
Curriculum vitae

Charleen Brand

Educational Psychology and Technology Research Group
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Academic Education

Since 07/2020 **Ph.D. student** at Educational Psychology and Technology Research Group, Educational Research Institute, Ruhr-University Bochum, Germany; supervised by Prof. Dr. Nikol Rummel and Jun-Prof. Dr. Katharina Loibl (University of Education, Freiburg)

Topic of research:

Preparatory Mechanisms for Learning in Problem Solving Prior to Instruction

04/2017 – 06/2020 **Master of Arts** in Educational Research and English/American Studies, Ruhr-University Bochum, Germany

Thesis title:

An Experimental Study on the Role of Collaboration in Productive Failure

10/2012 – 02/2017 **Bachelor of Arts** in Educational Research and English/American Studies, Ruhr-University Bochum, Germany

Academic Career

Since 07/2020 **Research Assistant** at Educational Psychology and Technology Research Group, Educational Research Institute, Ruhr-University Bochum, Germany

- 01/2016 – 06/2020 **Student Research Assistant** Educational Psychology and Technology Research Group, Educational Research Institute, Ruhr-University Bochum, Germany
- 05/2014 – 08/2014 **Research Internship** at Educational Psychology and Technology Research Group, Educational Research Institute, Ruhr-University Bochum, Germany
- 04/2014 – 08/2014 **E-Tutor Internship** at Quantitative Research Methods Research Group (Dr. Katja Serova), Ruhr-University Bochum, Bochum

Grants and Scholarships

- 05/2022 **“PR.INT” Project International Research Abroad Grant** for doctoral students of the Ruhr University Bochum Research School: 3-months research project at the Harvard Graduate School of Education, Harvard University, Cambridge, MA, USA, supervised by Prof. Dr. Bertrand Schneider
- 05/2018 **“LabExchange” Research Abroad Grant** for graduate students (Ruhr University Bochum): 2-months research project at University of British Columbia, British Columbia, Canada, supervised by Prof. Dr. Ido Roll (Technion, Israel Institute of Technology, Israel)
- 10/2017 – 09/2019 **National Scholarship “Deutschlandstipendium”** for outstanding students with special social engagement (two funding periods)
- 08/2017 **Scholarship of the German Psychological Society (DGPs)** Covering travel expenses for young researchers with a conference contribution at the Joint Conference of the Sections Developmental Psychology & Educational Psychology (Paepsy 2017), Münster, Germany

Academic Services

- Since 2018 **Member** in the International Society of the Learning Sciences (ISLS)

- Since 2021 **Member** of the European Association for Research on Learning and Instruction (EARLI)
- Since 2021 **Reviewer** for the international Educational Research Journal “Instructional Science”
- July 2020 – July 2021 Member of the **International Organizing Committee** of the Annual Meeting of the International Society of the Learning Sciences (ISLS) 2021 & Social Communications Co-Chair
- Since July 2022 Member of the **International Organizing Committee** of the Junior Researcher (JURE) Conference of the European Association for Research on Learning and Instruction (EARLI) 2023
- Since October 2022 **Student Government Representative** for PhD students of the Graduate School of Educational Studies (GSoES) at the Ruhr University Bochum, Germany

Teaching

- Winter term 2020/21, Summer term 2021, Winter term 2021/22 *Psychologische Lern- und Entwicklungstheorie im Überblick* (Psychological Theories on Learning and Development: An Overview), classes for Bachelor of Arts students, Institute of Educational Research, Ruhr-University Bochum
- Summer term 2021 *„Individuelles Lernen und Problemlösen“* (Individual Learning and Problem Solving), class for Master of Arts students, Institute of Educational Research, Ruhr-University Bochum; with Nikol Rummel

Publications

Brand, C., Hartmann, C., Loibl, K., & Rummel, N. (2023). Do students learn more from failing alone or in groups? Insights into the effects of collaborative versus individual problem solving in productive failure. *Instructional Science*. Advance online publication. <https://doi.org/10.1007/s11251-023-09619-7>

Brand, C., Hartmann, C., Loibl, K., & Rummel, N. (2021). Observing or Generating Solution Attempts in Problem Solving Prior to Instruction: Are the Preparatory Processes Comparable? In E. de Vries, J. Ahn, & Y.Hod (Eds.), *15th International*

Conference of the Learning Sciences – ICLS 2021 (pp. 115-122). International Society of the Learning Sciences, 2021.

Brand, C., Massey-Allard J., Perez S., Rummel N., Roll I. (2019). What Inquiry with Virtual Labs Can Learn From Productive Failure: A Theory-Driven Study of Students' Reflections. In Isotani, S. Millán E., Ogan A., Hastings P., McLaren B., Luckin R. (eds) *Artificial Intelligence in Education. AIED 2019. Lecture Notes in Computer Science*, vol 11626. Springer, Cham. https://doi.org/10.1007/978-3-030-23207-8_6

Brand, C., Hartmann, C., & Rummel, N. (2018). *Exploring relevant problem-solving processes in learning from Productive Failure*. In Kay, J. and Luckrin, R. (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count. Proceedings of the 13th International Conference of the Learning Sciences (ICLS) 2018*, Vol. 2, pp. 1125-1128. London, UK: International Society of the Learning Sciences, Inc.

Hartmann, C., Olsen, J. K., **Brand, C.**, Alevan, V., & Rummel, N. (2017). Examining Positive and Negative Interdependence in an Elementary School CSCL Setting. In Smith, B. K., Borge, M., Mercier, E., and Lim, K. Y. (Eds.). (2017). *Making a Difference: Prioritizing Equity and Access in CSCL, 12th International Conference on Computer Supported Collaborative Learning (CSCL) 2017*, Volume 2. Philadelphia, PA: International Society of the Learning Sciences.