Curriculum Vitae (Updated 11 November 2026)

Prof. Mag. Dr. Ingrid Geier, MA

Professor of Educational Sciences - Innovative Teaching and Learning
Salzburg University of Education Stefan Zweig - Akademiestraße 23, 5020 Salzburg, Austria
E-Mail: ingrid.geier@phsalzburg.at
+43 660 1265627
Website: phsalzburg.at/person/ingrid-geier/
ORCID: https://orcid.org/0000-0003-1057-8482
LinkedIn

Research and teaching interests

Empirical classroom research; design and evaluation of effective teaching and learning settings; self-organized learning; individualization, autonomy and learner support; Active-Citizenship Learning and civic engagement; transformative learning and education for sustainable development; futures literacy and futures education; inclusive and participatory education; community-based digital storytelling.

Academic appointments and leadership

2015–present Professor of Educational Sciences, specializing in New Teaching and Learning Methods, Salzburg University of Education Stefan Zweig.
2015–2020 Head, Competence Centre for New Teaching and Learning Methods; leadership and institutional implementation of Active-Citizenship Learning (ACL).
2003–2015 Teacher and mentor/practice teacher, university-affiliated lower secondary school in Salzburg; English, physical education and information technology.
1995–2003 Lower secondary school teacher, Hauptschule Eugendorf; English, physical education and information technology.
1992–1995 Teacher, Salzburg teacher training college practice school; English, physical education and information technology.

Academic qualifications

2023 Master of Arts (with distinction), Global Citizenship Education, University of Klagenfurt; master's thesis: "Die Verantwortung für Gesellschaft und Umwelt in der Wahrnehmung von zukünftigen Lehrpersonen".
2014 Dr**.** phil. (with distinction), University of Salzburg; doctoral thesis: "Die Bedeutung Subjektiver Theorien von Praxislehrpersonen in der Unterrichtsbesprechung".
2014 Additional Bachelor of Education qualification and qualification as training/practice teacher.
2007 Mag. phil. in Pedagogy, University of Salzburg; thesis: "Wikis zur Förderung der Schreib- und Leselust in der Schule".
1992 Secondary teacher education, Pädagogische Akademie des Bundes in Salzburg; English, physical education and information technology.

International academic experience and Fulbright programmes

2027 (approved; upcoming) Fulbright Specialist Program: "Echoes of the Future: Learning, Imagining, Creating", Salzburg University of Education (host institution); collaboration with Dr. Danielle Herro, Clemson University; scheduled for 1 April–1 May 2027. Institutional project, not a completed visiting appointment.
2025 Fulbright Scholar, Kingsborough Community College, City University of New York (1 March–30 June); co-teaching, lectures, workshops, research collaboration and inclusion initiatives.
2025 Fulbright Outreach Lecturing Fund Award, University of Central Florida, Orlando (28–30 April); teaching and lectures hosted by Scott M. Waring.
2019/20 Fulbright Scholar, University of Hawai'i at Mānoa, College of Social Sciences, Honolulu; hosted by Ulla Hasager.

Research projects (selection)

2026–ongoing FutureStory
Development and research-oriented educational initiative connecting futures education and community-based digital storytelling with participation, reflection and social responsibility; national project context (BMB).
2026–ongoing FutureTools
Development of methods and pedagogical resources for futures literacy and futures skills, with support from the State of Salzburg.
2024–ongoing Advancing Transformative Education in Universities

Cross-national research collaboration with Susan Carpenter (Kingsborough Community College/CUNY), focusing on inclusive and transformative higher education and students' perspectives.

2021–2026 "Winds of Change": Transformative Learning in Higher Education

Research and dissemination on social and ecological responsibility and transformative learning; with Robert Hummer and Sandra Milz, including guest editing of ZFHE 21(1) in 2026.

2021–2024 Social Responsibility in the Perceptions of Student Teachers

Study of student teachers' conceptions of societal and environmental responsibility; qualitative group discussions and empirical analysis; collaboration with University of Hawai'i at Mānoa.

2019–2021 Service-Learning and Active-Citizenship Learning

Comparative research on civic-mindedness and democratic attitudes among students in Salzburg and Hawai'i, including mixed-methods data collection.

2015–2020 Active-Citizenship Learning (ACL)

Institutional development and implementation of ACL in teacher education; empirical work on civic engagement and participation, including over 200 student projects over the longer programme period.

2015–2020 Scientific support for self-organized learning at the practice middle school

Research-informed development and scientific monitoring of the SoL instructional concept and its implementation in the university's lower secondary practice school.

2019–2020 Using ePortfolios in Internships – taking part as practice teacher

Teaching, supervision and academic transfer

- Educational sciences in initial teacher education: "Lehren und Lernen 1" (Foundations), "Lehren und Lernen 2" (Advanced Studies), and courses on lesson planning, including cross-entry teacher education.
- Evidence-informed teaching formats including case analysis, simulations, role-play, Socratic discussion and reflective assessment; explicit links between theoretical models, instructional decisions and classroom practice.
- Seminar on community-based digital storytelling: "SalzburgStories for a common future".
- Scientific communication and campus transfer: co-organisation of the "Wissens*Jause*" lightning-talk format (since 2026); development of participatory futures-education events, including Future Talks (2026) and the planned Future(s) Festival (2027).
- Mentoring of student research, master's theses and school-based learning projects; long-standing expertise in practicum mentoring and lesson feedback.

Research methodology and professional qualifications

Qualitative methods: interviews, focus groups, structure-laying techniques for subjective theories, lesson videography, stimulated recall and retrospective think-aloud. Quantitative experience: questionnaire studies, exploratory factor analysis, reliability analyses and correlational analyses. Software: MAXQDA and SPSS.

Professional development (selection): Tallinn University Winter School, Academic Writing in English (2020); CITI certificates in human subjects research, information privacy, responsible conduct of research and conflicts of interest (2019); EPICT qualification and mentoring (2015); teacher education summer schools, Graz (2012–2018).

Assessment of educational standards (BIFIE E8 writing and speaking, 2009–2011); pedagogical diagnostics (2008–2011); systematic lesson development (2009); quality development (2004–2005); social learning (2003–2004); mentoring and practice teaching (2001–2004); ECDL assessor (2003); IT Masterteacher (2001).

Honours and grants

2025 Fulbright Scholar, Kingsborough Community College, City University of New York.

2025 Fulbright Outreach Lecturing Fund Award, University of Central Florida.

2020 Diversitas Award (institutional award to PH Salzburg; Active-Citizenship Learning was part of the recognised initiative).

2019/20 Fulbright Scholar, University of Hawai'i at Mānoa.

2014 Doctorate awarded with **distinction**.

2012–2014 Doctoral study scholarship from the Austrian Federal Ministry of Education, Science and Research.

Publications

Books and edited volume

Geier, I. (2026). *Die Verantwortung für Gesellschaft und Umwelt in der Wahrnehmung von zukünftigen Lehrpersonen*. Springer VS. https://doi.org/10.1007/978-3-658-51403-7

Geier, I., Hummer, R., Milz, S., & Barberi, A. (Eds.). (2026). Transformatives Lernen im Hochschulkontext [Special issue]. *Zeitschrift für Hochschulentwicklung*, *21*(1). https://doi.org/10.21240/zfhe/21-1

Geier, I. (2016). *Die Bedeutung Subjektiver Theorien von Praxislehrpersonen in der Unterrichtsbesprechung*. Waxmann.

Roither, I. (2009). Daumengeschichten und Internetkrimis: *Neue Medien zur Förderung der Schreib- und Leselust* (Reihe Lesekompetenz, Band 2). Pädagogische Hochschule Salzburg.

Peer-reviewed journal articles and editorial

Geier, I., Hummer, R., Milz, S., & Barberi, A. (2026). *Transformatives Lernen im Hochschulkontext [Editorial]. Zeitschrift für Hochschulentwicklung*, *21*(1), 11–18. https://doi.org/10.21240/zfhe/21-1/00

Carpenter, S., & Geier, I. (2025). "The heart in learning": Cross-national inclusive higher education perspectives from students with intellectual disabilities and student teachers. *British Journal of Learning Disabilities*, 53(3), 466–475. https://doi.org/10.1111/bld.12651

Hasager, U., & Geier, I. (2021). Strengthening civic-mindedness and democratic commitment through engaged pedagogies. *Journal of Information Technologies and Lifelong Learning*, *4*(1), 177–184. https://doi.org/10.20533/jitll.2633.7681.2021.0024

Geier, I. (2021). What kind of education does a civic mindset need? *Journal of Educational Research and Review*, *4*(1), 37–44.

Geier, I., & Hasager, U. (2020). Do service learning and active-citizenship learning support our students to live a culture of democracy? *Frontiers in Education*, *5*, Article 606326. https://doi.org/10.3389/feduc.2020.606326

Geier, I. (2018). Selbstorganisiertes Lernen in der schulischen Praxis. *Erziehung & Unterricht*, *9–10*, 776–784.

Geier, I. (2018). Active Citizenship Learning in higher education. *Zeitschrift für Hochschulentwicklung*, *13*(2), 155–168. https://www.zfhe.at/index.php/zfhe/article/view/1130

Geier, I. (2016). Subjektive Theorien von Praxislehrpersonen zur Lernwirksamkeit ihrer Unterrichtsbesprechungen. *Journal für LehrerInnenbildung*, 16(2), 49–54.

Book chapters and other publications

Geier, I., Kendlbacher, A., & Vilsecker, K. (2026). Selbstorganisiertes Lernen. In G. Quenzel, E. Lehnerer, K. Meusburger, J. Ha, & A. Hachfeld (Eds.), *Gemeinsam Demokratie erleben: Wie Schule aussieht, wenn Schüler:innen mehr mitbestimmen* (pp. 47–49). Beltz Juventa. https://doi.org/10.3262/978-3-7799-9405-3

Geier, I. (2025). Empower, Engage, Enact: Active-Citizenship Learning (ACL) als Motor für gesellschaftliches Lernen. In W. Buchberger & M. Oberlechner-Duval (Hrsg.), *Gesellschaftliches Lernen: Perspektiven – Erfahrungen – Entwicklungslinien* (S. 336–357). Wochenschau Verlag.

Geier, I., & Hasager, U. (2023). Service-learning and Active-Citizenship Learning to enhance environmental and societal sustainability? In C. Schank, J. Studer, F. Kastner, & I. Becker (Eds.), *Engaged campuses and society – Service-learning at German-speaking universities*. hep Verlag.

Geier, I. (2020). Active Citizenship Learning als innovatives Lehr- und Lernkonzept für eine diversitätssensible Lehrer_innenausbildung. In R. Schneider-Reisinger & M. Oberlechner (Hrsg.), *Diversitätssensible PädagogInnenbildung in Forschung und Praxis: Utopien, Ansprüche und Herausforderungen* (S. 77–84). Budrich.

Geier, I. (2020). Active-Citizenship Learning as a conceptual differentiation from familiar concepts of service-learning and civic engagement in higher education. In P. Aramburuzabala, C. Pallesteros, J. García-Gutiérrez, & P. Lázaro (Eds.), *The role of service-learning in the construction of global citizenship* (pp. 341–348). UNED.

Geier, I. (2020). Active-Citizenship Learning (ACL): Learning through societal responsibility (2017–2019 development project). *ph.research*, 30–33.

Geier, I. (2020). Implementation of "Active-Citizenship Learning" (ACL) in primary education at Salzburg University of Education (project report). *ph.research*, 65.

Geier, I. (2020). Self-organized learning in school practice. *Educational Research, Development, & Publishing* (ECE2020 conference paper).

Geier, I. (2020). Scientific support for PraxisNMS: Focus on concept development for SoL (project report). *ph.research*, 64.

Geier, I., & Schober, C. (2020). Active Citizenship Learning als Aspekt inklusiver Bildung (in der Primarstufe). In R. Schneider-Reisinger & M. Kreilinger (Hrsg.), *Theorie und Praxis einer Schule für alle und jede*n* (S. 123–130). Trauner.

Geier, I. (2019). Schul- und Lernkultur braucht eine Kultur der Demokratie: Lernen und wirksam werden durch gesellschaftliche Verantwortung. In E. Seethaler, S. Giger, U. Buchner, & W. Buchacher (Hrsg.), *Gesund und erfolgreich Schule leben* (S. 121–128). Julius Klinkhardt.

Geier, I., Schober, C., & Niederreiter, H. (2018). Partizipieren bedeutet miteinander und voneinander lernen. In S. Harter-Reiter, W. Plaute, & R. Schneider (Eds.), *Inklusive Hochschule: Diskursbausteine offener Hochschulbildung aus Theorie, Praxis und Forschung* (pp. 145–159). StudienVerlag.

Geier, I. (2015). Neue Lernformen – Neue Lehrkultur. *ph.script*: Beiträge aus Wissenschaft und Lehre der Pädagogischen Hochschule Salzburg, 9, 7–15.

Conference presentations, invited lectures, posters and workshops

2025

Geier, I. (2025, November 27). *Active-citizenship learning (ACL) – Learning through social responsibility* [Poster presentation]. TCA „Encouraging active citizenship and commitment through students' promotion of European values", Hamburg, Deutschland.

Geier, I. (2025, September 19). *Transformative Bildung vernetzt - Hochschulen und Community Partner bauen Brücken für soziale Gerechtigkeit* [Conference presentation]. Jahrestagung des Hochschulnetzwerkes Bildung durch Verantwortung, Universität Hamburg, Germany.

Carpenter, S., Geier, I., & Lettman, M. (2025, May 9). *Empowering Neurodiverse and Inclusive Communities Through the Arts and Transformative Learning: Both Local and International Perspectives* [Workshop]. CUNY Neurodiversity Conference 2025, City University of New York. Borough of Manhattan Community College, USA.

Geier, I. (2025, May 5). *Empowering All Learners: Transformative Learning and UDL with a Focus on Children* [Online presentation]. In S. Carpenter, PSYCH 2400, Kingsborough Community College, City University of New York.

Geier, I. (2025, April 30). *Snapshots of Civic Engagement in Higher Education* [Online Conference presentation]. Symposium Civic Learning & Democratic Education. City University of New York, USA.

Geier, I. (2025, April 29). *Empowering Learners: Self-Organized Learning and Social Responsibility* [Conference presentation]. Teaching Academy, University of Central Florida, Orlando, USA.

Geier, I. (2025, April 28). *Fostering Democratic Attitudes Through Engaged Pedagogies* [Presentation] Teaching Academy, University of Central Florida, Orlando, USA.

Geier, I., Hummer, R., & Milz, S. (2025, April 28). *Transformative Learning to Advance Change: Insights from an Ongoing Project in Higher Education* [Conference presentation] Teaching Academy, University of Central Florida, Orlando, USA.

Conte, E., & Geier, I. (2025, April 11*). Empowering All Minds. Transformative Learning & Inclusive Practices* [Conference presentation]. 4th Annual CUNY Education Conference. Minding Tensions in Education. Navigating Practices Within and Beyond the Policy Lines, City University of New York, USA.

Geier, I. (2025, April 9). *Professionalism and Career Development* [Presentation]. Honors Program. City University of New York, Kingsborough Community College, USA.

Geier, I., Milz, S. & Hummer, R. (2025, April 7). *Transformative Learning for a Better World. Educating for Social & Ecological Responsibility* [Conference presentation], Collaboration for a Better World Series. Worcester Polytechnic Institute, Massachusetts, USA.

Geier, I. (2025, March 23). *Bridging Reflection and Action: Transformative Learning for Social and Ecological Change* [Conference presentation], Programs in Urban Education and Psychology". City University of New York, Graduate Center, USA.

Geier, I. (2025, March 11). *Connecting Citizenship Studies with Transformative Learning and Inclusive Practices*. [Presentation] Faculty Engagement Group – CUNY Unlimited, City University of New York, Borough of Manhattan Community College, New York, USA.

2024

Cabrera, C., Carpenter, S., Geier, I., & Penn, C. (2024, November 15). *The heart in learning: Cross-national inclusive higher education perspectives from students with intellectual disabilities and student teachers* [Conference presentation]. Faculty Interest Group Meeting, City University of New York, Kingsborough Community College, USA.

Hummer, R., Milz, S., & Geier, I. (2024, October 25). *Winds of change? Einblicke in ein laufendes Projekt* [Conference presentation]. Symposium Transformative Bildung an Schulen und Hochschulen: Potenziale – Gelingensbedingungen – Handlungsstrategien, Pädagogische Hochschule Salzburg, Austria.

Geier, I., Kendlbacher, A., & Vilsecker, K. (2024, April 12). *Lernende als Mitgestaltende: Selbstorganisiertes Lernen als Schlüssel für Partizipation* [Workshop]. Tagung Die Kunst der Partizipation in der Schule, Pädagogische Hochschule Zürich, Switzerland.

2023

Geier, I., Hummer, R., & Milz, S. (2023, September 28). *Learning to change: Transformative learning to tackle social and environmental problems* [Conference presentation]. 6th European Conference on Service-Learning in Higher Education, University of LUMSA, Rome, Italy.

Geier, I., Milz, S., & Hummer, R. (2023, September 22). *Lernen, um zu verändern: Transformative Bildung zur Bewältigung sozialer und ökologischer Probleme* [Conference presentation]. Jahrestagung des Hochschulnetzwerkes Bildung durch Verantwortung, Hochschule für nachhaltige Entwicklung Eberswalde HNEE, Germany.

Hasager, U., & Geier, I. (2023, June 15). *Between global politics and local action: Let's listen to the students and do it right...* [Conference presentation]. Democratic Education in Transition, University of Helsinki, Finland.

Geier, I. (2023, May 10). *Empowering students through active-citizenship learning in higher education* [Online presentation]. University of the Algarve, Portugal.

Geier, I., & Hasager, U. (2023, February*). The impact of engaged pedagogies on a culture of democracy in students' attitudes* [Conference presentation]. College of Social Sciences, University of Hawai'i at Mānoa, Honolulu, USA.

Geier, I., Milz, S., & Hummer, R. (2023, February). *Transformative learning as a pedagogical approach to advance change towards sustainability in higher education* [Conference presentation]. College of Education, University of Hawai'i at Mānoa, Honolulu, USA.

Geier, F., & Geier, I. (2023, February). *Digital tools for class interactions* [Workshop]. Center for Teaching Excellence, University of Hawai'i at Mānoa, USA.

2022

Geier, I. (2022, November). *Active-citizenship learning als hochschuldidaktisches Konzept* [Conference presentation]. PLUS Hochschuldidaktik der Universität Salzburg, Salzburg, Austria.

Geier, I., Hummer, R., & Stieger, S. (2022, October*). Learning to change: Rethinking education* [Virtual workshop]. AAC&U Virtual Conference, Transforming Global Learning Practice: Time for Action, USA.

Geier, I., Milz, S., & Hummer, R. (2022, September 23). *Sozial-ökologische Transformationsprozesse in der Lehrerinnenbildung partizipativ gestalten* [Conference presentation]. Transformierende Lehre 2022, Weltethos-Institut Universität Tübingen, Germany.

Geier, I., Hummer, R., & Milz, S. (2022, September). *Sozial-ökologische Transformationsprozesse in Bildungskontexten partizipativ gestalten* [Conference presentation]. Annual Meeting Hochschulnetzwerk Bildung durch Verantwortung, Pädagogische Hochschule Oberösterreich, Linz, Austria.

Geier, I., Milz, S., & Hummer, R. (2022, September*). Transformatives Lernen und nachhaltige Veränderungsprozesse in Forschung und Lehre* [Conference presentation]. ÖFEB-Kongress Bildungsforschung in und für Zeiten der Veränderung, Graz, Austria.

Geier, I., Hummer, R., & Milz, S. (2022, September). *Learning to change: Transformative learning to tackle social and environmental problems* [Workshop]. UNITE Summer School, Cologne, Germany.

Geier, I., & Hasager, U. (2022, July). *The impact of engaged pedagogies on a culture of democracy in students' attitudes* [Conference presentation]. 8th International Symposium on Service-Learning (ISSL), Nicosia, Cyprus.

Hasager, U., & Geier, I. (2022, March*). Beyond the obvious: Researching the strength of engaged pedagogies in the service of equity* [Conference presentation]. Campus Compact 2022: A Better Way Forward—Innovation with Equity at the Center, USA.

Geier, I., & Hasager, U. (2022, January). *We need civic engagement more than ever! Between global politics and local action: Let's listen to the students and do it right...* [Conference presentation]. AAC&U Annual Meeting: Educating for Democracy, Washington, USA.

2021

Geier, I., & Hasager, U. (2021, September). *Enhancing diversity-sensitive attitudes through engaged pedagogies* [Conference presentation]. EASLHE/ECSLHE2021: 4th European Conference on Service-Learning in Higher Education, Bucharest, Romania.

Geier, I., & Hasager, U. (2021, July). *What does it mean to be an active citizen and what role does service-learning and active-citizenship learning play to support a culture of democracy?* [Conference presentation]. 10th National & 4th International Conference of University Service-Learning, Las Palmas, Gran Canaria.

Geier, I., & Hasager, U. (2021, June). *How do we know that service learning and active-citizenship learning can enhance social engagement?* [Conference video]. International Conference Engagierter Campus und Gesellschaft—Erste Konferenz zu Service Learning an Schweizer Hochschulen, Bern, Switzerland.

Geier, I., & Hasager, U. (2021, June). *The impact of engaged pedagogies on a culture of democracy in students' attitudes* [Conference presentation]. 8th International Symposium on Service-Learning (ISSL 2021–22), Nicosia, Cyprus.

Geier, I., & Hasager, U. (2021, May). *Engaged pedagogies and students' experiences in social participation* [Conference presentation]. SEACE2021 - The 2nd Southeast Asian Conference on Education, Singapore.

Geier, I., & Hasager, U. (2021, April). *Engaged pedagogies and students' democratic awareness in higher education* [Conference presentation]. IICE 2021 – 19th Ireland International Conference on Education, Dún Laoghaire, Ireland.

Geier, I. (2021, April). *Managing and organizing learning on your own: Self-organized learning in schools* [Conference presentation]. 19th Ireland International Conference on Education, Dún Laoghaire, Ireland.

Geier, I., & Hasager, U. (2021, March*). The impact of service learning and active-citizenship learning on democratic and civic values* [Conference presentation]. The Asian Conference on Education & International Development (ACEID 2021), Tokyo, Japan.

Geier, I., & Hasager, U. (2021, January). *Service learning and active-citizenship learning to enhance environmental and societal sustainability* [Conference presentation]. The 6th IAFOR International Conference on Education – Hawaii (IICE Hawaii), Honolulu, Hawai'i, USA.

2020

Geier, I. (2020, September). *Active-citizenship learning and its key factors to support a culture of democracy in higher education* [Conference presentation]. Online Symposium on Student Engagement in Higher Education Institutions, Vienna, Austria.

Geier, I., & Hasager, U. (2020, August). *Engaged pedagogies to care for the common good* [Conference poster]. SENCER Summer Institute Online: Climate Justice, USA.

Geier, I. (2020, July). *Self-organized learning in school practice* [Conference presentation]. IAFOR – The 8th European Conference on Education, London, United Kingdom.

Geier, I., & Hasager, U. (2020, July*). Active-citizenship learning and service-learning to support a culture of democracy and democratic values and attitudes* [Conference presentation]. Third European Conference on Service-Learning in Higher Education: What Does It Mean to Be(come) an Engaged University?, Bratislava, Slovakia.

Hasager, U., & Geier, I. (2020, July). *Pedagogies to support civic-mindedness in higher education* [Conference poster]. Third European Conference on Service-Learning in Higher Education: What Does It Mean to Be(come) an Engaged University?, Bratislava, Slovakia.

Geier, I. (2020, January). *Active participation and self-organized learning* [Conference presentation]. School of Educational Sciences, Tallinn University, Estonia.

2019

Geier, I. (2019, November). *Schlüsselfaktoren für eine demokratische Bildung in den Lehr- und Lernkonzepten Service-Learning und Active Citizenship Learning* [Conference presentation]. Hochschulen in der Gesellschaft, 14. Jahrestagung des Hochschulnetzwerks Bildung durch Verantwortung, Essen, Germany.

Geier, I. (2019, October). *Digital tools for class interactions* [Workshop]. Center for Teaching Excellence, University of Hawai'i at Mānoa, USA.

Geier, I. (2019, October). *Participation in school learning processes means handing over responsibility to learners* [Conference presentation]. College of Education, University of Hawai'i at Mānoa, USA.

Geier, I. (2019, October). *What kind of education does a civic mindset need? Exploring the intersections of service-learning and active citizenship learning* [Conference presentation]. Professional Development Workshops & Regional Meetings of SENCER Hawai'i and SENCER Center for Innovation West, University of Hawai'i at Mānoa, USA.

Geier, I. (2019, July). *Active citizenship learning – An innovative teaching and learning concept in higher education* [Conference presentation]. Second Service-Learning Conference in Central and Eastern Europe, Cluj- Napoca, Romania.

Geier, I. (2019, June). *Active citizenship learning goes on* [Presentation]. Forschungskolloquium an der Pädagogischen Hochschule Salzburg Stefan Zweig, Salzburg, Austria.

Geier, I. (2019, May 9). *Selbstorganisiertes Lernen als partizipative Lernform* [Conference poster]. Partizipation – Schule – Entwicklung, Zurich, Switzerland.

Geier, I., Vilsecker, K., & Wimmer, J. (2019, May 9). *Partizipation in schulischen Lernprozessen* [Conference workshop]. Partizipation – Schule – Entwicklung, Zurich, Switzerland.

Geier, I. (2019, February 8). *Wissen im Austausch – Wissenstransfer im Rahmen einer wissenschaftlichen Begleitung des Lehr- und Lernkonzeptes Selbstorganisiertes Lernen* [Poster presentation]. I ÖFEB Tagung Evidenzen nutzbar machen, Linz, Austria.

2018

Buttler, V., Geier, I., Magnus, A., & Niederreiter, H. (2018, October 18). *Über den Tellerrand Schule hinaus gesellschaftliche Verantwortung übernehmen* [Conference presentation]. Diversity-Sensitive Teacher Education, Salzburg, Austria.

Geier, I. (2018, September 22). *Active citizenship learning as a conceptual differentiation to familiar concepts of service learning and civic engagement in higher education* [Conference presentation]. 9th Spanish & 1st European Conference on Service-Learning in Higher Education, Madrid, Spain.

2017

Geier, I., & Magnus, A. (2017, May 9). *Active Citizenship – From Learning to Thinking*. International Week PH Salzburg: "Active Citizenship", Salzburg, Österreich.

Geier, I. (2017, March 6*). Lernchance Unterrichtsbesprechung: Qualitätsmerkmale gelungener Unterrichtsbesprechungen* [Conference presentation]. 2. Internationaler Kongress Lernen in der Praxis: Professionalisierungsprozesse im Kontext schulpraktischer Studien in der Lehrerbildung, Ruhr-Universität Bochum, Germany.

Geier, I. (2017, February 27). *Das Konzept Selbstorganisiertes Lernen* [Conference presentation]. Diskurs über Forschungsprojekte in den Arbeitseinheiten Schulpädagogik und allgemeine Didaktik & Bildungssoziologie und Professionsforschung, Pädagogische Hochschule Salzburg, Austria.

2016

Geier, I. (2016, October 13). *Was kann die Methode der Struktur-Lege-Technik leisten, um subjektive Theorien zu idealtypischen Beratungsgesprächen von Praxislehrpersonen zu erfassen und rekonstruierbar zu machen?* [Conference presentation]. ÖFEB-Sektionstagung der Sektion Empirische Pädagogische Forschung, Graz, Austria.

Geier, I. (2016, May 11). *Selbstorganisiertes Lernen bei Grundschülern und Sekundarstufenschülern mit praktischen Beispielen* [Conference presentation]. International Week, Lucian Blaga University, Sibiu, Romania

2014

Patry, J. L. & Roither, I. (2014, November). From theory to practice in mentoring for school internships in teacher education. In R. Lofthouse (Chair), *Practice and research dialogue. Session conducted at the European Association for Practitioner Research on Improving Learning 2014 Conference*, Nicosia, Cyprus.

Roither, I. (2014, June 13). *The importance of Subjective Theories of practice teachers in lesson feedback meetings*. [Poster presentation]. EERA/NTNU Summer School on Educational methodology: Educational Research as Craft: Data, Theory and Analyses, Trondheim, Norway.

Academic outreach and community engagement

2026 — Co-organisation of "Wissens*Jause*", a campus-based science communication format featuring short research talks and discussion.

2026 — Co-development of Future Day and participatory futures education formats; planning of Future(s) Festival 2027.

Since 2017 — Organisation and support of Active-Citizenship Learning student engagement projects and collaborations with community partners.

2021 — Student engagement in a one-week River Salzach clean-up initiative.

2020 — Participation in neighbourhood assistance activities during the COVID-19 lockdowns.

2019/20 — Participation in community-based engagement and service-learning initiatives at University of Hawai'i at Mānoa.

2018 — Film project "Learning through social responsibility" and community partner marketplace with the Salzburg Volunteer Center.

2015 — Community support activities with Caritas Salzburg.