

Short CV

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- Birth Date & Place:** June 13 1955, St.Gallen (Switzerland)
- Nationality & civil status:** Swiss (Degersheim/SG), married, 3 children
- Academic degree:** Ph.D. in political science (docteur ès sciences économiques et sociales)
- Languages:** German (mother tongue), French, English
- Current Employment:** Associate professor, TECFA, Faculty of Psychology and Educational Sciences, University of Geneva
- Current Interests:**
- Project-oriented learning designs and environments for higher education
 - Inquiry learning in high-school biology
 - Learning process analytics
 - E-learning competency
 - Learning in citizen science and other informal settings
 - Digital design and fabrication in education
 - Research design and methods teaching for beginners
- Current Teaching:**
- Information & communication technologies for educational technologists
 - Psychological and educational foundations of educational technology
 - Introductory social science methodology & research design
 - Web technologies (at Webster University)
- Computer skills:**
- Basic programming skills (Php, JavaScript, ActionScript, LISP, ...)
 - Web formats (HTML, CSS, SVG, XML technology, ...)
 - Multimedia (Image manipulation, technical drawing, animation, ...)
 - Digital design and fabrication (3d printing/laser cutting)
 - System administration
- Web sites:** <http://tecfa.unige.ch/DKS>
<http://edutechwiki.unige.ch/en>
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- Research grants:** Co-investigator. Leading House in Technologies for Vocational Training” (DUAL-T), Swiss SERI, 2006-2014.
Co-investigator. Technology Enhanced Creative Learning in the field of Citizen Cyberscience”, EU FP7, 2012-2015.

Publications (reviewed conference papers, journal articles and book chapters) since 2010:

- Gavota, M., Schneider, D., Bétrancourt, M. (2010, July). Writing and commenting on professional procedures: In search of learning designs promoting articulation between school and workplace learning, paper presented at the Learning in the Disciplines, *9th International Conference of the Learning Sciences, Chicago*, 29 Jun-2 July 2010.
- Gavota, M., Schneider, D., Bétrancourt, M. (2010, August). Learning professional procedures by writing: How scaffolding can support peer commenting?, paper presented at the Diversity in Vocational and Professional Education and Training, *Learning and Professional Development EARLI SIG 14 International Conference*, Munich, 25th - 27th August 2010.
- Gavota, M., Schneider, D., Bétrancourt, M. (2010, September). Writing for fostering procedure acquisition in vocational education, *12th International Conference of the EARLI Special Interest Group on Writing*, Heidelberg, 8-10 September 2010.
- Gavota, M., Schneider, D., Bétrancourt, M. (2010, September). Scaffolding for deep knowledge processing in writing activities, *12th International Conference of the EARLI Special Interest Group on Writing, Heidelberg*, 8-10 September 2010.
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- Gavota, M., Bétrancourt, M., Schneider, D. (2011). Indices oriented computer-supported writing activities fostering professional procedures learning in vocational education, *Vocational Education and Training Challenges: Developing Skills and Competences for the Future. 2nd Congress on Research in Vocational Education and Training in Switzerland*, Zollikofen, March 2011.
- Schneider, D.K., Benetos, K. & Ruchat, M. (2011). Mediawikis for research, teaching and learning. In T. Bastiaens & M. Ebner (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011* (pp. 2084-2093). Chesapeake, VA: AACE.
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- Class, B. & Schneider, D. (2011). A community portal for professional development. In T. Bastiaens & M. Ebner (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011*.
- Depover, C. & Schneider, D. (2012). Opportunities and requirements for socio-constructivist learning in Web 2.0. In T. Amiel & B. Wilson (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2012* (pp. 1861-1869). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/41002>.
- Sugar Chmiel, A. & Schneider, D. (2012). Exploring the use of a non-linear learning module with interactive video. In T. Amiel & B. Wilson (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2012* (pp. 1239-1247). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/40909>.
- Schneider, D., Class, B., Benetos, K. & Lange, M. (2012). Requirements for learning scenario and learning process analytics. In T. Amiel & B. Wilson (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2012* (pp. 1632-1641). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/40963>.
- Ortoleva, G., Gavota, M., Schneider, D., Bétrancourt, M. (2011). Incidents Critiques et Partage d'Expériences : étude pilote d'écriture collaborative avec des apprentis Assistants en Soins et Santé Communautaire (ASSC), *16ème Journée d'Étude sur le Traitement Cognitif des Systèmes d'Information Complexes JETCSIC*, Toulouse, 6th July 2011.
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- Ortoleva, G., Schneider, D., Bétrancourt, M. (2012) Writing and peer feedback to promote professional development in vocational education, presented in the symposium : The role of formative feedback in collaborative writing in online learning environments or computer supported environments. *Proceedings of the 13th international conference of the EARLI SIG on writing* (p. 88), Porto, 11-13 July 2012
- Ortoleva, G., Schneider, D., Bétrancourt, M. (2012). Partage d'expérience par l'écriture collaborative médiatisée en formation professionnelle initiale. *2eme colloque international de didactique professionnelle : Apprentissage et développement professionnel*, Nantes, 7 – 8 June 2012.
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- Class, B. & Schneider, D. (2013). A reflexive look on a Design Based Research project, *EAPRIL conference*, Biel, Nov. 2013.
- Class, B. & Schneider, D. (2014), La Recherche Design en Education: vers une nouvelle approche?, *Frantice 7*.
- Class, B. & Schneider, D. (2014), Design issues for technology-enhanced formal professional development, *Journal of Interactive Learning Research (JILR)* 25 (2) 161–186.
- Sugar Chmiel, A., Morin, D. & Schneider, D. (2014). Introducing Blended Learning into a Master Program in Nursing Sciences: A first Exploration of a Holistic Evaluation Framework, *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2014*.
- Sugar Chmiel, A., Schneider, D. & Shaha, M. (2014). Quelle évaluation pour accompagner l'hybridation d'un programme de formation au niveau Master? Poster présenté au colloque francophone international sur la formation supérieure à l'ère numérique.
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