

Sebastian Trentepohl

Curriculum Vitae

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CONTACT INFORMATION

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Male, born 1988-09-20 (Hemer, Germany)

PROFESSIONAL EXPERIENCE

02/2025	present	Research Scientist at the Department of Educational Research (Prof. Dr. Nikol Rummel), Ruhr University Bochum
01/2021	11/2024	Junior Researcher (PhD Candidate) at the Department of Educational Research (Prof. Dr. Julian Roelle), Ruhr University Bochum
04/2018	12/2020	Junior Researcher (PhD Candidate) at the Department of Educational Research (Prof. Dr. Joachim Wirth), Ruhr-University-Bochum
07/2015	07/2017	Student research assistant at the Department of Psychology I (Methodology, Psychodiagnostics and Evaluation Research), Otto-von-Guericke-University Magdeburg
05/2013	10/2014	Student research assistant at the Department Department of Social and Legal Psychology, Justus-Liebig-University Giessen

ACADEMIC DEGREES

09/2017	Master of Science in Psychology, Otto-von-Guericke-University Magdeburg
07/2014	Bachelor of Science in Psychology, Justus-Liebig-University Giessen

CONFERENCE PRESENTATIONS

Abel, R., **Trentepohl, S.**, Froese, L., Heitmann, S., Krebs, R., Obergassel, N., & Roelle, J. (2024, September). Combining the advantage of open- and closed-book quizzig: Starting with open-book-quizzing supports long-term learning. In V. Kubik, M. Ebersbach & T. Richter (Chairs), *Lasting Learning: Retrival practice as a desirable difficulty in educationally relevant contexts* [Symposium]. DGPs-Congress 2024, Wien, Austria.

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2024, August). *Instructional design of time-management interventions to improve performance in higher education: a systematic review* [Paper presentation]. Conference of the European Association for Research on Learning and Instruction (EARLI) SIG 6 & 7: Instructional Design and Technology-Enhanced Learning and Instruction, Tübingen, Germany.

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2024, März). Effekte eines digitalen Zeitmanagement-Trainings auf das Prokrastinationsverhalten von Erstsemesterstudierenden. In B. Fehringer (Chair), *Digitale und analoge Diagnostik und Unterstützung von selbstreguliertem Lernen im Hochschulkontext* [Symposium]. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF) 2024, Potsdam, Deutschland.

Trentepohl, S. (2023, October). *KAINE: Knowledge based learning platform with artificial structured content* [Project Presentation]. Annual Building Information Modeling (BIM) Conference 2023, Berlin and Bochum, Germany.

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2023, September). Selbstregulation von Ressourcen im Studium: Lernstrategienutzung mediiert den Effekt von Lernstrategiewissen auf akademische Leistung. In T. Schnettler & S. Janke (Chairs), *Erfolgreich studieren (im digitalen Raum): Bedeutsamkeit psychologischer und situativer Faktoren für Motivation und Lernverhalten im Zeitverlauf* [Symposium]. Tagung der DGPs-Fachgruppe Pädagogische Psychologie (PAEPS) 2023, Kiel, Deutschland.

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2023, April). Improving self-regulation through time management intervention. In M. M. Gebauer (Chair), *Differential learning formats for self-regulated learning* [Symposium]. Annual conference of the American Educational Research Association (AERA) 2023, Chicago, Illinois, USA.

Trentepohl, S., Abel, R., Froese, L., Heitmann, S., Krebs, R., Obergassel, N., & Roelle, J. (2022, August). *Combining the advantages of open- & closed-book quizzing: Starting with open-book quizzing supports long-term learning* [Paper presentation]. Conference of the European Association for Research on Learning and Instruction (EARLI) SIG 6 & 7: Instructional Design and Technology-Enhanced Learning and Instruction, Zollikofen, Switzerland.

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2022, April). *Time management: How consistent are freshman students' studying routines? A log-data-based longitudinal study of first-semester students' weekly planning and studying behaviour* [Paper presentation]. Annual conference of the American Educational Research Association (AERA) 2022, San Diego, California, USA.

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D. & Wirth, J. (2022, März). Ein kombiniertes Zeitmanagement-Training zur Förderung des selbstregulierten Lernens von Erstsemesterstudierenden im Studiengang Bauingenieurwesen. In Z. Teuber & O. Kryshko (Chairs), *Gelingensbedingungen des MINT-Studieneinstiegs* [Symposium]. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF) 2022, Bamberg, Deutschland (online).

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2021, August). *Knowledge is power – but you should use it! Resource-management learning strategy use as a mediator for the effect of learning strategy knowledge on performance in higher education* [Paper presentation]. 19th Biennial EARLI Conference 2021, Sweden, Gothenburg (online).

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2021, May). *How did it get so late so soon? An adaptive time-management training to foster university-students' self-regulated learning* [Paper presentation]. Conference of the European Association for Research on Learning and Instruction (EARLI) SIG 16: Metacognition, online meeting.

Trentepohl, S., Waldeyer, J., Roelle, J., Fleischer, J., Leutner, D. & Wirth, J. (2019, September). Keine Zeit für Studienerfolg? Prokrastination als State oder Trait und ihre Bedeutung für verschiedene Aspekte von Studienerfolg. In C. Grunschel & M. Dresel (Chairs), „Morgen ist auch noch ein Tag!“: Personale und kontextuelle Faktoren im Zusammenhang mit Prokrastination im Studium [Symposium]. Gemeinsame Tagung der Fachgruppen Entwicklungspsychologie und Pädagogische Psychologie (PAEPSY) 2019, Leipzig, Deutschland.

Trentepohl, S., Waldeyer, J., Fleischer, J., Leutner, D., & Wirth, J. (2019, August). *Self-Regulation of Resource Management Among First-Semester Students* [Poster presentation]. Conference of the Junior Researchers of EARLI (JURE) 2019, Aachen, Germany.

Trentepohl, S., Waldeyer, J., Fleischer, J., Leutner, D. & Wirth, J. (2019, Februar). *Der Zusammenhang von Selbstbericht und Verhalten Erstsemesterstudierender bei der selbstregulierten Anwendung von Ressourcenmanagementstrategien* [Poster Präsentation]. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF) 2019, Köln, Deutschland.

Krippel, M., & **Trentepohl, S.** (2018, April). *Coherence Between Facial Expression and Self-Report of Fear and Sadness* [Poster presentation]. Conference of the Consortium of European Research on Emotion (CERE) 2018, Scotland, Glasgow.

PEER-REVIEWED JOURNAL ARTICLES

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2023). Self-regulation of resources in higher education: Strategic learning behavior mediates the effect of learning strategy knowledge on academic performance. *Zeitschrift für Pädagogische Psychologie*. <https://doi.org/10.1024/1010-0652/a000374>

Waldeyer, J., Dicke, T., Fleischer, J., Guo, J., **Trentepohl, S.,** Wirth, J., & Leutner, D. (2022). A moderated mediation analysis of conscientiousness, time management strategies, effort regulation strategies, and university students' performance. *Learning and Individual Differences*, 100, 102228. <https://doi.org/10.1016/j.lindif.2022.102228>

Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2022). How did it get so late so soon? The effects of time management knowledge and practice on students' time management skills and academic performance. *Sustainability*, 14(9), 5097. <https://doi.org/10.3390/su14095097>