

# CHRISTIAN FISCHER

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## PROFESSIONAL APPOINTMENTS

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| <b>Assistant Professor</b><br>Eberhard Karls University of Tübingen<br>Faculty of Economics and Social Sciences<br>Hector Research Institute of Education Sciences and Psychology       | 2019 - present |
| <b>Research Affiliate</b><br>University of California, Irvine<br>School of Education  | 2019 - present |
| <b>Distinguished Postdoctoral Scholar</b><br>University of California, Irvine<br>Teaching and Learning Research Center<br>School of Education<br>Mentors: Mark Warschauer, Richard Arum | 2017 - 2019    |

## EDUCATION

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|---|---|
| <b><u>University of Michigan, Ann Arbor</u></b><br><b>Ph.D. Doctor of Philosophy in Educational Studies</b><br>Program Area: Learning Technologies<br>Concentration: Science Education<br>Mentor: Barry J. Fishman  | 2013 - 2017<br>08/2017                                  |
| Dissertation Award: <i>Robert F. Schuck Distinguished Dissertation Award, Association of Teacher Educators</i>  |   |
| <b><u>Ruhr University Bochum, Germany</u></b><br><b>M.Sc. Master of Science</b> (Physics)<br><b>M.Ed. Master of Education</b> (Physics Education, Mathematics Education)<br><b>Erste Staatsprüfung für das Lehramt an Gymnasien und Gesamtschulen</b><br>Teaching certificate for teaching in German college-track secondary schools<br>Subjects: Physics, Mathematics<br><b>B.A. Bachelor of Arts</b> (Physics, Mathematics) | 2007 - 2013<br>08/2013<br>07/2013<br>07/2013<br>06/2010 |
| <b><u>University of California, Berkeley</u></b><br>Visiting Student at the Graduate School of Education and the Department of Physics  | 2011  |
| <b><u>Swiss Federal Institute of Technology Zurich, Switzerland</u></b><br>Visiting Student at the Department of Physics  | 2009  |

## PUBLICATIONS AND PRESENTATIONS

### Journal Articles

- Zitzmann, S., Wagner, W., Lavelle-Hill, R., Jung, A., Loreth, L., Schmidt, F., Edelsbrunner, P., Schaefer, C., Deutschländer, R., Schauber, S., Krammer, G., Wolff, F., Hui, B., **Fischer, C.**, Bardach, L., Nagengast, B., & Hecht, M. (in press). On the role of variation in measures, the worth of underpowered studies, and the need for tolerance among researchers: Some more reflections on Leising et al. (2022) from a methodological, statistical, and social-psychological perspective. *Personality Science*.
- Fischer, C.**, Witherspoon, E., Nguyen, H., Feng, Y., Fiorini, S., Vincent-Ruz, P., Mead, C., Bork, W., Matz, R. L., & Schunn, C. (2023). Advanced Placement Course Credit and Undergraduate Student Success in Gateway Science Courses. *Journal of Research in Science Teaching*, *60*(2), 235-447. <https://doi.org/10.1002/tea.21799>
- Fütterer, T., **Fischer, C.**, Alekseeva, A., Chen, X., Tate, T., Warschauer, M., & Gerjets, P. (2023). ChatGPT in Education: Global Reactions to AI Innovations. *Scientific Reports*, *13*, 15310. <https://doi.org/10.1038/s41598-023-42227-6>
- Zhou, X., Li, Q., Xu, D., Li, X., & **Fischer, C.** (2023). College Online Courses Have Strong Design in Scaffolding but Vary Widely in Supporting Student Agency and Interactivity. *The Internet and Higher Education*, *58*, 100912. <https://doi.org/10.1016/j.iheduc.2023.100912>
- Orona, G. A., Eccles, J. S., Zitzmann, S., **Fischer, C.**, & Arum, R. (2023). Cognitive development in undergraduate emerging adults: How course-taking breadth supports skill formation. *Contemporary Educational Psychology*, *74*, 102206. <https://doi.org/10.1016/j.cedpsych.2023.102206>
- Fütterer, T., van Waveren, L., Hübner, N., **Fischer, C.**, & Sälzer, C. (2023). I can't get no (job) satisfaction! Differences in teachers' job satisfaction from a career pathways perspective. *Teaching and Teacher Education*, *121*, 103942. <https://doi.org/10.1016/j.tate.2022.103942>
- Randler, C., Vanhöfen, J., Härtel, T., Neunhoeffler, F., Engeser, C., & **Fischer, C.** (2023). Psychological Restoration Depends on Curiosity, Motivation, and Species Richness During a Guided Bird Walk in a Suburban Blue Space. *Frontiers in Psychology*, *14*, 1-10. <https://doi.org/10.3389/fpsyg.2023.1176202>
- Vanhöfen, J., Randler, C., Neunhoeffler, F., Härtel, T., Engeser, C., & **Fischer, C.** (2023). Comparing digital tools with traditional identification guidebooks in a bird field trip. *International Journal of Science Education*. <https://doi.org/10.1080/09500693.2023.2272602>
- Fischer, C.**, Baker, R., Li, Q., Orona, G., & Warschauer, M. (2022). Increasing success in higher education: The relationships of online course taking with college completion and time-to-degree. *Educational Evaluation and Policy Analysis*, *44*(3), 355-379. <https://doi.org/10.3102/01623737211055768>
- Fischer, C.**, Nguyen, H., Estrella, G., & Collins, P. (2022). Examining Lecture and Inquiry-Based Laboratory Performance for Language Minority Students in Science Gateway Courses. *PLOS ONE*, *17*(4), 1-15. <https://doi.org/10.1371/journal.pone.0267188>.
- Fischer, C.**, McPartlan, P., Orona, G. A., Yu, R., Xu, D., & Warschauer, M. (2022). Salient syllabi: Examining design characteristics of science online courses in higher education. *PLOS ONE*, *17*(11), 1-20. <https://doi.org/10.1371/journal.pone.0276839>
- Fischer, C.**, Wörner, S., Kuhn, J., Scheiter, K., & Neumann, I. (2022). Modelle von Planetenbahnen im Physikunterricht. [Models of planetary orbits in physics instruction.] *MNU-Journal*, *5*, 406-413.
- Szura, J., **Fischer, C.**, Link, R., & Collins, P. (2022). Looking at the Laboratory Discussion: Course Modality Choice and Student Performance in Organic Chemistry Laboratory. *Journal of Chemical Education*, *99*(19), 3478-3487. <https://doi.org/10.1021/acs.jchemed.2c00437>
- Richter, E., Fütterer, T., Meyer, A., Eisenkraft, A., & **Fischer, C.** (2022). Teacher Collaboration and Professional Learning: Examining Professional Development During a National Education Reform. *Zeitschrift für Pädagogik*, *68*(6), 798-819. <https://doi.org/10.3262/ZP2206798>
- Rosenberg, J., Borchers, C., Burchfield, M., Anderson, D., Stegenga, S., **Fischer, C.** (2022). How educational institutions reveal students' personally identifiable information on Facebook. *Learning, Media, and Technology*. Advanced Online Publication. <https://doi.org/10.1080/17439884.2022.2140672>

- Rosenberg, J., Borchers, C., Burchfield, M., Anderson, D., Stegenga, S., & **Fischer, C.** (2022). Posts About Students on Facebook: A Data Ethics Perspective. *Educational Researcher*, 51(8), 547-550. <https://doi.org/10.3102/0013189X221120538>
- Moeller, J., Keyserlingk, L., Spengler, M., Gaspard, M., Lee, H. R., Yu, R., **Fischer, C.**, & Arum, R. (2022). Risk and Protective Factors of College Students' Psychological Well-Being During the COVID-19 Pandemic: Emotional Stability, Mental Health, and Household Resources. *AERA Open*, 8(1), 1-26. <https://doi.org/10.1177/23328584211065725>
- Hübner, N., **Fischer, C.**, Fishman, B., Lawrenz, F., & Eisenkraft, A. (2021). One Program Fits All? Patterns and Outcomes of Professional Development During a Large-Scale Reform in a High-Stakes Science Curriculum. *AERA Open*, 7(1), 1-18. <https://doi.org/10.1177/23328584211028601>
- Wu, L. L., **Fischer, C.**, Rodriguez, F., Washington, G., & Warschauer, M. (2021). Project-based Engineering Learning in College: Associations with Self-Efficacy, Effort Regulation, Interest, Skills, and Performance. *SN Social Sciences*, 1, Article 287, 1-20. <https://doi.org/10.1007/s43545-021-00286-4>
- Rodriguez, F., **Fischer, C.**, Zhou, N., Warschauer, M., & Massimelli, J. (2021). Student spacing and self-testing strategies and their associations with learning in an upper-division microbiology course. *SN Social Sciences*, 1, Article 38, 1-24. <https://doi.org/10.1007/s43545-020-00013-5>
- Wörner, S., **Fischer, C.**, S., Kuhn, J., Scheiter, K., & Neumann, I. (2021). Video analysis to examine Kepler's laws of planetary motion. *The Physics Teacher*, 59, 660-661. <https://doi.org/10.1119/10.0006924>
- Nguyen, H., Lim, K. Y., Wu, L. L., **Fischer, C.**, & Warschauer, M. (2021). "We're Looking Good": Social Exchange and Regulation Temporality in Collaborative Design. *Learning and Instruction*, 74, 1-13. <https://doi.org/10.1016/j.learninstruc.2021.101443>
- Zitzmann, S., Wagner, W., Hecht, M., Helm, C., **Fischer, C.**, Bardach, L., & Göllner, R. (2021). How many classes and students should ideally be sampled when assessing the role of classroom climate via student ratings on a limited budget? An optimal design perspective. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-021-09635-4>
- Fütterer, T., Hoch, E., Stürmer, K., Lachner, A., **Fischer, C.**, & Scheiter, K. (2021). Was bewegt Lehrpersonen während der Schulschließungen? – Eine Analyse der Kommunikation im Twitter-Lehrerzimmer über Chancen und Herausforderungen digitalen Unterrichts. [Concerns of Teachers During School Closings: Analyzing Communication in the Twitter-Lehrerzimmer Regarding Opportunities and Challenges of Digital Teaching]. *Zeitschrift für Erziehungswissenschaft*, 24, 443-477. <https://doi.org/10.1007/s11618-021-01013-8>
- Rosenberg, J., Borchers, C., Dyer, E., Anderson, D. & **Fischer, C.** (2021). Understanding Public Sentiment About Educational Reforms: The Next Generation Science Standards on Twitter. *AERA Open*, 7(1), 1-17. <https://doi.org/10.1177/23328584211024261>
- Rosenberg, J., Burchfield, M., Borchers, C., Gibbons, B., Anderson, D., & **Fischer, C.** (2021). Social media and students' privacy: What schools and districts should know. *Phi Delta Kappan*, 103(2), 49-53. <https://doi.org/10.1177/00317217211051145>
- Aguilar, S., Rosenberg, J., Greenhalgh, S., Fütterer, T., Lishinski, A., & **Fischer, C.** (2021). A Different Experience for a Different Moment? Teachers' Social Media Use Before and During the COVID-19 Pandemic. *AERA Open*, 7(1), 1-17. <https://doi.org/10.1177/23328584211063898>
- Fischer, C.**, Pardos, Z., Baker, R. S., Williams, J. J., Smyth, P., Yu, R., Slater, S., Baker, R., & Warschauer, M. (2020). Mining big data in education: Affordances and challenges. *Review of Research in Education*, 44(1), 130-160. <https://doi.org/10.3102/0091732X20903304>
- Fischer, C.**, Foster, B., McCoy, A., Lawrenz, F., Dede, C., Eisenkraft, A., Fishman, B., Frumin, K., & Levy, A. (2020). Identifying levers related to student performance on high-stakes science exams: Examining school, teaching, teacher, and professional development characteristics. *Teachers College Record*, 122(2), 1-64. <https://doi.org/10.1177/016146812012200202>
- Fischer, C.**, Fishman, B., Levy, A., Eisenkraft, A., Dede, C., Lawrenz, F., Jia, Y., Kook, J., Frumin, K., & McCoy, A. (2020). When do students in low-SES schools perform better-than-expected on a high-stakes test? Analyzing school, teacher, teaching, and professional development characteristics. *Urban Education*, 55(8-9), 1280-1314. <https://doi.org/10.1177/0042085916668953>
- Fischer, C.**, Xu, D., Rodriguez, F., Denaro, K., & Warschauer, M. (2020). Effects of course modality in summer session: Enrollment patterns and student performance in face-to-face and online classes. *The Internet and Higher Education*, 45, 1-9. <https://doi.org/10.1016/j.iheduc.2019.100710>

- Fischer, C.**, Xu, D., Rodriguez, F., Denaro, K., & Warschauer, M. (2020). Data on online and face-to-face course enrollments in a public research university during summer terms. *Data in Brief*, *29*, 1-10. <https://doi.org/10.1016/j.dib.2020.105320>
- Zhou, N., **Fischer, C.**, Rodriguez, F., Warschauer, M., & King, S. (2020). Exploring how enrolling in an online organic chemistry preparation course relates to students' self-efficacy. *Journal of Computing in Higher Education*, *32*, 505-528. <https://doi.org/10.1007/s12528-019-09244-9>
- Nguyen, H., Wu, L. L., **Fischer, C.**, Washington, G., & Warschauer, M. (2020). Increasing success in college: Examining the impact of a project-based introductory engineering course. *Journal of Engineering Education*, *109*(3), 384-401. <https://doi.org/10.1002/jee.20319> **TOP CITED PAPER AWARD**
- Zhou, N., Nguyen, H., **Fischer, C.**, Richardson, D., & Warschauer, M. (2020). High school teachers' self-efficacy in teaching computer science. *Transactions on Computing Education*, *20*(3), 1-18. <https://doi.org/10.1145/3410631>
- Ferdinand, J., Engler, S., & **Fischer, C.** (2020). Lernen mit digitalen Lernressourcen: Beispiel Khan Academy [Learning with online materials: The example of Khan Academy]. *Schulmanagement*, *5*, 24-27.
- Baker, R., Xu, D., Park, J., Yu, R., Li, Q., Cung, B., **Fischer, C.**, Rodriguez, F., Warschauer, M. & Smyth, P. (2020). The Benefits and Caveats of Using Clickstream Data to Understand Student Self-Regulatory Behaviors: Opening the Black Box of Learning Processes. *International Journal of Educational Technology in Higher Education*, *17*(13), 1-24. <https://doi.org/10.1186/s41239-020-00187-1>
- Rosenberg, J. M., Reid, J. W., Dyer, E., Koehler, M., **Fischer, C.**, & McKenna, T. J. (2020). Idle Chatter or Compelling Conversation? The Potential of the Social Media-based #NGSSchat Network for Supporting Science Education Reform Efforts. *Journal of Research in Science Teaching*, *57*(9), 1322-1355. <https://doi.org/10.1002/tea.21660> **TOP CITED PAPER AWARD**
- McCoy, A., Levy, A., Frumin, K., Lawrenz, F., Dede, C., Eisenkraft, A., **Fischer, C.**, Fishman, B., & Foster, B. (2020). From the inside out: Teacher responses to the AP curriculum redesign. *Journal of Science Teacher Education*, *31*(2), 208-225. <https://doi.org/10.1080/1046560X.2019.1685630>
- Carpenter, J., Rosenberg, J. M., Dousay, T. A., Romero-Hall, E., Trust, T., Kessler, A., Phillips, M., Morrison, S., **Fischer, C.**, & Krutka, D. (2020). What Should Teacher Educators Know about Technology? Perspectives and Self-Assessments. *Teaching and Teacher Education*, *95*. <https://doi.org/10.1016/j.tate.2020.103124>
- Fischer, C.**, Fishman, B., & Schoenebeck, S. (2019). New contexts for professional learning: Analyzing high school science teachers' engagement on Twitter. *AERA Open*, *5*(4), 1-20. <https://doi.org/10.1177/2332858419894252>
- Fischer, C.**, Zhou, N., Rodriguez, F., Warschauer, M., & King, S. (2019). Improving college student success in organic chemistry: Impact of an online preparatory course. *Journal of Chemical Education*, *96*(5), 857-864. <http://dx.doi.org/10.1021/acs.jchemed.8b01008>
- Fischer, C.**, McCoy, A., Foster, B., Eisenkraft, A., & Lawrenz, F. (2019). Use of the Stages of Concerns Questionnaire in a national top-down reform effort. *Teaching and Teacher Education*, *80*, 13-26. <https://doi.org/10.1016/j.tate.2018.12.019>
- Fischer, C.**, Eisenkraft, A., Fishman, B., Hübner, N., & Lawrenz, F. (2018). Adapting to the large-scale Advanced Placement Chemistry reform: An examination of teachers' challenges and instructional practices. *Journal of Chemical Education*, *95*(10), 1701-1710. <https://doi.org/10.1021/acs.jchemed.8b00151>
- Fischer, C.**, Fishman, B., Dede, C., Eisenkraft, E., Foster, B., Frumin, K., Lawrenz, F., Levy, A., & McCoy, A. (2018). Investigating relationships between school context, teacher professional development, teaching practices, and student achievement in response to a nationwide science reform. *Teaching and Teacher Education*, *72*, 107-121. <https://doi.org/10.1016/j.tate.2018.02.011>
- Frumin, K., Dede, C., **Fischer, C.**, Fishman, B., Eisenkraft, A., Foster, B., Levy, A., Lawrenz, F., & McCoy, A. (2018). Adapting to large-scale changes in Advanced Placement Biology, Chemistry, and Physics: The impact of online teacher communities. *International Journal of Science Education*, *40*(4), 397-420. <https://doi.org/10.1080/09500693.2018.1424962>

## Conference Proceedings

- Glandorf, D., Lee, H.R., Orona, G.A., Pumptow, M., Yu, R., & **Fischer, C.** (2024). Temporal and Between-Group Variability in College Dropout Prediction. *Proceedings of the 14th International Conference on Learning Analytics & Knowledge (LAK '24)*. Kyoto, Japan.

- Alekseeva, A., Onyemaechi, C., & **Fischer, C.** (2024). Learn From Your First Coursemate? The Impact of Joint Course Enrollments on Student Performance and Major Choice. *Proceedings of the 14th International Conference on Learning Analytics & Knowledge (LAK '24)*. Kyoto, Japan.
- Borchers, C., Klein, L., Johnson, H., **Fischer, C.** (2023). Timing Matters: Inferring Educational Twitter Community Switching from Membership Characteristics. *Proceedings of the 16th International Conference on Educational Data Mining*. Bengaluru, India.
- Borchers, C., Rosenberg, J., Gibbons, B., Burchfield, M., & **Fischer, C.** (2021). To Scale or Not to Scale: Comparing Popular Sentiment Analysis Dictionaries on Educational Twitter Data. *Proceedings of the 14th International Conference on Educational Data Mining (EDM)*. Paris, France.
- Burchfield, M., Rosenberg, J., Borchers, C., Thomas, T., Gibbons, B., & **Fischer, C.** (2021). Are Violations of Student Privacy “Quick and Easy”? Investigating the Privacy of Students’ Images and Names in the Context of K-12 Educational Institution’s Posts on Facebook. *Proceedings of the 14th International Conference on Educational Data Mining (EDM)*. Paris, France. **BEST POSTER AWARD**
- Nguyen, H., Lim, K. Y., Wu, L. L., & **Fischer, C.** (2021). A Dynamic Social Network Approach to Capturing Shared Regulation Interaction in Collaborative Learning. *Proceedings of the 2021 Annual Meeting of the International Society of the Learning Sciences (ISLS)*. Bochum, Germany.
- Rodriguez, F., Lee, H. R., Rutherford, T., **Fischer, C.**, Potman, E., & Warschauer, M. (2021). Using Clickstream Data Mining Techniques to Understand and Support First-Generation College Students in an Online Chemistry Course. *Proceedings of the 11th International Conference on Learning Analytics & Knowledge (LAK '21)*. Virtual Conference. <https://doi.org/10.1145/3448139.3448169>
- Yu, R., Li, Q., **Fischer, C.**, Doroudi, S. & Xu, D. (2020). Towards Accurate and Fair Prediction of College Success: Evaluating Different Sources of Student Data. *Proceedings of the 13th International Conference on Educational Data Mining (EDM)*. Ifrane, Morocco.
- Nguyen, H., Lim, K. Y., Wu, L. L., **Fischer, C.**, & Warschauer, M. (2020). “I Thought We Said”: Perceived Peer Support, Discourse Cohesion, and Regulation in Engineering Design. *Proceedings of the 14th International Conference of the Learning Sciences (ICLS)*. Nashville, TN.
- Nguyen, H., Wu, L. L., Washington, G., Lim, K. Y., & **Fischer, C.** (2020). Collaboration Patterns and Design Practices in First-Year Project-Based Engineering. *Proceedings of the 2020 annual conference and exposition of the American Society of Engineering Education (ASEE)*. Montreal, Canada.
- Yu, R., Li, Q., **Fischer, C.**, Xu, D., & Doroudi, S. (2020) Predicting College Success: What Data Are Useful and for Whom? *Companion Proceedings of the 10th International Conference on Learning Analytics & Knowledge (LAK '20)*. Frankfurt, Germany.
- Carpenter, J., Rosenberg, J. M., Dousay, T., Romero-Hall, E., Trust, T., Kessler, A., Phillips, M., Morrison, S., **Fischer, C.** & Krutka, D. (2019). What do Teacher Educators think of Teacher Education Technology Competencies? In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 796-801). Las Vegas, NV.
- Wu, L. L., **Fischer, C.**, Rodriguez, F., & Washington, G. (2018). Evaluation of online learning in a first-year engineering design course. *Proceedings of the 2018 annual conference and exposition of the American Society of Engineering Education (ASEE)*, Salt Lake City, UT.
- Fischer, C.**, Frumin, K., Dede, C., Fishman, B., Eisenkraft, A., Jia, Y., Kook, J., Levy, A., Lawrenz, F., & McCoy, A. (2016). Non-users, lurkers, and posters in the online AP Teacher Community: Comparing characteristics determining online engagement. In L.-J. Thoms, & R. Girwidz (Eds.), *Selected Papers from the 20th International Conference on Multimedia in Physics Teaching and Learning* (pp. 109-117). Mulhouse, France: European Physical Society. **SELECTED PAPER AWARD**
- Fischer, C.** & Dershimer, R. C. (2016). Preparing teachers to use educational games, virtual experiments, and interactive science simulations to engage students in the practices of science. In L.-J. Thoms & R. Girwidz (Eds.), *Proceedings of the 20th International Conference on Multimedia in Physics Teaching and Learning* (pp. 263-270). Mulhouse, France: European Physical Society.

## Book Chapters

- Rehm, M., Fütterer, T., **Fischer, C.**, Lockton, M., Caduff, A., & Daly, A. J. (in press). The Role of Knowledge Brokers in Supporting Social Opportunity Spaces: An International Case Study on Digital Education in Germany

and the U.S. In N. Kolleck & O. Pizmony-Levy (Eds.), *Handbook of Social Network Analysis and Education* (pp. XX-XX).

- Fischer, C.** & Grad, J. (2023). Gameful Learning und Pädagogische Psychologie: Wege zu neuen Bewertungssystemen in der Hochschullehre. [Gameful learning and educational psychology: Pathways to new assessment systems in higher education]. In C. Führer, M. Magirus, T. Bohl, B.-S. Grewe, W. Polleichtner, & F. Ulfat (Eds.), *Relativität und Normativität von Beurteilungen [Relativity and Normativity of Assessments]* (pp. 107-111). Tübingen Library Publishing. <http://dx.doi.org/10.15496/publikation-85924>
- King, S., Zhou, N., **Fischer, C.**, Rodriguez, F., & Warschauer, M. (2019). Enhancing student learning and retention in organic chemistry: Benefits of an online organic chemistry preparatory course. In S. Kradtap Hartwell & T. Gupta (Eds.), *From General to Organic Chemistry: Courses and Curricula to Enhance Student Retention* (pp. 119-128). Washington, DC: American Chemical Association. <https://doi.org/10.1021/bk-2019-1341.ch009>

## Manuscripts in Peer-Review

- Fischer, C.**, Fütterer, T., Omarchevska, Y., & Rosenberg, J. (revise and resubmit). How do Teachers Collaborate in Informal Professional Learning Activities? An Epistemic Network Analysis. Manuscript submitted to *Journal of Science Education and Technology*.
- Petts, P., Cramman, H., Robson, J., Al Moubayed, N., **Fischer, C.**, & Fox, M. (revise and resubmit). The challenges and opportunities for Artificial Intelligence (AI) in facilitating the use of large-scale qualitative data for Higher Education Physics teaching and research. Manuscript submitted to *Physical Review Physics Education Research*.
- Carpenter, J., Rosenberg, J., Romero-Hill, E., Kessler, A., & **Fischer, C.** (revise and resubmit). The Importance of Context in Teacher Educators' Professional Digital Competence. Manuscript submitted to *Teachers and Teaching*.
- Gaspard, H., Parrisius, C., Keyserlingk, L., Rubach, C., Yamaguchi-Pedroza, K., Lee H. R., Spengler, M., **Fischer, C.**, Heckhausen, J., Eccles, J. S. (revise and resubmit). Reciprocal Associations Between College Students' Perceived Social Support and Their Academic Expectancies and Subjective Task Values: Stronger for Traditionally Underrepresented Students. Manuscript submitted to *Learning and Individual Differences*.
- Fütterer, T., Hübner, N., **Fischer, C.**, & Stürmer, K. (revise and resubmit). Heading for New Shores? Longitudinal Participation Patterns in Teacher Professional Development. Manuscript submitted to the *European Journal of Teacher Education*.
- Fischer, C.**, Morina, F., Borchers, C., & Klein, L. (in review). Mapping the Landscape of Educational Use of X (Twitter) in Germany: Informal Teacher Learning in Online Communities of Practice. Manuscript submitted to *Computers & Education*.
- Lee, H. R., von Keyserlingk, L., Cavazos, J. G., Yu, R., **Fischer, C.**, Dowell, N., Rodriguez, F., & Eccles, J. (in review). To engage or to not engage?: The role of competing demands and perceived subjective task values on students' academic engagement. Manuscript submitted to *Frontiers in Psychology*.
- Lee, H. R., Gaspard, H., Keyserlingk, L., Rubach, C., **Fischer, C.**, Heckhausen, J., & Eccles, J. (in review). Changes in college students' course-specific expectancy and subjective task values related to first-term academic experiences. Manuscript submitted to the *British Journal of Educational Psychology*.
- Richter, E., Fütterer, T., Eisenkraft, A., & **Fischer, C.** (in review). Profiling Teachers' Motivation for Professional Development – A Nationwide Study. Manuscript submitted to the *Journal of Teacher Education*.
- Morina, F., Hübner, N., Eisenkraft, A., & **Fischer, C.** (in review). Examining Laboratory Investigations in Advanced Placement Biology: Teachers' Perceived Challenges and Their Classroom Practice. Manuscript submitted to the *Teaching and Teacher Education*.
- Morina, F., Fütterer, T., Hübner, N., Zitzmann, S., & **Fischer, C.** (in review). Effects of Online Teacher Professional Development on Teacher, Classroom, and Student Level Outcomes: A Meta-Analysis. Manuscript submitted to *Educational Research Review*.

## Conference Presentations

- Fütterer, T., **Fischer, C.**, Alekseeva, A., Chen, X., Tate, T., Warschauer, M., & Gerjets, P. (2024, April). *AI in Education: Examining the Global Reception of ChatGPT on Twitter*. Poster to be presented at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

- Orona, G., Zhu, M., & **Fischer, C.** (2024, April). *Increasing Academic Success in College: What are the Benefits of Participating in an Honors Program?* Poster to be presented at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Morina, F., Fütterer, T., Carpenter, J., Rosenberg, J., & **Fischer, C.** (2024, April). *Investigating Associations of Teacher Characteristics with Open Educational Resource Usage in Social Media Communities.* Paper to be presented at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Ebner, V., Pantis, M., Klein, L., Morina, F., & **Fischer, C.** (2024, March). *Opportunities and Challenges of Flipped Classrooms: Educator Discussions on German Social Media.* Paper presented at the 11<sup>th</sup> annual GEBF conference, Potsdam, Germany
- Fischer, C.**, Morina, F., Borchers, C., & Klein, L. (2023, August). *Online Communities of Practice on Twitter: A Case Study of the German Educational Twittersphere.* Paper presented at the 20th Biennial EARLI Conference, Thessaloniki, Greece.
- Rehm, M., Klein, L., Fütterer, T., **Fischer, C.**, Lockton, M., Caduff, A., & Daly, A. (2023, August). *The Social Side of Digitization: Knowledge Mobilization among Educational Professionals on Twitter.* Paper presented at the 20th Biennial EARLI Conference, Thessaloniki, Greece.
- Morina, F., Fütterer, T., Rosenberg, J. M., Carpenter, J., & **Fischer, C.** (2023, August). *How do Teachers in German Twitter Communities Share, Perceive, and Use Materials?* Paper presented at the 20th Biennial EARLI Conference, Thessaloniki, Greece.
- Fischer, C.**, Omarchevska, Y., Fütterer, T., & Rosenberg, J. M. (2023, April). *Teacher Collaboration and Professional Development on Twitter: An Epistemic Network Analysis.* Roundtable presented at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Pumptow, M., **Fischer, C.**, Orona, G., Lee, H. R., Yu, R., Glandorf, D., Grad, J., & Irion, M. (2023, April). *Identifying Risk Factors for Student Dropout in Higher Education using Large-Scale Administrative Data.* Poster presented at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Rehm, M., Fütterer, T., **Fischer, C.**, Lockton, M., Caduff, A., & Daly, A. (2023, April). *Digitization in International Contexts: Comparing Knowledge Mobilization in Germany and the United States.* Paper presented at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Richter, E., Fütterer, T., Eisenkraft, A., & **Fischer, C.** (2023, April). *Examining Motivational Profiles of Teachers Participating in Professional Development Activities During a Nationwide Science Reform.* Roundtable presented at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Morina, F., Fütterer, T., Rosenberg, J., Carpenter, J., & **Fischer, C.** (2023, February). *Investigating how Teachers Share and Use Materials in German Twitter Communities.* Paper presented at the 10<sup>th</sup> annual GEBF conference, Essen, Germany.
- Lee, H. R., Keyserlingk, L., Cavazos, J. G., Yu, R., **Fischer, C.**, Dowell, N., Rodriguez, F., & Eccles, J. (2022, August). *College Student Engagement: Associations Between Other Demands and Subjective Task Values.* Poster presented at the 2022 Annual Meeting of the American Psychological Association, Minneapolis, MN.
- Parrisius, C., Gaspard, H., Keyserlingk, L., Rubach, C., Yamaguchi-Pedroza, K., Lee, H. R., Spengler, M., **Fischer, C.**, Heckhausen, J., & Eccles, J. (2022, August). *Linking students' perceived support by faculty and peers with their expectancies and values.* Poster presented at the 2022 Annual Meeting of the American Psychological Association, Minneapolis, MN.
- Fischer, C.**, Morina, F., Borchers, C., Klein, L., & Eich, M. (2022, April). *Informal Professional Development in Online Communities of Practice at Scale: Mapping Nationwide Educational Twitterspheres.* Poster presented at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Morina, F., Hübner, N., Eisenkraft, A., & **Fischer, C.** (2022, April). *Examining Laboratory Investigations in Advanced Placement Biology: Teachers' Perceived Challenges and their Classroom Practice.* Poster presented at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Fütterer, T., Hübner, N., Fishman, B., Eisenkraft, A., & **Fischer, C.** (2022, April). *Teacher Professional Development and Self-Efficacy during the AP Science Reform: A Longitudinal Perspective.* Paper presented at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Morina, F., Fütterer, T., Hübner, N., Zitzmann, S., Trautwein, U., & **Fischer, C.** (2022, April). *Effectiveness of Online Professional Development for Teachers: A Meta-Analysis.* Paper presented at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Wavereen, L., Fütterer, T., Hübner, N., **Fischer, C.**, & Sälzer, C. (2022, March). *Spiegelt sich die Art des Zugangs zum Lehramt in der beruflichen Zufriedenheit in PISA 2015 und 2018 wider? [How do teacher preparation programs relate to job*

- satisfaction using PISA 2015 and 2018 data?]. Paper presented at the 9<sup>th</sup> annual GEBF conference, Bamberg, Germany.*
- Morina, F., Fütterer, T., Hübner, N., Zitzmann, S., Trautwein, U., & **Fischer, C.** (2022, March). *A Meta-Analysis on the effectiveness of online professional development for teachers.* Paper presented at the 9<sup>th</sup> annual GEBF conference, Bamberg, Germany.
- Fütterer, T., Hübner, N., Fishman, B., Eisenkraft, A., & **Fischer, C.**, (2022, March). *Wechselwirkungen zwischen der Selbstwirksamkeit von Lehrpersonen und Fortbildungsmerkmalen: Eine Längsschnittperspektive. [Associations between teacher self-efficacy and professional development participation: A longitudinal study].* Paper presented at the 9<sup>th</sup> annual GEBF conference, Bamberg, Germany.
- Fischer, C.**, Witherspoon, E., Nguyen, H., Feng, Y., Fiorini, S., Vincent-Ruz, P., Mead, C., Bork, W., Matz, R. L., & Schunn, C. (2022, February). *Forcing students to retake courses they could skip using AP credit only hurts them.* Paper presented at the 2022 Annual Meeting of the American Association for the Advancement of Science, Philadelphia, PA.
- Fischer, C.**, Witherspoon, E., Nguyen, H., Feng, Y., Fiorini, S., Vincent-Ruz, P., Mead, C., Bork, W., Matz, R. L., & Schunn, C. (2021, June). *Advanced Placement Course Credit Policies: Examining Student Success in College Science Gateway Courses.* Paper presented at the 2021 Sloan Equity and Inclusion in STEM Introductory Courses Summer Meeting, Virtual Conference.
- Fischer, C.**, Witherspoon, E., Nguyen, H., Feng, Y., Fiorini, S., Vincent-Ruz, P., Mead, C., Bork, W., Matz, R. L., & Schunn, C. (2021, May). *Examining Student Success in College Science Gateway Courses: The Impact of Advanced Placement Course Credit Policies.* Paper presented at the Indiana University Annual Learning Analytics Summit, Bloomington, IN.
- Fischer, C.**, Collins, P., Estrella, G., & Nguyen, H. (2021, April). *Examining Benefits of Lectures and Inquiry-Based Laboratories for Language Minority Students in Science Gateway Courses.* Roundtable at the 2021 annual meeting of the American Educational Research Association, Virtual Conference.
- Wavaren, L., Fütterer, T., Hübner, N., **Fischer, C.**, & Sälzer, C. (2021, April). *Is Teachers' Job Satisfaction Contingent on Formal Teacher Training? Insights from PISA 2015.* Paper at the 2021 annual meeting of the American Educational Research Association, Virtual Conference.
- Rosenberg, J., Borchers, C., Gibbons, B., Dyer, E., Anderson, D., & **Fischer, C.** (2021, April). *Don't worry, be happy? A sentiment analysis of the #NGSSchat Twitter community.* Paper at the 2021 annual meeting of the American Educational Research Association, Virtual Conference.
- Fischer, C.**, Morina, F., Borchers, C., & Klein, L. (2021, March). *Using Big Data to Support Educational Change: Twitter as a Platform for Informal Professional Development.* Paper presented at the 2021 annual meeting of the Leibniz Education Research Network, Hannover, Germany.
- Fütterer, T., Hübner, N., **Fischer, C.**, & Stürmer, K. (2020, December). *Heading for new Shores: Moving from Traditional to Modern Teacher Professional Development.* Poster at the 5th International NEPS Conference, Bamberg, Germany. **BEST POSTER AWARD**
- Yu, R., Li, Q., **Fischer, C.**, Doroudi, S., & Xu, D. (2020, September). *Predicting College Success: What Data Are Useful and for Whom?* Poster at the 2020 AERA Satellite Conference on Educational Data Science, Palo Alto, CA.
- Rodriguez, F., Lee, H. R., **Fischer, C.**, Rutherford, T., & Warschauer, M. (2020, September). *Can Learning Analytics Help Us Understand Differences in Behaviors and Achievement Among Diverse Learners? Results from an Online Chemistry Course.* Poster at the 2020 AERA Satellite Conference on Educational Data Science, Palo Alto, CA.
- Rosenberg, J., Dyer, E., Anderson, D., & **Fischer, C.** (2020, September). *If you're happy and you know it, post a tweet? A study of the sentiment of posts to the #NGSSchat hashtag on Twitter.* Poster at the 2020 AERA Satellite Conference on Educational Data Science, Palo Alto, CA.
- Yu, R., Li, Q., **Fischer, C.**, Doroudi, S., & Xu, D. (2020, August). *Towards Accurate and Fair Prediction of College Success: Evaluating Different Sources of Student Data.* Poster presented at the Fourth Workshop on Mechanism Design for Social Good, Online Conference.
- Nguyen, H., **Fischer, C.**, Witherspoon, E., Feng, Y., Fiorini, S., & Schunn, C. (2020, July). *Examining the Impact of Advanced Placement Course Credit Policies on Student Performance in Science Gateway Courses.* Poster presented at the Sloan Equity and Inclusion in STEM Introductory Courses Meeting, Irvine, CA.
- Fischer, C.**, Nguyen, H., Feng, Y., Fiorini, S., Kalender, Y., Schunn, C., Vincent-Ruz, P., Whitcomb, K., Witherspoon, E., & Warschauer, M. (2020, April). *Advanced Placement Course Credit and Undergraduate Student Success in STEM Gateway Courses.* Paper at the 2020 annual meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)



- Rosenberg, J. M., Reid, J. W., Dyer, E., Koehler, M. J., **Fischer, C.**, & McKenna, T. J. (2020, April). *A New Context for Professional Networks: Understanding the Social Structure of #NGSSChat through Social Network Analysis*. Paper at the 2020 annual meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Jacob, S., Garcia, L., Montoya, J., Nguyen, H., Prado, Y., Stehberger, D., Barquin, B., Marsland, B., **Fischer, C.**, Richardson, D., & Warschauer, M. (2020, April). *CONNECTAR: Collaborative Network of Grade 3-5 Educators for Computational Thinking for English Learners*. Roundtable at the Presidential Session of the 2020 annual meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Fischer, C.** (2020, March). *Leveraging Big Data to Enhance Educational Effectiveness: Examples from Teacher Education and Higher Education*. Paper at the 2020 annual meeting of the Leibniz Education Research Network, Frankfurt, Germany. (Conference canceled)
- Fischer, C.**, Fishman, B., & Schoenebeck, S. (2020, March). *Lehrerbildung in den sozialen Netzwerken: Twitter als Lehrerfortbildung?* [Social media in teacher education: Twitter as a form of professional development?]. Paper at the 8<sup>th</sup> annual GEBF conference, Potsdam, Germany. (Conference canceled)
- Hübner, N., **Fischer, C.**, Göllner, R., Fishman, B., Lawrenz, F., & Eisenkraft, A. (2020, March). *One Size Fits All? Differentielle Erträge verschiedener Lehrerfortbildungsformen zur Advanced Placement Reform in den Naturwissenschaften* [One size fits all? Differential impacts of professional development formats related to the Advanced Placement reform in the sciences]. Paper at the 8<sup>th</sup> annual GEBF conference, Potsdam, Germany. (Conference canceled)
- Fütterer, T., Hübner, N., **Fischer, C.**, & Stürmer, K. (2020, March). *Muster der Fortbildungsaktivität von Lehrpersonen im Längsschnitt* [Longitudinal analysis of teacher professional development patterns]. Paper at the 8<sup>th</sup> annual GEBF conference, Potsdam, Germany. (Conference canceled)
- Warschauer, M., Rodriguez, F., **Fischer, C.**, Rivas, M., Orona, G., Yu, R., McPartlan, P., Li, Q., Cung, B., Baker, R., Rutherford, T., Sato, B., & Xu, D. (2019, December). *How and why to support self-regulation among online learners*. Paper presented at the 34<sup>th</sup> Directors of Educational Technology / California Higher Education Annual Meeting, San Diego, CA.
- Fischer, C.**, Nguyen, H., & Warschauer, M. (2019, June). *Advanced Placement course credit and student success in STEM gateway courses*. Invited presentation at the Sloan Equity and Inclusion in STEM Introductory Courses Meeting, Ann Arbor, MI.
- Fischer, C.**, Zhou, N., Rodriguez, F., Warschauer, M., & King, S. (2019, June). *Enhancing student success in organic chemistry: Examining the impact of an online prep course*. Invited presentation at the Sloan Equity and Inclusion in STEM Introductory Courses Meeting, Ann Arbor, MI.
- Reid, J. W., Rosenberg, J. M., Koehler, M. J., **Fischer, C.**, & McKenna, T. J. (2019, April). *An exploration of #NGSSChat through social network analysis*. Paper presented at the 2019 annual international conference of the National Association of Research in Science Teaching, Baltimore, MD
- Fischer, C.**, Baker, R., Li, Q., Orona, G., & Warschauer, M. (2019, April). *Does course-taking increase distal student success? Examining impacts on college graduation rates and time-to-degree*. Paper presented at the 2019 annual meeting of the American Educational Research Association, Toronto, Canada.
- Rosenberg, J. M., Reid, J., Koehler, M. J., **Fischer, C.**, & McKenna, T. J. (2019, January). *Bridging the Gap or Stuck in Silos? A Social Network Analysis of the Science Education-Focused Twitter Hashtag #NGSSChat*. Paper presented at the Association for Science Teacher Education International Meeting, Savannah, GA. **FINALIST JOHN C. PARK AWARD**
- Fischer, C.**, Baker, R., Li, Q., Rodriguez, F., Xu, D., & Warschauer, M. (2018, October). *Online learning in higher education: Examining short-term and distal outcomes*. Poster presented at the 2018 CRESST Conference, Los Angeles, CA.
- King, S., **Fischer, C.**, Zhou, N., & Rodriguez, F. (2018, July). *Enhancing student learning and retention in organic chemistry: Benefits of an online organic chemistry preparatory course*. Paper presented at the 25th Biennial Conference on Chemical Education, Notre Dame, IN.
- Fischer, C.**, Orona, G., McPartlan, P., & Yu, R. (2018, May). *Summer sessions at a large public research university: Evaluating Student success in undergraduate online courses*. Paper presented at the Digital Learning in the Humanities and Beyond Symposium, Irvine, CA.
- Fischer, C.**, Fishman, B., & Schoenebeck, S. (2018, April). *Professional development in 140 characters? Analyzing Twitter as a professional learning platform for science teachers*. Paper presented at the 2018 annual meeting of the American Educational Research Association, New York, NY.

- Fischer, C.**, Foster, B., McCoy, A., Eisenkraft, A., Levy, A., Fishman, B., Dede, C., Frumin, K., & Lawrenz, F. (2017, August). *National curriculum revision and teacher professional development: The understanding professional development and adoption variation related to revised Advanced Placement curriculum (PD-RAP) project*. Poster presented at the 12th Conference of the European Science Education Research Association, Dublin, Ireland.
- Eisenkraft, A., Fishman, B., Dede, C., Frumin, K., Levy, A., **Fischer, C.**, Lawrenz, F., & McCoy, A. (2017, April). *Which professional development improves AP scores?* Paper presented at the 2017 National Conference on Science Education of the National Science Teachers Association, Los Angeles, CA.
- Fischer, C.** (2017, March). *Exploring science teachers' engagement on Twitter: How microblogging complements traditional professional development*. Paper presented at the 2017 GSCO/BET Graduate Student Research Conference, Ann Arbor, MI.
- Levy, A., McCoy, A., Frumin, K., Eisenkraft, A., Dede, C., Fishman, B., **Fischer, C.**, Lawrenz, F., Jia, Y. (2016, April). *The AP Science Redesign: Teachers' Perspectives on their Schools' AP Culture and Implications for Student Success*. Paper presented at the 2016 annual international conference of the National Association of Research in Science Teaching, Baltimore, MD.
- Frumin, K., **Fischer, C.**, Dede, C., Fishman, B., Eisenkraft, A., Jia, Y., Levy, A., Lawrenz, F., & McCoy, A. (2016, April). *Non-users, lurkers, and posters: Profiles of engagement in a large-scale online teacher community*. Paper presented at the 2016 annual meeting of the American Educational Research Association, Washington, DC.
- Eisenkraft, A., McCoy, A., Fishman, B., **Fischer, C.**, Kook, J., Levy, A., Jia, Y., Dede, C., Frumin, K., & Lawrenz, F. (2016, March). *Supporting large scale change in science education: Understanding professional development and adoption variation related to revised advanced placement curriculum*. Paper presented at the 2016 National Conference on Science Education of the National Science Teachers Association, Nashville, TN.
- Fischer, C.** (2016, March). *Navigating a large-scale science reform: The difference between being the only AP teacher in a school and having local colleagues*. Paper presented at the 2016 GSCO/BET Graduate Student Research Conference, Ann Arbor, MI.
- Kneff, T., Huynh, M., **Fischer, C.**, Hwang, H., & Yankson, K. (2015, September). *"Borrowing" from Britain: A typology of the educational systems of India, Jamaica, Hong Kong, New Zealand, and Ghana*. Paper presented at the 2015 focal meeting of the World Education Research Association, Budapest, Hungary.
- Eisenkraft, A., Levy, A., McCoy, A., Frumin, K., Dede, C., Fishman, B., **Fischer, C.**, Kook, J., & Lawrenz, F. (2015, July). *Preparing for the AP Redesign: Science Teachers' Professional Development Choices and Student Outcomes*. Paper presented at the 2015 College Board AP Annual Conference, Austin, TX.
- Fischer, C.**, Fishman, B., Levy, A., Eisenkraft, A., Dede, C., Lawrenz, F., Kook, J., Frumin, K., & McCoy, A. (2015, April). *When low-SES students perform better-than-expected on a standardized test: The role of professional development*. Paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.
- Eisenkraft, A., McCoy, A., Levy, A., Lawrenz, F., Kook, J., Fishman, B., **Fischer, C.**, Dede, C., & Frumin, K. (2015, April). *Supporting large scale change in science education: What we have learned so far*. Paper presented at the 2015 annual international conference of the National Association of Research in Science Teaching, Chicago, IL.
- Fischer, C.** (2015, March). *Supporting low-SES students to perform better-than-expected on the AP science examinations: The impact of professional development*. Paper presented at the 2015 GSCO/BET Graduate Student Research Conference, Ann Arbor, MI.
- Kneff, T., **Fischer, C.**, Huynh, M., Hwang, H., & Yankson, K. (2015, March). *"Borrowing" from Britain: Comparing the educational systems of India, Jamaica, Hong Kong, New Zealand, and Ghana*. Paper presented at the 2015 GSCO/BET Graduate Student Research Conference, Ann Arbor, MI.
- Fischer, C.** (2015, March). *Implementing digital technologies for learners in standards-based science instruction: Designing a professional development workshop*. Roundtable presented at the 2015 GSCO/BET Graduate Student Research Conference, Ann Arbor, MI.
- Eisenkraft, A., Fishman, B., McCoy, A., Levy, A., Kook, J., **Fischer, C.**, Frumin, K., Dede, C., & Lawrenz, F. (2015, March). *Professional development for the revised AP science courses*. Paper presented at the 2015 National Conference on Science Education of the National Science Teachers Association, Chicago, IL.
- Fishman, B., **Fischer, C.**, Kook, J., Levy, A., Jia, Y., Eisenkraft, A., McCoy, A., Lawrenz, F., Dede, C., & Frumin, K. (2014, April). *Supporting large scale change in science education: Understanding professional development and adoption variation related to revised Advanced Placement curriculum*. Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.
- Fischer, C.**, Urch, R., Neumann, I., & Tjus, J. (2013, February). *Planetenbahnen im Schülerlabor* [Planetary orbits in a school laboratory]. Poster presented at the 2013 spring meeting of the German Physical Society, Jena, Germany.

## Invited Talks

- Fischer, C.** (2023, May). *Bildung 2.0? Beispiele für digitale Transformationen in Schulen und Hochschulen [Bildung 2.0: Examples of digital transformations in schools and universities]*. Invited talk at the Fireside Chat Speaker Series at Waldenbuch Castle, Waldenbuch, Germany.
- Fischer, C.** (2022, November). *Teacher Participation in Online Communities on Twitter: Insights from the United States and Germany*. Keynote address at the International Congress on Social Networks and Teacher Training, Seville, Spain.
- Fischer, C.** (2022, May). *Trends in der Digitalen Bildung: Eine Perspektive aus der Empirischen Bildungsforschung [Trends in Educational Technology: Insights from Educational Science Research]*. Invited talk at the Vector Foundation, Stuttgart, Germany.
- Fischer, C.** (2022, February). *Measuring educational experiences in college: The UCI Next Generation Undergraduate Success Project*. Invited talk at the Department of Linguistics, University of Tübingen, Germany.
- Fischer, C.** (2022, January). *Gameful Learning und Pädagogische Psychologie: Wege zu neuen Bewertungssystemen [Gameful Learning and Educational Psychology: Pathways Towards New Assessment Systems]*. Invited talk at the University of Tübingen Studium Generale Lecture Series, Tübingen, Germany.
- Fischer, C.** (2021, December). *Digitale Hochschullehre mit Gameful Learning: Wege zu neuen Lehr- und Prüfungsformaten [Digital Education in Higher Education with Gameful Learning: Pathways to New Forms of Instruction and Assessments]*. Invited talk at the Digitale Lehre: Erfahrungen – Chancen – Herausforderungen Lecture Series, University of Tübingen, Germany.
- Fischer, C.** (2021, December). *Gameful Learning: Ein neuer didaktischer Ansatz für Lehr- und Prüfungsformate in der Hochschullehre [Gameful Learning: A novel approach for instruction and assessments in higher education]*. Invited talk at the Oberseminar Fach- und Hochschuldidaktik, Department of Mathematics, University of Tübingen, Germany.
- Fischer, C.** (2021, March). *Chancen zum informellen Austausch über soziale Netzwerke: Teilnahmegewinnung und Partizipationsmuster. [Affordances of informal collaboration on social media: Recruitment and participation structures]*. Invited talk at the Virtual Lunch Talk Series of Jugend Präsentiert, Wissenschaft im Dialog, Berlin, Germany.
- Fischer, C.** (2020, December). *Lehrerfortbildungen in Zeiten der Abstandsregel: Sind Fortbildungen über Twitter eine gute Alternative? [Teacher professional development in Covid-times: Is Twitter a potential alternative?]*. Invited talk at the Virtual Lecture Talk Series of the LEAD Graduate School and Research Network, University of Tübingen, Tübingen, Germany.
- Fischer, C.** (2020, November). *Merkmale von erfolgreichem virtuellem Lehren und Lernen [Characteristics of successful virtual teaching and learning]*. Invited talk at the Chamber of Commerce and Industry, Reutlingen, Germany.
- Fischer, C.** (2020, September). *Chancen und Herausforderungen von Fortbildungen auf Twitter. [Challenges and Affordances of Professional Development on Twitter]*. Invited talk at the 2020 Corporate Learning Camp, Zurich, Switzerland.
- Fischer, C.** (2020, July). *Effektivität von Online-Lehre im Hochschulkontext [Examining the Educational Effectiveness of Online Learning in Higher Education]*. Invited talk presented at the Virtual Lecture Series of the Faculty of Economics and Social Sciences, University of Tübingen, Germany.
- Fischer, C.** (2020, June). *Online learning in higher education: Insights from large-scale research projects*. Invited talk at the Verbund TRAFO - Netzwerk transferorientierter Lehre in Baden-Württemberg, Esslingen, Germany. (Conference canceled)
- Fischer, C.** (2019, October). *The impact of Advanced Placement credit policies on student success in STEM gateway courses*. Invited talk at the Causal Inference in Education Research Seminar Series, University of Michigan, Ann Arbor, MI.
- Fischer, C.** (2019, October). *Pathways to improve educational effectiveness: Examples from higher education and teacher education*. Keynote address at the 2019 LEAD-Retreat of the University of Tübingen, Heiligkreuztal, Germany.
- Fischer, C.** (2019, May). *Learning analytics in the wild: Examples of micro-, meso-, and macro-level big data in educational contexts*. Invited talk presented at the Learning Analytics Group, University of California, Irvine, Irvine, CA.
- Fischer, C.** (2019, April). *Leveraging technologies to enhance education systems: Insights from large-scale studies in K-12 and university settings*. Invited talk presented at the School of Education Brown Bag Seminar Series, University of California, Irvine, Irvine, CA.

- Fischer, C.** (2019, February). *Examining forms and frames for science teacher learning related to large-scale reforms*. Invited talk at the 2019 annual meeting of the Association of Teacher Educators, Atlanta, GA.
- Fischer, C.** (2018, March). *How can online learning environments transform educational landscapes? Examples from science teacher education and higher education*. Invited talk at the FOCUS Seminar Series, University of California, Irvine, Irvine, CA.
- Fischer, C.** (2017, October). *Understanding technology-enhanced forms of professional development: Teachers' adoption of a national science curriculum reform in the United States*. Invited talk at the LEAD Lecture Series, Hector Research Institute of Education Sciences and Psychology at the Eberhard Karls University of Tübingen, Germany.

## Panel Discussions

- Fischer, C.,** Murayama, K., Flunger, B., & Blume, F. (2022, October). *International Career Talks*. Panelist at the Jubilee Retreat of the LEAD Graduate School and Research Network, Tübingen, Germany.
- Fischer, C.,** Günther, O., Kraft, O., Mäder-Baumdicker, E., Schmidt, E., & Esser, D. (2022, September). *Die Tenure-Track-Professur in Deutschland – The Tenure Track Professorship in Germany*. Panelist at the annual meeting of the German Academic International Network (GAIN), Virtual Conference.
- Fischer, C.,** Zettler, I., & Flunger, B. (2021, March). *How to Become a Professor Outside of Germany*. Panelist at a workshop of the Tübingen Postdoctoral Academy for Research on Education, Tübingen, Germany.
- Fischer, C.,** Kurz, S., & Engelmann, S. (2020, October). *Schule ohne Fächer - Wie sieht das Schulsystem für morgen aus? [School without subjects? How will the education system look like in the future?]*. Panelist at a DiskutiertDICH!? talk show, Vaihingen, Germany.
- Fischer, C.,** Greenberg, M., Swaminathan, D., & Anderson-Natale, K. (2020, September). *Diverse Careers: Advice from UCI Postdoc Alumni*. Panelist at the UCI Postdoctoral Association Program for the National Postdoc Appreciation Week, University of California, Irvine, Irvine, CA.
- Fischer, C.,** Rehm, S., Schenck, M., Karsten, C., & Hering, M. (2020, August). *Die Tenure-Track-Professur in Deutschland [The tenure track professorship in Germany]*. Panelist at the annual meeting of the German Academic International Network (GAIN), Virtual Conference.

## Blog Posts / Educational Magazines

- Elwing, J., Franz, D., & **Fischer, C.** (2023, November 15). *Game-Based Learning im Geschichtsunterricht: Ein Unterrichtsversuch zur digitalen Suche nach einem NS-Täter [Game-Based Learning in History Education: A Lesson Plan for a Digital Nazi Hunt]*. Retrieved from <https://lead.schule/blog/game-based-learning-im-geschichtsunterricht-ein-unterrichtsversuch-zur-digitalen-suche-nach-einem-ns-taeter>.
- Schäfter, C., Neubauer, A., & **Fischer, C.** (2023, November 1). *Das umgekehrte Klassenzimmer – Die Flipped Classroom Methode [The flipped classroom method]*. Retrieved from <https://lead.schule/blog/das-umgekehrte-klassenzimmer-die-flipped-classroom-methode>.
- Fischer, C.** (2023, July 14). *Wie Twitter bildungsinteressierte Menschen vernetzt und fördert [How Twitter can be used for education and networking]*. Retrieved from <https://lead.schule/aktuelle-studien/twitterlehrerzimmer>
- Fischer, C.** (2022, July 7). *Online schneller durchs Studium [Accelerated time to degree through online education]*. Retrieved from <https://lead.schule/blog/online-schneller-durchs-studium>
- Karwatzki, L. V., Schlüter, S., & **Fischer, C.** (2022, June 30). *Scratch: Eine kooperative Programmiersprache für den schulischen Alltag [Scratch: A cooperative programming language for daily schooling]*. Retrieved from <https://lead.schule/blog/scratch-eine-kooperative-programmiersprache-fuer-den-schulischen-alltag>
- Halder, S., Schelonsek, M., Ohlinger, A., & **Fischer, C.** (2022, June 23). *Gameful Learning: Innovative Wege zur didaktischen Gestaltung der Hochschullehre [Gameful learning: Pathways to innovative high school education]*. Retrieved from <https://lead.schule/blog/gameful-learning-innovative-wege-zur-didaktischen-gestaltung-der-hochschullehre>
- Kolb, L., Irion, M., Netzer, K., Schlieper, A., & **Fischer, C.** (2022, June 16). *Voll PhET?! Forschendes Lernen im Unterricht [Everything PhET?! Inquiry learning in school teaching]*. Retrieved from <https://lead.schule/blog/voll-phet-forschendes-lernen-im-unterricht>

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- Heinle, S., Kopatz, M., & **Fischer, C.** (2021, March 31). *Forschendes Lernen virtuell: Wie Kinder auch im Netz zu Entdecker\*innen werden* [Inquiry learning: How children can become explorers on the web]. Retrieved from <https://lead.schule/blog/forschendes-lernen-virtuell-wie-kinder-auch-im-netz-zu-entdeckerinnen-werden/>
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- Philipp, J., Ferdinand, J., & **Fischer, C.** (2020, March 18). *Gravitationskraft im Unterricht verändern: PhET macht es möglich* [Changing the gravitational force in classroom instruction: Potentials of PhET]. Retrieved from <https://lead.schule/blog/phet-simulationen-im-unterricht/>
- Engler, S., Ferdinand, J., & **Fischer, C.** (2020, March 17). *Khan Academy: Lernen mit einem „digitalen Nachhilfelehrer“* [Khan Academy: Learning with a “online tutor”]. Retrieved from <https://lead.schule/blog/khan-academy-lernen-mit-einem-digitalen-nachhilfelehrer/>

## RESEARCH GRANTS

### Awarded Research Grants

- Co-Investigator.** *Professionelle Netzwerke zur Förderung adaptiver, prozessbezogener, digital-gestützter Innovationen in der MINT-Lehrpersonenbildung [Professional networks to support adaptive, process-oriented, and digital innovations in STEM teacher education]*. German Federal Ministry of Education and Research [PI: Andreas Lachner; €7,366,849] 2023-2025
- Principal Investigator.** *Tübingen Learning Analytics Initiative: Building Capacity for Understanding Success Factors in STEM Education*. Hector Foundation Grant [Co-PI: Taiga Brahm; €206,150] 2023-2025
- Principal Investigator.** *Digital Tools for Field Trips in Biology Education*, LEAD Intramural Research Funds, University of Tübingen, Germany. [Co-PI: Christoph Randler; €3,097] 2022-2023
- Co-Investigator.** *E-ADAPT Große Fragen brauchen gemeinsame Antworten: Eine europäische Wissenschafts-Praxis-Initiative für den adaptiven Unterricht [Big questions require shared answers: A European research-practice initiative for adaptive teaching]*, German Federal Ministry of Education and Research. [PIs: Ulrich Trautwein, Hanna Dumont, Anne Sliwka; €212,376] 2021-2023
- Co-Principal Investigator.** *Development of an automated early warning system for students at risk for dropouts*, LEAD Intramural Research Funds, University of Tübingen, Germany. [PI: Marina Pumpotow; €6,455] 2021-2022
- Principal Investigator.** *Twitter als informelle Fortbildung für Lehrkräfte: Soziale Netzwerke und Lehrerbildung in Deutschland [Twitter as informal teacher professional development: Social networks and teacher education in Germany]*, Program for the Promotion of Junior Researchers, University of Tübingen, Germany. [€14,225] 2020-2022
- Principal Investigator.** *Scientific Accuracy of Mathematics and Physics Content in Teacher Communities on Twitter*, Seed Funding, LEAD Graduate School and Research Network, University of Tübingen, Germany. [Co-PIs: Jan-Philipp Burde, Walther Paravicini; €4,450] 2020
- Co-Principal Investigator.** *Exploring how beginning elementary mathematics teachers seek out resources through social media*, Herman and Rasiej Math Initiative. [PI: Stephen Aguilar; \$8,820] 2018-2019
- Principal Investigator.** *Investigating teaching and learning processes and outcomes at a large public research university*, Research Stipend, Office of the Vice Provost for Teaching and Learning, University of California, Irvine. [\$10,000] 2017-2019
- Principal Investigator.** *Examining forms and frames for science teacher learning related to large-scale reforms*, Dissertation Finishing Grant, School of Education, University of Michigan, Ann Arbor. [\$6,000] 2017
- Principal Investigator.** *Examining teacher engagement in professional learning on Twitter*. Graduate Student Research Mini Grant, Department of Educational Studies, School of Education, University of Michigan, Ann Arbor. [\$400] 2017
- Principal Investigator.** *Evaluating at-risk student performance on high-stakes assessment: The analysis of the AP Biology and AP Chemistry redesign*, School of Education Spring/Summer Advancement Toward the Degree Program Grant, University of Michigan, Ann Arbor. [\$8,000] 2015
- Principal Investigator.** *Effects of science teacher collaboration while navigating large-scale science reforms*. Graduate Student Research Grant, Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor. [\$850] 2015

### Research Grant Affiliations

**Supporting Large Scale Change in Science Education: Understanding Professional Development and Adoption Variation Related to the Revised Advanced Placement Curriculum (PD-RAP)**  
*Funding agency:* National Science Foundation, Division of Research on Learning, Discovery Research K-12  
*Awarded amount:* \$3,000,000  
*Award number:* #1221861  
*Role on project:* Graduate Student Researcher

Grant awarded to Arthur Eisenkraft (PI, University of Massachusetts Boston), Christopher Dede (Co-PI, Harvard University), Barry Fishman (Co-PI, University of Michigan), and Abigail Jurist Levy (Co-PI, Educational Development Center, Inc.)

#### **Investigating Virtual Learning Environments (IVLE)**

*Funding agency:* National Science Foundation, Division of Undergraduate Education, Core R&D Program

*Awarded amount:* \$2,500,000

*Award number:* #1535300

*Role on project:* Postdoctoral Researcher

Grant awarded to Mark Warschauer (PI, University of California, Irvine), Di Xu (Co-PI, University of California, Irvine), Padhraic Smyth (Co-PI, University of California, Irvine), Teomara Rutherford (Co-PI, North Carolina State University), and Sarah Eichhorn (Co-PI, University of California, Irvine)

#### **Next Generation Undergraduate Success Measurement Project**

*Funding agency:* The Andrew W. Mellon Foundation

*Awarded amount:* \$1,115,000

*Award number:* #1806-05902

*Role on project:* Postdoctoral Researcher

Grant awarded to Richard Arum (PI, University of California, Irvine) and Michael Dennin (Co-PI, University of California, Irvine)

### **Conference Travel Grants**

|   |             |
|---|-------------|
| <b>School of Education Conference Travel Grant.</b> AERA meeting in Washington, DC      | <b>2016</b> |
| <b>Rackham International Conference Travel Grant.</b> MPTL meeting in Munich, Germany   | <b>2015</b> |
| <b>Rackham Conference Travel Grant.</b> AERA meeting in Chicago, IL                     | <b>2015</b> |
| <b>Rackham Conference Travel Grant.</b> AERA meeting in Philadelphia, PA                | <b>2014</b> |
| <b>Wilhelm and Else Heraeus Scholarship.</b> DPG meeting in Jena, Germany               | <b>2013</b> |
| <b>Friedrich Ebert Foundation Conference Travel Grant.</b> ICME meeting in Seoul, Korea | <b>2012</b> |

## HONORS, FELLOWSHIPS, AND AWARDS

|   |             |
|---|-------------|
| <b>Top Cited Article Award.</b> Journal of Engineering Education  | 2022        |
| <b>Top Cited Article Award.</b> Journal of Research in Science Teaching.  | 2022        |
| <b>Teaching Award.</b> Teaching Excellence – Digital Education Award. University of Tübingen.   | 2022        |
| <b>Best Poster Award.</b> 14th International Conference on Educational Data Mining.   | 2021        |
| <b>Best Poster Award.</b> 5th International NEPS Conference.  | 2020        |
| <b>Robert Schuck Distinguished Dissertation in Teacher Education Award.</b> Association of Teacher Educators.   | 2019        |
| <b>Finalist John C. Park Award.</b> Association for Science Teacher Education International Meeting.  | 2019        |
| <b>School of Education Scholar Award.</b> University of Michigan, Ann Arbor.  | 2013 - 2017 |
| <b>School of Education Spring/Summer Award.</b> School of Education, University of Michigan, Ann Arbor.   | 2017        |
| <b>Selected Paper Award.</b> 20th International Conference on Multimedia in Physics Teaching and Learning in Munich, Germany.   | 2015        |
| <b>Rackham Summer Training Award.</b> Interuniversity Consortium for Political and Social Research, Quantitative Research Methodology Summer Program, Institute for Social Research, University of Michigan, Ann Arbor. | 2014        |
| <b>Kappa Delta Pi.</b> Inducted in the International Honors Society in Education.   | 2014        |
| <b>Friedrich Ebert Foundation Fellowship.</b> National Merit Scholarship Program in Germany.  | 2007 - 2013 |
| <b>Friedrich Ebert Foundation Study Abroad Scholarship (USA).</b> Merit scholarship used to study abroad at the University of California, Berkeley.   | 2011        |
| <b>Friedrich Ebert Foundation Study Abroad Scholarship (Switzerland).</b> Merit scholarship used to study abroad at the Swiss Federal Institute of Technology Zurich, Switzerland.                                      | 2009        |



## TEACHING EXPERIENCE

### University Teaching

#### University of Tübingen, Germany

|   |                |
|---|----------------|
| Advanced Topics in Educational Psychology                       | 2019 - present |
| Field Trip to Major Educational Stakeholders in Berlin, Germany | 2020-22 (4x)   |
| Introduction to Educational Psychology                          | 2020-22 (3x)   |
| Digital Media and Educational Psychology                        | 2019-23 (5x)   |
| Social Media in Education                                       | 2019-22 (3x)   |
| Digital Transformations in Education                            | 2022-23 (2x)   |

#### University of California, Irvine

|   |                      |
|---|----------------------|
| Research Supervisor. <i>Directed Research in Education (EDUC 198)</i> | 2019                 |
|   | Winter 19, Spring 19 |

#### University of Michigan, Ann Arbor

|   |             |
|---|-------------|
| Teaching Assistant. <i>Comparative Case Study Methodology (EDUC 737)</i>                          | 2014 - 2016 |
| Graduate Student Instructor. <i>Quantitative Methods for Non-Experimental Research (EDUC 795)</i> | Winter 16   |
| Teaching Assistant. <i>Teaching of Science in Secondary Schools (EDUC 422)</i>                    | Winter 15   |
|   | Fall 14     |

#### Ruhr University Bochum, Germany

|   |              |
|---|--------------|
| Teaching Assistant. <i>Mathematics II for Civil and Environmental Engineers</i>                       | 2010 - 2013  |
| Teaching Assistant. <i>Mathematics I for Civil and Environmental Engineers</i>                        | Summer 13    |
| Teaching Assistant. <i>Statistical Methods for Biologists.</i>  | Winter 12-13 |
| Teaching Assistant. <i>Mathematics II for Earth Scientists, Sales Engineers, and Product Managers</i> | Summer 12    |
| Teaching Assistant. <i>Mathematics I for Earth Scientists, Sales Engineers, and Product Managers</i>  | Summer 11    |
|   | Winter 10-11 |

### Secondary Education

#### Substitute Teacher, Goetheschule Essen, Germany

|   |      |
|---|------|
| International Baccalaureate Physics     | 2012 |
| Advanced High School Physics (Grade 12) |      |
| Middle School Physics (Grade 8)         |      |

### Workshops

- Fischer, C.** (2019, March). *How to use R-Markdown effectively*. Workshop led at the Introduction to R for Education Data Science Workshop Series, Irvine, CA.
- Fischer, C.** (2018, May). *Applied social network analysis for educational research with the open source software Gephi*. Workshop led at the Digital Learning in the Humanities and Beyond Symposium, Irvine, CA.
- Fischer, C.** (2016, March). *Introduction to qualitative data analysis with NVivo*. Workshop led at the School of Education of the University of Michigan, Ann Arbor.
- Fischer, C.** (2016, March). *Introduction to Qualitative Comparative Analysis with the software programs fsQCA and Tosmana*. Workshop led at the School of Education of the University of Michigan, Ann Arbor.
- Fischer, C. & Dershimer, R. C.** (2014, December). *Teaching secondary school science: Technology workshop*. Workshop led at the School of Education of the University of Michigan, Ann Arbor.
- Fischer, C.** (2012, December). *Die Physik der Musikinstrumente* [The physics of musical instruments]. Workshop led at the Department of Physics of the Ruhr University Bochum, Germany.

## ACADEMIC SERVICE

### Committee Work

#### University of Tübingen, Germany

|  |                |
|--|----------------|
| Hector Research Institute, Steering Board Member   | 2019 - present |
| Friedrich Ebert Foundation, Liaison Officer  | 2020 - present |
| Tübingen Postdoctoral Academy for Research on Education, Co-Director                                   | 2020 - 2023    |
| LEAD Graduate School and Research Network, SIG Learning in the Core Domains, Co-Chair                  | 2020 - 2023    |
| Search Committee for Faculty Applicants, Department of Economics and Social Sciences, Committee Member | 2019 - 2022    |

#### University of California, Irvine

|  |             |
|--|-------------|
| UCI Education Research Initiative, Affiliated Member                     | 2018 - 2019 |
| Postdoctoral Association, School of Education Writing Group Organization | 2017 - 2018 |

#### University of Michigan, Ann Arbor

|   |             |
|---|-------------|
| Graduate Student Community Organization Leadership Committee, Committee Member            | 2014 - 2017 |
| School of Education Student Ambassador  | 2014 - 2017 |
| School of Education Graduate Affairs Committee, Graduate Student Member                   | 2015 - 2016 |
| National Center for Institutional Diversity Postdoctoral Program, Application Screener    | 2015        |
| Provost's Task Force on Engaged Learning and Digital Instruction, Graduate Student Member | 2014        |

#### Ruhr University Bochum, Germany

|  |             |
|--|-------------|
| Search Committee for Faculty Applicants, Department of Physics and Astronomy, Student Member | 2012 - 2013 |
| Council of Student Representatives, School of Education,                                     | 2011 - 2013 |
| Dean's Task Force: Reorganization of School Internships, School of Education, Student Member | 2011 - 2013 |
| School Board, School of Education, Student Member  | 2010 - 2013 |
| Bochum Teacher Training Advancement Award, Student Member                                    | 2012        |
| Accreditation Board, Department of Physics and Astronomy, Student Member                     | 2012        |

### Conference Organization

|   |      |
|---|------|
| CoSMo Conference (Current Perspectives on the Future of Self-Regulation and Motivation Research), Tübingen, Germany   | 2022 |
| 7 <sup>th</sup> Annual GSCO/BET Graduate Student Conference, Ann Arbor, MI  | 2017 |
| 6 <sup>th</sup> Annual GSCO/BET Graduate Student Conference, Ann Arbor, MI  | 2016 |
| 5 <sup>th</sup> Annual GSCO/BET Graduate Student Conference, Ann Arbor, MI  | 2015 |
| 11 <sup>th</sup> International Conference of the Learning Sciences, Boulder, CO (Moderator for sessions "Game Design and Learning" and "Educational Data Mining and Learning Analytics in Science and Mathematics") | 2014 |

### Organizational Affiliations

American Educational Research Association (AERA), National Association for Research in Science Teaching (NARST), German Society for Chemistry and Physics Education (GDCEP), German Society for Psychology (DGPs)

### Editorial Boards

Frontiers in Psychology (Educational Psychology), Associate Editor  
Frontiers in Education (Educational Psychology), Associate Editor

## **Ad-hoc Reviewer**

### Peer-Reviewed Journals

Review of Educational Research, Review of Research in Education, American Educational Research Journal, AERA Open, Educational Researcher, Journal of Teacher Education, Teachers College Record, Learning and Instruction, Educational Studies, Teaching and Teacher Education, Educational Policy, Educational Evaluation and Policy Analysis, Journal of Research in Science Teaching, Journal of Science Education and Technology, Journal of Chemical Education, Journal for Research in Mathematics Education, International Journal of Educational Technology in Higher Education, International Journal of Human-Computer Interaction, Information and Learning Sciences, Zeitschrift für Psychologie

### Peer-Reviewed Academic Conferences

Society for Learning Analytics Research, ACM CHI Conference on Human Factors in Computing Systems, American Educational Research Association (Div C, Div K), World Education Research Association, Gesellschaft für Empirische Bildungsforschung

## **Grant Review Panels**

United States National Science Foundation, Division of Research on Learning in Formal and Informal Settings  
Austrian Federal Ministry of Education, Science and Research, Sparkling Science 2.0 Research Program