

Linda Froese

Curriculum Vitae

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CONTACT INFORMATION

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Female, born 10/05/1995, Geldern, Germany

PROFESSIONAL EXPERIENCE

12/2024	present	Postdoctoral Researcher at the Department of Educational Research / Psychology of Education (Prof. Dr. Julian Roelle), Ruhr-University Bochum
06/2020	04/2024	Junior Researcher (PhD Candidate) at the Department of Educational Research / Psychology of Education (Prof. Dr. Julian Roelle), Ruhr-University Bochum
09/2018	06/2020	Student Research Assistant at the Institution for Social Research, Cologne

ACADEMIC DEGREES

04/2024	Dr. phil. in Educational Research (magna cum laude), Ruhr University Bochum
12/2019	Master of Arts in Educational Research, University of Cologne
09/2017	Bachelor of Arts Educational Research, University of Cologne

PUBLICATIONS

Froese, L., & Roelle, J. (2024). How to support self-assessment through standards in dissimilar-solution-tasks. *Learning and Instruction, 94*, Article 101998. <https://doi.org/10.1016/j.learninstruc.2024.101998>

Froese, L., & Roelle, J. (2023). Expert example but not negative example standards help learners accurately evaluate the quality of self-generated examples. *Metacognition and Learning, 18*(3). <https://doi.org/10.1007/s11409-023-09347-w>

Teich, K., **Froese, L.**, Loock, V., & Rummel, N. (2023). Self-regulated learning in online continuing education: Managing learning time is a key challenge. In Blikstein, P., Van Aalst, J., Kizito, R., & Brennan, K. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences - ICLS 2023* (pp. 1863–1864). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2023.702524>

Loock, V. S., Fleischer, J., Scheunemann, A., **Froese, L.**, Teich, K., & Wirth, J. (2022). Narrowing down dimensions of e-learning readiness in continuing vocational education - perspectives from the adult learner. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1033524>

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>

Froese, L., & Roelle, J. (2022). Expert example standards but not idea unit standards help learners accurately evaluate the quality of self-generated examples. *Metacognition and Learning*, 17(2), 565–588. <https://doi.org/10.1007/s11409-022-09293-z>

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CONFERENCE PRESENTATIONS

Froese, L., Roelle, J. (2023, August 22–26). How to enhance learners' accuracy in evaluating self-generated examples? 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.

Froese, L., Loock, V., Teich, K., Czach, L., Draht, S., Maier, M., Gensterblum, Y., Wannöffel, B., Roelle, J. (2022, August 22–24). *Quizzing Boosts Learning Gains and Efficiency in Six Sigma Continuing Education* [Paper presentation]. Conference of the EARLI Special Interest Groups 6+7 (EARLI SIG 6+7), Zollikofen, Switzerland.

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.

Froese, L., & Roelle, J. (2022, July 18–22). *Do standards enhance learners' accuracy in judging self-generated examples?* [Paper presentation]. Conference of the Junior Researchers of EARLI (JURE), Porto, Portugal.

Froese, L., & Roelle, J. (2021, August 18-20). *How to improve learners' accuracy in judging self-generated examples* [Paper 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.