

Academic Curriculum Vitae



Lisa-Katharina Moehlen

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[researchgate](#)

Scientific Interests

Inclusive Education | School Administration | Qualitative Research | Participatory Research Methods | Digitalization

Academic Positions

12/2021 - aktuell

DOC-Fellowship (Austrian Academy of Sciences) with Cotutelle de Thèse

University of Vienna, Austria &
Technical University Braunschweig, Germany

02/2021 - 12/2021

Research Associate

Technical University Braunschweig, Germany
Department of Educational Sciences, School Education

09/2017 - 10/2022

Project Assistant (Erasmus+, Austrian Government)

University of Vienna, Austria
Center for Teacher Education, Inclusive Education

03/2017 - 02/2018

Study Assistant

University of Vienna, Austria
Department of Educational Sciences, Inclusive Education

Academic Training

04/2016 - 12/2019

Student of Educational Sciences (Master of Arts) at the University of Vienna, Austria

Title: [A Contribution to the Playful Promotion of Inclusion: How Inclusive Play with Digital and Analog Games Encounter with the Social Dimensions of Inequality Disability, Gender & Migration](#)

03/2012 - 04/2016

Student of Educational Sciences (Bachelor of Arts) at the University of Vienna, Austria

Title: The Role of Performance for People with Learning Disabilities Living in Total Institutions

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| 02/2014 - 06/2014 | Student of Educational Sciences and Psychology at the Middle East Technical University Ankara, Turkey (Erasmus+) |
| 08/2004 - 06/2011 | Allgemeine Hochschulreife am Lessinggymnasium Braunschweig, Germany [German Qualification for University Entrance] |

Co-Working in Funded Research Projects (Selection)

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| 2020 - 2023 | “Gelindi – Successful conditions for individual support with digital media at school“ funded by the German Ministry of Education and Sciences Operative Project Management |
| 2020 | Evaluation of Inclusion in Kindergarten funded by the Upper Austrian Government Research Assistance |
| 2019 - 2020 | Evaluation of the National Action Plan Disability 2012-2020 funded by the Austrian Government Research Assistance |
| 2019 - 2022 | Erasmus+ Project “ITIRE – Improving Teacher Education to Improve Refugee Education” National Operative Project Management |

Publications (Selection)

* **Moehlen, Lisa-Katharina** & Prummer, Susanne (2023). Vulnerable Students, Inclusion, and Digital Education in the Covid-19 Pandemic: A Qualitative Case Study From Austria. In *Social Inclusion* 11 (1), DOI: 10.17645/si.v11i1.5850.

Moehlen, L.-K., Seitinger, E. & Subasi Singh, S. (2023). International efforts to leave refugee education behind through transition to inclusive education. In S. Subasi Singh, O. Jovanovic & M. Proyer (Eds.). *Perspectives on Transitions in Refugee Education Ruptures, Passages, and Re-Orientations* (p. 145-160). Opladen/Berlin/Toronto: Barbara Budrich. DOI: 10.2307/j.ctv32bm1gz.13

Schmölz, A., **Möhlen, L.-K.**, Kayali, F., Guenther, E. A., Proyer, M. & Kremsner, G. (2023). Theoretische Zugänge zu Behinderung und Implikationen für die pädagogische Praxis mit digitalen Spielen [Theoretical Approaches of Disability and Pedagogical Implications for Game-based Learning]. In J. Betz & J. R. Schluchter (Eds.). *Schulische Medienbildung und Digitalisierung im Kontext von Behinderung und Benachteiligung*. [School-based Media Education and Digitalisation contextualised by disability and disadvantages] Weinheim: Beltz Verlag.

Moehlen, L.-K. & Subasi Singh, Seyda (2022). Digital Inclusion During the COVID-19 Pandemic: The Case of Austria. In L. Daniela (Ed.). *Inclusive Digital Education* (S. 149-158). Springer. DOI: 10.1007/978-3-031-14775-3_9

Kleinlein, E. V., **Möhlen, L.-K.** & Obermayr, T. (2021). Abgestempelt – und nun? Zum Zusammenhang von Heterogenität, Diagnostik und Inklusion in der Schule. [Labeled – what yet? The connection between heterogeneity, diagnostics and inclusion in school. In *Polis aktuell* 7. S. 7-8. URL: https://www.politik-lernen.at/dl/nrurJMJKomKkLJqx4kJK/pa_2021_7_inklusion_web_pdf

* **Moehlen, Lisa-Katharina** (2020). (Digital) Gameplay Knows no Bounds: Overcoming Social Inequalities and Enabling Inclusion. In *Digital Culture & Education* 13 (2), 54-72. URL: <https://www.digitalcultureandeducation.com/volume-13-2>