

Rebecca Krebs

Curriculum Vitae
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CONTACT INFORMATION

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Female, born 07/29/1994, Mülheim a.d. Ruhr, Germany

PROFESSIONAL EXPERIENCE

09/2023	10/2023	Visiting researcher at the Education, Regulated Learning and Assessment Group (ERLA), Prof. Dr. Ernesto Panadero, Bilbao, Spain.
07/2020	present	Junior Researcher (PhD Candidate), Psychology of Education Research Group (Prof. Dr. Julian Roelle), scholarship holder of MeMo-akS (Metakognitives Monitoring in authentischen Lehr-/Lernkontexten im Schülerlabor) of the Professional School of Education, Ruhr University Bochum
10/2019	05/2020	Student Research Assistant, Psychology of Education Research Group, (Prof. Dr. Julian Roelle), Ruhr University Bochum
01/2019	06/2019	Student Research Assistant, Educational Psychology and Technology Research Group (Prof. Dr. Nikol Rummel), Ruhr University Bochum
08/2018	10/2018	Research Intern, Educational Psychology and Technology Research Group (Prof. Dr. Nikol Rummel), Ruhr University Bochum
09/2016	03/2019	Student Research Assistant, German Linguistics and Language Didactics, (Prof. Dr. Björn Rothstein), Ruhr University Bochum Projects: <i>LitKey</i> - Literacy as the Key to Social Participation, funded by the VolkswagenStiftung RUBsala (Intercultural Language Didactics of German), funded by the DAAD

ACADEMIC DEGREES

05/2020	Master of Arts in Educational Science, Ruhr University
01/2018	Bachelor of Arts in Educational Science and General and Comparative Literature Science, Ruhr University

SCHOLARSHIPS & GRANTS

09/2023	10/2023	Secondment grant (research stay) of the network “Self-regulation for learning in digitized schools” (SeReLiDiS)
07/2020	present	Scholarship holder of MeMo-akS (Metakognitive Monitoring in authentischen Lehr-/Lernkontexten im Schülerlabor) of the Professional School of Education, Ruhr University Bochum

CONFERENCE PRESENTATIONS

Krebs, R., Waldeyer, J., Rothstein, B., Panadero, E., & Roelle, J. (2023, August 22–26). How to foster self-assessment accuracy and regulation through rubrics. In R. Krebs & L. Froese (Chairs), *How to Optimize Metacognitive Monitoring and Judgment Accuracy* [Symposium]. 20th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Thessaloniki, Greece.

Krebs, R., Waldeyer, J., Rothstein, B., & Roelle, J. (2023, February 28–March 2). Rubrics fördern die Akkuratheit von Selbsturteilen, jedoch nicht die Regulation. [Rubrics promote the accuracy of self-assessment, but not regulation.] In Waldeyer, J. (Chair), *Metakognitive Überwachung beim Lernen in Schule und Hochschule: Maßnahmen zur Förderung der Urteilsgenauigkeit* [Metacognitive monitoring in school and university learning: measures to promote judgment accuracy] [Symposium]. Society for Empirical Educational Research (GEBF) 10th Annual Conference, Essen, Germany.

Krebs, R., Rothstein, B., & Roelle, J. (2022, August 22-24). *Do rubrics enhance self-assessment accuracy and regulation?* [Paper presentation]. Conference of the EARLI Special Interest Groups 6+7 (EARLI SIG 6+7), Zollikofen, Switzerland.

Krebs, R., Rothstein, B., & Roelle, J. (2022, July 18-22). *Effects of rubrics on self-assessment accuracy and regulation* [Poster presentation]. Conference of the Junior Researchers of EARLI (JURE), Porto, Portugal.

Trentepohl, S., Abel, R., Froese, L., Heitmann, S., **Krebs, R.,** Obergassel, N., & Roelle, J. (2022, August 22-24). *Combining the advantages of open- and closed-book quizzing: Starting with open-book quizzing supports long-term learning* [Paper presentation]. Conference of the EARLI Special Interest Groups 6+7 (EARLI SIG 6+7), Zollikofen, Switzerland.

Krebs, R., Rothstein, B., & Roelle, J. (2021, August 18-20). *Do rubrics enhance judgment accuracy?* [Poster Presentation]. Virtual Conference of the Junior Researchers of EARLI (JURE), Online, Belgium.

Froese, L., **Krebs, R.,** Moning, J., Obergassel, N., Waldeyer, J., & Roelle, J. (2021, August 23–27). Retrieval practice before generative learning exceeds generative learning before retrieval practice. In J. Roelle (Chair), *How to integrate retrieval practice into existing educational activities* [Symposium]. 19th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Online, Belgium.

PUBLICATIONS

Roelle, J., Froese*, L., **Krebs***, R., Obergassel*, N., & Waldeyer*, J. (2022). Sequence matters! Retrieval practice before generative learning is more effective than the reverse order. *Learning and Instruction*, 80. <https://doi.org/10.1016/j.learninstruc.2022.101634>

Krebs, R., Rothstein, B., & Roelle, J. (2022). Rubrics enhance accuracy and reduce cognitive load in self-assessment. *Metacognition and Learning*. <https://doi.org/10.1007/s11409-022-09302-1>

Eberle, J., **Krebs, R.**, Rummel, N. (2020). Das Online-Forschungslogbuch – eine Unterstützungsmaßnahme beim Erwerb sozial- und geisteswissenschaftlicher Forschungskompetenzen. In J. Straub, S. Plontke, P. S. Ruppel, B., Frey, F. Mehrabi, & J. Ricken (Eds.), *Forschendes Lernen an Universitäten* (pp. 117-126). Wiesbaden: Springer VS. https://doi.org/10.1007/978-3-658-30828-5_8

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