

Curriculum Vitae Em. prof. dr. Paul A. Kirschner, dr.h.c.

Personal

Name Paul Arthur Kirschner
Date of Birth December 3, 1951 in New York City, USA
Address Prins Clausstraat 48, 6433JR Hoensbroek, The Netherlands
Civil state Married, 4 children
Nationality Dutch

Education

December 1991 Open University of the Netherlands – PhD Thesis on *Practicals in Higher Science Education*
October 1978 City University of Amsterdam (UvA) – Masters in Educational Psychology – Master’s Thesis on *Adjunct Questions in Videotaped Learning Materials*
September 1975 City University of Amsterdam - Bachelor in Psychology
December 1972 State University of New York at Stony Brook, New York, USA - Bachelor of Arts in Psychology and Teacher Certification in Mathematics, Biology, Chemistry and General Science
June 1968 Bronx High School of Science, New York City, USA

Present functions

- Professor Emeritus at the Open University of the Netherlands
- *Doctor Honoris Causa* on the University of Oulu, Finland
- Guest Professor at Thomas More University of Applied Science, Mechelen, Belgium
- Visiting Professor of Education with a special emphasis on Learning and Interaction in Teacher Education at the University of Oulu, Finland
- Fellow of the American Educational Research Association
- Fellow of the International Society for the Learning Sciences
- Fellow of the Netherlands Institute for Advanced Study in the Humanities and Social Science
- Owner kirschner-ED

Previous work experience

2015-2019 Distinguished University Professor on the Open University of the Netherlands and Professor of Educational Psychology with a special emphasis on Learning and Cognition, Open University of the Netherlands
2011-2015 Open University of the Netherlands: Chair of *Fostering Effective, Efficient and Enjoyable Learning* programme at the Welten Institute, Centre for Learning, Teaching and Technology
Member of the Management Team of Welten Institute, Centre for Learning, Teaching and Technology
2008 - 2011 Utrecht University: Professor of Educational Sciences with a special emphasis on Educational Psychology and ICT and Chair of the Research Programme *Learning in Interaction*
2003 – 2008 Open University of the Netherlands: Professor of Educational Technology, Educational Technology Expertise Center (OTEC), Open University of the Netherlands
1999 – 2003 Maastricht University: Professor of Contact and Distance Education at the Faculty of General Sciences / Knowledge Engineering (½ time)

- 1983 – 2003 Open University of the Netherlands, Educational Technology Expertise Center (OTEC): Educational technologist, project team manager and researcher, member of the management board, senior educational technologist and researcher (½ time)
- 1979 – 1983 Wolters-Noordhoff Publishing Inc. in Groningen, Department of Study and Research: Researcher and course(ware) designer
- 1977 – 1979 City University of Amsterdam: Graduate assistant at the Department of General and Comparative Education
- 1975 – 1978 Commission for Bibliography and Documentation Amsterdam: Documentalist International Nuclear Information Service
- 1976 – 1977 Neighborhood centre 'De Schoor' in Hoorn: English teacher
- 1972 – 1973 Middle Island Middle School, Long Island, USA: Mathematics, Biology and General Science teacher

Areas of expertise

- Computer Supported Collaborative Learning
- Lifelong learning
- Information and communication technology in education – Initial and life long
- Practicals in higher education for the acquisition of cognitive, academic skills and competencies
- Development of learning materials for teacher extensive education and distance learning
- Design of electronic study environments for education
- Text characteristics and learning processes
- Learning, practice, and assessment of skills and competencies

Selected functions in scientific organizations and involvement in scientific journals, etc.

- Chief Editor of the Journal of Computer Assisted Learning
- Commissioning Editor of Computers in Human Behavior
- Member of the Advisory Council of the Beroepsvereniging Academici Basisonderwijs (Professional Association Academics Primary Education)
- Member Editorial Board of Australasian Journal of Educational Technology
- Columnist *Didactief* (Kirschner Kiest)

Former functions

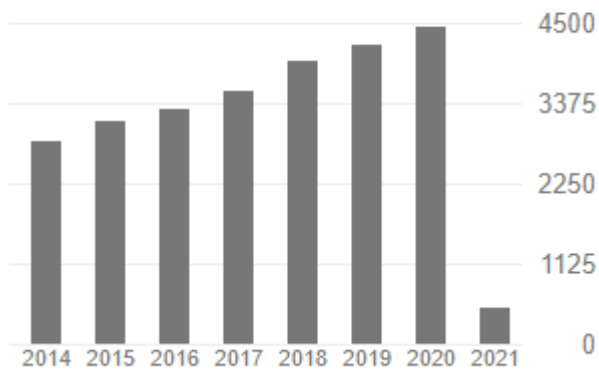
- President of the International Society for the Learning Sciences 2010-2011
- Program Chair of *Fostering Effective, Efficient and Enjoyable Learning* program at the Welten Institute, Centre for Learning, Teaching and Technology, Open University of the Netherlands
- Member of the Management Team of Welten Institute, Centre for Learning, Teaching and Technology, Open University of the Netherlands
- Scientific Director of the Netherlands Laboratory for Lifelong Learning (NeLLL), Open University of the Netherlands
- Program Chair of Learning and Cognition program at the Centre for Learning Sciences and Technologies (CELSTEC), Open University of the Netherlands
- Director of Research on Learning and Cognition for Lifelong Learning, Netherlands Laboratory for Lifelong Learning (NeLLL), Open University of the Netherlands
- Dean of the Research Master Educational Sciences, Utrecht University
- Member of the Board of Studies of the Graduate School for Behavioural and Social Science, Utrecht University
- Chair of the Research Centre Learning in Interaction, Utrecht University
- Member of the management team of the Langeveld Institute for Pedagogic and Educational Research, Utrecht University
- Chair of the discipline group Educational Sciences, Utrecht University

- Member Executive Committee van CSCL-ISLS (Computer Supported Collaborative Learning - International Society for the Learning Sciences)
- Member of the Scientific Technical Council (WTR) of the Foundation for Netherlands University Computing Centers (SURF)
- Chair of the Advisory Board of the Learning, Educational Achievement and Life Course Development (LEAD) graduate school at Eberhard Karls Universität Tübingen, Germany
- Chair of AERA Division C International Research and Scholarship Committee (2009-2010)
- Member of the Scientific Committee of eLearn Center Research Series, Universitat Oberta de Catalunya, Spain
- Holder IBM International Chair in Computer Science 1999-2000 at the University of Ghent, Belgium
- Member Educational Council of the Netherlands (portfolio ICT / Initial and Life Long Learning)
- Visiting Professor at the Universitat Oberta de Catalunya (Open University of Catalonia), Barcelona, Spain
- Member of the Advisory Council of the Stoas Professional University Master of Learning and Instruction for (Green) Education and Companies
- Associate Editor of Computers in Human Behavior
- Member Editorial Board of British Journal of Educational Technology
- Chair International Conference of the Learning Sciences 2008
- Member Program Committee for the International Conference on Computer-Supported Collaborative Learning, Hong Kong, June/July 2011
- Member Advisory Commission Information Management, Utrecht University
- Member of the Standing Committee for the Scholarship and Science, Utrecht University
- Member of the FWO-Expert Panel G&M3: Psychology, Pedagogy, Didactics and Social Work 2014-2017 [Research Foundation - Flanders (FWO)]
- Chair Special Interest Group 'Design of Electronic Learning Environments' of the European initiative PROMETEUS (PROMoting Multimedia access to Training in the European Society) of DG XIII
- Member Program commission for the Dutch National Educational Research Conference 2001 in Amsterdam, The Netherlands
- Member Program commission for the Dutch National Educational Research Conference 2003 in Heerlen, The Netherlands
- Programme Chair EC-TEL2010
- Programme Chair Open Education 2010
- Co-chair Interuniversity Centre for Education and Educational Research, Theme I: Innovative Learning Environments
- Chair Bachelor–Master Commission of the Three Country Engineering Consortium (Drielanden Ingeneurs Kontakt)
- Member VSNU (Dutch University Consortium) Educational Audit Informatics and Technical Informatics 2001
- Member VSNU (Dutch University Consortium) Educational Audit Electrotechnical Engineering 2004
- Member VLIR (Flemish University Consortium) Educational Audit Informatics and Technical Informatics 2001
- Member preparation group for the European Commission (DG III) call over Experimental School Environments
- Scientific adviser School of the Future (Koning Willem I College in 's-Hertogenbosch)

- Member Executive Advisory Committee of the Anderson Center for Innovation in Undergraduate Education, Rensselaer Polytechnic Institute, US
- Evaluator of grants for innovation in the Vocational and Adult Education Network and the Dutch Knowledge Network (BVENet and Kennisnet)
- Member College of Referents of the Dutch National Science Foundation (NWO)
- Panelist NSF-ALT program (National Science Foundation – Washington DC)
- Member Institute of Education Sciences Mathematics and Science Education Research Scientific Review Panel
- Member Executive board of the Netherlands Educational Research Association (VOR)
- Chair division Learning and Instruction of the Netherlands Educational Research Association (VOR)
- Co-Chair Special Interest Group 6 (Learning and Instruction with Computers) of the European Association for Research on Learning and Instruction (earli)
- Member Strategic Advisory Board of ELEGI – European Learning GRID Initiative (<http://www.elegi.org/> - FP6 - IST - Technology-enhanced learning and access to cultural heritage)
- Member Scientific Committee for Integrating Content and Language in Higher Education (Maastricht University, June 28 - 1 July 2006)
- Editor Educational Lexicon “Implementation of ICT in Education” (Onderwijskundig Lexicon)
- Consulting editor van International Review of Research in Open and Distance Learning
- National correspondent European Association of Research on Learning and Instruction (earli)
- Evaluator proposals for the bi-annual meetings van de European Association of Research on Learning and Instruction (EARLI)
- Member Jury (Dutch representative) in the European Schoolnet Project (eSCHOLA)
- Member Program Committee of the IADIS International Conference on Cognition and Exploratory Learning in Digital Age (CELDA 2006, CELDA2007)
- E-Columnist Edusite
- Columnist *Van 12 tot 18* (paul)
- e-Columnist *COTimes*
- Member Research Community Advisory Board of the 16th International Conference on Computers in Education – CSCL & Learning Sciences (ICCE 2008)
- Member Program Committee of the First World Summit on the Knowledge Society (Open Research Society)
- Member Editorial Review Board Research in Management Education and Development (http://management-education.net/ed_board.html)
- Member of the Scientific Council of *Project Brain* (Continium Science Center)
- Member of the Evaluation Commission Applied Research of the Netherlands Initiative for Education Research [NRO; Nationaal Regieorgaan Onderwijsonderzoek]
- Member of the Evaluation Commission Behaviour and Education [Gedrag en Onderwijs] 2014 for Research Talent of the Netherlands Organisation for Scientific Research (NWO)

Citations

Citations	40951	20332
h-index	94	65
i10-index	277	216



Publications

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- Van den Brink, H. J., & Kirschner, P. A. (1978). Het effect van ingelaste vragen op het leren van op videoband opgenomen lesmateriaal: Veldexperiment [The effect of adjunct questions on learning van videotaped learning materials: Field experiment]. *Registratie*, 10(3), 13-18.
- Van den Brink, H. J., & Kirschner, P. A. (1978). Het effect van ingelaste vragen op het leren van op videoband opgenomen lesmateriaal: Laboratorium experiment [The effect of adjunct questions on learning van videotaped learning materials: Laboratory experiment]. *Registratie*, 20(4), 4-9.
- Jonasson, D. H. & Kirschner, P. A. (1982). Explicit techniques for structuring text. In D. H. Jonasson (Ed.), *The technology of text: Principles for structuring, designing, and displaying text* (pp. 123-136). Englewood Cliffs, NJ: Educational Technology Publications.
- Kirschner, P. A. & Meester, M. A. M. (1988). The laboratory in higher science education: Problems, premises and objectives. *Higher Education*, 17(1), 31-98.
- Kirschner, P. A. & Meester, M. A. M. (1991). Practical objectives at the Open University of the Netherlands. *Journal of Distance Education*, 6(1), 5-27.
- Kirschner, P. A., Van den Brink, H. & Meester, M. A. M. (1991). Audiotape feedback for essays in distance education. *Innovative Higher Education*, 15, 185-195.
- Kirschner, P. A. (1991). *Practicals in higher science education*. PhD Thesis. Utrecht, NL: Lemma.
- Kirschner, P. A. (1992). Epistemology, practical work and academic skills in science education. *Science and Education*, 1, 273-299.
- Kirschner, P. A., Meester, M. A. M. Hermans, H. & Middelbeek, E. (1993). Agreement between student expectations, experiences and actual objectives of practicals in the natural sciences at the Open University of the Netherlands. *International Journal of Science Education*, 15, 175-197.
- Kirschner, P. A. & Valcke, M. A. (1993). From supply driven to demand driven education: New conceptions and the role of information technology therein. *Computers in Human Services*, 6(4), 31-53.
- Kirschner, P. A., & Meester, M. A. M. (1993). Learning objectives for science practicals at traditional and distance universities. *Distance Education*, 14(2), 260-282.
- Meester, M. A. M. & Kirschner, P. A. (1995). Using and developing media. *International Newsletter on Chemical Education*, 41, 7-10.

- Kirschner, P. A., & Meester, M. A. M. (1995). Practical work at the Open University of the Netherlands. *Journal of Science Education and Technology*, 4(2), 127-140.
- Cilliers, J., Kirschner, P. A., & Basson, I. (1996). Psychometric testing as a predictor of student performance in first year physics practicals. *Journal of Science Education and Technology*, 5(1), 47-57.
- Kirschner, P. A., Valcke, M., & Hermans, H. (1996). From course to study environment: The integration of the workplace in education with a business game learning environment (BuGLE). *Through the looking glass: Reflections on the future of work and learning*. CAUCE: New Brunswick, 159-182.
- Kirschner, P. A. (1996). *A vision of higher education: An educational technology approach*. In J.H. Coetzee & T.G. Smith (Eds.) *Proceedings International Conference on Education and Change*, Pretoria: University of South Africa, 1996.
- Kirschner, P. A. (1996). Design, development and delivery of distance study materials: An industrial approach to distance education. In J.H. Coetzee & T.G. Smith (Eds.) *Proceedings International Conference on Education and Change*, Pretoria: University of South Africa, 1996.
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- Kirschner, P. A., Wolf, H. C. de, Hermans, H., & Valcke, M. A. (1996). Netherlands: Networks and materials. In *Adult learning and technology in OECD countries*. OECD: Paris, 1996.
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- Kirschner, P. A., Valcke, M., & Vilsteren, P. van (1997). Business game learning environment: Design and development of a competency-based distance education business curriculum at the Open University of the Netherlands. *Distance Education*, 18, 153-177.
- Kirschner, P. A., Valcke, M., & Storm, P. (1997). Placing the student at the centre: Higher distance education facing the challenges of the 21st century. In M. Wassenberg & H. Philipsen (Eds.) *Placing the student at the centre: Current implications of student-centred education*, Maastricht University: Maastricht.
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- Kirschner, P. A., & Huisman, W. (1998). Dry laboratories in science education: Computer-based practical work. *International Journal of Science Education*, 20, 665-682.
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- Van Bruggen, J., Kirschner, P. A., & Jochems, W. (2002). External representation of argumentation in CSCL and the management of cognitive load. *Learning and Instruction*, 12, 121-138.
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- Kirschner, P. A., & Selinger, M. (2003). The state of affairs of teacher education with respect to ICT. *Technology, Pedagogy and Education*, 12, 5-17.
- Kirschner, P. A., & Wopereis, I. G. J. H. (2003). Mindtools for teacher communities: A European perspective. *Technology, Pedagogy and Education*, 12, 107-126.
- Kirschner, P. A., Bruggen, J., & Duffy, T. (2003). Validating a representational notation for collaborative problem solving. In B. Wasson, S. Ludvigsen, & U. Hoppe. (Eds.). *Designing for change in networked learning environment* (pp. 163-172). Dordrecht: Kluwer Academic Publishers.
- Kirschner, P. A., Buckingham Shum, S. J., & Carr, C. S. (2003). *Visualizing Argumentation: Software Tools for Collaborative and Educational Sense-Making*. London: Springer Verlag.
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- Kirschner, P. A. (2004). Design, development and implementation of integrated electronic learning environments for collaborative learning. *Educational Technology Research and Development*, 52(3), 39-46.
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PhD Theses Completed

- Cilliers, J.A. (1999). First year physics practicals in distance education in South Africa. University of South Africa.
- Van Bruggen, J. (2003). Explorations in graphical argumentation: The use of external representations in collaborative problem solving. Open University of the Netherlands
- Kester, L. (2003). Timing of information presentation and the acquisition of complex skills. Open University of the Netherlands
- Kreijns, K. (2004). Sociable CSCL environments: Social affordances, sociability, and social presence. Open University of the Netherlands
- Nadolski, R. (2004). Process support for learning tasks in multimedia practicals. Open University of the Netherlands
- Beers, P. J. (2005). Negotiating common ground. Tools for multidisciplinary teams. Open University of the Netherlands
- Van den Bossche, P. (2006). Minds in teams: The influence of social and cognitive factors on team learning. Maastricht University.
- Gulikers, J. (2006). Authenticity is in the eye of the beholder: Beliefs and perceptions of authentic assessment and the influence on student learning. Open University of the Netherlands
- Prangma, M. E. (2007). Multimodal representations in collaborative history learning. Universiteit Utrecht.

- Munneke, L. (2008). Arguing to learn: Supporting interactive argumentation through computer-supported collaborative learning. Universiteit Utrecht.
- Janssen, J. (2008). Using visualizations to support collaboration and coordination during computer-supported collaborative learning. Universiteit Utrecht.
- Baartman, L. (2008). 'Assessing the assessment': Development and use of quality criteria for Competence Assessment Programmes. Universiteit Utrecht.
- Overdijk, M. (2009). Appropriation and technological artifacts: the student-tool connection. Universiteit Utrecht.
- De Westelinck, K. (2009). Generalizability of the design principles for learning materials derived from the "Cognitive Theory of Multimedia Learning", Ghent University.
- Seezink, A. (2009). The role of learning trajectory supervisors in the acquisition of knowledge, skills and attitudes. Univeristeit Tilburg.
- Slof, B. (2010). Embedding external representations in design-based learning. Universiteit Utrecht.
- Schaap, H. (2011). Collaborative learning in vocational education (MBO) and the development of professional theories of MBO-students. Universiteit Utrecht.
- Noguera, I. (2011). Indicators for teachers to design learning tasks for computer-supported collaborative production of knowledge. Universtitat Oberta de Catalunya.
- Phielix, C. (2012). Enhancing collaboration through assessment & reflection. Universiteit Utrecht.
- Fransen, J. (2012). Teaming up for learning: Team effectiveness in collaborative learning in higher education. Open University of the Netherlands.
- Bezdan, E. (2013). Graphical overviews in hypertext learning environments: When one size does not fit all. Open University of the Netherlands.
- Taminiau, B. (2013). Advisory models for on-demand learning. Open University of the Netherlands.
- Van Meeuwen, L. (2013). Visual problem solving and self-regulation in training air traffic control. Open University of the Netherlands.
- Dirkx, K. (2014). Optimizing adaptive learning through testing, diagnostic reflection and learner-controlled information selection. Open University of the Netherlands.
- Malmberg, J. (2014). Tracing the process of self-regulated learning - Students' strategic activity in g/nStudy learning environment. University of Oulu, Finland.
- De Smet, M. (2014). Writing it right: Effects of electronic outlining on students' argumentative writing. Open University of the Netherlands.
- Reed, H. C. (2014). Mathematical thinking, learning and performance: Insights and interventions for primary and secondary education. Free University, Amsterdam.
- Näykii, P. (2014). Affective and effective collaborative learning. University of Oulu, Finland.
- Van Dijk, M. (2015). Physical activity, cognitive performance and academic achievement in adolescents. Open University of the Netherlands.
- Gijselaers, J. (2015). Biological lifestyle factors in adult distance education: Predicting cognitive and learning performance. Open University of the Netherlands.
- Dijkstra, E. (2015). Teaching High-Ability Pupils in Early Primary School. Open University of the Netherlands.
- Popova, A. (2015). Primer podcasts to enhance learning from lectures. Open University of the Netherlands.
- Van der Wal, M. (2015). [Mine] + [Mine] = [Ours]? Model-supported social learning in participatory integrated assessments. Open University of the Netherlands.
- Van Herten, M. (2015). Learning communities, informal learning and the humanities: An empirical study of book discussion groups. Open University of the Netherlands.
- Geitz, G. (2016). Sustainable Feedback in Higher Education Relation Between and Changeability of Self-Efficacy, Goal Orientation, and Learning Behavior. Open University of the Netherlands.

- Van den Bogaart, T. (2016). The assessment and development of Personal Professional Theories in Higher Vocational Education. Open University of the Netherlands.
- De Bruyckere, P. (2017). Authenticity Lies in the Eye of the Beholder, Open University of the Netherlands.
- Frèrejean, J. (2017). Instruction for Information Problem Solving, Open University of the Netherlands.
- Van der Wurff, I. (2018). Fatty Acids, Cognition, School Performance, and Mental Well-Being in Children and Adolescents, Open University of the Netherlands.
- Pijera-Díaz, H. J. (2019). Electrodermal Activity and Sympathetic Arousal During Collaborative Learning, University of Oulu, Finland.
- Adam Ameir, M. (2019). Supporting Teachers' Activating Teaching Practices in Challenging Teaching and Learning Context in Zanzibar Public Schools, University of Oulu, Finland.
- Zambrano, J. (2019). Implications of team expertise and domain knowledge on collaborative learning: A cognitive load approach.

PhD Theses In Progress

- Conjaerts, M. (In preparation). What needs to be done to ensure that the healthy primary school of the future, in the Netherlands, will be accepted by all the stakeholders, and made sustainable? Open University of the Netherlands.
- Dimitrova, V. (In preparation). The relationship between problem solving and informal learning in the workplace: How does expertise acquisition in Teaching English as a Foreign Language occur? Open University of the Netherlands.
- Ince-Favaro, S. (In preparation). Information problem solving and digital literacy skills for graduate students. Open University of the Netherlands.
- Neroni, J. (In preparation). ALOUD-Study: Adult Learning Open University Determinants Study Psychological determinants of Lifelong Learning. Open University of the Netherlands.
- Heijst, H. (In preparation). Knowledge development in an online learning environment. Open University of the Netherlands.
- Surma, T. (In preparation). Understanding and enhancing teacher knowledge of effective learning strategies. Open University of the Netherlands.
- Van Iersel, M. (In preparation). Educating on Complex Care. Universiteit van Amsterdam.
- Wopereis, I. (In preparation). Variability of practice as the key to musical creativity. Open University of the Netherlands.