

CV

Nina Schnatz

Current position(s): Lecturer / Reader

Education

Degree	Organisation	Duration
Further Advanced Studies: MAS SHE	Pädagogische Hochschule Thurgau – PHTG, CH Sek II	09.2014 - 10.2018 4 year(s) 2 month(s)
State examination: Anglistik und Germanistik	University of Konstanz, DE Geisteswissenschaften	10.2003 - 10.2011 8 year(s) 1 month(s)

Employment

Role	Organisation	Duration
Lecturer / Reader	Zürcher Hochschule f. Angew. Wissenschaften - ZHAW, CH Departement of Applied Linguistics	08.2021 - Present 4 year(s) 8 month(s)
Lehrperson Deutsch/ Schulentwicklung	Obersee Bilingual School, CH Upper School	08.2018 - 07.2022 4 year(s)
Lecturer / Reader	Zürcher Hochschule f. Angew. Wissenschaften - ZHAW, CH School of Management and Law	02.2020 - 07.2020 6 month(s)
Lehrperson/Vikariat	Kantonsschule Trogen, CH Englisch	08.2019 - 01.2020 6 month(s)

Role	Organisation	Duration
Lehrperson/Schulentwicklung Konzept der Lengo Sek.	Lengo Schule, CH Sekundarschule	08.2016 - 05.2018 1 year(s) 10 month(s)
Lehrperson Deutsch und Englisch	Berufsschule Ortega, CH Berufsschule	08.2015 - 07.2016 1 year(s)
Lehrperson Deutsch und Englisch	Wilingua, CH Berufsschule	08.2014 - 01.2016 1 year(s) 6 month(s)
Lehrperson	Sekundarschule Flüelen, CH Sekundarschule	08.2013 - 07.2014 1 year(s)
Lehrperson Sekundarschule/ Schulentwicklung	Sekundarschule Bürglen, CH Sekundarschule	01.2013 - 07.2013 7 month(s)
Lehrperson und Schulentwicklung	Freie Waldorfschule am Bodensee, DE Oberstufe	06.2008 - 02.2012 3 year(s) 9 month(s)

Major achievements

Achievement 1

Academic Leadership in Scientific Writing Education at University Level

As module coordinator at Zurich University of Applied Sciences (ZHAW), I designed and implemented a large-scale instructional model for genAI-supported academic writing. Since its first implementation in Spring 2024 with over 600 students, the model has attracted international interest and initiated collaborations with institutions in Canada, Austria, and the United States, including invited lectures and academic exchange at the University of Manitoba. The course is currently in its third iteration and is continuously refined through research-informed design.

Achievement 2

Advancing Research on genAI in Writing Through Methodological Innovation

To evaluate and iteratively improve the course model, I co-developed a research design grounded in design based research and methodological triangulation. The approach integrates prompting journals, student texts, and recorded coaching sessions as well as pre-/post- surveys to analyze epistemic agency, epistemic engagement, and text quality in AI supported writing. By combining self documented tool use, textual outcomes, and interaction based process data, the design enables the triangulation of observable traits of epistemic agency in the writing process. This work has resulted in accepted and forthcoming peer reviewed publications, including a revised and resubmitted article in *MedienPädagogik*, and forms the basis of my cumulative dissertation. My contributions include instructional design, research coordination, and the development of a typology of prompting profiles to better understand and support students' epistemic agency in AI mediated learning, with the aim of enabling transfer to vocational and international contexts.

[1] journal-article. Schnatz, N. I., Bieri, A., & Mahlow, C. (in press). Methodological triangulation in AI-supported writing research: Potentials and perspectives. *Didaktik Deutsch. Halbjahresschrift für die Didaktik der deutschen Sprache und Literatur*, Special Issue: Writing with AI – Literacies – Practices – Pedagogies.

[2] conference-paper. N.I. Schnatz, A. Bieri (2024) ARTIFICIAL INTELLIGENCE IN SCIENTIFIC WRITING - A NEW COURSE DESIGN FOR UNDERGRADUATE STUDENTS, EDULEARN24 Proceedings, pp. 5502-5510. [DOI](#).

[3] conference-paper. Schnatz, N. I., & Bieri, A. (2025). Refining an AI-integrated scientific writing course for engineers: Insights from a design-based research approach [Preprint]. EDULEARN25 Proceedings.

[4] journal-article. Schnatz, N., & Bieri, A. (revise & resubmit; revised version submitted). From AI literacy to epistemic agency: How genAI reshapes writing pedagogy in engineering education. *MedienPädagogik*.

Achievement 3

Developing Scalable OER for AI Supported Academic Writing in Secondary Education

As part of a funded project, I developed a comprehensive open educational resource designed to support students in upper secondary education in writing with generative AI. The course translates research insights from higher education into a structured, self guided learning environment covering all phases of the writing process, including topic development, research, drafting, and revision. A central component is the integration of a prompting journal to foster reflective and responsible AI use, with a particular focus on supporting students' epistemic agency in AI mediated writing. The project enables scalable implementation across schools and bridges research, higher education teaching, and classroom practice.