of Adaptive Feedback through a Digital Tool – A Mixed-Methods Study on the Course of Self-Regulated Learning”

Paper: “Taking Adaptive Learning in the Educational Setting to the Next Level: Leveraging Natural Language Processing for Improved Personalization”

Biennial Meeting of the European Association of Research on Learning and Instruction - EARLI (“Education as a Hope in Uncertain Times”), Thessaloniki 08.2023 (Greece)

Paper: “Fostering Self-Regulated Learning through a Digital Tool - A Mixed Methods Study“

Paper: “Group Learning or Learning Group? A Social Network Analysis on Group Regulated Learning“

Congress of the Swiss Society for Educational Research (“Zeiten des Umbruchs? Bildung zwischen Persistenz und Wandel”), Zurich 06. 2023 (Switzerland)

Paper: “Co-Designing als Schul- und Unterrichtsentwicklungsaufgabe: Einführung und Begleitung eines Digitalisierungsprojektes auf der Sekundarstufe II” [Co-designing as a school and teaching development task: Introduction and monitoring of a digitalization project at upper secondary level]

Paper: “Adaptive Lernunterstützung durch ein digitales Tool auf der Sekundarstufe II - Erste qualitative Ergebnisse einer Implementationsstudie” [Adaptive learning support through a digital tool at upper secondary level - first qualitative results of an implementation study]

Congress of the American Educational Research Association (“Interrogating Consequential Education Research in Pursuit of Truth”), Chicago 04.2023

Paper: “Group Learning or Learning Group? A Longitudinal Social Network Analysis on Group Regulated Learning”

Congress of the Swiss Society for Educational Research (“Digitalisierung, Inklusion und Wohlbefinden”), Lausanne 09. 2022 (Switzerland)

Paper: “studybuddy – Ein digitales Tool zur Lernunterstützung” [“studybuddy – A digital learning support tool”]

Biennial Meeting of the European Educational Research Association (“Education and Society: expectations, prescriptions, reconciliations”), Geneve 09.2021 (Switzerland)

Paper: “Evaluation of Intervention Studies to Promote Self-Regulated Learning at the Vocational School Level”

Biennial Meeting of the European Educational Research Association (“Education and Society: expectations, prescriptions, reconciliations”), Geneve 09.2021 (Switzerland)

Paper: “School Framework as Precondition for Successful Self-regulated Learning at Upper Secondary School”

Congress of the Swiss Society for Educational Research (“Knowledge at the intersection of research, practices and learning”), Biel 09.2020 (Switzerland)

Paper: “Die Förderung von Selbstwirksamkeit durch Coachinggespräche im selbstgesteuerten Lernsetting” [“Fostering self-efficacy through coaching in a self-directed learning setting”]

Congress of the Swiss Society for Educational Research (“Knowledge at the intersection of research, practices and learning”), Biel 09.2020 (Switzerland)

Paper: “Selbstreguliertes Lernen am Gymnasium – Vom Spannungsfeld individueller Autonomie und struktureller Rahmenbedingungen” [“Self-regulated learning at grammar schools - The conflict of individual autonomy and structural framework”]

Biennial Meeting of the European Association of Research on Learning and Instruction - EARLI SIG17 Conference (“Tidying the toolbox: trials, blunders, and challenges overcome in research on learning and education”), Wien 09.2020 (Austria)

Paper: “Learning across different levels of analysis: Applying mixed methods social network analysis”

10th SELF International Conference (“SELF in Focus: Leading Research Perspectives and Applications in an Exciting New Age of Science”), Québec City 06.2020 (Canada)

Paper: “Learning at vocational school – An attempt to unpack the process of self-directed learning in vocational education” (postponed to 2022)

MAXQDA International Conference (“Learn. Discover.Connect”), Berlin 02.2020 (Germany)
Poster: “Combining Flipped Classroom and Research-Based Learning – The role of MAXQDA”

Biennial Meeting of the European Association of Research on Learning and Instruction - EARLI (“Thinking Tomorrow's Education: Learning from the past, in the present and for the future”), Aachen 08.2019 (Germany)
Paper: “Network Analysis as an unifying Element in Quantitative and Qualitative Research Approaches”

Biennial Meeting of the European Association of Research on Learning and Instruction – EARLI (“Thinking Tomorrow's Education: Learning from the past, in the present and for the future”), Aachen 08.2019 (Germany)
Poster: “Educational Collaboration in Complex Diagnostic Processes”

44th International Conference on Improving University Teaching – IUT (“Closing the Gaps: Students and Faculty in Transition”), Mühlheim an der Ruhr 07.2019 (Germany)
Paper: “Students' participation at faculty between Humboldt's academic freedom and Bologna's modular design”

Biennial Meeting of the European Association of Research on Learning and Instruction – EARLI (“Education in the crossroads of economy and politics – Role of research in the advancement of public good”), Tampere 2017 (Finland)
Paper: “The detection of plot structures and their relation to formal requirements”

50. DGfE Sektionstagung Sonderpädagogik der Deutschen Gesellschaft für Erziehungswissenschaft (DGfE) (“Bildungs- und Erziehungsorganisationen im Spannungsfeld von Inklusion und Ökonomisierung?”), Basel 2015 (Switzerland)
Paper: “Die Entkopplung konkreter Handlungsstrukturen als Möglichkeit einer integrativen Schulpraxis?” [“Decoupling empirical structures as a possibility for an inclusive school practice?”]

International Congress of Applied Psychology (ICAP) („From crisis to sustainable well being“), Paris 07.2014 (France)
Paper: “Inclusive Educational Systems in Switzerland Formal Frames and Actual Practice”

Congress of the Swiss Society for Educational Research (“Competence and Performance in Educational Research”), Lucerne 07.2014 (Switzerland)
Paper: “Das integrative Bildungssystem der Schweiz” [“The inclusive education system in Switzerland”]

Biennial Meeting of the European Association of Research on Learning and Instruction - EARLI (“Responsible Teaching and Sustainable Learning”), München 08.2013 (Germany)
Paper: “Inclusive Educational Systems in Switzerland Formal Frames and Actual Practice”

Biennial Meeting of the European Association of Research on Learning and Instruction - EARLI (“Responsible Teaching and Sustainable Learning”), München 08.2013 (Germany)
Paper: “Professionalizing Preservice Teachers in University-School-Partnerships Concept and first results of an exploratory intervention study Partner Schools for Professional Development”

Project conference of the Special Pedagogical Centre Bachtelen (“What role can research play in the practice of school integration?”), Grenchen 12.2013. (Switzerland)
Paper: “Das integrative Bildungssystem des Kantons Solothurn - Formale Vorgaben und empirische Praxis” [“The inclusive education system of the canton of Solothurn - formal guidelines and empirical practice”]

96th (Anniversary) Conference of the Humboldt Society, Bad Nauheim 10.2012 (Germany)
Paper: “Die Integration von Kindern und Jugendlichen mit besonderem Förderbedarf – ein systemischer Ansatz” [“The inclusion of children and young people with special needs - a systemic approach”]

Biennial Meeting of EARLI Special Interest Group 15 “Special Educational Needs” (“Theoretically-based intervention of learning disorders”), Utrecht 09.2012 (Netherlands)
Paper: “Including children with special needs - Results from a systemic approach based on network analysis”

Congress of the Swiss Society for Educational Research (“Educational Inequality and Equity - Scientific and Social Challenges”), Bern 08.2012 (Switzerland)
Poster: “Die künftige Rolle von Kompetenzzentren bei der Integration von Kindern mit besonderem Förderbedarf Möglichkeiten und Grenzen eines systemischen Ansatzes” [“The future role of competence centres in the integration of children with special needs - possibilities and limits of a systemic approach”]

Fall conference of the Commission for Educational Organization, Educational Planning, Educational Law (KBBB) of the German Society for Educational Science (DGfE) ("New Steering - Old Inequalities?"), Dortmund 09.2010 (Germany)

Paper: "Entwicklung, Implementation und Evaluation eines Integrationskonzeptes für Kinder mit Lern-, Sprach- und Verhaltensauffälligkeiten - Konzeptentwicklung und Evaluationsplanung" ["Development, Implementation and Evaluation of an Integration Concept for Children with Learning, Language and Behavioural Disorders - Concept Development and Evaluation Planning"]

International Congress of Applied Psychology (ICAP), Melbourne 06. 2010 (Australia)

Poster: "Integrating Special Needs Students in Regular Classrooms: Beneficial or Detrimental? – An Attempt of a Data Based Answer from a Systemic Approach"

Organization of Symposia at Scientific Congresses

Biennial Meeting of the International Network for Social Network Analysis ("Sunbelt XL Conference 2020"), Paris 06. 2020 (France)

Organization of the Symposium: "Social Networks and Learning"

Biennial Meeting of the Swiss Society for Research in Education („Time in education and training"), Fribourg 06.2017 (Switzerland)

Organization of the Symposium: „Methodology and Knowledge Gain in Research on Inclusion" with the presentation: „Topological Network Analysis as methodological link between the approaches of Qualitative and Quantitative Knowledge Acquisition"

31st International Annual Conference of Inclusion Researchers ("System. Change. Development."), Linz 02.2017 (Austria)

Organization of the Symposium: "Inclusion and Network Analysis - What role can a network analytical perspective play in identifying inclusive practice?" with the presentation: "Topological network analysis and inclusive development processes"

Participation in Symposia at Scientific Congresses

Biennial Meeting of the European Association of Research on Learning and Instruction - EARLI ("Education and Citizenship: Learning and Instruction and the Shaping of Futures"), Göteborg, 08.2021 (Sweden)

Symposium: "Emotional and Motivational Processes and their Role for Self-Regulation of Learning"

Paper: „Motivational disposition as process variable of self-directed learning“

Biennial Meeting of the European Educational Research Association ("Education and Society: expectations, prescriptions, reconciliations"), Geneve 09.2021 (Switzerland)

Symposium: "Comparative Inclusive Education Research: Global, National and Local Perspectives"

Paper: "Inclusive Education as Institution - the Example of Switzerland"

Congress of the Swiss Society for Educational Research ("Knowledge at the intersection of research, practices and learning"), Biel 09.2020 (Switzerland)

Symposium: "Erfassung und Wirkungen von Selbstregulation auf unterschiedlichen Bildungsebenen" ["Assessment and effects of self-regulation at different educational levels."]

Paper: "Welche Effekte hat ein selbstgesteuertes Lernsetting auf die motivationale Ausprägung von Berufsschülerinnen und -schülern?" ["What effects does a self-directed learning setting have on the motivational expression of vocational students?"]

International Congress of Applied Psychology (ICAP) („From crisis to sustainable well-being"), Paris 07.2014.

Symposium: "Implementing evidence-based practice in middle and higher education"

Paper: "Formal frames and divergent practice as critical issues in implementation processes"

Academic Teaching [FS = Fall Semester; SS = Spring Semester]

FS (2023)	"Education for all!" - Multiculturalism in school (University of Bern)
SS (2022)	Seminar on methodology: „Dynamic Networks in School and Instruction” (University of Bern)
SS (2021)	Seminar on methodology: „Longitudinal studies and classroom research” (University of Bern)
FS (2020)	Seminar on „Social networks in school and classrooms” (University of Bern)
SS (2020)	Lecture on „Profession Research in the context of School” (University of Bern)
FS (2019)	Lecture on „Heterogeneity in School and Teaching” (University of Bern)
since FS (2018)	Lecture and Seminar on „Qualitative Research Methods” and „Mixed-Methods-Research” (University of Bern)
FS (2017)	Seminar on „Ethical Implications of Societal Decisions” (University of Zurich)
FS (2015-2018)	Seminars on „Inclusive Education in School” (University of Applied Sciences & Arts of Northwestern Switzerland, School of Education)

From 2014 to 2018, various seminars as well as lectures at University of Applied Sciences & Arts of Northwestern Switzerland, School of Education on qualitative and quantitative research methods in addition to various topics on inclusive education (inclusive class development, multiprofessional cooperation, inclusive organizational development).

Funded Projects and Mobility

As Principal Investigator

2022-2023	Scientific Exchange funded by the Swiss National Science Foundation (SNSF). Project: Measuring Socially Shared Regulation through Social Network Analysis - A comparative Study in Higher Education (University of California, San Diego, Prof. Alan Daly)
2021 – 2021	“Self-Regulated Learning at University - A Teaching Project on the use of a Digital Tool” (Selbstreguliertes Lernen an der Hochschule – Ein Lehrentwicklungsprojekt zum Einsatz eines digitalen Tools) at the University of Bern, Faculty of Human Sciences
2021 – 2021	“The combination of Flipped Classroom and Research-Based Learning - Further Development of the Methodological Seminars Qualitative Social Research and Mixed-Methods-Research” (Die Kombination von Flipped Classroom und Research-Based Learning – Weiterentwicklung der Methodenseminare Qualitative Sozialforschung und Mixed-Methods-Research; Projekt zur Förderung innovativer Lehre (FIL)) at the University of Bern
2020 – 2021	“Fostering Self-Regulated Learning of Vocational Students through a Digital Tool” at the University of Bern, Faculty of Human Sciences

As Co-Principal Investigator

2023 – 2027	“Self-Regulated Learning in the digital context. Conditions for success in learning and teaching”, University of Bern (<i>together with Prof. Dr. Tina Hascher</i>)
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Other Academic Activities

Membership of Academic Societies

since 2023	American Educational Research Association (AERA)
since 2022	American Psychological Association (APA)
since 2017	Member of the Swiss Society for Educational Research (SGBF)
since 2016	Member of the German Society for Educational Science (DGfE)
since 2015	Member of the European Association for Research in Learning and Instruction (EARLI), Divisions 8, 15 and 16: Motivation and Emotion/Special Needs Education/Metacognition and Self-Regulated Learning
2010-2015	Member of the International Association for Applied Psychology (IAAP)
2009-2015	Junior Researcher (JURE) of the European Association for Research in Learning and Instruction (EARLI)
2009-2019	Member of the Humboldt Society's Sponsorship Program

Reviews for Journals, Conferences and Institutions

Journals:	Psychologie in Erziehung und Unterricht, Beiträge zur Lehrerbildung, Sonderpädagogische Förderung heute, Current Psychology, Zeitschrift für Sportpädagogische Forschung, Schweizerische Zeitschrift für Bildungswissenschaft, Zeitschrift für Grundschulforschung, Zeitschrift für Hochschulentwicklung, Education and Information Technologies, Educational Technology Research and Development
Conferences:	EARLI, SGBF, INSNA, SSA
Institutions:	Swiss National Science Foundation (SNSF), Agency for Education and Internationalisation (OeAD), Alfred Toepfer Foundation

Activities to Support Young Scientists

since 2021	Supervision of Doctoral Theses
2020	Expert for the Swiss German Doctoral Colloquium
2018	Organization and Realization of the PhD-module "Inclusion in critical discourse" at the University of Zurich (together with Prof. Dr. Raphael Zahnd; invited guests: Prof. Dr. Justin Powell and Prof. Dr. Winfried Kronig)
since 2014	Supervision of Bachelor's and Master's Theses

Conference Organization

2020	"Heterogeneity and Inequality – Differentiation in Education and Consequences for Educational Inequalities" (together with Dr. David Glauser & Dr. Caroline Sahli Lozano)
2009	Preparation of the DGfE Section Conference "Empirical Educational Research"/AEPF-KBBB, University of Landau
2006	Preparation of the International Conference on Motivation (ICM), University of Landau

Scientific Further Education

2020	Introduction to Meta-Analysis, (Dr. Taulant Muka, University of Bern)
2020	Skills and Strategies for Publishing in English-Language Research Journals (Prof. Dr. Simon Volet, Murdoch University)
2020	Qualitative Content Analysis with MAXQDA (Prof. Dr. Udo Kuckartz, University of Marburg)

2020	Steps in Conducting a Mixed Methods Study with MAXQDA (Prof. Dr. John Creswell, Michigan State University)
2019	Latent Profile Analysis (LPA) & Latent Transition Analysis (LTA) (Dr. Michael Goller, University of Bamberg)
2018	Introduction to Multi-Level Analysis with R (Prof. Dr. Bertolt Meyer, Chemnitz University of Technology)
2018	Scaling and Item Response Theory with R (Jörg-Henrik Heine, Technical University of Munich)
2014	Further Education in Higher Education Didactics: Focus on Teaching at University (Prof. Dr. Markus Weil, University of Applied Sciences & Arts of Northwestern Switzerland, Brugg),
2014	Analysis Strategies with Atlas.Ti (Dr. Susanne Friese, Max Planck Society Munich)
2013	Introduction to Atlas.Ti (Dr. Susanne Friese, Max Planck Society Munich)
2013	Multi-Level Analyses with MPLUS (Dr. Guido Möser, University of Siegen)
2011	Introduction to the Analysis of Incomplete Data Sets (Prof. Dr. Tenko Raykov, Michigan State University)
2007	Philosophy Days on Anthropology at the University of Roehampton

Awards

Award for the best Presentation held by a PhD-Student: „Including Children with Special Needs: Results from a Systemic Approach based on Network Models“ Biennial Meeting of EARLI SIG 15 Utrecht, 2012

Activities in Further Teacher Education

since 2017	Coaching, Team Supervision and Organizational Consulting in Education
2017-2018	Co-Head of the CAS (Certificate of Advanced Studies) “Diagnostics and Learn-Coaching” at the Institute for Further Education and Consulting of the University of Applied Sciences & Arts of Northwestern Switzerland, School of Education
2017-2019	Co-Head of the CAS (Certificate of Advanced Studies) “Heterogeneity and Cooperation” at the Institute for Further Education and Consulting of the University of Applied Sciences & Arts of Northwestern Switzerland, School of Education
2015 - 2016	Head of the Further Training Course “Inclusion - Deepening skills in Special Education” at the Institute for Further Education and Consulting of the University of Applied Sciences & Arts of Northwestern Switzerland, School of Education
2015-2019	Workshop Leader at various Conferences of the Institute for Further Education and Consulting of the University of Applied Sciences & Arts of Northwestern Switzerland, School of Education
2015-2019	Various In-School Training Courses on the following Topics: <ul style="list-style-type: none">- Internal Differentiation in Inclusive Education- Multiprofessional Cooperation- School and Instructional Development- Implementation of Curriculum 21 (education reform)- Dealing with Unwanted Behavior

Mobility

As Visiting Scholar

2022-2023	Research Stay at the Department of Education Studies, University of California San Diego (Prof. Dr. Alan Daly)
2016	Research Stay at the Institute for Special Education, University of Landau (Prof. Dr. Andrea Dlugosch)
2015	Research Stay at the Institute for Applied Psychology: Work, Education, Economy, University of Vienna (Prof. Dr. Christiane Spiel)
2013	Research Stay at the Pedagogical and Scientific Research Centre, University of Amsterdam (Prof. Dr. Thea Peetsma)

As Visiting Lecturer

2018 University of Teacher Education Lucerne (Institute for School and Heterogeneity)

Title of the Lecture: Network analysis as a link in quantitative and qualitative knowledge acquisition – a contribution to the Mixed Methods *discussion* [Netzwerkanalyse als Verbindungsglied quantitativer und qualitativer Erkenntnisgewinnung — ein Beitrag zur Mixed-Methods-Diskussion]

2017 University of Manchester (The Mitchell Centre for Social Network Analysis)

Title of the lecture: The Detection of Plot Structures within the Field of Inclusive Education

2016 University of Landau (Institute for Special Education)

Title of the block course: Systemic Relationships of Conditions in Family, School and Society (Bachelor's and Master's degree program)

2013 University of Amsterdam (Pedagogical and Scientific Research Centre)

Title of the lecture: Including Children with Special Needs Results from a systemic approach based on network analysis

