

Katrin Heimann
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Born 27th of March 1981, Mannheim, Germany
Married to Rane Baadsgaard Lange with whom I have two children (born 2017 and 2019)

ACADEMIC CAREER AND EDUCATION

Apr 2024 – today	Assistant Professor at Center for Educational Development, Department for Teaching Development, Aarhus University
Mar 2015 – Mar 2024	Associate Professor/Assistant Professor/Postdoc at the Interacting Minds Center , Aarhus University (from January 2022 – September 2023 on 50% position)
Jan 2022 – Sep 2023	PostDoc at the Max Planck Institute for Empirical Aesthetics , Frankfurt, Germany (50% position, parallel to work as Assistant Professor at AU)
Jan 2012 – Dec 2014	Early Researcher Fellow and PhD Student of Neuroscience , University of Parma, Italy
WT 09/10 – ST 2012	M.Sc. Program Brain and Cognitive Sciences at the University of Amsterdam, The Netherlands
WT 07/08 – WT 09/10	M.A. Program Philosophy and Culture at the University Witten/Herdecke, Germany
WT 06/07- ST 2007	China-Scholarship-Program of the Alfried Krupp von Bohlen und Halbach-Stiftung and the German National Academic Foundation in Nanjing, China
WT 03/04 – ST 2006	B.A. Program Philosophy & Culture at the University of Witten/Herdecke

Relevant further training:

University Pedagogical Training programme of Aarhus University (<https://ced.au.dk/en/courses/university-pedagogical-programme/>, completed in 2021)

Micro-Phenomenological Interview and Analysis Training as well as Certification for Teaching. (<https://www.microphenomenology.com/home>), certified in 2022

Autobiographical Interview and Analysis Training, completed in 2023

Training in Embodied Critical Thinking, completed in 2021 (<https://www.trainingect.com/>)

Training in Focusing as Academic and Educational Practice led by Donata Schoeller (<https://www.donataschoeller.com>), completed in 2023

Education as Conflict Counselor, Danish Center for Conflict Resolution (certified in May 2025)

RESEARCH experience

Grants and funded research and training collaborations:

- 2025-2027 **PI and writer** of the research project “Investigating and enhancing the neuroinclusivity of micro-phenomenology” funded by the European Varela Award 2025.
- 2025-2026 **PI and writer** of the research project “Teaching for the neurodiverse classroom”, funded by the LB foundation, (<https://ced.au.dk/forskning/teaching-for-the-neurodiverse-classroom>)
- 2024-2028 **Collaborator and trainer** in the research project “Freedom to make sense” financed by the Icelandic Research Fund (<https://en.rannis.is/news/allocation-from-the-icelandic-research-fund-for-the-financial-year-2024>)
- 2022-2026 **Collaborator** in the art-science-collaboration “Experimenting, Experiencing, Reflecting” financed by the Carlsberg Foundation (<https://www.eer.info/>)
- 2024-2026 **Collaborator and trainer** within the training and research project “Teaching Embodied Critical Thinking and Understanding” financed by the European Union, Erasmus+ Education and Training project fund. (<https://www.trainingect.com/>)
- 2023-2027 **Collaborator in and Co-writer** of the SSHRC Insight Grant “Inhabiting Altered Worlds”, (<https://inhabiting-altered-worlds.org/>)
- 2020-2025 **PI and Co-Writer** of the research project “ARTIS – Art and Science upon Transformation of Individual and Society” funded by the Horizon 2020 initiative (<https://artis-h2020.eu>)
- 2016-2020 **Researcher and project manager** of the 5 years research project PLAYTrack funded by the LEGO foundation to investigate the conditions and effects of playful learning in kids and adults
- 2012-2015 **Early Researcher Fellow** in the 5 years Early Researcher Network “Towards an Embodied Science of Intersubjectivity”, funded by the European Union (<https://tesisnetwork.wordpress.com/>)

Awards:

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| March 2025 | CHI 2025 Best Paper Award for paper “Micro-Phenomenology as a Method for Studying User Experience in Human-Computer Interaction” |
| Jan 2017 – Jan 2020 | European Based Fellow of the Einstein Group
“Consciousness, Emotions and Values”, Humboldt University of Berlin |
| WT 06/06 – ST 2009 | Scholarship of the German National Academic Foundation |
| WT 06/07 – ST 2007 | China-Scholarship-Program of the Alfried Krupp von Bohlen und Halbach-Stiftung and the German National Academic Foundation |

RESEARCH PUBLICATIONS

Branlat, J., **Heimann, K.**, Saggurthi, S., & Øyselbo-Sørensen, S. (in review). What is it like to be affirmed? A micro-phenomenological investigation of micro-affirmations in academia. *Organization*.

Heimann, K., Nouwens, M., Saggurthi, S., & Dalsgaard, P. (2025). Micro-Phenomenology as a Method for Studying User Experience in Human-Computer Interaction. In CHI Conference on Human Factors in Computing Systems (CHI '25), April 26-May 1, 2025, Yokohama, Japan. ACM, New York, NY, USA, 17 pages. <https://doi.org/10.1145/3706598.3714422>

Heimann, K., Le Calwe, M., & Malevé N. (2024). “Dar espacio a la experiencia” Concreta, 23. [LINK](#)

Lübbert, A., Sengelmann, M., **Heimann, K.** et al. (2024). Predicting social experience from dyadic interaction dynamics: the BallGame, a novel paradigm to study social engagement. *Scientific Report*, 14, 19666. <https://doi.org/10.1038/s41598-024-69678-9>

Heimann, K., Bach, D. (2024). In search of relational imagination: An auto-ethnographic journey through training in Embodied Critical Thinking. In: Schoeller, D., Porgeisdottir, S., & Walkerden, G. (Eds.) *The Embodied Turn in Critical Thinking: Reenchanting Teaching, Learning and Research in Higher Education*. Routledge.

Høffding, S., **Heimann, K.**, & Martiny, K. (2022). Editorial: Working with others’ experience. *Phenomenology and the Cognitive Sciences*, 22(1), 1-24. <https://doi.org/10.1007/s11097-022-09873-z>

Heimann, K., Boelsbjerg, H. B., Allen, C., Beek, M. V., Suhr, C., Lübbert, A., & Petitmengin, C. (2022). The lived experience of remembering a ‘good’ interview: Micro-phenomenology applied to itself. *Phenomenology and the Cognitive Sciences*, 22(1), 217-245. <https://doi.org/10.1007/s11097-022-09844-4>

Frank, P., **Heimann, K.**, Kolbe, V., & Schuster, C. (2022). Can guided introspection help avoid rationalization of meat consumption? Mixed-methods’ results of a pilot experimental study. *Cleaner and Responsible Consumption*, 6, [100070]. <https://doi.org/10.1016/j.clrc.2022.100070>

Fingerhut, J., **Heimann, K.** (2022) Enacting Moving Images Film Theory and Experimental Science Within a New Cognitive Media Theory. *Projections: The Journal for Movies and Mind*, 16, 105-123.

Allen, C. P. G., Hodgetts, C. J., & **Heimann, K.** (2021, March 9). Micro-phenomenologically informed neuroimaging TMIT. <https://doi.org/10.17605/OSF.IO/H4NAM>

Lübbert, A., González-Fernández, P., & **Heimann, K.** (2021). From What Is to What If to Let’s Try: A Treasure-Box for the Playful Academic. *Journal of Play in Adulthood*, 3 (1), 52-70.

Suhr, C., Boelsbjerg, H. B. & **Heimann, K.** (2021). Hvordan oplever vi kærlighed? Mikrofænomenologi som metode til beskrivelse af subjektive oplevelser [How do we Experience Love? Micro-Phenomenology as a Method for Describing Subjective Experiences], *Jordens Folk - Etnografisk Tidsskrift*, 56(2), 59-69.

Heimann, K. (2020). About Process and Progress – Suggestions about how to Investigate Subjective Experience Most Ecologically. *Constructivist Foundations*, 15, 253-255.

Tylén, K., Fusaroli, R., Rojo, S., **Heimann, K.**, Fay, N., Johannsen, N., Riede, F., & Lombard, M. (2020). The evolution of early symbolic behavior in Homo sapiens. *Proceedings of the National Academy of Sciences of the United States of America*, 117(9), 4578-4584.

Heimann, K., Calbi, M., Uithol, S., Umiltà, M. A., Guerra, M., Fingerhut, J., & Gallese, V. (2019). Embodying the camera: An EEG study on the effect of camera movements on film spectators' sensorimotor cortex activation, *P L o S One*, 14(3). doi:10.1371/journal.pone.0211026

Cavaletti, F., & **Heimann, K.** (2019). Longing for tomorrow: phenomenology, cognitive psychology, and the methodological bases of exploring time experience in depression. *Phenomenology and the Cognitive Sciences*, 19 (2), 271-289. doi:10.1007/s11097-018-09609-y

Heimann, K., & Roepstorff, A. (2018). How playfulness motivates – putative looping effects of autonomy and surprise revealed by micro-phenomenological investigations. *Frontiers in Psychology*, 9, SEP, 15, 1704. doi:10.3389/fpsyg.2018.01704

Calbi, M., Siri, F., **Heimann, K.,** Barratt, D., Gallese, V., Kolesnikova, A., & Umiltà, A. (2018). The influence of the context on facial expressions perception: a source localization high-density EEG study on the “Kuleshov effect”. *Scientific report*, 9, 2107 -2019

Calbi, M., **Heimann, K.,** Barratt, D., Siri, F., Umiltà, M.A., Gallese, V. (2017). How context influences our perception of emotional faces: a behavioral study on the Kuleshov effect. *Frontiers in Psychology*, 8,1684. doi: 10.3389/fpsyg.2017.01684

Mitkidis, P., Ayal, S., Shalvi, S., **Heimann, K.,** Levy, G., Kyselo, M., Wallot, S., Ariely, D., Roepsdorff, A. (2017). The effects of extreme rituals on moral behavior: The performers-observers gap hypothesis. *Journal of Economic Psychology*, 59, 1-7.

Heimann, K. (2016). Körperfilme – Filmkörper: Ein neurowissenschaftlicher Beitrag zu Embodiment im Film. Bildkörper: Zum Verhältnis von Bildtechnologien und Embodiment. ed. / Lars C. Grabbe; Patrick Rupert-Kruse; Norbert M. Schmitz. Darmstadt: Böhner Verlag. 72-95.

Heimann, K., Uithol, S., Calbi, M., Umiltà, M.A., Guerra, M. & Gallese, V. (2016). “Cuts in Action”: A High-Density EEG Study Investigating the Neural Correlates of Different Editing Techniques in Film. *Cognitive Science*, 41(6):1555-1588. doi: 10.1111/cogs.12439

Fingerhut, J. & **Heimann, K.** (2016). Movies and the mind. On our filmic body in *Embodiment, Enaction, and Culture. Investigating the Constitution of the Shared World* (ed. Durt, C., Fuchs, T. & Tewes, C.), MIT Press, 353-377.

Heimann, K., & Uithol, S. (2015). Participation over Observation. The Roots of Action Understanding in Attunement. *Journal of Consciousness Studies*, 22, 45-48.

Heimann, K., Umiltà, A., Gallese, V., & Guerra, M. (2014). Moving Mirrors: a high-density EEG study investigating the effect of camera movements on motor cortex activation during action observation, *Journal of Cognitive Neuroscience*, 26, 2087-2101.

Heimann, K., Umiltà, M.A., & Gallese, V. (2013). How the motor-cortex distinguishes among letters, unknown symbols and scribbles. A high-density EEG study. *Neuropsychologia*, 51, 2833-2840. doi: 10.1016/j.neuropsychologia.2013.07.014.

TEACHING experience

a) Experience in classroom teaching

<i>Year</i>	<i>Title of course</i>	<i>Applicant's role</i>	<i>Type</i>	<i>Number of students</i>	<i>Levels taught</i>	<i>Exam</i>
2005-2009	The Structure of Culture (BA), Forms, Signs, Differences - Introduction to Semiotics (BA), Positions and Perspectives in Philosophy of Culture (MA), The Image as a Figure of Thought (MA)	Tutor	8 ECTS Seminar	10-25	BA and MA Philosophy and Culture	Final paper or oral exam
2015	Analysis and Consulting Profile	Co-Instructor	10 ECTS	30	MA across humanities	Written report
2016	Experimental methods 3	Co-Instructor	10 ECTS Lecture and Tutorial	40	BA 2 nd year Cognitive Sciences	Portfolio
2017	Ethnographic film in experiment	Co-Instructor	10 ECTS Workshop	13	MA 1 st year Visual Anthropology	Final paper
2017	Computational Modeling for Cognitive Science	Co-Instructor	10 ECTS Lecture and Tutorial	40	BA 3 rd year Cognitive Sciences	Portfolio
2018	Project Workshop	Main Instructor	10 ECTS Workshop	12	MA 1 st year Linguistics	Written report & presentation
2019	Project Workshop	Main Instructor	10 ECTS Workshop	25	MA 1 st year Linguistics	Written report & presentation
2019	Play, Learning and Creativity	Co-Instructor	10 ECTS Seminar	30	BA elective	Portfolio
2020	Summer school KU: Researching Social Change	Co-Instructor	7,5 ECTS Seminar	51	BA elective Organized by Sociology	Written exam
2022	Cognition, Creative Meaning making and Arts	Main Instructor	10 ECTS Seminar	25	BA elective Organized by CogSciences	Portfolio
2022	Training in Micro-Phenomenology	Main Instructor	2 ECTS Seminar	12	PhD course Across faculties	Final paper
2022	Gender-Bender, Introduction to Queer Theory	Main Instructor	Seminar	20	Højskole Ø fag (1 week, 6 hours/day)	-
2018-2022	Degree Cognition and Communication, University of Copenhagen	Thesis Co-Examiner	10 ECTS	ca. 3 per year	BA and MA	Thesis

<i>Year</i>	<i>Title of course</i>	<i>Applicant's role</i>	<i>Type</i>	<i>Number of students</i>	<i>Levels taught</i>	<i>Exam</i>
2023	Cognition, Creative Meaning making and Arts	Main Instructor	10 ECTS Seminar	25	BA elective Organized by CogSciences	Portfolio
2023	Gender-Bender, Introduction to Queer Theory	Main Instructor	Seminar	20	Højskole D fag (6 weeks, 5 hours /week)	-
2023	Training in Micro-Phenomenology	Main Instructor	2 ECTS Seminar	12	PhD course Anthropology	Final paper
2023	Cognitive Aesthetics	Co-Examiner	10 ECTS Seminar	8	MA Cognitive Semiotics	Oral exam
2023	Summer University AU: Methods for exploring the more than human	Main Instructor	10 ECTS Seminar	30	BA elective organized by Anthropology	Final paper
2023	Ecofeminism and the more than human	Main Instructor	Seminar	20	Højskole E fag (6 weeks, 3 hours/week)	-
2023	Training in Micro-Phenomenology	Main Instructor	2-ECTS Seminar	12	PhD course Anthropology	Final paper
2024	Cognition, Creative Meaning making and Arts	Main Instructor	10 ECTS Seminar	25	BA elective organized by CogSciences	Portfolio
2024	University Pedagogical Training	Co-Instructor	150 hours	10 in Focus Group	Postdoc/ Ajunkt	Home Assignment
2025 (upcoming)	Diversity Affirming Pedagogy	Main-Instructor	6 hours	12	Postdoc/ajunkt /associate	-
2025	Conflicts in the Classroom	Main-Instructor	6 hours	12	Postdoc/ajunkt /associate	-

b) Experience in Supervision

<i>Name of Supervisee</i>	<i>Field</i>
Bridgette Day Tuckfield 2017	MA Cognitive Semiotics
Loïc Monks 2018	MA Cognitive Semiotics
Aline Meret Mähr 2019	MA Cognitive Semiotics
Kate Saragaco Gomes & Calum Macbeath Morgan 2020	MA Cognitive Semiotics <i>product-based thesis</i>
Mikk Viesturs Grins 2020	MA Cognitive Semiotics
Isabelle Uren 2021	MA Cognitive Semiotics
Sophia Marthine Kleist Karlson 2024/25	MA Cognitive Semiotics
Laura Emilia Lundbye 2024/25	BA Cognitive Sciences
Ruta Slivkaite 2025	MA Cognitive Sciences

FURTHER ACADEMIC ACTIVITIES AND SKILLS

Experience with Journal Editing

2019 Co-Editor of the Special Issue *Learning, Breaking, Making – Analysing Processes of Play* (Frontiers in Psychology)

2023 Co-Editor of the Special Issue *Working with others' experiences* (Phenomenology and the Cognitive Sciences)

2024 Co-Editor of the Special Issue *Transformational Experiences – The Role of Immersive Art and Media in Individual and Societal Change* (AnIcon)

Experience with organization of events:

2014 3-day *Towards and Embodied Science of Intersubjectivity* Network Meeting, University of Parma (ca. 40 participants)

2017 3-day *International PLAYTrack Conference*, University of Aarhus (> 100 participants)

2019 1-day Workshop *Mixed Methods Approaches to Subjective Experience*, University of Aarhus (ca. 40 participants)

2025 *Constructing Critical and Intersectional ADHD Studies* (ed 4-6 March 2027, online conference).

Language-skills:

German (mother-tongue), English (fluent), Danish (fluent), Italian (advanced), French (intermediate)
Dutch (basic), Mandarin (basic)

ACADEMIC REFERENCES:

For references regarding my research, teaching and collaborative skills you are welcome to contact any of the following:

Andreas Roepstorff, Director of Aarhus Institute of Advanced Studies and Professor of Anthropology, Aarhus University, Denmark, andreas.roepstorff@aias.au.dk

Andreas knows me since my time as Early Research Fellow in TESIS in 2012. It was him who employed me in my first Postdoc positions at the Interacting Minds Center and our collaboration is still ongoing within the art-science-collaboration EER. Andreas has both facilitated and witnessed my becoming as a **qualitative researcher** and can testify my rich experience with different quantitative, qualitative and mixed-method approaches from the perspective of a superior.

Nicole Gombay, Professor of Human Geography, Université de Montréal, Canada, nicole.gombay@umontreal.ca

Nicole first reached out to me in 2022 to win me as a collaborator for her research project “Inhabiting Altered Worlds”. Within this project, that explores the lived experience of people with traumatic brain injuries, I have since been conducting and analyzing both semi-structured and micro-phenomenological interviews. Nicole can testify both my qualities as **research collaborator** as well as my **skills in working qualitatively with a particularly sensitive group of informants** in quasi field settings.

Joshua Skewes, Head of Department Linguistics and the Cognitive Sciences and Professor of Psychology, Aarhus University, filjcs@cc.au.dk

Joshua knows me since 2016, when we worked as colleagues at the Interacting Minds Center. From 2020-2024 he acted as my head of department. He can easily testify my skills in and passion for **teaching and supervision**, in particular with regard to classes and theses using qualitative and mixed-method approaches.

Dorothe Bach, Associate Director and Professor of Education at the Center for Teaching Excellence, University of Virginia, djb4d@virginia.edu

Dorothe and I got to know each other in the TECT education 2021. Since then, we collaborated on a presentation at ICED (International Conference for Educational Development) and wrote a book chapter on how Embodied Critical Thinking has influenced our academic practice and teaching. Dorothe is an expert in transformative pedagogy, particularly trained in issues of inclusion around race and class and we regularly meet for **collegial supervision**. I have also been acting as guest lecturer in her classes at UVA, which is why she can also testify my performance as a teacher.

Liza Strandgaard, Head of the Department for Teaching Development, Center for Educational Development (CED), Aarhus University, Denmark, lis@au.dk

Liza has been my direct leader since my start at CED and has closely followed both my teaching activities within **teacher training** as well as my research progress in the educational field, particularly when it comes to the topic of neurodiversity.