Lisa Zimmermann holds a PhD-degree in Educational Science and an MA-equivalent in translation science from the Karl-Franzens-University Graz, Austria. She has worked at the University of Applied Sciences FH JOANNEUM degree programme Information Management since 1998 teaching various English as well as communication, presentation, and general study skills courses at that programme. In 2007 she spent one semester as a visiting professor at the New York City College School of Education teaching in the area of "Special Education and Leadership". Her current research interests include blended learning, ESP, gender in IT, and inclusive education.

Recent conference presentations include a poster presentation on "How an Electronic Assessment System Can Motivate Students and Instructors" at the UAS Instructor's Conference *Teaching ESP in Higher Education: Examples from Evidence-Based Practice,* and a poster presentation on "From the Communicative Approach to Learner Centred Teaching", at the *SSU-Conference - Situating Strategy Use: The Interplay of Language Learning Strategies and Individual Learner Characteristics*. Further presentations include "Chancen und Grenzen von Blended Learning im Fremdsprachenunterricht" at the FH JOANNEUM e-Learning Day or "How Do Students Learn in 2016" at the *GIKA (Global Innovation and Knowledge Academy) 2017* in Lisboa. She also held a one-hour workshop on "How to Use e-Learning Activities to Connect with the Introvert Corporate Language Learner" at the I*CEWL - The International Conference on e-Learning in the Workplace* at the Columbia University in New York in 2014. Furthermore she has contributed to publications in the fields of Constructionism/Action Learning and gender mainstreaming in IT, and has published a book on Online Counselling (Jugendberatung im Internet – Was geht und was geht nicht im Net?).

In 2016 she was nominated for the "Ars Docendi Staatspreis für exzellente Lehre" and in 2015 she was awarded the Teaching Award+ for innovative and competence-oriented student assessment.