

curriculum vitae

Veit Kubik, Ph.D.

Department of Psychology

Universität Bielefeld
Fakultät für Psychologie und Sportwissenschaft
Universitätsstr. 25
D-33501 Bielefeld, Germany
Email: veit.kubik@uni-bielefeld.de
Tel: +49 (0)521 106-3100
Homepage: www.veitkubik.com

Research interests

- Multimedia- and self-regulated learning, metacognition in educational contexts and over the lifespan
- (Media) Multitasking, working memory, and executive functioning in educational contexts and over the lifespan
- Experimental design, individual differences, online testing, open reproducible science

Research experience

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|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020–present | Lecturer and Research Associate (“Akademischer Rat”)
University of Bielefeld, Germany; Institute of Psychology, Department of General Psychology (Prof. Kirsten Berthold); summer term |
| 2019–2020 | Guest Professor
Hagen University, Germany; Institute of Psychology, Department of General Psychology (Prof. Robert Gaschler); winter term |
| 2018–present | Lecturer and Research Associate
Martin-Luther-University Halle-Wittenberg, Germany; Institute of Psychology, Department of General Psychology (Prof. Torsten Schubert); from November |
| 2016–2018 | Postdoctoral researcher (PI)
Stockholm University, Sweden
Collaborator: Prof. Timo Mäntylä, Stockholm Cognition Lab
Humboldt-Universität zu Berlin, Germany; Institute of Psychology |

Collaborator: Prof. Torsten Schubert, Department of General Psychology

- 2015 **Lecturer and postdoctoral researcher**
Stockholm University, Sweden (from September)
Prof. Timo Mäntylä, Stockholm Cognition Lab
- 2013–2016 **Lecturer**
FernUniversität in Hagen, Germany; Institute of Psychology
- 2013 **Visiting scholar**
- University of California, Los Angeles, USA; Institute of Psychology
Prof. Robert Bjork, Bjork Learning and Forgetting Lab (June–August)
 - Washington University, St. Louis, USA
Prof. Henry L. Roediger, Memory Lab (May)
- 2011 **Visiting scholar**
- University of Bristol, UK;
Prof. Simon Farrell, School of Experimental Psychology (July–August)
- 2005–2009 **(Student) Research assistant**
- Betula Project, Stockholm University, Sweden
 - Department of Developmental Psychology, Goethe University, Frankfurt a. M., Germany
 - Department of Research Methods and Evaluation, Goethe University, Frankfurt a. M., Germany
 - Department of Experimental Psychology, University of Sussex, Brighton, UK
- Education
- 2015 **Ph.D.**, Psychology
Stockholm University, Sweden; Institute of Psychology
Dissertation: “Effects of Testing and Enactment on Memory”
Dissertation Advisors: Prof. Lars-Göran Nilsson, Prof. Fredrik U. Jönsson,
Prof. Jonas Olofsson, Prof. Monika Knopf
Ph.D.-Program (2009–2013; 240 ECTS)
- 2011 **Intermediate Magister** (“Magisterzwischenprüfung”) in Philosophy
Goethe University, Frankfurt a. M., Germany (with distinction, 1.0)
- 2008 **Diploma in Psychology**
Goethe University, Frankfurt a. M., Germany (with distinction, 1.1)
Diploma Thesis: “Declarative Memory in 11-Month Old Babies: The Role of
Item-relational Information and Social Context in Deferred Imitation” (with
distinction, 1.0)
Thesis Advisor: Prof. Monika Knopf
- 2001 **Abitur**
Lessing-Gymnasium, Frankfurt a. M., Germany (with distinction, 1.2)

Honors and awards

- 2019 **Best Poster Prize:** Hahne, F., Mailach, A., Heinrich, N., & **Kubik, V.** (September). *The forward effect of testing in middle and old age: Retrieval practice versus semantic elaboration.* Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy). Leipzig, Germany.
- 2018 **Nomination to the Annual Award of Outstanding Young Researchers in Psychology**
Swedish National Committee for Psychological Sciences at the Royal Academy of Science
- 2016–2019 **Postdoctoral fellow**
Berlin School of Mind and Brain
- 2010–2013 **Scholarship recipient for doctoral studies**
Studienstiftung des deutschen Volkes
- 2006–2007 **Scholarship recipient for studies abroad**
Studienstiftung des deutschen Volkes
- 2005–2007 **Selected to attend the Academic Life Science Kolleg**
Studienstiftung des deutschen Volkes
- 2003–2009 **Scholarship recipient of undergraduate studies in psychology**
Studienstiftung des deutschen Volkes

Funding

- 2016–2019 “Offloading multiple deadlines: Individual differences in multitasking at the behavioral and neural level,” Swedish Research Council, international grant for postdoctoral studies, 345,000 € (principal investigator)
- 2015 Grant for the *ICPSR Summer Program in Quantitative Methods of Social Research*, Ann Arbor, USA, *Swedish National Data Service*, 2200 €
- 2009–2013 3 individual grants for experimental research $\Sigma = 1385$ €
- 2009–2012 10 individual travel grants $\Sigma = 6463$ €

Current collaborations

Learning and memory

- Assoc. Prof. Hannah Hausmann, Department of Psychology, Colorado State University
- Prof. Bertram Opitz, Teaching and Learning Center, Martin-Luther University Halle-Wittenberg, Germany

Online research on learning and instruction in applied contexts

- Prof. Robert Gaschler, Department of Psychology, FernUniversität in Hagen, Germany
- Prof. Alexander Renkl, Institute for Psychology, University of Freiburg, Germany
- Prof. Matthias Nückles, Institute for Educational Sciences, University of Freiburg, Germany
- Prof. Torsten Schubert, Department of Psychology, Center for Multimedia Learning and Instruction (@LLZ), Martin-Luther University Halle-Wittenberg, Germany
- Prof. Dr. Julian Roelle, Institute for Educational Sciences, Ruhr-Universität Bochum
- Prof. Dr. Alexander Eitel, Department of Psychology, Justus-Liebig-Universität Gießen, Germany
- Dr. Marlit Annalena Lindner, Leibniz Institute for Science and Mathematics Education

Metacognition

- Prof. Fredrik U. Jönsson, Department of Psychology, Stockholm University, Sweden
- Prof. Bennett Schwartz, Department of Psychology, International Florida University, Miami, USA
- Prof. Matthew Rhodes, Department of Psychology, Colorado State University

Multitasking

- Prof. Andrea Frick, Department of Psychology, University of Fribourg, Switzerland
- Dr. Claudia von Bastian, Department of Psychology, University of Sheffield, UK
- Prof. Timo Mäntylä, Department of Psychology, Stockholm University, Sweden
- Prof. Torsten Schubert, Department of Psychology, Martin-Luther University Halle-Wittenberg, Germany
- Prof. Dietrich Manzey, Department of Psychology, Technische Universität Berlin, Germany

Publications

Total number of original works and other publications = 30. Total number of citations: 229, H-index = 10.

Publications

- 2022 Sparfeldt, J. R., Richter, T., **Kubik, V.**, & Marksteiner, T. (2022). Gute Forschung - bereits im Psychologiestudium!. *Psychologische Rundschau*, 73, 35–38.
<https://doi.org/10.1026/00333042/a000557> (open access)
- Kubik, V.**, Jemstedt, A., Eshratbadi, H. M., Schwartz, B., & Jönsson, F. (2022). The underconfidence-with-practice effect in action memory: The Contribution of retrieval practice to metacognitive monitoring. *Metacognition and Learning*.
<https://doi.org/10.1007/s11409-021-09288-2> (open access)
- Frick, A., Chavallaz, A., Mäntylä, T., & **Kubik, V.** (2022). Development of multitasking abilities in middle childhood. *Learning and Instruction*,
<https://doi.org/10.1016/j.learninstruc.2021.101540> (open access)
- Kubik, V.**, Glogger-Frey, I., & Gaschler, R. (2021). Promoting self-regulated learning: Training, feedback, and addressing teachers' misconceptions. *Psychology Learning & Teaching*, 20(3), 306–323. <https://doi.org/10.1177/14757257211036566> (open access)
- 2021 Richter, T., Hertel, S., **Kubik, V.**, Marksteiner, T., Souvignier, E. & Sparfeldt, J. R. (2021). In welchen Branchen und für welche beruflichen Tätigkeiten werden Psychologinnen und Psychologen gesucht und was sollten sie können? Eine systematische Inhaltsanalyse von Stellenanzeigen. [In which areas and for which professional activities are psychologists sought and what should they be able to do? A systematic content analysis of job advertisements]. *Psychologische Rundschau*. Advance online publication. <https://doi.org/10.1026/0033-3042/a000557> (open access)
- Kubik, V.**, Marksteiner, T., & Richter, T. (2021). Qualitätssicherung schriftlicher Prüfungen in der Psychologie: Ein wichtiges Thema und einige offene Fragen [Quality assurance of written examinations in psychology: An important topic with some open questions]. *Psychologische Rundschau*, 72(2), 106–108.
<https://doi.org/10.1026/0033-3042/a000525>. (open access)
- Kubik, V.**, Gaschler, R., & Hausman, H. (2021). Enhancing student learning in research and educational practice: The power of retrieval practice and feedback. *Psychology Learning & Teaching*, 20 (1), 1–20. <https://doi.org/10.1177/1475725720976462>.
- Enders, N., Gaschler, R., & **Kubik, V.** (2021). Online quizzes with closed questions in formal assessment: How elaborate feedback can promote learning. *Psychology Learning & Teaching*, 20(1), 91–106.
<https://doi.org/10.1177/1475725720971205>

- Yoshimura, N., Morimoto, K., Murai, M., Kihara, Y., Marmolejo-Ramos, F., **Kubik, V.**, & Yamada, Y. (2021). Age of smile: a cross-cultural replication report of Ganel and Goodale (2018). *Journal of Cultural Cognitive Science*. <https://doi.org/10.1007/s41809-020-00072-3>
- 2020 Yoshimura, N., Morimoto, K., Murai, M., Kihara, Y., Marmolejo Ramos, F., **Kubik, V.**, & Yamada, Y. (2021). Age of smile: A cross-cultural replication report of Ganel and Goodale (2018). *Journal of Cultural Cognitive Science*, 5, 1–15. <https://doi.org/10.1007/s41809-020-00072-3>
- Kubik, V.**, Del Missier, F., & Mäntylä, T. (2020). Spatial ability contributes memory for delayed intentions. *Cognitive Research: Principles & Implications*, 5(36). <https://doi.org/10.1186/s41235-020-00229-2>
- Kubik, V.**, Jönsson, F. U., de Jonge, M., & Arshamian, A. (2020). Putting testing into action. Enacted retrieval practice benefits long-term retention more than covert retrieval retention. *Quarterly Journal of Experimental Psychology*, 73(12), 2093–2105. <https://doi.org/10.1177/1747021820945560>
- 2020 **Kubik, V.**, Del Missier, F., & Mäntylä, T. (in press). Memory for multiple intentions. Manuscript submitted for publication. *Cognitive Research: Principles & Implications*.
- Kubik, V.**, Jönsson, F. U., de Jonge, M., & Arshamian, A. (in press). Putting testing into action. Enacted retrieval practice benefits long-term retention more than covert retrieval retention. *Quarterly Journal of Experimental Psychology*.
- 2019 Zimmermann, M., **Kubik, V.**, Persson, J., & Mäntylä, T. (2019). Proactive temporal coordination of temporally overlapping tasks relies on spatial processing in posterior parietal cortex. *Journal of Cognitive Neuroscience*. 31 (10), 1468–1483. https://doi.org/10.1162/jocn_a_01435
- Riemer, M., **Kubik, V.**, & Wolbers, T. (2019). The effect of feedback on temporal error monitoring and timing behavior. *Behavioral Brain Research*, 369 (2), doi: 10.1016/j.bbr.2019.111929
- Morimoto, K., Yoshimura, N., Murai, M., Kihara, Y., Marmolejo-Ramos, F., **Kubik, V.**, & Yamada, Y. (2019). Age of smile: A cross-cultural replication report of Ganel and Goodale (2018). Manuscript with in-principal acceptance for publication: Stage 1 Registered Report. *Journal of Cultural Cognitive Science*.
- 2018 **Kubik, V.**, Jönsson, F. U., Knopf, M., & Mack, W. (2018). The direct testing effect is pervasive in action memory: Analyses of recall accuracy and recall speed. *Frontiers in Psychology*. 9: 1632. doi: [10.3389/fpsyg.2018.01632](https://doi.org/10.3389/fpsyg.2018.01632)
- Todorov, I. **Kubik, V.**, Grazia Carelli, M., Del Missier, F., & Mäntylä, M. (2018). Spatial offloading in multiple task monitoring. *Journal of Cognitive Psychology*, 30(2), 230–241. <https://doi.org/10.1080/20445911.2018.1436551>

- 2017 Jemstedt, A., **Kubik, V.**, & Jönsson, F. U. (2017). What moderates the accuracy of ease of learning judgments? *Metacognition and Learning*, 3, 337–355. DOI: 10.1007/s11409-017-9172-3.
- Mäntylä, T., Coni, V., **Kubik, V.**, Todorov, I., & Del Missier, F. (2017). Times takes space: Selective effects of multitasking on concurrent spatial processing. *Cognitive Processing*, 18(3), 229–235. DOI:10.1007/s10339-017-0799-4.
- Tempel, T., & **Kubik, V.** (2017). Test-potentiated learning of motor sequences. *Memory*, 25(3), 326–334. DOI: 10.1080/09658211.2016.1171880.
- 2016 Obermeyer, S., **Kubik, V.**, Schaich, A., Kolling, T., & Knopf, M. (2016). Learning to recognize younger faces at an older age. *Aging Clinical and Experimental Research*, 29(2), 191–196. DOI: 10.1007/s40520-016-0537-2.
- Kubik, V.**, Nilsson, L.-G., Olofsson, J. K., & Jönsson, F. U. (2016). Putting action memory to the test: Testing affects subsequent restudy but not long-term forgetting of action events. *Journal of Cognitive Psychology*, 28(2), 209–219. DOI: 10.1080/20445911.2015.1111378.
- 2015 **Kubik, V.**, Nilsson, L.-G., Olofsson, J. K., & Jönsson, F. U. (2015). Testing effects on subsequent restudy and forgetting of action phrases. *Scandinavian Journal of Psychology*, 56(5), 475–481. DOI: 10.1111/sjop.12238.
- 2014 **Kubik, V.**, Söderlund, H., Nilsson, L.-G., & Jönsson, F. U. (2014). Individual and combined effects of enactment and testing on memory for action phrases. *Experimental Psychology*, 61(5), 347–355. DOI: 10.1027/1618-3169/a000254.
- Kubik, V.**, Obermeyer, S., Meier, J., & Knopf, M. (2014). The enactment effect in a multi-trial free-recall paradigm. *Journal of Cognitive Psychology*, 26(7), 781–787. DOI: 10.1080/20445911.2014.959018.
- Jönsson, F. U., **Kubik, V.**, Sundqvist, M. L., Todorov, I., & Jonsson, B. (2014). How crucial is the response format for the testing effect? *Psychological Research*, 78(5), 623–633. DOI: 10.1007/s00426-013-0522-8.
- 2012 Larsson Sundqvist, M., Todorov, I., **Kubik, V.**, & Jönsson, F. U. (2012). Study for now, but judge for later: Delayed judgments of learning promote long-term retention. *Scandinavian Journal of Psychology*, 53(6), 450–454. DOI: 10.1111/j.1467-9450.2012.00968.x.
- 2011 Schatz, T. R., Spranger, T., **Kubik, V.**, & Knopf, M. (2011). Exploring the enactment effect from an information processing view: What can we learn from serial position analyses? *Scandinavian Journal of Psychology*, 52(6), 509–515. DOI: 10.1111/j.1467-9450.2011.00893.x.
- Books/Book chapters
- 2021 Gaschler R., Katsarava M., & **Kubik V.** (2021) Sensation and perception. In J. Zumbach, D. Bernstein, S. Narciss, & G. Marsico (Eds.), *International handbook of psychology learning and teaching*. Springer international

handbooks of education. Springer. https://doi.org/10.1007/978-3-030-26248-8_6-1

- Kubik, V.**, & Knopf, M. (2021). Plastizität. In J. Pantel, C. Bollheimer, C. Sieber, & A. Kruse (Eds.), *Praxishandbuch der Altersmedizin. Geriatrie Gerontopsychiatrie Gerontologie* (pp. 122–131). Stuttgart: Kohlhammer.
- 2014 **Kubik, V.**, & Knopf, M. (2014). Plastizität. In J. Pantel, C. Bollheimer, C. Sieber, & A. Kruse (Eds.), *Praxishandbuch der Altersmedizin. Geriatrie Gerontopsychiatrie Gerontologie* (pp. 111–120). Stuttgart: Kohlhammer.
- Kubik, V.** (2014). *Effects of testing and enactment on memory* (Doctoral dissertation). Stockholm University, Stockholm. ISBN 978-91-7447-993-5.

Special Issues, Symposia, Talks, and Posters

Special Issues

- 2021 **Kubik, V.**, Glogger-Frey, I. & Hausman, H. (2021). Supporting self-regulated learning: Learning strategies, feedback, and training. *Psychology Learning & Teaching*.
- Kubik, V.**, Gaschler, R., & Hausman, H. (2021). Enhancing student learning in research and educational practice: The power of retrieval practice and feedback. *Psychology Learning & Teaching*

Organized workshops

- 2021 6 preconference workshops on career development (e.g., scientific writing, grant application) for doctoral and postdoctoral scientists in Educational Psychology at the *Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy)*, Heidelberg (September).

Organized Symposia

- 2020 **Kubik, V.** (March). *Wünschenswerte Erschwernisse beim Lernen: Der Einfluss von Abrufübungen und Selbsterklärungen auf Lern- und Transferleistungen*. 8th GEBF-conference. Potsdam, Germany.
- 2019 **Kubik, V.** & Ebersbach, M. (September). *Pedagogical tools to enhance learning: Mnemonic effects of retrieval practice and generating questions*. Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEPsy). Leipzig, Germany.

Conference talks/Invited presentations/Demonstrations (* = presenting author)

- 2021 Enders, N., Gaschler, R., & **Kubik, V.** Promoting learning through elaborated feedback in online quizzes with closed questions. 19th Biennial European Association for Research on Learning and Instruction (EARLI). Gothenburg, Sweden.

Kubik, V., Hausman, H., Hahne, F., Teuteberg, N., Blech, C. & Gaschler, R. (September). *Test-based learning in tertiary education: The forward effect of testing in learning with texts*. Tagung der Fachgruppen Pädagogische Psychologie und Entwicklungspsychologie (paEpsy). Heidelberg, Germany.

Kubik, V., & Frick, A. (September). *The role of spatial abilities in multitasking: Testing the spatiotemporal hypothesis*. Tagung der Fachgruppen Pädagogische Psychologie und Entwicklungspsychologie (paEpsy). Heidelberg, Germany.

2019

Kubik, V. (October). *Durch Abrufübungen zukünftiges Lernen verbessern? Studien zum vorwärtsgerichteten Testeffekt über die Lebensspanne und in digitalen Studienkontexten*. Colloquium, Fernuniversität in Hagen, Germany.

Frick, A., & **Kubik, V.** (September). *Development of multitasking abilities between 7 and 10 years of age*, Swiss Psychological Society Conference, Bern, Switzerland. Development of multitasking abilities in middle childhood.

Kubik, V., & Frick, A. (September). *Development of multitasking abilities in middle childhood*. Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy). Leipzig, Germany.

Kubik, V., Schubert, T., & Aslan, A. (September). *Judgements of Learning as modifiers of future learning: The role of covert retrieval in word lists and key-term definitions*. Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy). Leipzig, Germany.

Aslan, A. & **Kubik, V.** (September). *Testing enhances subsequent learning of spatial information in younger and older elementary school children*. Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy). Leipzig, Germany.

Gaschler, R.,* Zhao, F., & **Kubik, V.** (August). *Teaching and testing with data graphs using R shiny*. 18th Biennial European Association for Research on Learning and Instruction (EARLI). Aachen, Germany.

Kubik, V. (July). Individual differences in multitasking strategies: On the interplay of dual-tasking efficiency, cognitive abilities, and personality traits. Colloquium, Technical University of Berlin.

Kubik, V. (May). *The effect of retrieval and enactment on memory*. Colloquium, University of Kassel, Germany.

Kubik, V.,* Schubert, T., & Aslan, A. (April). *Metacognitive judgements can modify future learning: The role of covert retrieval*. 61st Conference of Experimental Psychologists, London, England.

Aslan, A.,* & **Kubik, V.** (April). *Spatial learning in children: Testing enhances subsequent learning of spatial information in younger and older primary school children*. 61st Conference of Experimental Psychologists, London, England.

2018

Kubik, V.* (November). *Development of multitasking abilities in middle childhood*. Colloquium, Developmental Psychology, Goethe University, Frankfurt a. M., Germany.

- Kubik, V.*** (July). *Multitasking as a general ability: A latent-variable approach of individual differences in higher-order cognition*. Colloquium, General Psychology, Martin-Luther Universität Halle-Wittenberg, Halle, Germany.
- 2017 Mäntylä, T.,* **Kubik, V.**, & Del Missier, F. (September). *Memory for multiple intentions*. 20th Meeting of the European Society for Cognitive Psychology, Potsdam, Germany.
- Kubik, V.**,* Todorov, I., Del Missier, F., Schubert, T., & Mäntylä, T. (May). *Individual differences in multitasking: The role of spatial ability*. Colloquium, Applied and Developmental Psychology, University of Koblenz and Landau, Koblenz, Germany.
- Jemstedt, A.,* Jönsson, F. U., Schwartz, B. L., & **Kubik, V.** (March). *Metacognitive judgments and the predictive validity of available information*. 109th Meeting of the Southern Society of Philosophy and Psychology, Savannah, GA, USA.
- 2016 **Kubik, V.**,* Todorov, I., Del Missier, F., Schubert, T., & Mäntylä, T. (November). *Multiple deadlines in metric space: Multitasking reflects selectively coordinate, but not categorical, spatial processing*. Colloquium, Cognitive Psychology, Humboldt University zu Berlin, Berlin, Germany.
- 2014 **Kubik, V.**,* Nilsson, L.-G., & Jönsson, F. U. (February). *Retrieval and enactment*. Umeå Center for Functional Brain Imaging, Umeå, Sweden. Invited Presentation.
- 2013 **Kubik, V.**,* Knopf, M., Nilsson, L.-G., & Jönsson, F. U. (August). *The effects of testing and enactment on memory for action phrases*. Symposium on "Positive and negative consequences of retrieval." 18th Meeting of the European Society for Cognitive Psychology, Budapest, Hungary. Invited Presentation.
- Jönsson, F. U.,* **Kubik, V.**, & Sundqvist, M. (August). *Overt and covert retrieval practice—Are both learning strategies equally effective?* 18th Meeting of the European Society for Cognitive Psychology, Budapest, Hungary.
- Kubik, V.**,* Nilsson, L.G., & Jönsson, F. U. (August). *Effects of enactment and (pre-) testing: Design of an experimental study*. CogFog meeting, Bjork Learning & Forgetting Lab, UCLA, Los Angeles, USA.
- Kubik, V.**,* Nilsson, L.-G., & Jönsson, F. U. (July). *Comparing the relative and combined efficacy of enactment and testing on memory for action phrases*. CogFog meeting at the Bjork Learning & Forgetting Lab, UCLA, Los Angeles, USA.
- Kubik, V.*** (June). *The efficacy of retrieval in action memory*. Research Day, Department of Psychology, Stockholm University, Stockholm, Sweden.
- Kubik, V.**,* Nilsson, L.-G., & Jönsson, F. U. (May). *The effects of enactment and testing on action memory: The role of item-integration*. Washington University, St. Louis, USA. Colloquium at the research lab of Prof. Henry L. Roediger. Invited Presentation.

- 2012 **Kubik, V.,*** Knopf, M., & Nilsson, L.-G. (August). *Intention and enactment effect on episodic memory*. Friedrich-Schiller-University, Jena, Germany. Invited Presentation.
- Kubik, V.*** (June). Does enactment during learning enhance recall speed? [*Führt motorisches Ausführen beim Lernen von Handlungen zu einem schnelleren Abruf?*] Colloquium, Developmental Psychology, Goethe University, Frankfurt a. M., Germany.
- Kubik, V.,*** & Nilsson, L.-G. (April). *The effects of intended and actual enactment in cued recall and recognition*. Stockholm Brain Institute: Annual Junior Faculty Winter Conference, Funäsdalen, Sweden.
- 2011 **Kubik, V.,*** Knopf, M., & Nilsson, L.-G. (May). *Memory for intentions and actions*. Aging Research Center, Stockholm, Sweden.
- Kubik, V.,*** & Nilsson, L.-G. (March). *Is the intention superiority effect due to intended enactment?* Stockholm Brain Institute: Annual Junior Faculty Winter Conference, Funäsdalen, Sweden.
- 2010 **Kubik, V.,*** Sikström, S., Marklund, P., & Nilsson, L.-G. (September). *The role of enactment and age on the serial position curve*. Yearly Meeting of the Stockholm Brain Institute, Nynäshamn, Sweden.
- Kubik, V.,*** & Nilsson, L.-G. (March). *The effects of intended and actual enactment in cued recall and recognition*. Stockholm Brain Institute: Annual Junior Faculty winter conference, Funäsdalen, Sweden.
- 2009 **Kubik, V.,*** Sikström, S., & Nilsson, L.-G. (July). *The roles of enactment and age on different components of memory: Evidence from the Betula study*. Symposium "Memory for action events." 11th European Congress of Psychology, Oslo, Norway.

Poster presentations

- 2019 **Kubik, V.,** & Frick, A. (October). *Multitasking abilities in 7- to 10-year-old children*. Cognitive Development Society Meeting. Louisville, United States.
- Frick, A., & **Kubik, V.,** & (October). *Spatial abilities explain temporal monitoring of multiple tasks: Testing the spatio-temporal hypothesis in children*. Cognitive Development Society Meeting. Louisville, United States.
- Kubik, V.,** & Koslowski, K. (September). *Putting testing into action: Enacted retrieval benefits long-term retention more than covert retrieval*. Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy). Leipzig, Germany.
- Koslowski, K., Meyer, S. A., & **Kubik, V.** (September). *Metacognitive sensitivity to the effect of backward testing and response format: Enacted retrieval versus covert retrieval*. Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy). Leipzig, Germany.

Mailach, A., Hahne, F., Heinrich, N., & **Kubik, V.** (September). *Retrieval-based future learning of new information across the adulthood: The role of temporal context features.* Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy). Leipzig, Germany.

Hahne, F., Mailach, A., Heinrich, N., & **Kubik, V.** (September). *The forward effect of testing in middle and old age: Retrieval practice versus semantic elaboration.* Tagung der Fachgruppen Entwicklungspsychologie Pädagogische Psychologie (paEpsy). Leipzig, Germany. Awarded with the Best Poster Prize of Educational Psychology

2018

Borner, M.,* **Kubik, V.,*** Peters, O., Priller, J. (September). *Subjective and objective memory performance in a multitrial learning paradigm: On the role of test-potentiated learning and subjective cognitive decline in elderly people.* 51. DGPs-Kongress, Frankfurt a. M., Germany.

Heinrich, N.,* Hahne, F.,* & **Kubik, V.** (September). *The forward effect of testing on newly learned information – Testing the semantic elaboration hypothesis.* 51. DGPs-Kongress, Frankfurt a. M., Germany.

Schreiner, C.,* Theele, F.,* Arshamian, A., Jönsson, F. U., & **Kubik, V.** (September). *Motor retrieval benefits long-term retention more than covert retrieval.* 51. DGPs-Kongress, Frankfurt a. M., Germany.

Kubik, V.,* Zimmermann, M., Del Missier, F., Frick, A., & Mäntylä, T. (September). *Individual differences in dual- and multitasking: On the incremental role of spatial ability.* 51. DGPs-Kongress, Frankfurt a. M., Germany.

Kubik, V.,* Zimmermann, M., Del Missier, F., & Mäntylä, T. (May). *Multi beyond dual: Incremental effects of spatial ability in multi-tasking costs.* International Meeting of the Psychonomic Society, Amsterdam, Netherlands.

Zimmermann, M.,* **Kubik, V.,** Persson, J., & Mäntylä, T. (July). *Neural correlates underlying multitask coordination.* 11th FENS Forum of Neuroscience. Berlin, Germany.

2017

Kubik, V.,* Del Missier, F., & Mäntylä, T. (November). *Individual differences in multiple prospective memory: The role of spatial ability.* 58th Meeting of the Psychonomic Society, Vancouver, Canada.

Kubik, V.,* De Jonge, M., Arshamian, A., & Jönsson, F. U. (November). *Does motor retrieval trump covert retrieval in long-term retention.* 58th Meeting of the Psychonomic Society, Vancouver, Canada.

Kubik, V.,* Del Missier, F., Frick, A., Schubert, T., & Mäntylä, T. (September). *The role of spatial ability and working memory in multitasking.* 20th Conference of the European Society for Cognitive Psychology, Potsdam, Germany.

- 2016 **Kubik, V.,*** Todorov, I., & Mäntylä, T. (November). *Coordinating temporal deadlines takes “space”: On the selective effects of metric spatial processing on multitasking*. 57th Meeting of the Psychonomic Society, Boston, USA.
- Kubik, V.,*** Todorov, I., Del Missier, F., & Mäntylä, T. (July). *Multiple deadlines in metric space: Multitasking reflects selectively coordinate, but not categorical, spatial processing*. ICOM, Budapest, Hungary.
- Kubik, V.,*** Arshamian, A., & Jönsson, F. U. (July). *Motor retrieval benefits long-term retention and transfer more than covert retrieval*. ICOM, Budapest, Hungary.
- Todorov, I.,* Del Missier, F., **Kubik, V.,** & Mäntylä, T. (July). *Concurrent spatial load during a multitasking simulation: Further testing of the spatiotemporal hypothesis of multitasking*. ICOM, Budapest, Hungary.
- Jemstedt, A.,* **Kubik, V.,** & Jönsson, F. U. (July). *The effect of pre- and post-study choices on learning paired associates*. ICOM, Budapest, Hungary.
- Kubik, V.,*** Knopf, M., & Mack, W. (April). *Immediate and delayed testing effects in action memory*. 58th Conference of Experimental Psychologists, Heidelberg, Germany.
- 2014 **Kubik, V.,*** Knopf, M., & Mack, W. (April). *The direct effect of testing in action phrases*. 56th Conference of Experimental Psychologists, Gießen, Germany.
- Obermeyer, S.,* Schaich, A., **Kubik, V.,** Kolling, T., & Knopf, M. (April). *Unfamiliar face recognition in older adults*. 56th Conference of Experimental Psychologists, Gießen, Germany.
- 2013 **Kubik, V.,*** Nilsson, L.-G., Knopf, M., & Jönsson, F. U. (November). *Effects of testing and enactment on episodic memory: The role of cue type*. 54th Meeting of the Psychonomic Society, Toronto, Canada.
- Obermeyer, S.,* Schaich, A., **Kubik, V.,** Kolling, T., & Knopf, M. (November). *Differential adult development of familiarity in face memory*. 54th Meeting of the Psychonomic Society, Toronto, Canada.
- Kubik, V.,*** Nilsson, L.-G., & Jönsson, F. U. (July). *The effects of enactment and testing on episodic memory: The role of semantic item-integration*. 13th European Congress of Psychology, Stockholm, Sweden.
- Kubik, V.,*** Nilsson, L.-G., & Jönsson, F. U. (June). *The effects of testing and enactment on long-term retention: On the moderating role of cue type and item-integration*. Cognitive and Brain-imaging Studies of Test-enhanced Learning: An International Symposium on Educational Neuroscience, Umeå, Sweden.
- Kubik, V.,*** Nilsson, L.-G., & Jönsson, F. U. (May). *The role of semantic integration in the enactment and testing effects*. 25th Annual Convention of the American Psychological Society, Washington D. C., USA.
- Kubik, V.,*** Obermeyer, S., Meier, J., & Knopf, M. (March). *Does the enactment effect reflect accelerated retrieval speed?* 55th Conference of Experimental Psychologists, Vienna, Austria.

- 2012 **Kubik, V.,*** Söderlund, H., Nilsson, L.-G., & Jönsson, F. U. (November). *Effects of enactment and testing on predicted and actual memory performance*. 53rd Meeting of the Psychonomic Society, Minneapolis, USA.
- Kubik, V.,*** Jönsson, F. U., Knopf, M., & Nilsson, L.-G. (September). *Memory for performed and to-be-performed action phrases: Comparative analyses of memory accuracy and accessibility*. 17th Meeting of the European Society for Cognitive Psychology, San Sebastian, Spain.
- Jönsson, F. U.,* & **Kubik, V.** (July). *Is the testing effect dependent on an overt testing procedure?* 17th Conference of the European Society for Cognitive Psychology, San Sebastian, Spain.
- Kubik, V.,*** Knopf, M., & Jönsson, F. U., & Nilsson, L.-G. (July). *Two effects, one explanation? A study on the effects of intended and actual enactment*. 30th International Congress of Psychology, Cape Town, South Africa.
- Kubik, V.,*** Söderlund, H., Nilsson, L.-G., & Jönsson, F. U. (June). *The differential powers of enactment and testing on memory for action phrases*. 24th Annual Convention of the American Psychological Society, Chicago, USA.
- Kubik, V.,*** Obermeyer, S., & Knopf, M. (April). *Does enactment lead to an accelerated recall?* 54th Conference of Experimental Psychologists, Mannheim, Germany.
- 2010 **Kubik, V.,*** Sikström, S., & Nilsson, L.-G. (April). *The influence of age and enactment on the serial position curve of episodic memory tasks—Evidence from the Betula study*. Cognitive Aging Conference, Atlanta, USA.

Teaching (complete list, see attachment)

In the last 10 years, I taught and organized courses in English, German, and Swedish for Bachelor and Master students in psychology and teacher education. Average teaching evaluations are 1.2 (on a scale of 1–6).

Educational psychology

2020–present Lecture on “Psychologie für die Schule”, seminars
Topics: teaching and learning with digital media, multimedia learning, example-based learning, self-regulated learning and metacognition across the lifespan, training of learning strategies

Cognitive psychology

2009–2020 Course leader, (online) lectures, seminars, exercises, teaching assistant
Topics: attention, learning, memory, perception of space and time, multitasking, problem solving

Developmental psychology

2015–2017 Course leader, lectures
Topics: cognitive aging, neural development, cognitive development

Methods and statistics

2008–2012 Lectures, seminars, exercises, teaching assistant
Topics: methods and statistics I–III, advanced course on structural equation modelling, statistical methods of uni- and multivariate analysis

Supervisionship (complete list, see attachment)

Topics of supervised theses: example-based learning, multimedia learning, learning with open versus closed books, self-regulated learning with learning protocols, assessment and refutation of misconceptions about learning, memory effects (testing effect, production effect, enactment effect), metacognitive monitoring and control, multitasking across the lifespan, prospective memory

2010–2022 Student supervisionship
 – > 80 Bachelor theses
 – 24 Master theses
 – > 40 interns
 Doctoral supervisionship
 – 1 doctoral student (co-supervisionship)

Qualifications (complete list, see attachment)

Higher education didactics

2019 Introduction to Ilias, Seminar at the *Teaching and Learning Center*, Halle, Germany

Statistics

2009–2021 Summer schools and workshops on Linear Mixed Modelling, Bayesian Modeling, Cognitive Modeling, IRT Modelling, Longitudinal Analysis, Advanced Regression Analysis, Structural Equation Modelling, Data Analysis with R and Mplus

Open and reproducible science

2017–2018 Workshops and seminars on “Advanced Methods for Open Reproducible Science” and “Open Digital Science,” “Registered Reports”

Data management

2018 Workshops on “Research Data Management” and “Data Publishing”

Open Science Engagement

2021–present Initiator of the Bielefeld Journal Club “ReproducibiliTea”
<https://reproducibilitea.org>

2020 Coauthor of the statement to Open Science from the DGPs representative of Junior Scientists:
https://www.dgps.de/index.php?id=2000498&tx_ttnews%5Btt_news%5D=1977&cHash=d68eec06fbe22017bbd844ae40630de8

2020 Seminar Session taught at Freie Universität, Berlin, Germany
Topics: Open Science Framework, preregistered report, preregistration

Service to Profession

2021– Twitter-Team of the Special Group “Educational Psychology” (DGPs)

2019–2021 Deputy of Junior Scientists in the Special Group “Educational Psychology” (DGPs, “Stellvertretender Jungmitgliedervertreter”)

Ad hoc reviewing

Journal of Educational Psychology; Learning and Instruction; Educational Psychology; Metacognition & Learning; Cognitive Science; Cognition; Journal of Experimental Psychology; Learning, Memory, and Cognition; Memory; Memory & Cognition; Experimental Psychology; Journal of Cognitive Psychology; Acta Psychologica; Psychological Research; PLOS ONE; American Journal of Psychology; Unterrichtswissenschaft; Frontiers in Psychology

Reviewing applications

2016–present Berlin School of Mind and Brain Admission’s Committee for the doctoral program

Opponent in PhD defenses

2015 **Senior opponent**
 Doctoral half-time seminar, Stockholm University, Sweden (Ph.D. candidate Nichel Gonzalez; October)

Junior opponent
 Doctoral half-time seminar, Stockholm University, Sweden (Ph.D. candidate Stina Cornell-Kärnekull; February)

University Service

2021–present Speaker of the non-professorial academic staff at the Institute of Psychology (“stellvertretender Mittelbausprecher”), Bielefeld University, Germany

2020–present Member of the “Fakultätskonferenz” at the Faculty of Psychology and Sports Sciences, Bielefeld University, Germany

2010–2013 Member of the Ph.D. student council, Stockholm University, Sweden

Lab management

- 2012–2016 Coordinator of the Colloquia in Cognitive Psychology, Stockholm University, Sweden
- 2011–2015 Lab manager in the Memory & Metacognition Group of Prof. Fredrik U. Jönsson, Stockholm University, Sweden

Science Communication

- 2021 Recommendations for teachers from teaching and learning psychology: <https://psychologische-coronahilfe.de/beitrag/tipps-fuer-lehrerinnen-und-lehrer-aus-der-lehr-lern-psychologie/>

Night of science (“Lange Nacht der Wissenschaft“)

- 2018 **Kubik, V.** (July 2018). *Wie gut bin ich im Multitasking?* Presentation and lab demonstrations on multitasking, Humboldt-Universität zu Berlin
- 2017 **Kubik, V.** (July 2017). Presentation and lab demonstrations on multitasking, Humboldt-Universität zu Berlin

Psychology day

- 2016 **Kubik, V.**, Todorov, I., Del Missier, F., & Mäntylä, T. (March). *Time takes place: Selective effects of multitasking on spatial processing.* Psychology Day: Gender from brain to society. Stockholm, Sweden.

Research day

- 2013 **Kubik, V.** (June). *The efficacy of retrieval in action memory.* Research Day, Department of Psychology, Stockholm University, Sweden.

Media Coverage

- 2014 Brief news article of my doctoral thesis on effects of testing and enactment on memory (11/07/2014). Can be retrieved from: www.skolporten.se/forskning/avhandling/effects-testing-enactment-memory/

Memberships and Professional Bodies

- German Society for Junior Professorships (Deutsche Gesellschaft Juniorprofessur e.V.)
 German Society for Psychology (Deutsche Gesellschaft für Psychologie)
 Society for Empirical Educational Research (Gesellschaft für Empirische Bildungsforschung)
 American Educational Research Association
 European Society for Cognitive Psychology

Earli Special Interest Group 2 (*Comprehension of text and graphics*), Group 7
(*Technology-enhanced Learning and Instruction*), Group 12 (*Metacognition*)

Psychonomic Society

Society for the Improvement of Psychological Science (SIPS)

Cognitive Development Society

Languages

German (native), English (fluent), Swedish (fluent), French (basic), Latin