KEVIN WITZENBERGER, PhD

Email: kevin.witzenberger@posteo.de
LinkedIn: linkedin.com/in/kevin-witzenberger/
List of Publications: <Google Scholar profile> | ORCID ID <orcid.org/0000-0002-7643-701X>

PROFILE SUMMARY

Researcher with expertise in AI and its societal impacts, backed by eight years of dedicated research. Currently a Research Fellow at the GenAI Lab, a specialist initiative exploring the potential of GenAI at QUT, an affiliated investigator at the Centre of Excellence for Automated Decision Making, and co-founder of the Education Futures Studio at the University of Sydney. Current research focuses on AI capabilities, specifically the literacies needed by users to use AI, and the technical potential and limits of transformer architecture to interact with users in specific social and cultural settings.

Proven track record in leading interdisciplinary research projects, collaborating with cross-disciplinary teams, finding novel approaches for applying generative AI, and communicating complex findings to diverse stakeholders. Research impact includes citations in 18 policy documents from organisations such as UNESCO and the European Commission, 446 citations, an h-index of 6, and citations across 11 Scopus citing subject areas indicating a very broad reach.

EDUCATION

PhD in Science & Technology Studies | Media & Information Technology (2023)
- University of New South Wales, Australia
- Dissertation: Automated Education, investigating the emergence of Artificial Intelligence in education governance

M.Sc. in Media and Communication Studies (2017)
- Lund University, Sweden
- Dissertation: What Users Do to Algorithms, how everyday experiences shape algorithms

B.A. in Communication Science (2015)
- Otto-Friedrich-Universität Bamberg, Germany

PROFESSIONAL EXPERIENCE

Research Fellow – Generative AI Lab, Queensland University of Technology [*April 2024 – Present*]
- Leading research projects on literacies for navigating GenAI
- Leading research projects on emerging GenAI application across various societal domains
- Research program design as investigator for "Critical Capabilities for Inclusive AI" at ADM+S
- Supervising PhD researchers, public lectures, AI literacy workshops and grant writing.

Senior Research Officer, University of Sydney [*June 2020 – March 2024*]
- Led the project on Artificial Intelligence and Technical Democracy in Education.
- Designed AI impact assessment toolkits for education.
- Advised the NSW Department of Education & Green party in Berlin on AI governance.

Senior Research Officer, University of New South Wales [*April 2023 – March 2024*]
- Led publication efforts on right to repair and circular economy concerning digital technology.
- Published white papers and interdisciplinary research projects on digital health technology.

Lecturer, Convenor & Tutor, School of Arts and Media, UNSW [*May 2021 – March 2024*]
- Lectured, tutored & developed courses on Media, Culture & Technology, Working with Data and Media Futures.

KEY SKILLS

- **Project Management:** Managed international stakeholder communication for a $40M AUD Centre of Excellence grant application with the Australian Research Council.
- **Interdisciplinary Research:** Collaborated with engineering, humanities, and computer science disciplines for multiple projects on the impacts of AI across various societal domains.
- **Stakeholder Communication:** Presented research to policymakers, academics and industry.
- **Ethical Research Practices:** Contributed to the National Framework for GenAI in Schools in NSW.
- **Data Analysis & Methodology Innovation:** Designed, conducted, led, and published multiple research studies with novel methodologies, resulting in 446 citations and an h-index of 6.
- **Grant Writing & Fundraising**: Secured funding through successful grant applications, including a $512k AUD ARC Discovery Project.

OTHER ENGAGEMENTS

Journalist for Spiegel.de [*2014 – 2016*]
　Text samples (in German): Operation Shamrock, Ozon Hole Controversies & Tomas Reichental

AWARDS & GRANTS

- Scientia PhD Scholarship (2018) – $200k AUD stipend over 4Y + covered tuition fees
- ARC Discovery Project (Co-Chief Investigator): Generative AI and the future of academic writing and publishing (2025, DP250100074) – $512k AUD

PROFESSIONAL AFFILIATIONS

- Affiliated Investigator, ARC - Centre of Excellence in Automated Decision-Making & Society
- Co-founder, Education Futures Studio (University of Sydney
- Member, Association of Internet Researchers (AoIR)
- Member, Society for Social Studies of Science (4S)
- Member, Media Futures Hub (University of New South Wales)

SELECTED PUBLICATIONS

Full list of publications and author profile: <Google Scholar profile>

[1] Burgess, He, Snoswell, & Witzenberger, K. (2024). *Unboxing GenAI: Building capacities for public understanding of Generative AI*. Available at SSRN: https://ssrn.com/abstract=4920305

[2] Mitchell, Riedlinger, Burgess, Snoswell, Witzenberger & Goldenfein (2024). *Research GenAI: Situating generative AI in the scholarly economy*. Selected Papers in Internet Research 2024.

[3] Witzenberger, Swist & Gulson (2024). *Prototyping an EdTech Assessment Toolkit*: Towards technical democracy. Selected Papers in Internet Research 2024.

[4] Williamson, Gulson, Perrotta, & Witzenberger (2022). *Amazon and the new global connective architectures of education governance*. Harvard Educational Review, 92(2), 231-256.

[5] Perrotta, Gulson, Williamson, & Witzenberger (2021). *Automation, APIs and the distributed labour of platform pedagogies in Google Classroom*. Critical Studies in Education, 62(1), 97-113.

[6] Thompson, Gulson & Witzenberger (2023). *Responding to sociotechnical controversies in education*: A modest proposal toward technical democracy. Learning, Media and Technology, 48(2), 240-252.

[7] Witzenberger & Gulson (2021). *Why EdTech is always right: students, data and machines in pre-emptive configurations*. Learning, Media and Technology, 46(4), 420-434.

[8] Gulson & Witzenberger (2022). Repackaging authority: Artificial intelligence, automated governance and education trade shows. Journal of Education Policy, 37(1), 145-160.