

JAHRESBERICHT 2019

Allgemeine Psychologie und Methodologie



**Fakultät für Psychologie
Universität Basel**

JAHRESBERICHT 2019

Allgemeine Psychologie und Methodologie

Mitarbeiterinnen und Mitarbeiter der Abteilung (per 31.12.2019)

<i>Abteilungsleitung</i>	Prof. Dr. Klaus Opwis
<i>Administration</i>	M.A. Stephan Zähringer
<i>Assistierende</i>	Dr. Florian Brühlmann M.Sc. Lena F. Aeschabch M.Sc. Julia A. Bopp
<i>Hilfsassistierende</i>	B.Sc. Philipp Baumgartner B.Sc. Dominik Kayser B.Sc. Sebastian Perrig M.A. Claire Reymond
<i>Lehrbeauftragte</i>	Dr. Javier Bargas-Avila (FS 2019, HS 2019) Prof. Dr. Andreas Gold (FS 2019, HS 2019) Dr. Chri Hübscher (FS 2019) Dr. Stefan Leuthold (HS 2019) Prof. Dr. Christian Rösler (FS 2019, HS 2019) Dr. Mirjam Seckler (FS 2019)

Kurze Chronologie des Jahres 2019

Kurzer chronologisch geordneter Gesamtüberblick über bemerkenswerte Vorkommnisse im Jahr 2019 Sicht der Abteilung für Allgemeine Psychologie und Methodologie

März 2019

Klaus Opwis wird als externer Experte und Gutachter für die Dissertation von Svetlana Ognjanovic zum Thema *The influence of display properties and expertise on visual attention and judgement performance: Application to financial user interface* an der ETH Zürich akkreditiert.

April 2019

Elisa D. Mekler erhält einen Ruf als Tenure-Track *Assistenzprofessorin für Computer Science mit Schwerpunkt Human Computer Interaction* an der Aalto University in Helsinki.

Juli 2019

Markus Stöcklin wird per Ende Monat pensioniert. Er war für mehr als zwanzig Jahre für die Statistikausbildung an der Fakultät für Psychologie der hauptverantwortliche Dozent und hat in dieser Zeit tausende Studierende in die Grundlagen der Statistik eingeführt.

Ehrungen/Auszeichnungen

Der bei der ACM Annual Conference on Human Factors in Computing Systems Computer-Human (CHI 2019) in Glasgow (Schottland) eingereichte Konferenzbeitrag *A Framework for the Experience of Meaning in Human-Computer Interaction* von Elisa D. Mekler und Kasper Hornbæk wurde mit dem *CHI 2019 Best Paper Award* ausgezeichnet. Der Award wird dem besten Prozent der eingereichten Beiträge („top 1% von 2960 Beiträgen“) zuerkannt.

Der bei der ACM Annual Conference on Human Factors in Computing Systems Computer-Human (CHI 2019) in Glasgow (Schottland) eingereichte Konferenzbeitrag *A Player-Centric Approach to Designing Spatial Skill Training Games* von Helen C. Wauck, Elisa D. Mekler und F. Wai-Tat wurde mit dem *CHI 2019 Honorable Mention Award* ausgezeichnet. Der Award wird den besten fünf Prozent der eingereichten Beiträge („top 5% von 2960 Beiträgen“) zuerkannt.

Der bei der ACM Annual Symposium on Computer-Human Interaction in Play (CHI PLAY 2019) in Barcelona (Spanien) eingereichte Konferenzbeitrag *Exploring emotional attachment to game characters* von Julia A. Bopp, Livia J. Müller, Lena F. Aeschbach, Klaus Opwis und Elisa D. Mekler wurde mit dem *CHI PLAY 2019 Honorable Mention Award* ausgezeichnet. Der Award wird den besten fünf Prozent der eingereichten Beiträge („top 5% von 181 Beiträgen“) zuerkannt.

Öffentlichkeitsarbeit

Klaus Opwis hält im März 2019 zwei sehr gut besuchte Vorträge im Rahmen der Seniorenuniversität Basel zum Thema *Das menschliche Arbeitsgedächtnis: Plastizität und Trainierbarkeit aus kognitionspsychologischer Sicht*.

Elisa D. Mekler hält im Mai/Juni 2019 im Rahmen der Kinder-Uni Basel drei sehr gut besuchte Vorlesungen zum Thema *Roboter: Wie ähnlich sind sie uns und was können sie?*

Personalia in 2019

August 2019

Elisa D. Mekler verlässt die Abteilung und die Universität Basel, um künftig als Tenure-Track Assistenzprofessorin für Computer Science mit Schwerpunkt Human Computer Interaction an der Aalto University in Helsinki zu forschen und zu lehren.

Markus Stöcklin verlässt die Abteilung und die Universität und wird pensioniert.

Lena F. Aeschbach beginnt nach dem erfolgreichen Abschluss ihres Studiums als neue universitäre Assistentin in der Abteilung.

September 2019

Sebastian Perrig beginnt seine Tätigkeit als neuer Hilfsassistent in der Abteilung.

Dezember 2019

Florian Brühlmann kehrt nach einem einjährigen Unterbruch in die Abteilung zurück und beginnt seine Tätigkeit als neuer Oberassistent.

Drittmittel in 2019

2019 konnten Drittmittel im Umfang von rund CHF 100'000 erfolgreich eingeworben werden, die insbesondere zur Finanzierung zusätzlicher Personalanstellungen (Lehrbeauftragte, Assistierende, Doktorierende, Hilfsassistierende) genutzt wurden.

Lehrveranstaltungen

Frühlingssemester 2019

Bachelorstudium

Forschungsmethoden und Statistik II (Propädeutische Vorlesung mit Übung; Stöcklin & Opwis)

Denken, Problemlösen, Expertise (Vorlesung; Opwis)

Lernschwierigkeiten: Ursachen, Diagnose, Prävention und Intervention (Gold, LA)

Empirisch-Experimentelles Projektseminar (Bopp)

Wie schreibe ich eine Bachelorarbeit in der Mensch Maschine Interaktion?

(Bopp, Mekler, Steinemann & Opwis)

Einführung in die Analytische Psychologie C.G. Jung (Roesler, LA)

Praxis der analytischen Psychotherapie C.G. Jungs: Anwendung und Vertiefungen (Roesler, LA)

Masterstudium

Game on! Psychologie der digitalen Spiele (Bopp & Mekler)

Quantitative und qualitative Methoden der Mensch-Maschine Interaktion

(Steinemann & Vollenwyder)

Auf Jobsuche – was nun? Wie bewirbt man sich im Bereich der Mensch-Maschine Interaktion?

(Bargas-Avila, LA, & Seckler, LA)

Usability-Testing: Evaluation der Mensch-Maschine Interaktion (Seckler & Steinemann)

Konzeption und Design von User Interfaces II (Hübscher, LA)

Praxis der empirischen Forschung: Komplexere varianzanalytische Verfahren (Stöcklin)

Einführung in erkenntnis- und wissenschaftstheoretische Fragen (Stöcklin)

Masterprojekte

Mensch Maschine Interaktion (Bopp, Mekler, Opwis & Steinemann)

Experimentelle Kognitionsforschung über die Lebensspanne (Opwis)

Doktoratskolloquium am 20. Februar 2019

Zucker-Labels: Studien zur Wirksamkeit (Sven Kühne)

Impact of interactive media on prosocial behavior (Sharon Steinemann)

Detektionsmasse und Time-On-Task in der Röntgenbildanalyse von Fluggepäck (Yanik Sterchi)

Herbstsemester 2019

Bachelorstudium

Kognitive Psychologie I: Wahrnehmung, Aufmerksamkeit, Gedächtnis

(Propädeutische Vorlesung; Opwis)

Einführung in die Mensch Maschine Interaktion (Bargas-Avila, LA)

Empirisch-Experimentelles Projektseminar (Aeschbach)

Wie schreibe ich eine Bachelorarbeit in der Mensch Maschine Interaktion?

(Aeschbach, Bopp, Opwis & Steinemann)

Einführung in die Analytische Psychologie C.G. Jung (Roesler, LA)

Praxis der analytischen Psychotherapie C.G. Jungs: Anwendung und Vertiefungen (Roesler, LA)

Masterstudium

Ästhetik: Wahrnehmungsforschung aus kognitionspsychologischer Sicht (Opwis)
Emotion in der Mensch Maschine Interaktion (Bopp)
Theoretische Grundlagen und Modelle der Mensch-Maschine Interaktion (Leuthold, LA)
Aktuelle Forschungsthemen der Mensch-Maschine Interaktion (Aeschbach & Steinemann)
Mit Arbeitsanalyse und Workshopmoderation zum Entwurf von Mensch-Maschine Interaktion
(Hauri, LA)

Masterprojekte

Mensch Maschine Interaktion (Aeschbach, Bopp, Opwis & Steinemann)
Experimentelle Kognitionsforschung über die Lebensspanne (Opwis)

Doktoratskolloquium am 26. September 2019

Bilaterale Arbeitstreffen zur Besprechung laufender Doktoratsvorhaben

Master of Advanced Studies in Human Computer Interaction Design (MAS-HCID)

Psychologie: Einführung in die Kognitive Psychologie (Opwis)

Publikationen in 2019

In der bibliometrischen Datenbank SCOPUS erfasste Artikel und Beiträge ¹

Bopp, J. A., Müller, L. J., Aeschbach, L. F., Opwis, K. & Mekler, E. D. (2019). Exploring emotional attachment to game characters. *CHI PLAY 2019: Proceedings of the 2019 ACM Annual Symposium on Computer-Human Interaction in Play* (pp. 313-324). Barcelona, 22.-25. October 2019. New York, NY: ACM. ²

Engaging game characters are often key to a positive and emotionally rich player experience. However, current research treats character attachment in a rather generic manner with little regard for the differing emotional qualities that may characterize this attachment. To address this gap we conducted a qualitative online survey with 213 players about the game characters they are particularly fond of. We identify seven distinct forms of emotional attachment, ranging from feeling excited about the characters' gameplay competency, admiring them as role models, to deep concern for characters' well-being. Our findings highlight the emotional range that players experience towards game characters, as well as provide implications for the research and design of emotional character experience in games.

Carpenter, V. J. & Mekler, E. D. (2019). Towards metrics of meaningfulness for tech practitioners. *Proceedings of the 37rd Annual ACM Conference on Human Factors in Computing Systems Extended Abstracts (CHI 2019 Extended Abstracts)*, Glasgow, Scotland UK, 4. – 9. Mai 2019, Paper CS03 (8 pages). ³

HCI and the tech industry are increasingly interested in designing products that afford meaningful user experiences. Yet while several metrics of meaningfulness have been suggested, their utility and relevance for industry is unclear. We conducted workshops with 9 welfare technology companies and presented them with different metrics from existing literature in HCI, psychology, and industry, to evaluate their product and consider how relevant designing for meaningfulness is for them in their practice. We point to four metrics which companies considered particularly relevant, and suggest that further defining metrics of meaningfulness in HCI would be beneficial to both academia and industry.

¹ Nachfolgende Angaben zu den einzelnen Zeitschriften sind entnommen einerseits dem *Journal Citation Reports* (JCR) *Science Edition* resp. *Social Science Edition* aus dem **ISI Web of Science** (*Impact Factor der Zeitschrift / durchschnittlicher Impact Factor der letzten 5 Jahre / Kategorie: Rangplatz - Anzahl Zeitschriften - Quartil*) respektive andererseits - nach dem doppelten Trennstrich (//) - dem *SCImago Journal & Country Rank Portal* auf der Grundlage von **SCOPUS** (*Bereich/Schwerpunkt: Rangplatz - Anzahl Zeitschriften - Quartil*).

Erläuterung: Beispielsweise hat die Zeitschrift *Computers in Human Behavior* laut JCR für das Jahr 2010 einen *Impact Factor* (IF) von 1.9. Der durchschnittliche IF der vorausgegangenen fünf Jahre (2006 bis 2010) beträgt 2.3. Die Zeitschrift ist im JCR in zwei verschiedenen Kategorien gelistet: In der Kategorie *Psychology, Experimental*, wo sie nach ihrem IF den Rangplatz 37 von den dort insgesamt 81 gelisteten Zeitschriften belegt und damit einen Rangplatz im 2. Quartil (Q2). Ebenfalls gelistet ist die Zeitschrift in der Kategorie *Psychology, Multidisciplinary*. Dort belegt sie mit ihrem Rangplatz 26 von insgesamt 120 Zeitschriften einen Platz im 1. Quartil (Q1). SCImago listet die Zeitschrift *Computers in Human Behavior* in drei verschiedenen Kategorien (Angaben für das Jahr 2010): Im Bereich (*subject area*) *Computer Science* und dort im Schwerpunkt (*subject category*) *Computer Science Applications* (Rangplatz 54 von 194 Zeitschriften, Q2); im Bereich *Psychology* und dort im Schwerpunkt *Developmental and Educational Psychology* (Rangplatz 29 von 91 Zeitschriften, Q2) sowie im Bereich *Psychology* und dort im Schwerpunkt *Experimental and Cognitive Psychology* (Rangplatz 36 von 53 Zeitschriften, Q3). Die Rankreihung erfolgt jeweils auf der Grundlage des *SCImago Journal Rank Indicator* (SJR), einem speziell normierten Mass für den Impact einer Zeitschrift auf Basis der Einträge in SCOPUS.

Durch Fettdruck im folgenden hervorgehoben sind **Rangplätze im 1. Quartil (Q1)**.

² Keine Angaben vorhanden // Keine Angaben vorhanden.

³ Keine Angaben vorhanden // **Computer Science: Human-Computer Interaction: 95 – 486 – Q1 / Computer Science: Software 314 – 1343 – Q1 / Computer Science: Computer Graphics and Computer-Aided Design: 65 – 334 – Q1.**

Iacovides, I. & Mekler, E.D. (2019). The Role of Gaming During Difficult Life Experiences. *Proceedings of the 37rd Annual ACM Conference on Human Factors in Computing Systems (CHI 2019), Glasgow, Scotland UK, 4. – 9. Mai 2019, Paper 223 (12 pages).*⁴

HCI has become increasingly interested in the use of technology during difficult life experiences. Yet despite considerable popularity, little is known about how and why people engage with games in times of personal difficulty. Based on a qualitative analysis of an online survey (N=95), our findings indicate that games offered players much needed respite from stress, supported them in dealing with their feelings, facilitated social connections, stimulated personal change and growth, and provided a lifeline in times of existential doubt. However, despite an emphasis on gaming as being able to support coping in ways other activities did not, participants also referred to games as unproductive and as an obstacle to living well. We discuss these findings in relation to both coping process and outcome, while considering tensions around the potential benefits and perceived value of gaming.

Martin-Niedecken, A. L., Rogers, K., Vidal, L. T., Mekler, E. D. & Márquez Segura, E. (2019). ExerCube vs. Personal Trainer: Evaluating a Holistic, Immersive, and Adaptive Fitness Game Setup. *Proceedings of the 37rd Annual ACM Conference on Human Factors in Computing Systems (CHI 2019), Glasgow, Scotland UK, 4. – 9. Mai 2019, Paper 88 (15 pages).*⁵

Today's spectrum of playful fitness solutions features systems that are clearly game-first or fitness-first in design; hardly any sufficiently incorporate both areas. Consequently, existing applications and evaluations often lack in focus on attractiveness and effectiveness, which should be addressed on the levels of body, controller, and game scenario following a holistic design approach. To contribute to this topic and as a proof-of-concept, we designed the ExerCube, an adaptive fitness game setup. We evaluated participants' multi-sensory and bodily experiences with a non-adaptive and an adaptive ExerCube version and compared them with personal training to reveal insights to inform the next iteration of the ExerCube. Regarding flow, enjoyment and motivation, the ExerCube is on par with personal training. Results further reveal differences in perception of exertion, types and quality of movement, social factors, feedback, and audio experiences. Finally, we derive considerations for future research and development directions in holistic fitness game setups.

Mekler, E. D. & Hornbæk, K. (2019). A Framework for the Experience of Meaning in Human-Computer Interaction. *Proceedings of the 37rd Annual ACM Conference on Human Factors in Computing Systems (CHI 2019), Glasgow, Scotland UK, 4.–9. Mai 2019, Paper 225 (15 pages).*⁶

The view of quality in human-computer interaction continuously develops, having in past decades included consistency, transparency, usability, and positive emotions. Recently, meaning is receiving increased interest in the user experience literature and in industry, referring to the end, purpose or significance of interaction with computers. However, the notion of meaning remains elusive and a bewildering number of senses are in use. We present a framework of meaning in interaction, based on a synthesis of psychological meaning research. The framework outlines five distinct senses of the experience of meaning: connectedness, purpose, coherence, resonance, and significance. We illustrate the usefulness of the framework by analyzing a selection of recent papers at the CHI conference and by raising a series of open research questions about the interplay of meaning, user experience, reflection, and well-being.

⁴ Keine Angaben vorhanden // **Computer Science: Human-Computer Interaction: 95 – 486 – Q1 / Computer Science: Software 314 – 1343 – Q1 / Computer Science: Computer Graphics and Computer-Aided Design: 65 – 334 – Q1.**

⁵ Keine Angaben vorhanden // **Computer Science: Human-Computer Interaction: 95 – 486 – Q1 / Computer Science: Software 314 – 1343 – Q1 / Computer Science: Computer Graphics and Computer-Aided Design: 65 – 334 – Q1.**

⁶ Keine Angaben vorhanden // **Computer Science: Human-Computer Interaction: 95 – 486 – Q1 / Computer Science: Software 314 – 1343 – Q1 / Computer Science: Computer Graphics and Computer-Aided Design: 65 – 334 – Q1.**

Pimmer, C., Brühlmann, F., Odetola, T.D., Oluwasola, D.O., Dipeolu, O. & Ajuwon, A.J. (2019). Facilitating professional mobile learning communities with instant messaging. *Computers & Education*, 128, 102-112.⁷

Although Mobile Instant Messaging (MIM) is a massive communication phenomenon and its educational use can be seen as a genuine form of mobile learning, it has been studied to a limited extent to date. The present study examined the use of MIM to engage young professionals in mobile learning communities during their school-to-work transition. This transition is one of the most central but also challenging developmental phases marked by the experience of knowledge gaps and a lack of belonging. To assess knowledge and socio-professional learning effects associated with the use of MIM, this study adopted a quasi-experimental, survey-based approach with an intervention and control condition (n = 114) in the setting of an international research project. In the intervention condition, newly graduated nurses from Nigeria participated in WhatsApp groups in which moderators shared knowledge and stimulated professional discussions over a period of 6 months. Data were collected via online surveys and knowledge tests. The findings show that participants in the moderated WhatsApp groups had significantly higher knowledge and exhibited fewer feelings of professional isolation compared with the control group, which was not subject of any treatment. The effects were even more pronounced when controlling for active contributions (writing vs reading messages), which also amounted to significantly higher levels of professional identification. In addition, across intervention and control groups, the self-reported general active use of WhatsApp (outside of the intervention) was positively associated with the measures of professional social capital maintained with school connections, professional identity, (lower) professional isolation, job satisfaction, and the perceived transfer of school knowledge to work practice. Whereas knowledge and socio-professional effects can be triggered through moderated WhatsApp interventions yet the general (and thus informal) use of WhatsApp is associated with socio-professional connectedness. The findings are of particular relevance in the developing context under investigation, which is marked by a lack of alternative support structures.

Vollenwyder, B., Iten, G. H., Brühlmann, F., Opwis, K. & Mekler, E. D. (2019). Salient beliefs influencing the intention to consider web accessibility. *Computers in Human Behavior*, 92, 352-360.⁸

Web Accessibility aims to provide usable web information and services to as many people as possible. Despite the availability of standards and the presence of legal obligations, Web Accessibility often remains unsatisfactory. Through a multi-step approach, the present study addresses the question of how web practitioners form their intention to consider Web Accessibility in the development process. Based on a systematic literature review, twelve main salient beliefs influencing the intention to consider Web Accessibility were identified. Applying the Theory of Planned Behavior, a theoretical model integrating these main salient beliefs was compiled and a questionnaire to test the model developed. A total of 342 web practitioners in various professional roles answered the questionnaire in an online study. Path analysis revealed that intention to consider Web Accessibility is stronger when users actively promote their needs, when web practitioners see Web Accessibility as part of their professional role, and when the consideration of Web Accessibility is perceived as beneficial for the quality of a product. Hence, it is recommended to involve users with a variety of abilities in the development process, to emphasize the responsibility and specialist role of web practitioners, and to actively promote Web Accessibility as a quality feature of a product.

Wauck, H. C., Mekler, E. D. & Wai-Tat, F. (2019). A Player-Centric Approach to Designing Spatial Skill Training Games. *Proceedings of the 37rd Annual ACM Conference on Human Factors in Computing Systems (CHI 2019), Glasgow, Scotland UK, 4. – 9. Mai 2019*, Paper 66 (13 pages).⁹

Certain video games show promise as tools for training spatial skills, one of the strongest predictors of future success in STEM. However, little is known about the gaming preferences of those who would benefit the most

⁷ IF(2018) = 5.6 / IF(5-Year) = 5.9 // *Computer Science: Computer Science (miscellaneous): 4 – 449 – Q1 / Social Sciences: Education: 24 – 1222 – Q1 / Social Sciences: E-learning: 2 – 83 – Q1.*

⁸ IF(2018) = 4.1 / IF(5-Year) = 5.0 // *Computer Science: Human-Computer Interaction: 6 – 486 – Q1 / Psychology: Psychology (miscellaneous): 25 – 245 – Q1 / Arts and Humanities: 23 – 415 – Q1.*

⁹ Keine Angaben vorhanden // *Computer Science: Human-Computer Interaction: 95 – 486 – Q1 / Computer Science: Software 314 – 1343 – Q1 / Computer Science: Computer Graphics and Computer-Aided Design: 65 – 334 – Q1.*

from such interventions: low spatial skill students. To provide guidance on how to design training games for this population, we conducted a survey of 350 participants from three populations: online college-age, students from a low SES high school, and students from a high SES high school. Participants took a timed test of spatial skills and then answered questions about their demographics, gameplay habits, preferences, and motivations. The only predictors of spatial skill were gender and population: female participants from online and low SES high school populations had the lowest spatial skill. In light of these findings, we provide design recommendations for game-based spatial skill interventions targeting low spatial skill students.

Monographien und Buchherausgaben

Kapitel in Sammel-, Hand- und Lehrbüchern, Beiträge in wissenschaftlichen Zeitschriften ohne Peer Review, Forschungsberichte

Kurzbeiträge / Vorträge / Poster/Publizierte (peer-reviewed) Abstracts

Opwis, Klaus (2019). *Das menschliche Arbeitsgedächtnis: Plastizität und Trainierbarkeit aus kognitionspsychologischer Sicht*. Vortrag an der Seniorenuniversität in Basel (27./28. März 2019).

Elisa D. Mekler (2019). *Roboter: Wie ähnlich sind sie uns und was können sie?* Vortrag im Rahmen der Kinder-Uni Basel (Mai und Juni 2019).

Qualifikationsarbeiten (Abschluss in 2019)

Dissertationen

- Brühlmann, Florian (2019). *Understanding and improving subjective measures in human-computer interaction*. (Datum der Disputation: 10. Januar 2019).
- Petralito, Serge (2019). *Current challenges in HCI-Research: Quantifying open experiences, warranting data quality, and developing standardized measures*. (Datum der Disputation: 18. Juni 2019).
- Sterchi, Yanik (2019). *Human factors in X-ray image inspection of passenger baggage: Basic and applied perspectives*. (Datum der Disputation: 18. Juni 2019).

Masterarbeiten

- Aeschbach, Lena (2019). *Dating start! Identification facilitates relatedness to non-player characters*.
- Wolkow, Ewgeni (2019). *“The graphic designer was a 5 year old drawing with their toes”:
Applying natural language processing to rate user comments of the easyJet travel app by
assessing the User Experience Questionnaire*.

Bachelorarbeiten

- Karrer, Jonas (2019). *Affective computing vs. affective interaction: Differences in design and evaluation of emotion tracking systems*.
- Jeitziner, Loris (2019). *What social interaction tells about experience: Exploring player experience in social gaming*.
- Paro, Damian (2019). *Improvement of robotic minimally invasive surgery with the addition of haptic feedback*.
- Saraceno, Sebastian (2019). *Meaningful gamification: A new way of improving intrinsic motivation*.
- Sautter, Lionel (2019). *Experiencing enjoyment and appreciation of video games: The roles of morality, meaningfulness and need satisfaction*.
- Schönenberger, Yannick (2019). *Enjoyment in single-player video games and the influence of challenge*.
- Svab, Melanie (2019). *Operationalization of eudaimonia for user experience on basis of the self-determination theory, the eudaimonic identity theory and the six-factor model of psychological well-being*.
- Thomaser, Marika (2019). *Forschung über Badges unter die Lupe genommen*.

Masterstudierende (per 31. Dezember 2019)

Bergamin, Céline
Baumgartner, Philipp
Caroni, Pietro
Fenn, Zöe
Graf, Simon Andreas
Heiz, Manuel
Lüthi, Camille
Margelli, Daphne Petala Naomi
Marty, Linus
Mutuura, Kamalatharsi
Perrig, Sebastian
Ruch, Alexander
Rutz, Katja
Saraceno, Sebastian
Scharowski, Nicolas
Siebenmann, Joel
Venzin, Claudio
Widmann, Denise
Weder, Lorena
Wehrli, Simon
Wolkow, Ewgeni

Doktorandinnen und Doktoranden (per 31. Dezember 2019)

Adamski, Natalia
Aeschbach, Lena F.
Bopp, Julia Ayumi
Cortesi, Sandra
Hug, Markus
Kühne, Swen
Linxen, Sebastian
Martinis, Fabian
Müller, Livia
Reymond, Claire
Ruf, Alessia
Schmid, Birgit
Steinemann, Sharon
Vollenwyder, Beat
Wyssenbach, Thomas