

Teaching Experience

Lenka Schnaubert

Lectures (associated)

Psychologische Grundlagen des Lehrens und Lernens B.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> <i>2019</i>
Psychologische Grundlagen des Lehrens und Lernens B.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> <i>2018</i>
Psychologische Grundlagen des Lehrens und Lernens B.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> <i>2017</i>
Psychologische Grundlagen des Lehrens und Lernens B.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> <i>2016</i>

Seminars

Medienbasiertes Lehren und Lernen B.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> <i>2019/2020</i>
Medienbasiertes Lehren und Lernen B.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> <i>2018/2019</i>
Medienbasiertes Lehren und Lernen B.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> <i>2017/2018</i>
Medienbasiertes Lehren und Lernen B.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> <i>2016/2017</i>
Instruktionspsychologie: Lernen mit Medien M.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> <i>2015</i>
Instruktionspsychologie: Lernen in Gruppen M.Sc. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> <i>2014</i>

Research Projects (Media-Based Learning and Instruction)

Group Awareness Tools – wie beeinflusst die Tool-interne Verarbeitung von Lernerdaten die Wirksamkeit? M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> 2019/2020
Soziale Lernstrategien über eine Smartphone-App B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> 2019
Soziale Medien zur akademischen Hilfesuche unter Studierenden M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> 2018/2019
Educaching – Informelles Lernen mit mobilen Technologien B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> 2017/2018
Help! I need somebody... – Design und Evaluation eines Tools zur Unterstützung von Hilfesuchverhalten im Studium B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> 2017
Group Awareness Tools zur Unterstützung von Studierenden in der Studienanfangsphase M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> 2016/2017
Digitale Lehrbücher zur Unterstützung selbst-regulierter Lernprozesse B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>summer term</i> 2016
Mehr als nur ein eBook? Digitale Lehrbücher zum Lernen in Gruppen M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>winter term</i> 2015/2016

Advised Bachelor- and Master-Theses

Self-regulated learning in multimedia: the impact of multimedia effects on ease of processing, mental effort and judgements of learning M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>running</i>
The influence of the presentation type of cognitive group awareness information on collaborative learning processes and outcomes B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>running</i>
The effect of split attention on metacomprehension B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2020</i>
The effect of active integration on metacomprehension B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2020</i>
The effect of transforming rating scales on the influence of metacomprehension ratings during learning B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2019</i>
Comparison of different statistical methods for the analysis of dyadic data from computer-supported collaborative learning scenarios M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2018</i>
Providing metacognitive and socio-cognitive information to support individual learning decisions B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2018</i>
Presenting individual metacomprehension ratings to support self-regulated learning B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2018</i>
Influence of group awareness on academic help-seeking in a Moodle-based blended-learning course – A self-regulation approach M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2018</i>
Influence of conflicting assumptions on the perception of socio-cognitive conflicts B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2017</i>
The perception and effect of conflicts depending on the type of visualisation M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2017</i>
Partner information and its influence on metacognitive monitoring B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2017</i>
Supporting metacognitive monitoring during learning with e-books B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2017</i>
Development and evaluation of a qualification-concept within project MAPP at the BMW Group M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	<i>2016</i>

The effect of type of partner information and varying group sizes on the usage of a cognitive group awareness tool M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	2016
The influence of cognitive and metacognitive awareness information on the selection and discussion of learning tasks B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	2016
Interindividual differences in the interpretation of response scales B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	2016
The influence of objective and subjective cognitive group awareness information on collaborative learning processes M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	2014
Gamification and self-regulated learning – empirical study on the effect of gamification on learning outcomes M.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	2014
The influence of partner information on the individual search for information and learning outcomes B.SC. APPLIED COGNITIVE AND MEDIA SCIENCE (KOMEDIA)	2014