Sven Heimbuch

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Statistics
Methods ★★★★★
jamovi ★★★★★
JASP ★★★★★
R ★★★★★
SPSS ★★★★★

Education

2012 - 2018	**Ph.D. (Dr. rer. nat.)**	University of Duisburg-Essen, Duisburg

Thesis title: *Supportive guidance methods for wiki-based learning and knowledge construction*
Supervisor: Prof. Dr. Daniel Bodemer
Grade: *Magna cum laude* (1.0)

2011 - 2012	**Master of Criminology**	Griffith University, Brisbane, Australien

Grade Point Average (GPA): *6.33 (out of 7)*
Griffith Award for Academic Excellence 2011 for studies in the Master of Criminology and Criminal Justice

2009 - 2011	**Bachelor of Science Psychology**	Heinrich-Heine-University, Düsseldorf

Thesis title: *Perinatal photoperiod and circadian rhythm*
Grade: *1,7 (B+)*
Supervisors: Prof. Dr. Jochen Musch & Dr. Martin Ostapczuk

2007 - 2009	**Bachelor of Education Psychology**	Technical University of Dortmund

Minor: *Computer Science*
without degree

2003 - 2007	**Diploma Computer Science**	Technical University of Dortmund

Minor: *Psychology*
without degree

Work Experience

since 10/19	**Post-doctoral researcher**	University of Duisburg-Essen, Duisburg

Research Methods in Psychology –
Media-Based Knowledge Construction

04/18 - 09/19	**Post-doctoral researcher**	University of Duisburg-Essen, Essen

Institute of Psychology

10/16 - 04/18	**Research associate**	University of Duisburg-Essen, Essen

Institute of Psychology

04/12 - 09/16	**Research associate**	University of Duisburg-Essen, Duisburg

Research Methods in Psychology –
Media-Based Knowledge Construction

Memberships

European Association for Research on Learning and Instruction (EARLI)

International Society of the Learning Sciences (ISLS)

Asia-Pacific Society for Computers in Education (APSCE)

German Society for Psychology (DGPs)

Interdisciplinary Centre for Educational Research (IZfB)

Awards and Grants

2019   **Travel Grant**   Interdisciplinary Centre for Educational Research (IZfB)
Presentation of *Effects of the Need for Cognitive Closure and guidance on contribution quality in wiki-based learning* at ENS Lyon, France.

2015   **Travel Scholarship**   International Society of the Learning Sciences (ISLS)
Presentation of *Supporting Wiki-Based Knowledge Exchange Processes* at University of Gotheburg, Sweden.

2011   **Award for Academic Excellence**   Griffith University, Brisbane, Australia

Selected Publications

Peer-reviewed

Schnaubert, L., Heimbuch, S., Erkens, M., & Bodemer, D. (2019). Cognitive group awareness tools: versatile devices to guide learners towards discrepancies. In *Proceedings of the 27th International Conference on Computers in Education*, 158–164. Kenting, Taiwan: Asia-Pacific Society for Computers in Education.

Ollesch, L., Heimbuch, S., & Bodemer, D. (2019). Towards an integrated framework of group awareness support for collaborative learning in social media. In *Proceedings of the 27th International Conference on Computers in Education*, 121–130. Kenting, Taiwan: Asia-Pacific Society for Computers in Education.

Heimbuch, S., & Bodemer, D. (2019). Effects of the Need for Cognitive Closure and Guidance on Contribution Quality in Wiki-Based Learning. In *A Wide Lens: Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings: 13th International Conference on Computer Supported Collaborative Learning (CSCL 2019)* (Volume 1), 25–32. Lyon, France: The International Society of the Learning Sciences.

Heimbuch, S., Ollesch, L., & Bodemer, D. (2018). Comparing effects of two collaboration scripts on learning activities for wiki-based environments. *International Journal of Computer-Supported Collaborative Learning, 13*(3), 331–357.

Heimbuch S, Bodemer D. (2018). Interaction of guidance types and the Need for Cognitive Closure in wiki-based learning. *PeerJ*, 6:e5541.

Heimbuch, S., & Bodemer, D. (2017). Controversy awareness on evidence-led discussions as guidance for students in wiki-based learning. *The Internet and Higher Education, 33*, 1–14.

Heimbuch, S. & Bodemer, D. (2016). Effects of Implicit Guidance on Contribution Quality in a Wiki-based learning environment. In *Transforming Learning, Empowering Learners: The 12th International Conference of the Learning Sciences (ICLS 2016)* (Volume 2), 906–909. Singapore: The International Society of the Learning Sciences.

Heimbuch, S., & Bodemer, D. (2015). Let's Talk about Talks: Supporting Knowledge Exchange Processes on Wiki Discussion Pages. In *AAAI Technical Report on Wikipedia, a Social Pedia: Research Challenges and Opportunities (ICWSM-15)* (Vol. WS-15-19), 56–61. Palo Alto, USA: AAAI Press.

Heimbuch, S., & Bodemer, D. (2014). Supporting Awareness of Content-related Controversies in a Wiki-based Learning Environment. In *Proceedings of the 10th International Symposium on Open Collaboration (OpenSym 2014)*, 30:1–4. New York, USA: ACM.