

Short Biographical Notes of Contributors

Erhan Altay was born in Turkey and received his bachelor's degree in English Language and Literature from Ege University in Izmir. At the time of writing, he was pursuing a master's degree in the field of English and American Studies at Chemnitz University of Technology in Germany and afterwards finished his studies in 2024. His interest lies in digitalized language education, and he is passionate about exploring new ways to make language learning more engaging and effective through the use of technology.

Ezgi Irem Bekci holds a bachelor's degree in English Language and Literature from Ege University, Izmir, Turkey. Currently, she is pursuing a master's degree in English and American Studies at Chemnitz University of Technology, Germany, with a focus on TESOL. Her interest in digital technologies was sparked while working as a social media content moderator at an international company. She noticed the crucial role that social media and digital technologies play in daily life. Thus, she combined her experience in this area with her field of study and, currently, she researches digital learning.

Daniel Brand is a research associate at the Professorship Predictive Analytics at the Chemnitz University of Technology (TUC). He obtained his bachelor's degree and his master's degree in computer science at the University of Freiburg. His research interests lie in the field of human reasoning, with a focus on predicting reasoning behavior using cognitive modeling and information systems.

Dr. Annika Brück-Hübner is a lecturer at the "Department of Early Childhood and Teacher Education" of Justus-Liebig-University Giessen and a researcher at the "Center for Cooperative Teaching and Learning" (ZekoLL) at the Technische Hochschule Mittelhessen (THM) (Germany). Her research focuses on higher education, with an emphasis on internationalization, digitalization, e-portfolio work, reflexivity and feedback.

After graduating with a BA in 2012 with a focus in theatre pedagogy at Griffith University, **Amanda Yi Chng** began teaching in Singapore. From 2017 onwards, she spent two years in Chemnitz at a non-profit organization assisting communities in asylum; and

another two years, working alongside students with dyslexia. At the time of writing, she was enrolled in her final Master semester of English and American Studies at Chemnitz University of Technology.

Dr. Anastasia Drackert is research director at the Society for Academic Study Preparation and Test Development (*Gesellschaft für Akademische Studienvorbereitung und Testentwicklung e.V.*, <https://www.gast.de/>) and professor of language testing and digital learning at the German Department at Ruhr-University Bochum. She possesses extensive experience in teaching German, English, and Russian, as well as in training both prospective and in-service foreign language teachers.

Dr. Ralf Gießler is a senior lecturer for TEFL (Teaching English as a Foreign Language) at the Department of English and American Studies at Wuppertal University. After teaching English at secondary school, he joined the university and has conducted several research projects since then. His research interests lie in the fields of lexical learning, automated writing evaluation and language awareness.

Julia Lankl has a master's degree in "German as a Foreign and Second Language". After teaching German didactics for prospective elementary teachers at KPH Wien/Krems, she started her PhD studies at the University of Vienna in 2024. So far, her research mainly focuses on oral interaction in the L2 classroom, e.g. teacher's language use and language awareness as well as errors and feedback.

Yarong Liu obtained a master's degree with a specialization in TESOL in 2021. Afterwards, she started her doctoral research on intercultural communicative competence in English language teaching at Chemnitz University of Technology. Her research interests include intercultural competence, English as a lingua franca, and curriculum planning.

Jana Maria Olejniczak is a student in a Master program for TEFL (Teaching English as a Foreign Language) at Wuppertal University in Germany. She has gathered EFL teaching experience in placements at secondary schools.

Ines Paland-Riedmüller works at the Society for Academic Study Preparation and Test Development (*Gesellschaft für Akademische Studienvorbereitung und Testentwicklung e.V.*, <http://www.gast.de/>). She develops and implements online German courses with a specific focus on Higher Education contexts for Deutsch-Uni Online (www.deutsch-uni.com), including the online preparation group course "Training digitaler TestDaF".

Marco Ragni is a full professor at the TU Chemnitz and chair of Predictive Analytics, focusing on the intersection of computational cognitive science and artificial intelligence. His research includes predictive modelling of cognitive processes, particularly in reasoning and decision-making, and extends to human-system interaction and cognitive systems in teaming context.

Jenny Rettstatt is a research associate at the Chair of Predictive Behavior Analysis at Chemnitz University of Technology (TUC). She received her bachelor's degree in Cognitive Science from the University of Tübingen, Germany, and her master's degree in Sensory and Cognitive Psychology from TUC. Her research interests include reasoning, psychophysics, and cognitive psychology.

Günter Daniel Rey has been a full professor of Psychology of Learning with Digital Media at the TU Chemnitz since 2013. His research expertise focuses on cognitive, motivational, emotional and social aspects of conducive design principles in the field of learning with digital media.

Dr. Jennifer Schluer is an Assistant Professor for TESOL (Teaching English to Speakers of Other Languages)/ Advanced Academic English at Chemnitz University of Technology, Germany. She specializes in English language teacher education with a focus on digital teaching and digital feedback methods, academic writing and reading comprehension as well as language awareness, multilingualism and culture learning. Her textbook about *Digital Feedback Methods* was published in 2022.

Manuel Schmitz is a research associate at the Chair of Psychology of Learning with Digital Media at Chemnitz University of Technology (TUC). He received his bachelor's degree in applied psychology from Fresenius University of Applied Sciences in Munich, Germany, and his master's in Media and Instructional Psychology from TUC. His research interests include self-regulated learning, feedback.

Anna-Katharina Scholz is a research and teaching assistant at the FAU Center for Teaching and Learning in Higher Education (FBZHL) and at the Chair of English Linguistics at FAU Erlangen-Nuremberg. She is currently writing her PhD thesis on factors influencing the acquisition of collocations in foreign language learning.

Martina Seemann is a research associate at the Chair of Psychology of Learning with Digital Media at Chemnitz University of Technology (TUC). She received her bachelor's and master's degree in psychology from Johannes Gutenberg University Mainz, Germany. Her research interests include optimization of educational media for students with attention deficit hyperactivity disorder (ADHD) and digital game-based learning.

Simone Weidinger has been teaching German as a foreign language in various institutions for many years; the focus of her work has been exam preparation courses. She is also an author of exam preparation books and textbooks as well as a test rater. She works as an online tutor of the group course "Training digitaler TestDaF" of Deutsch-Uni Online.

Sara Wohlschläger is a student at Leipzig University in the teacher training program for English and French. From November 2020 until December 2023, she worked as a student assistant in the project "Untersuchung zur Nutzung digitaler Feedbackinstrumente bei Studierenden des LA Englisch" (Study on the use of digital feedback tools by English teaching students) which is part of the joint project "Praxisdigitalis – Praxis dig-

ital gestalten in Sachsen" (PraxisdigitaliS – Designing digital practices in Saxony) funded by the *Bundesministerium für Bildung und Forschung* (BMBF).