

Dr. Robert Kordts
(2008-2021: Kordts-Freudinger)

Date of Birth: 2nd April 1980

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Education and Degrees

05/2021	Certificate of Advanced Studies (CAS) “Digital Learning”, Zurich University of Applied Sciences (ZHAW), Switzerland
09/2019	Certificate “International Program for the Scholarship of Educational Leadership: UBC Certificate on Curriculum and Pedagogy in Higher Education”, The University of British Columbia, Canada
04/2018	Certificate of Advanced Studies (CAS), Master of Education and Science Management, University of Oldenburg, Germany
09/2017	Positive evaluation of the Junior-Professor (equivalent to Assistant Professor), equivalent to “Habilitation”
06/2017	Certificate “University Teaching”, The University of Hong Kong, People’s Republic of China
02/2011	PhD in Psychology (Dr. phil.), University of Wuerzburg, Germany, grade: magna cum laude (A-)
11/2008	Teaching Certificate “Certificate for Teaching at Universities – Bavaria”
10/2008-10/2010	Studies in Adult Education, Technical University of Kaiserslautern, Germany; degree: Master of Arts, grade: 1,4 (A-)
07/2007	Certificate of Educational Developer, University of Erlangen-Nuremberg, Germany
04/2001-10/2006	Studies in Psychology, University of Wuerzburg, Germany, and Maastricht University, The Netherlands; degree: Diplom-Psychologe (Univ.; equivalent to Master degree), grade: 1,4 (A-)

11/1999-03/2001	Studies in Law, University of Bayreuth, Germany
07/1998	A-Level (secondary degree), Gymnasium Frankenberg/Sa., Germany, grade: 1,0 (A+)

Professional Experience

Since 08/2021	Associate Professor at the Faculty of Psychology, Department of Education, University of Bergen, Norway
09/2018-07/2021	General Programme Manager and head of Competence Center for Development and Research in Higher Education (CEDAR, IWP-HSG), University of St.Gallen (HSG), Switzerland
09/2015-10/2015	Visiting researcher at The University of Sydney, Australia, funded by the Volkswagen Foundation
10/2014-08/2018	Junior-Professor (equivalent to Assistant Professor) for Educational Psychology with a focus on Higher Education Teaching and Learning, Paderborn University, Germany
12/2012	Offer declined, professor at the Ostwestfalen-Lippe University of Applied Sciences, Lemgo, Germany
10/2011-09/2014	Scientific staff and coordination of the educational development unit at Paderborn University, Germany
12/2009-09/2011	Coordinator at the educational development unit at the University of Erlangen-Nuremberg, Germany
02/2008-04/2008	Visiting researcher at the department of Psychology at the University of Western Ontario, London, Canada
07/2007-12/2020	Freelancer for educational development workshops for several universities
11/2006-11/2009	Scientific staff and PhD student in the research project “Processing of negation” (funded by the German Science Association), Department of Psychology, University of Wuerzburg, Germany
01/2005-05/2006	Student research assistant, Department of Psychology, University of Wuerzburg, Germany
01/2003-01/2005	HIV prevention and counseling at Aids Counseling Center Lower Franconia, Wuerzburg, Germany
05/2001-02/2003	Student research assistant, Department of Physics Education, University of Wuerzburg, Germany

Additional Work Experience

08/2004-10/2004	Research internship at the Berlin Social Science Center (WZB), research group “Public Health”, Berlin, Germany
02/2004-04/2004	Research internship at the research group “Psychology of religion”, University of Trier, Germany

07/2003-09/2003 Psychological internship (clinical) at the University Hospital for Psychiatry and Psychotherapy of the University of Wuerzburg, Germany

University Teaching

04/2021-22, 11/2021 Seminars “Analyzing, understanding, and designing interaction processes in leadership situations”, in Contextual Studies (with Dr. Christian Schneider), University of St.Gallen

02/2021-05/2021 Course “Educational Psychology”, University of St.Gallen (webinar)

10/2020-11/2020 Seminar “Analyzing, understanding, and designing interaction processes in leadership situations”, in Contextual Studies (with Christian Schneider), University of St.Gallen (webinar)

09/2020-12/2020 Seminar “Psychology: Learning, Emotion and Motivation”, University of St.Gallen (webinar)

03/2020-04/2020 Seminars “Analyzing, understanding, and designing interaction processes in leadership situations”, in Contextual Studies (with Christian Schneider), University of St.Gallen (webinars)

02/2020-05/2020 Seminar “Psychology: Learning, Emotion and Motivation”, University of St.Gallen (partially webinar)

02/2020-05/2020 Course “Educational Psychology”, University of St.Gallen (partially webinar)

10/2019-11/2019 Seminars “Analyzing, understanding, and designing interaction processes in leadership situations”, in Contextual Studies (with Christian Schneider), University of St.Gallen

09/2019-12/2019 Seminar “Psychology: Learning, Emotion and Motivation”, University of St.Gallen

02/2019-05/2019 Lecture “Educational Psychology” (with Prof. Dr. Bernadette Dilger), University of St.Gallen

10-11/2018, 04/2019 Seminars “Analyzing, understanding, and designing interaction processes in leadership situations”, in Contextual Studies (with Christian Schneider), University of St.Gallen

09/2018-12/2018 Seminar “Transfer of teaching 1”, in business education program, University of St.Gallen

04/2018-07/2018 Seminar “Educational Psychology”, Bachelor of Education, Paderborn University

04/2017-03/2018 Seminars “Educational Psychology in the teacher program practice term”, Master of Education, Paderborn University

01/2017, 07/2017 Workshops “Analyzing quantitative data with statistics packages”, Master of Education, Paderborn University

10/2016-02/2017 Seminar “Inclusion European” at Paderborn University, with excursions to the Educational University Upper-Austria in Linz, Austria, to the Free University of Bozen-Bozano, Italy, as well as several schools; Bachelor of Education

10/2015-02/2016	Lecture “Development and Learning (Educational Psychology)” (with Prof. Dr. Katrin B. Klingsieck), Master of Education, Paderborn University
04/2015-07/2017	Workshops “Conducting studies with observation forms” and “Conducting studies with questionnaires”, Master of Education, Paderborn University
04/2015-03/2018	Seminars “Practice research in the teaching practicum”, Master of Education, Paderborn University
10/2014-08/2018	Supervising bachelor and master theses in the teacher education programs, Paderborn University
10/2014-07/2015	Seminars “Emotion – Advanced course of Development and Learning”, Master of Education, Paderborn University
10/2013-02/2014	Seminar “Irrational Behavior – Social Psychological Explanations”, Studium Generale (open for all disciplines), Paderborn University
04/2011, 03/2012	Seminars “Successful Presentations”, open for all disciplines, University of Wuerzburg
04/2008-07/2008	Seminar “Emotion and Education”, teacher education program, University of Wuerzburg
10/2007-02/2008	Interdisciplinary seminar “Philosophical and psychological perspectives on ‘emotion’”, University of Wuerzburg
04/2007-07/2009	Research courses “Emotion and motivation”, undergraduate Psychology program, University of Wuerzburg
04/2005-07/2006	Teaching assistant for “Emotion and motivation”, undergraduate Psychology program, University of Wuerzburg

Supervised Bachelor and Master Theses

08/2022	Saara Selkoma: <i>The relationship between students’ experience with summative assessment, emotional regulation, and trait self-esteem. A cross-sectional survey.</i> Master of Philosophy in Higher Education, University of Oslo (external examiner).
05/2021	Roman Stieger: <i>Auswirkungen der virtuellen Arbeit auf kreative Phasen in einem Innovationsprozess</i> [Effects of virtual work on creative phases in an innovation process]. Bachelor in Business Administration, University of St.Gallen (Supervisor).
05/2020	Simon Hartmann: <i>Einfluss politischer und kultureller Aspekte auf die Lehre in Universitäten. Eine Analyse der Schweiz und Kolumbiens</i> [Influence of political and cultural aspects on teaching at universities. An analysis of Switzerland and Columbia]. Bachelor in Business Administration, University of St.Gallen (Supervisor).
08/2018	Lisa Gerling: <i>Der Übergang als Prüfung. Leistungsempfindungen von Schülerinnen und Schülern im Übergangssystem</i> [Transition as exam. Students’ performance emotions in a transition system]. Master of Education for vocational education, Paderborn University (Supervisor).
08/2018	Mike Hagen: <i>Zwischen Lehre und Forschung. Das deutsche</i>

- Hochschulsystem im internationalen Vergleich* [Between teaching and research: the German higher education system in international comparison]. Master of Education for vocational education, Paderborn University (Supervisor).
- 08/2018 Frederic Küting: *Emotionen von Praxissemesterstudierenden beim Unterrichten* [Emotions of students in the praxis term]. Master of Education for secondary education, Paderborn University (Supervisor).
- 05/2018 Sabrina Anabell Höpner: *Umgang mit Emotionen und Stressbewältigung im Sportstudium* [Coping with emotions and stress in a sports study program]. Master of Education for secondary education, Paderborn University (Supervisor).
- 02/2018 Sarah Büngeler: *Emotionen von Hochschullehrenden in Vorlesungen* [University teachers' emotions during lectures]. Master of Education for vocational education, Paderborn University (Supervisor).
- 02/2018 Lea Grotegut: *“Spaß dran hat keiner” – das subjektive Erleben universitärer Prüfungen durch Lehrende* [“Nobody really enjoys it” – teachers' subjective experience of university exams]. Master of Education for secondary education, Paderborn University (Supervisor).
- 02/2018 Sebastian Heile: *Wie beurteilen Studierende das Lehramtsstudium hinsichtlich der Organisation der zu absolvierenden schulpraktischen Studien?* [How do students evaluate the teacher education program with respect to the practical studies?]. Master of Education for secondary education, Paderborn University (Supervisor).
- 02/2018 Maike Rustige: *Welche Faktoren führen dazu, dass Hochschulzugangsberechtigte eine Ausbildung machen?* [Why do students with a university entrance qualification start a vocational track?]. Master of Education for vocational education, Paderborn University (Supervisor).
- 01/2018 Lisa Bois: *Belastung und Stress im Studium – Handlungsmöglichkeiten aus Sicht der Hochschullehrenden* [Strain and stress during study programs – options for act in university teachers' views]. Master of Education for secondary education, Paderborn University (Supervisor).
- 01/2018 Melanie Sarah Ullrich: *Berufswahlmotive von Lehramtsstudierenden* [Job selection motives of students in teacher education programs]. Master of Education for vocational education, Paderborn University (Supervisor).
- 08/2017 Constanze Krüger: *Don't let it stop you! Emotionen der Studierenden in Prüfungssituationen im Fach Englisch* [Student emotions in exam situations in English studies]. Master of Education for secondary education, Paderborn University (Supervisor).
- 08/2017 Thomas Jan Walczak: *Stressoren und Coping-Strategien der Lehrenden von Hochschulen* [University teachers' stressors and coping strategies]. Master of Education for secondary education, Paderborn University (Supervisor).
- 07/2017 Tim Fehr: *Implizite und explizite Einstellungen zur Stressprävention. Ein Vergleich von Sportstudierenden und nicht-Sportstudierenden* [Implicit and explicit attitudes toward stress prevention. A comparison between sport and non-sport students]. Master of Education for vocation-

- al education, Paderborn University (Supervisor).
- 07/2017 Florian Müller: *Wie lässt sich das Prinzip des „heimlichen Lehrplans“ im universitären Kontext bewerten?* [How to evaluate the concept of the 'hidden curriculum' for universities?]. Master of Education for secondary education, Paderborn University (Supervisor).
- 07/2017 Inga Olschewsky: *Wahrnehmung und Nutzung von psychosozialen Beratungsangeboten an Hochschulen in NRW* [Perception and use of psychosocial counseling at universities in Northrhine-Westphalia]. Master of Education for secondary education, Paderborn University (Supervisor).
- 05/2017 Viola Terschluse: *Die Korrelation zwischen Stress und Prokrastination bei Studierenden* [The correlation between stress and procrastination for students]. Master of Education für Gymnasium/Gesamtschule, Paderborn University (Supervisor).
- 02/2017 Patricia Baginski: *Wahl von Prüfungsformaten im tertiären Bildungsbereich – Die Einstellung von Lehrenden* [Choice of exam formats in tertiary education – Teachers' attitudes]. Master of Education for secondary education, Paderborn University (Supervisor).
- 02/2017 Stephanie Hecker: *Aktuelle Reformpläne für das Bachelor-/Mastersystem: Die Sicht der Studierenden* [Current reform plans for the Bachelor Master system: The students' view]. Master of Education for secondary education, Paderborn University (Supervisor).
- 02/2017 Stefanie Johannesmeyer: *Emotionen in schulischen Lern- und Lehrsituationen: Wie verändern sich Emotionen im Verlauf einer Schulstunde?* [Emotions in school learning and teaching situations: How do emotions change over the course of one lesson?]. Master of Education for secondary education, Paderborn University (Supervisor).
- 02/2017 Pia Kreyerhoff: *Inklusion an beruflichen Schulen aus der Sichtweise von Lehrerinnen und Lehrern – Eine qualitative Analyse* [Inclusion of students with special needs at vocational schools in the teachers' view – a qualitative analysis]. Master of Education for vocational education, Paderborn University (Supervisor).
- 02/2017 Linda Voßbürger: *Prüfungen aus Sicht der Hochschullehrenden: Zusammenhänge von expliziten und impliziten Einstellungen und Prüfungsverhalten* [Exams in the university teachers' view: Relations between explicit and implicit attitudes and the examination behavior]. Master of Education for secondary education, Paderborn University (Supervisor).
- 01/2017 Alina Kittel: *Motivation von Studierenden zur Teilnahme an studentischen Evaluationen* [Students' motivation to taking part in student teaching evaluations]. Master of Education for secondary education, Paderborn University (Supervisor).
- 01/2017 Janis Schierok: *Kompetenzerwerb im Praxissemester* [Developing competences in the teaching practice term]. Master of Education for secondary education, Paderborn University (Supervisor).
- 11/2016 Stephan Roth: *Umgang mit Stress im Studium* [Coping with stress during university studies]. Master of Education for vocational education,

- Paderborn University (Supervisor).
- 09/2016 Anna Kloidt: *Motivationale Faktoren bei der Entscheidung für ein sportwissenschaftliches Studium* [Motivational factors at the decision for a sport-related study program]. Master of Education for secondary education, Paderborn University (Supervisor).
- 08/2016 Svenja Dudel: *Der Einfluss von Bewegungsinterventionen auf die Konzentrationsfähigkeit von Studierenden* [The influence of movement interventions on students' ability to focus attention]. Master of Education for vocational education, Paderborn University (Supervisor).
- 08/2016 Kevin Oergel: *Effekte affektiver Bilder und Wörter auf Schwankungen beim beidbeinigen Stehen* [Effects of affective pictures and words on oscillation at bipedal stance]. Master of Education for secondary education, Paderborn University (Supervisor).
- 05/2016 Petra Fortmeyer: *Teaching Analysis Poll: Eine qualitative Evaluationsmethode für Lehrveranstaltungen* [Teaching Analysis Poll: A qualitative teaching evaluation method]. Bachelor of Education for secondary education, Paderborn University (Supervisor).
- 03/2016 Franziska-Christin Ludger: *Ohne Fleiß keinen Preis? Verringerung der Prüfungsangst durch kontinuierliches Lernen* [No pain, no gain? Reduction of test anxiety by continuous learning]. Bachelor of Education for secondary education, Paderborn University (Supervisor).
- 12/2015 Lea Grotegut: *Assessment in Higher Education – Teachers' Conceptions and Practice*. Bachelor of Education for secondary education, Paderborn University (Supervisor).

PhD Committees

- 07/2020 Katharina Thies: *State-Emotionen von Hochschullehrkräften: Intraindividuelle Analysen des momentanen Emotionserlebens, kognitiver Bewertungen und situativer Emotionsausdrucksweisen* [University instructors' state emotions: Intraindividual analyses of current emotion experience, cognitive evaluations and situational emotion expression], Paderborn University (external committee member)
- 12/2017 Edith Hansmeier: *Der Bezugsrahmen kompetenzorientierter Curriculumentwicklung und die Analyse der Curriculum Werkstatt einer ingenieurwissenschaftlichen Fakultät der Technischen Hochschule Köln* [The frame of the competence-oriented curriculum development and the analysis of the curriculum workshop of an engineer department at the University of Applied Sciences Cologne], Paderborn University (head of the committee)
- 12/2017 Verena Schmied: *Wirksamkeit fachübergreifender Förderangebote zur Verbesserung der Studierfähigkeit* [Efficacy of discipline-general measures for improving the ability to study], University of Kassel (2nd supervisor)
- 02/2017 Nils Gatzmaga: *Emotionale Intelligenz im Mannschaftssport. Schlüssel zum Erfolg?* [Emotional intelligence in team sports. Key to success?], Paderborn University (2nd supervisor)
- 01/2017 Inka Haak: *Maßnahmen zur Unterstützung kognitiver und metakogni-*

- tiver Prozesse in der Studieneingangsphase. Eine Design-Based-Research-Studie zum universitären Lernzentrum Physiktreff* [Measures to support cognitive and metacognitive processes during the initial orientation phase at the university. A design-based research on a physics learning center], Paderborn University (2nd supervisor)
- 12/2016 Daniel Ossenschmidt: *Die Bedeutung von individuellen Bedingungsfaktoren für den Lernerfolg bei beruflichen Weiterbildungsgängen – Eine Analyse bei chemieberuflichen Aufstiegsfortbildungen* [The importance of individual factors for the learning success at professional further education – an analysis of chemistry-related education], Paderborn University (member of the committee)
- 06/2016 Jan Tünnermann: *On the origin of visual temporal-order perception by means of attentional selection*, Paderborn University (head of the committee)
- 08/2015 Carla Bohndick: *Überfachliche Kompetenzen Lehramtsstudierender. Persönliche Voraussetzungen, Determinanten der Nutzung von Lerngelegenheiten und Bestandteile professioneller Kompetenz* [Teacher students' generic competences. Personal preconditions, determinants of use of learning opportunities and aspects of professional competence], Paderborn University (head of the committee)

Publications

Kordts, R., Zenker, C., & Leimeister J. M. (2022). Faktoren für gelungene Studienprogramm-Reformen. Eine Analyse des Bachelor BWL an der Universität St.Gallen [Factors of successful study program reforms. An analysis of the bachelor management program at the University of St.Gallen]. In M. Fuhrmann, J. Güdler, P. Pohlenz, & U. Schmidt (Eds.), *Handbuch Qualität in Studium, Lehre und Forschung (E3.8)*. Berlin: DUZ Verlags- und Medienhaus GmbH.

Kordts, R., Zenker, C., & Leimeister J. M. (2022). Faktoren für gelungene Studienprogramm-Reformen. Eine Analyse des Bachelor BWL an der Universität St.Gallen [Factors of successful study program reforms. An analysis of the bachelor management program at the University of St.Gallen]. In B. Berendt, A. Fleischmann, N. Schaper, B. Szczyrba & J. Wildt (Eds.), *Neues Handbuch Hochschullehre (J2.29)*. Berlin: DUZ Verlags- und Medienhaus GmbH.

Kordts-Freudinger, R., Bücker, D., Schulte, R., & Vöing, N. (2021). "Ich bin froh darüber, dass das so passiert ist": Scholarship of Teaching and Learning im digitalen Umbruch ["I'm glad that it happenend this way" – Scholarship of Teaching and Learning in the digital change. In I. Neiske, J. Osthusenrich, N. Schaper, U. Trier, & N. Vöing (Eds.), *Hochschule auf Abstand. Ein multiperspektivischer Zugang zur digitalen Lehre* [University in distance. A multiperspective approach to digital teaching]. Bielefeld: transcript.

Kordts-Freudinger, R., & Kenneweg, A. C. (2021). Forschung in der Hochschuldidaktik. Forschung für die Praxis und Forschung aus der Praxis [Research in academic development: Research for practice and research in practice]. In R. Kordts-Freudinger, N. Schaper, A. Scholkmann, & B. Szczyrba (Eds.). (2021). *Handbuch Hochschuldidaktik [Handbook Educational Development]* (pp. 393-406). Stuttgart: utb.

Thies, K., & **Kordts-Freudinger, R.** (2021). Wie gehen Hochschullehrende mit ihren Emotionen in der Lehre um? Eine Experience-Sampling-Befragung zum situativen Emotionsausdruck von Freude, Angst und Ärger [How do university lecturers handle their emotions during teaching? An experience-sampling study of the situational emotion expression of joy, anxiety and anger]. *Zeitschrift für empirische Hochschulforschung (ZeHf)*, 4(2), 164-183. doi: 10.3224/zehf.v4i2.05

Brown, K., Scherrer, P., **Kordts-Freudinger, R.**, & Suter, R. (2020). *Applied strategies for educational development as cultural work*. *ETH Learning and Teaching Journal* 2(2), 403-407. <https://learningteaching.ethz.ch>

Kordts-Freudinger, R., & Leschke, J. (2020). "Transforming and extending knowledge". Ernest L. Boyers Scholarship reconsidered. Priorities of the professoriate als Initiator des Scholarship of Teaching and Learning [Ernest L. Boyers Scholarship reconsidered. Priorities of the professoriate as initiator of the Scholarship of Teaching and Learning]. In P. Tremp & B. Eugster (Eds.), *Klassiker der Hochschuldidaktik? Kartografie einer Landschaft* [Classics in Higher Education Development? A landscape's cartography] (Series Doing Higher Education, pp. 283-293). Heidelberg: Springer VS.

Dingwerth, K., & **Kordts-Freudinger, R.** (2019). Kompetenzen vor Inhalte: Die Kleine Reihe Hochschuldidaktik Politik (Rezension) [Competences before content: The small series Educational Development in Political Sciences (Recension)]. *Zeitschrift für Politikwissenschaft*. doi: 10.1007/s41358-019-00195-2

Thies, K., & **Kordts-Freudinger, R.** (2019). University academics' state emotions and appraisal antecedents: an intraindividual analysis. *Studies in Higher Education*. doi: 10.1080/03075079.2019.1665311

Thies, K., & **Kordts-Freudinger, R.** (2019). German higher education academic staff's positive emotions through work domains. *International Journal of Educational Research*, 98, 1-12. doi: 10.1016/j.ijer.2019.08.004

Kordts-Freudinger, R., & Van Treeck, T. (2019). Auf wissenschaftlichen Tagungen auch noch was lernen: Tagungsformate bei der Jahrestagung der dghd 2017 [Learning at academic conferences: Conference formats at the annual conference of dghd, 2017]. In Y.-B. Böhler, S. Heuchemer & B. Szczyrba (Eds.), *Hochschuldidaktik erforscht wissenschaftliche Perspektiven auf Lehren und Lernen. Profilbildung und Wertefragen in der Hochschulentwicklung IV* [Educational development investigates academic perspectives on teaching and learning. Profile building and questions of value in higher education development] (pp. 51–62). Cologne: TH Köln.

Brendel, S., Brinker, T., **Kordts-Freudinger, R.**, & Scholkmann, A.¹ (2018). Empfehlungen zur Qualifizierung und Weiterbildung der hochschuldidaktisch Tätigen: Auf dem Weg zur gekonnten Beruflichkeit [Recommendations on qualification and further education of educational developers: On the way to professional practice]. In A. Scholkmann, S. Brendel, T. Brinker & R. Kordts-Freudinger (Eds.), *Zwischen Qualifizierung und Weiterbildung: Reflexionen zur gekonnten Beruflichkeit in der Hochschuldidaktik* [Between Qualification and further education: Reflections on professional practice in educational development] (Blickpunkt Hochschuldidaktik). Bielefeld: wbv Media.

Buhl, H. M., Bohndick, C., Bonanati, S., Greiner, C., Hilkenmeier, J., & **Kordts-Freudinger, R.** (2018). Fallbasierte Modulabschlussprüfungen zur Verzahnung von Theorie und Praxis im Master des Lehramtsstudiums [Case-based module examinations for connecting theory with practice in the teacher education master program]. In M. Krämer, S. Preiser & K. Brusdeylins (Eds.), *Psychologiedidaktik und Evaluation XII* [Psychology learning and teaching and evaluation XII] (pp. 351–357). Aachen: Shaker. doi: 10.23668/psycharchives.1057

Fritzsche, E. S., Schlingensiepen, J., & **Kordts-Freudinger, R.** (2018). Study motivation and academic emotions in engineering students. A case study in German higher education. In C. González, M. Castro & M. Llamas (Eds.), *Proceedings of the 2018 IEEE Global Engineering Education Conference* (EDUCON, pp. 569–576). New York City: IEEE.

¹ Alphabetical author order.

Kordts-Freudinger, R., Braukmann, J., & Schulte, R. (2018). Scholarship of Teaching and Learning – individuell-evidenzbasiertes Lehren [Scholarship of Teaching and Learning – individual and evidence-based teaching]. In N. Schaper & B. Szczyrba (Eds.), *Forschungsformate zur evidenzbasierten Fundierung hochschuldidaktischen Handelns* [Research formats for evidence-based foundations of teaching and learning] (pp. 213–229). Cologne: TH Köln. URL: <https://cos.bibl.th-koeln.de/frontdoor/index/index/docId/675>

Kordts-Freudinger, R., Klingsieck, K. B., & Seifried, E. (2018). Beforschung einer eigenen Vorlesung: Effekte von Wahlfreiheit auf Leistung und Konfidenz [Researching your own lecture: Effects of choice on performance and confidence]. *Zeitschrift für Hochschulentwicklung [Journal for Higher Education Development]*, 13(1), 85–104.

Kordts-Freudinger, R., & Thies, K. (2018). Regulate this: Emotionen und Lehrorientierungen der Hochschullehrenden [University teachers' emotions and approaches to teaching]. In G. Hagenauer & T. Hascher (Eds.), *Emotionen und Emotionsregulation in Schule und Hochschule* [Emotions and emotion regulation in school and higher education]. Münster: Waxmann.

Stroot, T., **Kordts-Freudinger, R.,** Albers, T., & Steinbrück, M. (2018). Inklusion Europäisch: Ein Peer Learning-Projekt an den Universitäten Paderborn, Brixen und der Hochschule Linz. [Inclusion European: A peer-learning project at the universities of Paderborn, Brixen, and Linz]. In T. Stroot, P. Westphal & M. Kram (Eds.), *Peer Learning als Element diversitätssensibler, inklusiver Bildung an Hochschulen/für Lehramtsstudierende* [Peer learning as element of a diversity-sensible, inclusive at universities/for teacher students]. Bad Heilbrunn: Klinkhardt.

Al-Kabbani, D., **Kordts-Freudinger, R.,** Bücker, D., & Zenker, T. (2017). Der Disqspace bei der Jahrestagung der dghd 2015 [The Disqspace at the annual conference of the German Association for Academic Development]. In R. Kordts-Freudinger, D. Al-Kabbani & N. Schaper (Eds.), *Hochschuldidaktik im Dialog: Berichte von der Jahrestagung der Deutschen Gesellschaft für Hochschuldidaktik 2015* [Academic Development in Dialogue: Reports of the annual conference of the German Association for Academic Development 2015] (Reihe Blickpunkt Hochschuldidaktik). Bielefeld: W. Bertelsmann.

Al-Kabbani, D., **Kordts-Freudinger, R.,** Bücker, D., & Zenker, T. (2017). Dialog und Austausch auf Fachtagungen. Der Disqspace als hochschuldidaktisches Tagungsformat [Dialogue and exchange at conferences. The Discqspace as conference format]. In B. Berendt, A. Fleischmann, N. Schaper, B. Szczyrba & J. Wildt (Eds.), *Neues Handbuch Hochschullehre (L1.33)*. Berlin: DUZ Verlags- und Medienhaus GmbH.

Kordts-Freudinger, R. (2017). Feel, think, teach: Emotional underpinnings of student orientation in higher education. *International Journal of Higher Education*, 6(1), 217–229. doi:10.5430/ijhe.v6n1p217

Kordts-Freudinger, R., Al-Kabbani, D. & Schaper, N. (2017). Learning and interaction at a conference. *New Horizons in Adult Learning and Human Resource Development*, 29(1), 29–38. doi:10.1002/nha3.20169

Kordts-Freudinger, R., Braukmann, J., Bücker, D., Schulte, R., & Velibeyoglu, N. (2017). Scholarship of Teaching and Learning in der Praxis: Integration in ein hochschuldidaktisches Modul [Scholarship of Teaching and Learning in practice: Integration into an academic development module]. In B. Berendt, A. Fleischmann, N. Schaper, B. Szczyrba & J. Wildt (Eds.), *Neues Handbuch Hochschullehre (A 1.10)*. Berlin: DUZ Verlags- und Medienhaus GmbH.

Kordts-Freudinger, R., Große Honebrink, T., & Festner, D. (2017). Tiefenlernen im Praxissemester: Zusammenhänge mit Emotionsregulation [Deep learning in the teaching practicum: Connections to emotion regulation]. *Zeitschrift für Hochschulentwicklung [Journal for*

Higher Education Development], 12(1), 175–194. doi:10.3217/zfhe-12-01/10. URL: www.zfhe.at/index.php/zfhe/article/view/1007 [29.03.2017]

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Kordts-Freudinger, R., Schaper, N., Scholkmann, A., & Szczyrba, B. (Eds.). (2021). *Handbuch Hochschuldidaktik [Handbook Educational Development]*. Stuttgart: utb.

Braun, E., Esterhazy, R. & **Kordts-Freudinger, R.** (Eds.). (2021). *Research on Teaching and Learning in Higher Education*. Münster: Waxmann.

Scholkmann, A., Brendel, S., Brinker, T., & **Kordts-Freudinger, R.** (Eds.). (2018). *Zwischen Qualifizierung und Weiterbildung: Reflexionen zur gekonnten Beruflichkeit in der Hochschuldidaktik [Between qualification and further education: Reflections on professional practice in educational development]* (Blickpunkt Hochschuldidaktik). Bielefeld: wbv Media.

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Kordts-Freudinger, R., Al-Kabbani, D., Urban, D., Zenker, T., & Schaper, N. (Eds.). (2013). *Was denken Lehrende über Lehre? [What do higher education teachers think about teaching?]* Zeitschrift für Hochschulentwicklung [Journal for Higher Education Development], 8(3). URL: zfhe.at/index.php/zfhe/issue/view/37 [10.4.2014]

Academic Presentations

Kvernenes, M., & **Kordts, R.** (2022, December). *Nervøs og spent eller glad og begeistret? Om undervisning og følelser. The comfort zones of teaching [Nervous and or happy and excited? About teaching and feelings]*. Presentation at the Pedagogisk påfyll, Faculty of Medicine, University of Bergen, online.

Kordts, R. (2022, November). *Leading yourself: Self-regulated learning and study success*. Presentation at the GeoLearning Forum, University of Bergen, Bergen.

Kordts, R. (2022, August). *“I’m glad that it happened this way”*. *Pandemic teaching and the Scholarship of Teaching and Learning*. Presentation at the Teaching and Learning in Higher Education research group (TeLEd), University of Bergen, online.

Kordts, R. (2022, June). *Emergency-Remote Teaching and SoTL: The instructors’ view*. Poster presentation at the Conference of the International Consortium for Educational Development (ICED) “Sustainable Educational Development”, Aarhus, Denmark.

Kordts, R. (2022, March). *Scholarship of Teaching and Learning: What, why, how?* Presentation in Arqus Alliance pedagogical labs, online.

Giorgis, K., Marchese, S., Sparisci, G., Diegoli, B., **Kordts, R.**, & Stibe, A. (2021, September). *Rapid educational improvements using Wyblo: Insights from continuous student feedback*. Paper at the 16th European Conference on Innovation and Entrepreneurship, Lisbon, Portugal.

Thies, K., & **Kordts, R.**, (2021, August). *How do university lecturers express their emotions in class? Evidence from an event-sampling study*. Paper at the conference of the European Association for Research on Learning and Instruction (EARLI), online.

Kordts-Freudinger, R. (2021, June). *Scholarship of Teaching and Learning: Professionalität in der akademischen Lehrtätigkeit* [Scholarship of Teaching and Learning: Professionalisms in academic teaching]. Presentation in the series “Bildungsinstitution Hochschule” (Universities as formation institutions), University of Teacher Education Lucerne, Switzerland.

Kordts-Freudinger, R., Bücken, D., Schulte, R., & Vöing, N. (2021, June). *“I am glad that it happened this way”: Scholarship of Teaching and Learning and Emergency-Remote Teaching*. Short presentation at the EuroSoTL Connect online, Manchester, UK.

Kordts-Freudinger, R. (2020, November). *Keeping it moving... Instructor motivation in distance teaching*. Presentation at the webinar “How to keep motivation in distance teaching high” (Living Innovation), Institute for Managing Sustainability, Vienna University of Economics and Business, Austria.

Kordts-Freudinger, R. (2020, March). *Lernende Studiengänge: Eine Weiterbildung für Studiengangverantwortliche* [Learning study programs: A program for study-program managers]. Poster presented at the 49th annual conference of the German Association for Educational and Academic Staff Development in Higher Education (dghd), Free University Berlin, Berlin, Germany.

Pitzer, E., van den Berk, I., Wagner, D., & **Kordts-Freudinger, R.** (2020, March). *Nachhaltige Hochschuldidaktik auf den Ebenen der Hochschule* [Sustainable educational development on the levels of higher-education institutions]. Workshop at the 49th annual conference of the German Association for Educational and Academic Staff Development in Higher Education (dghd), Free University Berlin, Berlin, Germany.

Kordts-Freudinger, R. (2019, November). *Motivation Theories: Beyond the Myths*. Presentation at the 17th Symposium of the Doctoral Network at the University of St.Gallen “Motivation”. St. Gallen, Switzerland.

Hansen, M., Mendzheritskaya, J., Hagenauer, G., **Kordts-Freudinger, R.**, Stephan, M. & Thies, K. (2019, September). *A conceptual framework of higher education teachers’ emotions*. Paper presented at the joint conference of the sections Developmental Psychology and Educational Psychology of the German Psychological Association, University of Leipzig, Germany.

Kordts-Freudinger, R. (2019, September). *Scholarship of Teaching and Learning als Ansatz zur Bildungserforschung: Chancen und Herausforderungen* [Scholarship of Teaching and Learning as approach for researching education: Opportunities and challenges]. Keynote at the EdTech Research Forum, University of Duisburg-Essen, Germany.

Gommers, L., Dilger, B., **Kordts-Freudinger, R.** & Schneider, C. (2019, August). *Teaching Analysis Poll in higher education: From course feedback to multi-level quality development*. Poster presented at the biannual conference of the European Association for Research on Learning and Instruction (EARLI), “Thinking tomorrow’s education: Learning from the past, in the present and for the future”, Aachen, Germany.

Thies, K., & **Kordts-Freudinger, R.** (2019, August). *University lecturers’ emotions: experience and display of enjoyment, anxiety and anger in class*. Poster presented at the biannual conference of the European Association for Research on Learning and Instruction (EARLI), “Thinking tomorrow’s education: Learning from the past, in the present and for the future”, Aachen, Germany.

Grotegut, L., & **Kordts-Freudinger, R.** (2019, May). *Der subjektive Stellenwert hochschulischer Prüfungen für Lehrende* [The subjective value of higher education examinations for instructors]. Paper presented at the conference “Examinations³ – Findings, challenges, practice”, University of Hamburg, Germany.

Ellinger, D., Scholkmann, A., **Kordts-Freudinger, R.**, Timmann, A., Stubner, S., Brendel, S. & Brinker, T. (2019, March). *Weiterbildung für Hochschuldidaktiker*innen: Gegenwart und Zukunft* [Further education for educational developers: Presence and future]. Workshop at the annual conference of the German Association for Educational and Academic Staff Development in Higher Education (dghd), Leipzig, Germany.

Pitzer, E., **Kordts-Freudinger, R.**, Enzmann, B., Haubner, J., Näder, J., Weber, S. & van den Berk, I. (2019, March). *Der systemische Blick: Hochschuldidaktische Tätigkeit an den Schnittstellen der Ebenen einer Hochschule* [The systemic view: Educational development work at the intersections of levels at a higher education institution]. Workshop at the annual conference of the German Association for Educational and Academic Staff Development in Higher Education (dghd), Leipzig, Germany.

Scholkmann, A., **Kordts-Freudinger, R.**, Metzger, C., Hofhues, S., Brendel, S., van den Berk, I. & Szczyrba, B. (2019, March). *Publizieren – wie, was und für wen? Entwicklung, Bewertung, Verbreitung und strategische Nutzung hochschuldidaktischer Publikationserzeugnisse als Beitrag zur Institutionalisierung der Hochschuldidaktik* [Publish – how, what, and for whom? Development, dissemination, and strategic use of educational development publications as means of institutionalizing educational development]. Workshop at the annual conference of the German Association for Educational and Academic Staff Development in Higher Education (dghd), Leipzig, Germany.

Dilger, B., **Kordts-Freudinger, R.**, Gommers, L., & Tinsner-Fuchs, K. (2019, February). *Two of the same kind? Summative course evaluation and formative teaching analysis poll*. Paper presented at the conference of the Swiss Faculty Development Network (SFDN), Zurich, Switzerland.

Kordts-Freudinger, R., & van Treeck, T. (2019, February). *Interaction and learning: Conference formats at the 2017 annual conference of the German Association for educational and academic staff development in Higher Education (dghd)*. Poster presented at the conference of the Swiss Faculty Development Network (SFDN), Zurich, Switzerland.

Thies, K., & **Kordts-Freudinger, R.** (2019, February). *Emotionen von Hochschullehrenden: Erleben und Ausdruck von Freude, Angst und Ärger in der Lehre* [University instructors’ emotions: Experience and expression of joy, fear, and anger during teaching]. Vortrag bei der

Jahrestagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Köln, Deutschland.

Kordts-Freudinger, R. (2018, December). *Warum Kompetenzorientierung in Modulen?* [Why competence orientation in modules?] Presentation at Nuremberg Tech - Technical University Georg Simon Ohm, Nuremberg, Germany.

Klingsieck, K. B., **Kordts-Freudinger, R.**, & Seifried, E. (2018, September). *Über die (un)realistischen Erwartungen von Lehramtsstudierenden an psychologische Grundlagenveranstaltungen* [On the (un)realistic expectations of teacher education students towards psychological foundational lectures]. Paper presented at the 51st Congress of the German Psychological Association (DGPs), Frankfurt/Main, Germany.

Thies, K., & **Kordts-Freudinger, R.** (2018, August). *How happy are university teachers? Positive emotions and subjective appraisals among work domains.* Paper presented at the conference of the Special Interest Group 4 "Higher Education", University of Giessen, Germany.

Kordts-Freudinger, R. (2018, June). *Feel, think, teach – Emotionen im Lehralltag* [Emotions in everyday teaching]. Invited presentation at the "Teaching and Learning in Focus", University of Cologne, Germany.

Buhl, H. M., Bohndick, C., Greiner, C., Hilkenmeier, J., **Kordts-Freudinger, R.**, & Wiescholek, S. (2018, May). *Fallbasierte Modulabschlussprüfungen zur Verzahnung von Theorie und Praxis im Master des Lehramtsstudiums* [Case-based university exams for the reconciliation of theory and practice in a Master of Education program]. Paper presented at the conference of the section Basic, Further and Continuing Education of the Professional Body of German Psychologists (BDP), "Psychology Learning and Teaching and Evaluation", Psychological University, Berlin, Germany.

Fritzsche, E. S., **Kordts-Freudinger, R.**, & Schlingensiepen, J. (2018, April). *Emotions and motivation to study in engineering students.* Paper presented at the Global Engineering Education Conference (EDUCON), Santa Cruz de Tenerife, Spain.

Kordts-Freudinger, R. (2018, April). *Freude, Angst, Zufriedenheit? Emotionen von Hochschullehrenden* [Joy, fear, contentment? University teachers' emotions]. Invited presentation at the Freie Universität Berlin, Germany.

Kordts-Freudinger, R. (2018, April). *Scholarship of Teaching and Learning: Eine Analyse der Projekte der Universität Paderborn* [An analysis of the SoTL projects at Paderborn University]. Invited presentation at the Hamburg Center for University Teaching and Learning (HUL), University of Hamburg, Germany.

Kordts-Freudinger, R. (2018, March). *Abschlussarbeiten effektiv und effizient betreuen. Eine Projektmanagement-Perspektive* [Effective and efficient thesis supervision. A project-management perspective]. Invited presentation at the Teaching Conference "Thesis in police programs", German Police University, Münster, Germany.

Schulte, R., **Kordts-Freudinger, R.**, & Leschke, J. (2018, February). *Rigour versus Relevance – Anspruch und Wirklichkeit des Scholarship of Teaching and Learning* [Ideal and reality of the Scholarship of Teaching and Learning]. Workshop at the 47th annual conference of the German Association for Educational Development (dghd), KIT Karlsruhe, Germany.

Kordts-Freudinger, R. (2017, December). *Die eigene Lehre systematisch untersuchen. Einführung in Scholarship of Teaching and Learning* [Systematic inquiry into one's own teaching. Introduction into the Scholarship of Teaching and Learning]. Invited workshop at the Teaching Day at Christian-Albrechts University of Kiel, Germany.

Thies, K., & **Kordts-Freudinger, R.** (2017, November). *Feel-think-teach: Emotionen in der Lehre* [Emotions in teaching]. Invited talk given at the Teaching Week at Ostwestfalen-Lippe University of Applied Sciences, Lemgo, Germany.

Kordts-Freudinger, R. (2017, September). *Emotionen in der Lehre (Experteninput)* [Emotions in teaching]. Invited talk given at the workshop of the annual program Lehreⁿ, Hasenwinkel, Germany.

Kordts-Freudinger, R., Klingsieck, K. B. & Seifried, E. (2017, September). *Confident and correct? Written reflection tasks in a lecture*. Talk given at the European Psychology Learning and Teaching (PLAT) Conference, Paris Lodron University of Salzburg, Austria.

Kordts-Freudinger, R., Grosse Honebrink, T., & Festner, D. (2017, August). *“At uni, regulate your feelings wisely” – Students’ emotion regulation and approaches to learning*. Talk given at the Conference of the European Association for Research on Learning and Instruction (EARLI), University of Tampere, Finland.

Thies, K., & **Kordts-Freudinger, R.** (2017, August). *Higher education teachers’ emotions: an intraindividual analysis on emotions and their antecedents*. Talk given at the symposium “Feel, teach, learn – how emotions fuel learning and teaching in Higher Education” at the Conference of the European Association for Research on Learning and Instruction (EARLI), University of Tampere, Finland.

Kordts-Freudinger, R. (2017, July). *Emotionen in Lehr-Lern-Prozessen* [Emotions in teaching and learning processes]. Invited talk given in the series “Research-led learning”, University of Hohenheim, Germany.

Kordts-Freudinger, R. (2017, July). *Erfolgreicher Studienstart* [Successful study start]. Invited talk given at the 3rd Curriculum Day of the Faculty for Information, Media and Electrical Engineering, TH Köln/University of Applied Sciences, Cologne, Germany.

Kordts-Freudinger, R. (2017, July). *Feel, think, teach – Emotionen im Lehralltag* [Emotions in everyday teaching]. Invited talk at the series “Educational development over lunch”, University of Konstanz, Germany.

Kordts-Freudinger, R. (2017, June). *Institutionalizing the Scholarship of Teaching and Learning (SoTL). Experiences from Paderborn University*. Invited Keynote at the workshop “The Scholarship of Teaching and Learning (SoTL): Developing teaching through research”, University of Zurich, Switzerland.

Braukmann, J., **Kordts-Freudinger, R.**, & Schulte, R. (2017, March). *Scholarship of Teaching and Learning im Paderborner hochschuldidaktischen Zertifikatsprogramm* [Scholarship of Teaching and Learning in the Paderborn Educational Development program]. Presentation given at the workshop “Teaching and learning research in the context of the Scholarship of Teaching and Learning at German universities – a view into the practice” at the 46th annual conference of the German Association for Educational Development (dghd), TH Köln/University of Applied Sciences, Cologne, Germany.

Kordts-Freudinger, R., & Pitzer, E. (2017, March). *Studentische Evaluation für Feedback optimieren* [Optimizing student evaluations for feedback]. Presentation at the workshop “Establishing a culture of feedback in teaching” at the 46th annual conference of the German Association for Educational Development (dghd), TH Köln/University of Applied Sciences, Cologne, Germany.

Scholkmann, A., Barnat, M., van den Berk, I., **Kordts-Freudinger, R.**, & Salden, P. (2017, March). *Das online-Journal ‚die hochschullehre‘ – Ein Outlet für hochschuldidaktische Texte* [The online journal ‘die hochschullehre’ – an outlet for higher educational teaching and learning manuscripts]. Presentation at the workshop “Writing and publishing about higher education teaching - SoTL, SoAD and more” at the 46th annual conference of the German Associa-

tion for Educational Development (dghd), TH Köln/University of Applied Sciences, Cologne, Germany.

Kordts-Freudinger, R., & Thies, K. (2017, January). *Der emotionale Professor – Emotionen und Lehre an Hochschulen* [The emotional professor – emotions and teaching at universities]. Invited talk at the colloquium of Prof. Dr. Reinhard Pekrun, University of Munich, Germany.

Albers, T., **Kordts-Freudinger, R.**, Steinbrück, M., & Stroot, T.² (2017, January). *Inklusion Europäisch: Ein deutsch-österreich-italienisches Lehrprojekt* [Inclusion European: a German-Austrian-Italian teaching project]. Invited poster presentation at the Teaching Day at Paderborn University, Germany.

Thies, K., & **Kordts-Freudinger, R.** (2016, October). *Auftreten und Variabilität von Emotionen von Hochschullehrenden. Ergebnisse einer Experience-Sampling-Studie* [Prevalence and variability of university teachers' emotions. Results of an experience-sampling study]. Poster presented at the conference "Bildung und Emotion. Emotion und Gefühl im Kontext pädagogischer und anthropologischer Überlegungen [Education and emotion. Emotion and feeling in the context of pedagogical and anthropological schools]" at the University of Vienna, Austria.

Kordts-Freudinger, R. (2016, September). *Mehr als (gute) Methoden. Wie Lehremotionen und Lernmotivation die Hochschullehre beeinflussen* [More than (good) methods. How teaching emotions and learning motivation influence higher education teaching]. Invited talk given at the TH Nuremberg/University of Applied Sciences, Germany.

Kordts-Freudinger, R., Al-Kabbani, D. & Schaper, N. (2016, September). *Interaktion und Zielerreichung bei einer Tagung. Das Beispiel dghd 2015* [Interaction and goal fulfilment at a conference. The example dghd 2015]. Talk given at the 45th annual conference of the German Association for Educational Development (dghd), Ruhr-University Bochum, Germany.

Kordts-Freudinger, R. (2016, September). *Feel the progress. Studienfortschritt und Emotionen im 1. Studienjahr* [Study progress and emotions in the first study year]. Talk given in the symposium "Potentials and challenges of mixed-methods approaches for research on higher education teaching and learning" at the research conference of the Hamburg Center for University Teaching and Learning (HUL), University of Hamburg, Germany.

Kordts-Freudinger, R. (2016, July). *The affective teacher: State affect and approaches to teaching*. Talk given at the symposium "Emotions in Higher Education" at the Higher Education Conference (HEC), "The Scholarship of Learning, Teaching, and Organizing", Amsterdam University of Applied Sciences, The Netherlands.

Thies, K., & **Kordts-Freudinger, R.** (2016, July). *Variability of higher education teachers' emotions in teaching and research: An experience-sampling study*. Poster presented at the Higher Education Conference (HEC), "The Scholarship of Learning, Teaching, and Organizing", Amsterdam University of Applied Sciences, The Netherlands.

Kordts-Freudinger, R. (2016, June). *Shift from Teaching to Learning in der Praxis: Die Sicht der Lernenden und Lehrenden* [Shift from teaching to learning in practice: the learners' and the teachers' views]. Invited keynote at the ceremony of the Hans Mühlhoff-award for good teaching at the University of Osnabrück, Germany.

Kordts-Freudinger, R. (2016, April). *Evaluation der Tutorenqualifizierung* [Evaluation of student assistant training]. Invited workshop at the working group Qualification of student assistants at the University of Wuppertal, Germany.

² Authors in alphabetical order.

Kordts-Freudinger, R. (2016, March). *Der emotionale Hochschullehrer. State Affekt und Lehrauffassung* [The emotional university teacher. State affect and approach to teaching]. Invited talk at the invited symposium “Against the odds - educational success in Higher Education under difficult circumstances” at the 4th conference of the Society for Empirical Educational Research (GEBF), Free University of Berlin, Germany.

Kordts-Freudinger, R. (2016, February). *Betreuung von Abschlussarbeiten* [Supervising student theses]. Invited workshop at the Teaching Day at Paderborn University, Germany.

Kordts-Freudinger, R. (2016, February). *Kompetenzorientiert Prüfen* [Competence-oriented examinations]. Invited workshop at the meeting of the annual program Lehreⁿ, Hamburg, Germany.

Kordts-Freudinger, R. (2016, January). *Umgang von Lehrenden mit Emotionen. Empirische Befunde und Implikationen für die Lehre* [Teachers’ coping with emotions. Empirical findings and implications for teaching]. Invited talk given at the symposium “More than rational?! Emotion and motivation in higher education teaching” at the Ruhr-University of Bochum, Germany.

Kordts-Freudinger, R., & Grotegut, L. (2015, December). *Einstellungen Lehrender zu Hochschulprüfungen. Präferenzen und Verwendung* [Teachers’ attitudes towards exams. Preferences and application]. Talk given at the colloquium of the Center for Education Research and Teacher Education (PLAZ), Paderborn University, Germany.

Kordts-Freudinger, R. (2015, November). *Shift from teaching to learning in der Praxis: Die Sicht der Lehrenden* [Shift from teaching to learning in practice: The teachers’ view]. Invited keynote at the Teaching Day of the HTW Berlin/University of Applied Sciences, Germany.

Kordts-Freudinger, R., & Pitzer, E. (2015, October). *Learning approaches and learning outcomes as a function of course type*. Invited talk at the International Center for Higher Education Research (INCHER) of the University of Kassel, Germany.

Kordts-Freudinger, R., & Pitzer, E. (2015, October). *Learning approaches and learning outcomes as a function of course type*. Invited talk at the Australian Council for Educational Research, Melbourne, Australia.

Kordts-Freudinger, R. (2015, September). *Affektive Korrelate der Studierendenorientierung Hochschullehrender* [Affective correlates of the student-oriented approach to teaching]. Poster presented at the special interest group Educational Psychology of the German Psychological Society (DGPs), Kassel, Germany.

Kordts-Freudinger, R. (2015, August). *Emotional underpinnings of student orientation in higher education teachers*. Talk given at the conference of the European Association for Research on Learning and Instruction (EARLI), “Towards a reflective society: Synergies between learning, teaching, and research”, Limassol, Cyprus.

Kordts-Freudinger, R. (2015, March). *Lehrüberzeugungen der Lehrenden und Lernansätze der Studierenden zusammenbringen* [Combining teachers’ approaches to teaching and students’ approaches to learning]. Invited keynote at the 2nd good-practice forum of the Berlin Center for Higher Education (BZHL), Technical University of Berlin, Germany.

Kordts-Freudinger, R. (2014, October). *Kompetenzorientierte Evaluation – Evaluation von Lernergebnissen tiefer Verarbeitung?* [Competence-oriented evaluation – evaluation of learning results of deep processing?]. Invited talk at the colloquium of Prof. Dr. Jan Hense, University of Giessen, Germany.

Kordts-Freudinger, R. (2014, June). *A social-emotional enterprise: Positive emotions in higher education teaching*. Talk given at the conference of the International Consortium for

Educational Development (ICED), “Educational development in a changing world”, Stockholm, Sweden.

Kordts-Freudinger, R. (2014, March). *A social-emotional enterprise: Positive emotions in higher education teaching*. Talk given at the 2nd conference of the Society for Empirical Educational Research (GEBF), University of Frankfurt/Main, Germany.

Kordts-Freudinger, R. (2013, November). *Kompetenzorientierte Evaluation und die Studierenden* [Competence-oriented evaluation and the students]. Talk given at the colloquium of the Center for Education Research and Teacher Education (PLAZ), Paderborn University, Germany.

Kordts-Freudinger, R. (2013, April). *Let it out, prof! Emotion regulation and teaching approaches*. Invited talk at the colloquium of Prof. Dr. Sari Lindblom-Ylänne, University of Helsinki, Finland.

Kordts-Freudinger, R. (2012, September). *Haben Professoren Gefühle? Emotionen der Hochschullehrenden* [Do professors have feelings? University teachers' emotions]. Talk given at the 41st annual conference of the German Association for Educational Development (dghd), University of Mainz, Germany.

Kordts-Freudinger, R., & Geithner, E. (2012, September). *Papier? Online? Egal! - Evaluation während versus nach der Veranstaltung* [Paper? Online? Doesn't matter! – Evaluation during versus after the course]. Talk given at the 41st annual conference of the German Association for Educational Development (dghd), University of Mainz, Germany.

Kordts-Freudinger, R., & Geithner, E. (2012, July). *When mode does not matter: evaluation in-class versus out-of-class*. Talk given at the conference of the International Consortium for Educational Development (ICED), “Across the globe higher education learning and teaching”, Bangkok, Thailand.

Deutsch, R., **Kordts-Freudinger, R., & Strack, F.** (2008, July). *Fast and fragile. A new look at the automaticity of negation processing*. Poster presented at the 29th International Congress of Psychology, Berlin, Germany.

Permanent Editor and Reviewer Activity

Book series “Blickpunkt Hochschuldidaktik” [Educational Development in Focus]: Head of editorial board (member 2013-2023, head 2018-2023)

Annual conferences of the German Association for Educational Development (dghd): Reviewer 2012 through 2019

Peer-reviewed journal “die hochschullehre [Higher Education Teaching]”: Editor 2015-2020 and reviewer

“Higher Education Research and Development (HERD)”: Permanent reviewer

“European Association for Research on Learning and Instruction (EARLI)”: Reviewer for conferences 2015 and 2017

“Zeitschrift für Hochschulentwicklung/Journal for Higher Education Development”: Reviewer

Educational Development Activities

The following list provides an overview over educational development programs that I have conducted over the past few years, most of which as an invited freelancer, as well as the hosting institution:

- In 2022 “Competence-oriented exams” (webinar), Technical University of Dresden, Germany
- In 2021 “Supervising Theses” (webinar), Goethe-University Frankfurt/Main, Germany
- “Teaching Evaluation (for instructors)” and “Teaching Evaluation (for teaching-related administrative staff)” (together with Dr. K. Tinsner-Fuchs; webinars), University of St.Gallen, Switzerland
- “Professionalization of teaching” (in CAS Educational Development, together with Prof. Dr. B. Dilger; webinar), University of St.Gallen, Switzerland
- “Competence-oriented exams”, Technical University of Dresden, Germany
- “Curriculum development” (in CAS “Leading in projects and study programs at higher-education institutions”, together with Prof. Dr. F. Zellweger; webinar), University of St.Gallen and Zurich University of Teacher Education, Switzerland
- In 2020 “Supervising written work and theses” (together with Dr. Carina Gröner), “Planning and Preparing for Teaching”, both University of St.Gallen, Switzerland
- “Competence-oriented exams”, Technical University of Dresden, Germany
- “Planning and Preparing for Teaching”, “Online and blended learning”, “Foundations of examinations”, “Supervising theses”, University of Liechtenstein, Liechtenstein
- “Supervising Theses” (webinar), Technical University of Darmstadt, Germany
- “Scholarship of Teaching and Learning” (webinar series with Rebecca Schulte), University of Mannheim, Germany
- Short webinars: “Active students – online and face-to-face” (with Christian Schneider), “Written exams online” (with Dr. Samuel Heer and Dr. Dietrich Wagner), both University of St.Gallen, Switzerland
- In 2019 SummerSchool “Scholarship of Teaching and Learning” (together with Anne Cornelia Kenneweg): Hochschuldidaktisches Zentrum Sachsen [Center for Academic Development in the German state Saxony]

- “Curriculum Development” (with Prof. Dr. Franziska Zellweger and Prof. Dr. Bernadette Dilger), University of St.Gallen, Switzerland
- “Planning and preparing for teaching”: University of St.Gallen
- “Evaluating Teaching” (together with Dr. Karen Tinsner-Fuchs): University of St.Gallen
- “Supervising student theses”: Technical University of Darmstadt
- In 2018 “Competence-oriented examinations”: Technical University of Darmstadt, University of Leipzig, and Paderborn University
- “Scholarship of Teaching and Learning”: Paderborn University
- “Evaluation and feedback in teaching”: Berlin Center for Higher Education (BZHL) at Technical University Berlin, Paderborn University
- “Supervising PhD theses”: Humboldt-Universität Berlin
- In 2017 “Competence-oriented examinations”: Technical University of Darmstadt, Technical University of Dresden, University of Leipzig, and Paderborn University
- “Scholarship of Teaching and Learning”: Paderborn University
- “Evaluation and feedback in teaching”: University of Siegen, and Ostwestfalen-Lippe University of Applied Sciences
- In 2016 “Supervising student theses”: German Sport University Cologne, University of Cologne, and TH Nuremberg/University of Applied Sciences
- “Evaluating teaching”: Bielefeld University, Technical University of Dortmund, Paderborn University, and University of Wuppertal
- “Competence-oriented examinations”: Technical University of Darmstadt, Technical University of Dresden, and University of Leipzig
- “Teaching in Computer Science”: Paderborn University
- In 2015 “Supervising student theses”: Technical University of Dresden, and Paderborn University
- “Evaluating teaching”: Paderborn University
- In 2012 through 2014: “Scholarship of Teaching and Learning”: Paderborn University

Memberships and Further Activities

American Educational Research Association (AERA), Division J Postsecondary Education

Center for Higher Education and Science Studies (CHESS) at the University of Zurich, Switzerland

Deutsche Gesellschaft für Hochschuldidaktik (dghd) [German Association for educational and academic staff development in Higher Education]

European Association for Research on Learning and Instruction (EARLI), Special Interest Group 4 Higher Education

International Society for the Scholarship of Teaching and Learning (ISSOTL)

Philosophy and Theory of Higher Education Society (PaTHES)

Swiss Society for Research in Education (SSRE, 2018-2022)

Swiss Faculty Development Network (SFDN)

Society for Teaching and Learning in Higher Education (STLHE, until 2022)

Research Committee of the German Association for Educational Development (dghd, 2012-2015)

Committees for the Teaching Award for Young Academics (2013-2015) and for the Funded Award for Innovation and Quality in Teaching at Paderborn University (2013-2014)

Jury for the Johannes-Wildt Award for Higher Education Research of the German Association for Educational Development (dghd, 2014 and 2016)

Committees for Study and Teaching of the Senate of Paderborn University (2012-2014)

Faculty Council of the Faculty of Arts and Humanities of Paderborn University (2017-2019)

External member of the jury for the Advancement of Scholarship of Teaching and Learning (SoTL) at the Vienna University of Economics and Business, Austria (2019-2020)

External member of the jury for the teaching award “Innovative Teaching” at the Vienna University of Economics and Business, Austria (2019-2021)

Reviewer for the project funding “Strengthening higher-education teaching through digitization” in 2020-21 of the “Stiftung Innovation in der Hochschullehre” (Foundation for innovation in higher-education teaching), Hamburg, Germany

Coordinator of the Special Interest Group 4 “Higher Education” of the European Association for Research on Learning and Instruction (EARLI, 2015-2019)

Treasurer of the Swiss Faculty Development Network (SFDN, 2019-2021)

Scientific head of the annual conference of the German Association for Educational Development (dghd, with Prof. Dr. Niclas Schaper), Paderborn, Germany, March 2015

Scientific head of the biannual conference of the Special Interest Group “Higher Education” (together with Prof. Dr. Edith Braun) of the European Association for Research on Learning and Instruction (EARLI), Giessen, Germany, August 2018

Scientific head of the annual conference of the Swiss Faculty Development Network (SFDN; together with Prof. Dr. Bernadette Dilger and Dr. Dietrich Wagner), St.Gallen, Switzerland, February 2021

Scientific head of the teaching evaluation system “Studentische Veranstaltungskritik” of the Faculty of Arts and Humanities at Paderborn University (2014-2018)

Research and Teaching Grants and Awards

Albers, T., **Kordts-Freudinger, R.**, & Stroot, T. (2017). *KinU: Kompetenzentwicklung für den inklusiven Unterricht. Lehrerbildung europäisch: Wirkungen des gemeinsamen Lernens Studierender verschiedener Bildungssysteme auf die Kompetenzentwicklung für den inklusiven Unterricht* [Development of competences for the inclusive classroom: Effects of a co-learning set-up for students of different national education systems on their competence development]. German Federal Ministry of Education and Research (BMBF): 450,000 Euro.

Berndt, A., Hadjakos, A., **Kordts-Freudinger, R.**, Meise, B., Meister, D., & Münzmay, A. (2016). *DiMiH: Digitale Medien für die interdisziplinäre Hochschulbildung* [Digital media for interdisciplinary higher education]. German Federal Ministry of Education and Research (rejected).

Fritzsche, E. S., **Kordts-Freudinger, R.**, & Schlingensiepen, J. (2016). *SASEI-MA: Studienabbruch und Studienerfolg in Ingenieursstudiengängen: Motivationale und affektive Faktoren* [Student attrition and study success in engineering: motivational and affective factors]. German Federal Ministry of Education and Research (rejected).

Kordts-Freudinger, R., Albers, T., & Stroot, T. (2015). *Inklusion Europäisch* [Inclusion European]. Funded Teaching Award for Innovation and Quality, by the President of Paderborn University: 48,000 Euro.

Kordts-Freudinger, R. (2014). *Travel grant to Sydney and Melbourne, Australia*. Volkswagen Foundation: 8,000 Euro.

Kordts-Freudinger, R., & Klingsieck, K. (2014). *SeReLe – Selbstregulation in der Lehre an Hochschulen – selbstreguliertes Lehren* [Self-regulation in higher education teaching – self-regulated teaching]. German Federal Ministry of Education and Research (rejected).

Schaper, N., Heiner, M., Hochmuth, R., Merkt, M., **Kordts-Freudinger, R.**, & Leisyte, L. (2014). *ProfessionLehre. Professionalisierung der Lehrkompetenz an Hochschulen. Formen, Bedingungen und Kontexte des Erwerbs akademischer Lehrkompetenz* [Professionalization of teaching competence at universities. Forms, conditions and contexts of academic teaching competence acquisition]. German Federal Ministry of Education and Research (rejected).

Language Proficiency

German:	Native speaker
English:	Excellent (CEFR: C1)
Norwegian:	Medium skills (CEFR: B1-B2)
Spanish:	Medium skills (CEFR: B1)
French:	Basic skills

Bergen, January 2023