

Offering Expertise to Join Existing Consortia for Proposals in 2026/27 (HE Cluster 2)

Topics of Interest

- 1) HORIZON-CL2-2026-01-TRANSFO-04: The impact of the use of digital tools outside school and for communication on educational outcomes and mental health
- 2) HORIZON-CL2-2027-01-DEMOCRACY-04: Addressing the impact of artificial intelligence, cyberviolence, and deepfakes on equality, democracy and inclusive societies
- 3) HORIZON-CL2-2027-01-TRANSFO-05: The effective use of artificial intelligence in learning environments in pre-primary and primary education

Research Interests

The Impact of Digital Technologies on the Well-being of Children and Adolescents

I investigate how digital devices, platforms, and especially AI-driven systems (including generative AI and adaptive learning tools) shape the cognitive, emotional, and social development of children and adolescents. My research explores both opportunities and risks: how AI can personalize learning, foster creativity, and support emotional well-being, but also how algorithmic bias, addictive design patterns, or unregulated exposure to generative content may affect mental health and social relationships. I aim to develop frameworks for responsible AI use in childhood and adolescence, ensuring that digital technologies contribute positively to resilience, empathy, and critical thinking.

The Role of Schools in Digital Education and Well-being

I analyze how school learning environments and teaching methods influence the use of digital technologies, and I develop strategies to support both teachers and learners in managing digital media effectively.

Potential Contributions to the Project

- Conducting interviews and surveys with students and teachers using participatory methods, including joint validation of results
- Analyzing existing data (secondary analysis)
- Developing concepts for improving digital learning in schools through a participatory approach involving learners and teachers, while incorporating the empirical results gained earlier
- Writing reports, scientific articles, and policy papers.
- Ensuring a child-friendly and comprehensible presentation of research results

Past Research Projects

- A project on transprofessional organizational development, supporting innovative collaboration among school providers to facilitate digital transformation and the implementation of Open Educational Resources (OER) and Open Educational Practices (OEP). Funded by the German Federal Ministry of Education and Research, 2024-2028.
- A project on developing an interprofessional, inclusive full-day primary school that brings together early childhood educators, childcare workers, social workers, general education teachers, special education teachers, and school health professionals in a multidisciplinary team to promote inclusive education and holistic child development. Funded by the Berlin Senate Department for Education, Youth and Family, 2024.
- A project on Pedagogical Relationships in Digital Learning Contexts. Funded by the German Federal Ministry of Education and Research, 2020-2024.
- A project on Social Educators in the extended day care program (eFöB) in the State of Berlin. Funded by "Technische Jugendfreizeit- und Bildungsgesellschaft gGmbH", 2019-2021.
- A project on inclusive diagnostics between schools and youth welfare services in full-day schools. Funded by the Max Traeger Foundation, 2021-2022.
- An expertise report on the role concepts, task profiles, and action requirements of social pedagogical professionals in the full-day primary school system. Funded by WIFF (Scientific Institutions for Extended School Day Research), 2021-2022.

Selected Publications

- Alleweldt, E., Tellisch, C. (2025): Inklusive Diagnostik in der Ganztagschule. Weinheim.
- Schlütz, D., Fecke, M., Fehr, A., Tellisch, C. (2023): Partizipative Mediendidaktik als Gateway für ziviles Engagement von Heranwachsenden und die Rolle persönlicher Lernumgebungen. In: MedienPädagogik: Zeitschrift für Theorie und Praxis der Medienbildung 19 (Jahrbuch Medienpädagogik), 229-255.
<http://dx.doi.org/10.21240/mpaed/jb19/2023.03.09.X>
- Tellisch, C., Lang, A. (2024): Pädagogische Beziehung und Digitalisierung: Zur Gestaltung von Lehrer-Schüler-Beziehungen in digital unterstützten Bildungsprozessen. Opladen.
- Tellisch, C., Schlütz, D., Lang, A., Stastkova, M. (2022): Bildung gestalten im Homeschooling. Münster.
- Tellisch, C., Prengel, A. (2022): Damit Kinder pädagogisch nicht mehr degradiert werden – Zahlen, Szenen und Schritte zu lebenswichtiger Anerkennung in Kitas und Schulen. In: Schule – Lernen – Bildung im 21. Jahrhundert.
<https://schule21.blog/2022/09/28/damit-kinder-paedagogisch-nicht-mehr-degradiert-werden-zahlen-szenen-und-schritte-zu-lebenswichtiger-erkennung-in-kitas-und-schulen/>