

SHORT CURRICULUM VITAE

Tobias Richter

(December 2022)

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Research Interests

Language and text comprehension, psychological effects of narratives, cognitive foundations of learning, reading skills, cognitive development, learning disorders, giftedness, psychological assessment and intervention in education

Academic Education and Degrees

- 2006 Habilitation in Psychology (post-doctoral lecture qualification), University of Cologne, Germany
- 2003 Doctoral degree in Psychology (Dr. phil.) (summa cum laude), University of Cologne, Germany
- 1992-1998 Studies in Psychology (major), Johann Wolfgang Goethe University, Frankfurt, Germany
Degrees/exams: 1994 Vordiplom in Psychology, 1998 Diplom-Psychologe (Diploma in Psychology, comparable to M.Sc.), highest possible grade
- 1991-1998 Studies in Philosophy (major) and Modern German Literature (minor), Johann Wolfgang Goethe University, Frankfurt, Germany

Academic Positions

- 2019– Director, Psychological Counseling Center for Giftedness, University of Würzburg (Germany)
- 2016– Full Professor of Educational Psychology, Holder of the Chair of Psychology IV, University of Würzburg (Germany)
- 2010–2016 Full Professor of Cognitive Psychology, Department of Psychology, University of Kassel (Germany)
- 2007–2010 Acting Professor of Cognitive Psychology, Department of Psychology, University of Cologne (Germany)
- 08/2008– Visiting Researcher, Department of Psychology (Cognitive Psychology Lab, Prof. Jukka Hyönä, PhD), University of Turku (Finland)
- 09/2008
- 2005–2007 Postdoctoral Fellow at the Language and Cognition Laboratory (Prof. R. A. Zwaan, PhD), Department of Psychology, Florida State University, Tallahassee (USA)
- 2003–2010 Postdoctoral Researcher, Department of Psychology, University of Cologne, Germany (on leave from 2005-2010)
- 1998–2003 Research Associate, Cognitive Psychology, University of Cologne, Germany
- 1995–1997 Student Research Assistant, Social Psychology, Goethe-University Frankfurt, Germany

Teaching Experience

Numerous lectures, seminars, and lab courses in Cognitive Psychology, Educational Psychology, Psychology of Motivation and Emotion, Biological Psychology, Media Psychology, and Psychological Research Methods (continuously since 1999)

Scholarships and Awards

- 2013 Tom Trabasso Young Investigator Award of the Society for Text and Discourse
- 2009 Heisenberg Fellowship of the German Research Foundation (Deutsche Forschungsgemeinschaft, DFG, RI 1100/6-1), € 169,000
- 2005–2007 Post-doctoral research grants of the German Research Foundation (DFG), *Compositionality and schematicity in experiential theories of language comprehension* (RI 1100/3-1 and RI 1100/3-2), € 50,000
- 2002 Young Scientist Award 2002 of the Educational Psychology Division of the German Psychological Association (Deutsche Gesellschaft für Psychologie, DGPs)
- 2001 Outstanding Student Paper Award of the Society for Text and Discourse
- 1995–1998 Scholarship of the German National Academic Foundation

Research Grants (for collaboration projects, the own share of the grant is indicated)

- 2023-2026 German Research Foundation (DFG), *Stories and social understanding: The roles of narrativity, fictionality, and literariness*, € 200,000 (PI, with Prof. Markus Appel; collaboration with Prof. Raymond Mar, York University, and Prof. David Hanauer, Indiana University of Pennsylvania, to be involved as Mercator Fellows in the project)
- 2022-2026 German Research Foundation (DFG), Research Unit 5254: *Lasting learning: Cognitive mechanisms and effective instructional implementation*, € 4,200,000 (total funding for 9 subprojects).
Spokesperson/coordinator of the Research Unit, PI of the coordination project (652.000 €) and the subproject *Interleaved learning with verbal materials* (382.000 €)
- 2022-2025 German Research Foundation (DFG), *Comprehension of socio-scientific controversies through multiple documents: Language as credibility cue*, € 200,000 (PI; collaboration with Prof. Mohammad N. Karimi, Kharazmi University Tehran, Iran, involved as Mercator Fellow in the project)
- 2022-2025 Karg Foundation, *Development and evaluation of a standardized training program for promoting metacognitive competences in gifted students in secondary school*, € 186,000 (PI, with Dr. Catharina Tibken)
- 2020-2023 German Federal Ministry of Education and Research (BMBF), *Mobile reading training (MobiLe)*, € 400,000 (PI, with Prof. Birgit Lugin & Dr. Bettina Müller)
- 2020-2023 German Federal Ministry of Education and Research (BMBF), *Effects of adaptive learning environments on learning processes and learning outcomes*, € 100,000 (PI, with Prof. Roland Stein & Dr. Klaus Lingel)
- 2020-2022 German Federal Ministry of Education and Research (BMBF), *Assessment and training of scientific literacy (transfer project)*, € 173,000 (PI, with Dr. Hannes Münchow)
- 2018-2023 Swiss National Science Foundation (SNF), *Metacognition and dual-language learning in social context*, € 480,000 (PI, with Prof. Wolfgang Lenhard, part of a larger project headed by Prof. Alexander Grob, University of Basel, Switzerland)
- 2018-2021 Karg Foundation, *Development of metacognition and personality in gifted underachievers and achievers*, € 150,000 (PI, with Prof. Wolfgang Schneider, Dr. Sandra Schmiedeler and Dr. Nicole von der Linden)
- 2018-2021 German Federal Ministry of Education and Research (BMBF), *Development of an online screening for learning disorders*, € 470,000 (PI, subproject in the research initiative LONDI)
- 2018-2021 German Research Foundation (DFG), *The role of emotional shifts and event-congruent emotions in narrative persuasion*, € 200,000 (PI, collaboration with Prof. Markus Appel, University of Würzburg)
- 2016-2018 German Federal Ministry of Education and Research (BMBF), *Assessment and training of scientific literacy*, € 210,000 (PI, collaboration with Prof. Klaus Wild & Dr. Sebastian Schmid, University of Regensburg, Germany)
- 2015-2018 Hessian State Initiative for the Promotion of Economic and Scientific Excellence (LOEWE), Priority Program *Desirable difficulties in learning: Cognitive mechanisms*,

- developmental conditions, and effective implementation in the classroom*, total funding € 3,200,000 (total funding for 8 subprojects)
- Spokesperson/coordinator of the Priority Program (2015-2016), PI of the subprojects *Distributed learning with coherent learning materials* and *Effectiveness of desirable difficulties in learning: Meta-analytical investigations* (€ 500,000)
- 2013-2017 German Research Foundation (DFG)/Austrian Science Fund (FWF), *Cognitive and emotional processes in narrative persuasion*, € 168,000 (PI, collaboration with Prof. Markus Appel, University of Linz, Austria)
- 2012-2015 German Ministry of Education and Research, *Abilities and skills of university students for dealing with science texts*, € 200,000 (PI, collaboration with Dr. Sebastian Schmid & Prof. Kirsten Berthold, Bielefeld University)
- 2010-2013 German Ministry of Education and Research, *Evidence-based training of reading skills in elementary school*, € 179,000 (PI of a collaboration with Prof. Dr. Marco Ennemoser, University of Gießen, Germany)
- 2009-2016 German Research Foundation (DFG), *Epistemic processing of multiple science texts* (RI 1100/5-1, RI 1100/5-2, RI 1100/5-3), € 430,000, PI
- 2009-2015 German Research Foundation (DFG), *Knowledge construction with texts and pictures which provide conflicting information* (RI 1100/4-1 and RI 1100/4-2), € 250,000 (PI, part of a collaboration with Prof. Dr. Wolfgang Schnotz, Prof. Dr. Holger Horz, University of Koblenz-Landau, Germany)
- 2009-2015 German Ministry of Education and Research, *Process-based measurement of reading and listening comprehension in elementary school*, € 365,000 (PI, part of a collaboration with Dr. Johannes Naumann, German Institute of International Educational Research, Frankfurt, Germany)
- 2008-2009 German Academic Exchange Service (Deutscher Akademischer Austauschdienst, DAAD)/Academy of Finland, *The role of evidential markers in on-line sentence comprehension*, € 1,800 (collaboration with Dr. Johanna Kaakinen and Prof. Dr. Jukka Hyönä, University of Turku, Finland)
- 2008-2009 Association of Friends and Promoters of the University of Cologne (Verein der Freunde und Förderer der Universität zu Köln), *Prediction and validation in sentence comprehension*, € 2,720
- 2005-2007 German Research Foundation (DFG), *Epistemic validation in language and text comprehension* (RI 1100/2-2), € 147,000, (PI, with Prof. Norbert Groeben)

Editorial Responsibilities

Co-editor of the series *Hogrefe Schultests* [Hogrefe school tests] and *Hogrefe Förderprogramme* [Hogrefe support programs] (2021–)

Co-editor of the book series *Tests and Trends: Jahrbuch der Pädagogisch-psychologischen Diagnostik* [Tests and Trends: Yearbook of Assessment in Educational Psychology], Hogrefe Publishers

Associate editor:

Journal of Educational Psychology (2020–)

Discourse Processes (2015–2019)

Journal for the Study of Education and Development (2017–2019)

Member of editorial boards:

Learning and Instruction (2010–)

Discourse Processes (2015, 2020–)

Editor of special issues:

Special issue “Promoting lasting learning by enhancing desirable difficulties with meaningful processing”, *Zeitschrift für Pädagogische Psychologie und Entwicklungspsychologie/German Journal of Educational Psychology and Developmental Psychology* (2022) (with Mirjam Ebersbach and Julian Roelle)

Research topic “How desirable are desirable difficulties in educational contexts?”, *Frontiers in Psychology* (2018) (with Mirjam Ebersbach and Huib Tabbers)

Special issue “Validation in text comprehension”, *Discourse Processes* (2015) (with David Rapp)

Memberships and Functions in Scientific Organizations

European Association for Research on Learning and Instruction (EARLI)
 German Psychological Association (DGPs), Divisions General Psychology, Developmental Psychology Educational Psychology, Research Methods and Evaluation (full member)
 2017-2019 Spokesperson of the Educational Psychology Division
 2019-2021 Deputy Spokesperson of the Educational Psychology Division
 German Society for Empirical Educational Research (GEBF)
 Society for Text and Discourse (ST&D)
 2012-2018 Member of the Governing Board

Advisor for PhD and Habilitation Theses

PhD theses: 10 completed, 7 ongoing

Habilitation theses (postdoctoral lecturing qualification): 2 completed, 4 ongoing

Professional Service (Selection)

University of Würzburg

Deputy Managing Director of the Department of Psychology (2020–2022)
 Managing Director of the Department of Psychology (2018–2020)
 Member of the Faculty Council (Fakultätsrat) of the Faculty of Human Sciences (2017–2021)
 Member of the Steering Committee of the Department of Psychology (2016–)
 Member of the Council of the Professional School of Education (2017–)

University of Kassel

Deputy Managing Director of the Department of Psychology (2013–2015)
 Managing Director of the Department of Psychology (2011–2013)
 Deputy Managing Director of the Competence Center for Empirical Research Methods (2014–2016)
 Head of the Committee for Examinations (Prüfungsausschuss) of the Department of Psychology (2010–2013)
 Member of the Faculty Council (Fachbereichsrat) of the Faculty of Human Sciences (2011–2016)

Other

Member of the Expert Panel for the revision of the S3 Guidelines for Diagnosis and Treatment of Reading and/or Spelling Disorders (2021 –)
 Member of the International Expert Panel for the literacy survey as part of the PIAAC study (Programme for the International Assessment of Adult Competencies; 2018–)
 Member of the Scientific Advisory Board of the Competence Center School Psychology of the State of Hesse (2018–)
 Visiting researcher at the University of Kassel for the continuation of subprojects within the LOEWE priority program "Desirable Difficulties in Learning: Cognitive Mechanisms, Developmental Conditions, and Effective Implementation in the Classroom" (2016– 2018)
 Research Scientist (associated), Max Planck Institute for Human Development (Prof. Dr. Jürgen Baumert), February–July 2008
 Member of the European Network on Epistemological Beliefs (headed by Prof. Dr. Elmar Stahl and Prof. Dr. Rainer Bromme), 2007–2009

Organisation of Summer Schools and Conferences

Organisation of international summer schools for doctoral students (e.g., *How Narratives Affect Our Lives: The Psychology of Narrative Impact (SALON) 2021, Reading and Learning in the Digital World (READI 2018)*)

Organisation of conferences and workshops (e.g., *Annual Meeting of the Society for Text and Discourse 2016, Biannual Conference of the Educational Psychology Division of the German Psychological Society 2015*)

SELECTED PUBLICATIONS
Tobias Richter (November 2022)

For a complete list of publications, see <https://go.uniwue.de/richter>

Google Scholar profile: <https://scholar.google.com/citations?user=BkFcWBIAAAAJ&hl=de&oi=ao>

* indicates postdoc, PhD student, or student under Tobias Richter's supervision

I. Journal Articles with Strict Peer Review

- (1) Münchow, H.*, Tiffin-Richards, S. P., Fleischmann, L., Pieschl, S. & Richter, T. (in press). Promoting students' argument comprehension and evaluation skills: Implementation of two training interventions in higher education. *Zeitschrift für Erziehungswissenschaft*.
- (2) Richter, T., Nemeth, L., Berger, R., Borromeo Ferri, R., Hänze, M. & Lipowsky, F. (2022). Using interleaving to promote inductive learning in educational contexts: Promises and challenges. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie/German Journal of Developmental and Educational Psychology*, 54(4), 164–175.
- (3) Ebersbach, M., Lachner, A., Scheiter, K. & Richter, T. (2022). Using spacing to promote lasting learning in educational contexts: Promises and challenges. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie/German Journal of Developmental and Educational Psychology*, 54(4), 151–163.
- (4) Wertgen, A.* & Richter, T. (2022). Source credibility and plausibility are considered in the validation of textual information: Evidence from a social media context. *Journal of Cognitive Psychology*. Advance online publication. <https://doi.org/10.1080/20445911.2022.2149757>
- (5) Richter, T., Berger, R., Ebersbach, M., Eitel, A., Endres, T., Borromeo Ferri, R., Hänze, M., Lachner, A., Leutner, D., Lipowsky, F., Nemeth, L., Renkl, A., Roelle, J., Rummer R., Scheiter, K., Schweppe J., von Aufschnaiter, C., & Vorholzer, A. (2022). How to promote lasting learning in schools: Theoretical approaches and an agenda for research. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie/German Journal of Developmental Psychology and Educational Psychology*, 54(4), 135–141.
- (6) Glaser, J.* & Richter, T. (in press). The testing effect in the lecture hall: Does it depend on learner prerequisites? *Psychology Learning and Teaching*.
- (7) Franz, D.*, Richter, T., Lenhard, W., Marx, P., Ratz, C., & Stein, R. (in press). The influence of diagnostic labels on the evaluation of students: A multilevel meta-analysis. *Educational Psychology Review*.
- (8) Lenhart, J., & Richter, T. (2022). Does reading a single short story of literary fiction improve social-cognitive skills? Testing the priming hypothesis. *Psychology of Aesthetics, Creativity, and the Arts*. Advance online publication. <https://doi.org/10.1037/aca0000533>
- (9) Schulz, D.*, Richter, T., Schindler, J.*, Lenhard, W., & Mangold, M. (in press). Using accuracy and response times to assess inhibitory control in kindergarten children: An analysis with explanatory item response models. *Journal of Cognition and Development*.
- (10) Winkler, J., Appel, M., Schmidt, M.-L.*, & Richter, T. (2022). The experience of emotional shifts in narrative persuasion. *Media Psychology*. <https://doi.org/10.1080/15213269.2022.2103711>
- (11) Fleischmann, C.*, Schmiedeler, S., Richter, T. & Schneider, W. (2022). Hochschulabschlüsse ehemaliger Frühstudierender: Forschungsstand und Ergebnisse einer deskriptiven Studie. *Beiträge zur Hochschulforschung*, 44(4), 10-32.
- (12) Greving, S.* & Richter, T. (2022). Practicing retrieval in university teaching: Short-answer questions are beneficial, whereas multiple-choice questions are not. *Journal of Cognitive Psychology*. <https://doi.org/10.1080/20445911.2022.2085281>
- (13) Tibken, C.*, Richter, T., Wannagat, W., Schmiedeler, S., von der Linden, N., & Schneider, W. (2022). Measuring comprehension monitoring with the inconsistency task in adolescents: Stability, associations with reading comprehension skills, and differences between grade levels. *Discourse Processes*. <https://doi.org/10.1080/0163853X.2022.2073736>
- (14) Keith, N., Hartwig, K., & Richter, T. (2022). Ladies first or ladies last: Do masculine generics evoke reduced and later retrieval of female exemplars? *Collabra: Psychology*, 8(1). <https://doi.org/10.1525/collabra.32964>

- (15) Abendroth, J.*, Nauroth, P., Richter, T., & Gollwitzer, M. (2022). Non-strategic detection of identity-threatening information: Epistemic validation and identity defense may share a common cognitive basis. *PLOS One*, *17*(1): e0261535. <https://doi.org/10.1371/journal.pone.0261535>
- (16) Lenhart, J.*, Richter, T., Appel, M., & Mar, R. (registered report, Stage 1 in principle acceptance). Does leisure reading predict prosocial behavior and social adjustment in adolescents? A longitudinal analysis. *Scientific Reports*.
- (17) Greving, S.*, Lenhard, W., & Richter, T. (2022). The testing effect in university teaching: Using multiple-choice testing to promote retention of highly retrievable information. *Teaching of Psychology*.
- (18) Stumpf, E., Böhnlein, J., Fleischmann, L.*, Schneider, W., & Richter, T. (2022). Eine Rahmenstruktur für die erfolgreiche Entwicklung fachspezifischer Online-Self-Assessments: Empfehlungen aus der Praxis. *Beiträge zur Hochschulforschung*, *44*(1), 110-122.
- (19) Greving, C.*, & Richter, T. (2021). Beyond the distributed practice effect: Is distributed learning also effective for learning with non-repeated text materials? *Frontiers in Psychology*, *12*: 4566. <https://doi.org/10.3389/fpsyg.2021.685245>
- (20) Franz, D.*, Lenhard, W., Marx, P., & Richter, T. (2021). Here I sit, making men in my own image: How learning-disorder labels affect teacher student's expectancies. *Current Psychology*. <https://doi.org/10.1007/s12144-021-02250-0>
- (21) Karimi, M.N., & Richter, T. (2021). Text-belief consistency effects in bilingual readers: Document language as a source characteristic. *Current Psychology*. <https://doi.org/10.1007/s12144-021-02239-9>
- (22) Karimi, M.N., & Richter, T. (2021). Biased representations of controversial information: Certainty and justification beliefs as moderators. *Contemporary Educational Psychology*, *66*, 101995.
- (23) Tibken, C.*, Richter, T., von der Linden, N., Schmiedeler, S., & Schneider, W. (2022). The role of metacognitive competences in the development of school achievement among gifted adolescents. *Child Development*, *93*(1), 117-133.
- (24) Richter, T., Hertel, S., Kubik, V., Marksteiner, T., Souvignier, E., & Sparfeldt, J. R. (2022). In welchen Branchen und für welche beruflichen Tätigkeiten werden Psychologinnen und Psychologen gesucht und was sollten sie können? Eine systematische Inhaltsanalyse von Stellenanzeigen [In which areas and for which professional activities are psychologists sought and what should they be able to do? A systematic content analysis of job advertisements]. *Psychologische Rundschau*, *73*(4), 229–242. <https://doi.org/10.1026/0033-3042/a000557> (open access).
- (25) Schmiedeler, S., Fleischmann, L.*, Greiner, R., Richter, T., & Schneider, W. (in press). Schulzeitverkürzung und Begabtenförderung: Wie unterscheiden sich Würzburger Frühstudierende im acht- (G8) und neunjährigen (G9) Gymnasium? [Shortening school time and promoting giftedness: How do Würzburg's junior students differ in eight-year (G8) and nine-year (G9) high schools?] *Zeitschrift für empirische Hochschulforschung*, *5*(1), 4-19.
- (26) Karimi, M.N., & Richter, T. (2021). Text-belief consistency effects in L2 readers. *Discourse Processes*, *58*(8), 726-742.
- (27) Endlich, D.*, Richter, T., Marx, P., Lenhard, W., Moll, C., Witzel, B., & Schulte-Körne, G. (2020). Spelling error detection: A valid and economical task for assessing spelling skills in elementary school children. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie/German Journal of Developmental Psychology and Educational Psychology*, *52*(1-2), 25-40.
- (28) Müller, B.*, Karageorgos, P.*, & Richter, T. (2021). Training der Worterkennung mit Willy Wortbär: Ein silbenbasiertes Leseförderprogramm für die Grundschule [Training word recognition with Willy Wordbear: A syllable-based reading development program for elementary schools]. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, *70*, 356-371.
- (29) Wertgen, A., Richter, T., & Rouet, J.-F. (2021). The role of source credibility in the validation of information depends on the degree of (im-)plausibility. *Discourse Processes*, *58*(5-6), 513-528.
- (30) Schindler, J.*, Richter, T., & Mar, J. (registered report, in-principle acceptance). Does generation benefit learning from narrative and expository texts? A direct replication attempt. *Applied Cognitive Psychology*.
- (31) Abendroth, J.*, & Richter, T. (2021). Mere plausibility enhances comprehension: The role of plausibility in comprehending an unfamiliar scientific debate. *Journal of Educational Psychology*, *113*(7), 1304–1322.
- (32) Endlich, D.*, Lenhard, W., Marx, P., & Richter, T. (2021). Tablet-basierter Fehleridentifikationstest zur ökonomischen und validen Erfassung von Rechtschreibfähigkeiten in der Grundschule [Tablet-based

error identification test for the economical and valid assessment of spelling skills in elementary school]. *Lernen und Lernstörungen*, 10(1), 1-14.

- (33) Karageorgos, P.*, Richter, T., Haffmans, M.-B., Schindler, J.*, & Naumann, J. (2020). The role of word-recognition accuracy in the development of word-recognition speed and reading comprehension in primary school: A longitudinal examination. *Cognitive Development*, 56, 100949. <https://doi.org/10.1016/j.cogdev.2020.100949>
- (34) Abendroth, J.*, & Richter, T. (2021). How to understand what you don't believe: Metacognitive training prevents belief biases in multiple text comprehension. *Learning and Instruction*, 71(2), 101394. <https://doi.org/10.1016/j.learninstruc.2020.101394>
- (35) Wertgen, A.*, & Richter, T. (2020). Source credibility modulates the validation of implausible information. *Memory and Cognition*, 48, 1359-1375.
- (36) Lenhart, J., Dangel, J., & Richter, T. (2022). The relationship between lifetime book reading and empathy in adolescents: Examining transportability as a moderator. *Psychology of Aesthetics, Creativity, and the Arts*, 16(4), 679–693. <https://doi.org/10.1037/aca0000341>
- (37) Greving, S.*, Lenhard, W., & Richter, T. (2020). Adaptive retrieval practice with multiple-choice questions in the university classroom. *Journal of Computer Assisted Learning*, 36, 799-809.
- (38) Müller, B.*, Richter, T., & Karageorgos, P.* (2020). Syllable-based reading improvement: Effects on word reading and reading comprehension in Grade 2. *Learning and Instruction*, 66, 101304. <https://doi.org/10.1016/j.learninstruc.2020.101304>
- (39) Karageorgos, P.*, Müller, B.*, & Richter, T. (2019). Modelling the relationship of accurate and fluent word recognition in primary school. *Learning and Individual Differences*, 76, 101779. <https://doi.org/10.1016/j.lindif.2019.101779>
- (40) Appel, M., Schreiner, C., Haffmans, M.-B.*, & Richter, T. (2019). The mediating role of event-congruent emotions in narrative persuasion. *Poetics*, 77, 101385.
- (41) Abendroth, J.*, & Richter, T. (2020). Text-belief consistency effect in adolescents' comprehension of multiple documents from the Web. *Journal for the Study of Education and Development*, 43, 60-100.
- (42) Münchow, H.*, Richter, T., von der Mühlen, S.*, Schmid, S., Bruns, K., & Berthold, K. (2020). Verstehen von Argumenten in wissenschaftlichen Texten: Reliabilität und Validität des Argumentstrukturtests (AST) [Comprehension of arguments in scientific texts: Reliability and validity of the Argument Structure Test]. *Diagnostica*, 66, 136-145.
- (43) Brunmair, M.*, & Richter, T. (2019). Similarity matters: A meta-analysis of interleaved learning and its moderators. *Psychological Bulletin*, 145, 1029-1051.
- (44) Münchow, H.*, Richter, T., von der Mühlen, S., & Schmid, S. (2019). The ability to evaluate arguments in scientific texts: Measurement, cognitive processes, nomological network and relevance for academic success at the university. *British Journal of Educational Psychology*, 89, 502-523.
- (45) Greving, C.*, & Richter, T. (2019). Distributed learning in the classroom: Effects of rereading schedules depend on time of test. *Frontiers in Psychology* 9:2517. doi: 10.3389/fpsyg.2018.02517
- (46) Isberner, M.-B.*, Richter, T., Schreiner, C., Eisenbach, Y., Sommer, C., & Appel, M. (2019). Empowering stories: Transportation into narratives with strong protagonists increases self-related control beliefs. *Discourse Processes*, 56, 575-598.
- (47) Greving, S.*, & Richter, T. (2018). Examining the testing effect in university teaching: Retrievalability and question format matter. *Frontiers in Psychology*, 9: 2412. doi: 10.3389/fpsyg.2018.02412
- (48) von der Mühlen, S.*, Richter, T., Schmid, S., & Berthold, K. (2018). How to improve argumentation comprehension in university students: Experimental test of a training approach. *Instructional Science*, 47, 215-237.
- (49) Feistauer, D.*, & Richter, T. (2018). Validity of students' evaluations of teaching: Biasing effects of likability and prior subject interest. *Studies in Educational Evaluation*, 59, 168-178.
- (50) Richter, T., Lenhard, W., Marx, P., & Endlich, D.* (2018). Konzeption eines Online-Screenings für Lernstörungen [Outline for an online-screening for learning disorders]. *Lernen und Lernstörungen*, 7, 203-207.
- (51) Feistauer, D.*, & Richter, T. (2018). The role of clarity about study programme contents and interest in student evaluations of teaching. *Psychology Learning and Teaching*, 17, 272-292.
- (52) Piest, B.*, Isberner, M.-B.*, & Richter, T. (2018). Don't believe everything you hear: Routine validation of audio-visual information in children and adults. *Memory and Cognition*, 46, 849-863.

- (53) Maier, J.*, Richter, T., & Britt, M.A. (2018). Cognitive processes underlying the text-belief consistency effect: An eye-movement study. *Applied Cognitive Psychology*, 32, 171-185.
- (54) Schindler, J.*, Richter, T., & Eyßer, C.* (2017). Mood moderates the effect of self-generation during learning. *Frontline Learning Research*, 5(4), 76-88. doi: 10.14786/flr.v5i4.296
- (55) Maier, J.*, Richter, T., Nauroth, P., & Gollwitzer, M. (2018). For me or for them: How in-group identification and beliefs influence the comprehension of controversial texts. *Journal of Research in Reading*, 41, S48-S65.
- (56) Müller, B.*, Richter, T., & Karageorgos, P.*, Krawietz, S. & Ennemoser, M. (2017). Effects of a syllable-based reading intervention in poor-reading fourth graders. *Frontiers in Psychology*, 8. doi: 10.3389/fpsyg.2017.01635
- (57) Richter, T., & Maier, J.* (2017). Comprehension of multiple documents with conflicting information: A two-step model of validation. *Educational Psychologist*, 52, 148-166.
- (58) Müller, B.*, Otterbein-Gutsche, G., & Richter, T. (2018). Leseförderung mit Silben und Sprachsystematik: Konzeption eines Trainingsprogramms [Promoting reading with syllables and language systematics: Outline of a training program]. *Psychologie in Erziehung und Unterricht*, 65, 52-57.
- (59) Richter, T. & Maier, J.* (2018). Verstehen kontroverser wissenschaftlicher Themen: Probleme, zugrundeliegende kognitive Prozesse und psychologische Interventionen [Comprehension of controversial scientific topics: Problems, underlying cognitive processes, and psychological interventions]. *Psychologische Rundschau*, 69, 151-159.
- (60) Schindler*, J., Richter, T., Isberner, M.-B.*, Neeb, Y., & Naumann, J. (2018). Construct validity of a process-oriented test assessing syntactic skills in German primary school children. *Language Assessment Quarterly: An International Journal*, 15, 183-203.
- (61) Schreiner, C., Appel, M., Isberner, M.-B.*, & Richter, T. (2018). Argument strength and the persuasiveness of stories. *Discourse Processes*, 55, 371-386.
- (62) Feistauer, D.*, & Richter, T. (2017). How reliable are students' evaluations of teaching quality? A variance components approach. *Assessment and Evaluation in Higher Education*, 42, 1263-1279.
- (63) Knoepke, J.*, Richter, T., Isberner, M.-B.*, Naumann, J., Neeb, Y., & Weinert, S. (2017). Processing of positive- and negative-causal coherence relations: A test of the cumulative cognitive complexity approach in German. *Journal of Child Language*, 44, 297-328.
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II. Journal Articles Without Strict Peer Review

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III. Book Chapters and Books

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- (9) Feistauer, D.*, & Richter, T. (2016). Wie zuverlässig sind studentische Einschätzungen der Lehrqualität? Eine Analyse mit kreuzklassifizierten Mehrebenenmodellen [How reliable are student evaluations of teaching? An analysis with cross-classified multilevel models]. In M. Krämer, S. Preiser & K. Brusdeylins (Eds.), *Psychologiedidaktik und Evaluation XI* (pp. 299-306). Aachen: Shaker. <https://doi.org/10.23668/psycharchives.1009>
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- (21) Appel, M., & Richter, T. (2010). Wirken "pure Emotionen" auf alle Rezipienten/innen gleichermaßen überzeugend? Zur Wirkung von Stories aus Perspektive der politischen Kommunikation [Are „pure emotions“ equally persuasive for all recipients? On the impact of stories from the perspective of political communication]. In C. Schemer, W. Wirth & C. Wunsch (Eds.), *Politische Kommunikation: Wahrnehmung, Verarbeitung, Wirkung* (pp. 117-132). Baden-Baden: Nomos.
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