

SHORT CURRICULUM VITAE

Tobias Richter

(October 2023)

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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)
- 08/2008–09/2008 Visiting Researcher, Department of Psychology (Cognitive Psychology Lab, Prof. Jukka Hyönä, PhD), University of Turku (Finland)
- 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

2023	Fellow of the Society for Text and Discourse
2023	John G. Diefenbaker Award of the Canada Council for the Arts
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), <i>Compositionality and schematicity in experiential theories of language comprehension</i> (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), <i>Stories and social understanding: The roles of narrativity, fictionality, and literariness</i> , € 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: <i>Lasting learning: Cognitive mechanisms and effective instructional implementation</i> , € 4,200,000 (total funding for 9 subprojects). Spokesperson/coordinator of the Research Unit, PI of the coordination project (652.000 €) and the subproject <i>Interleaved learning with verbal materials</i> (382.000 €)
2022- 2025	German Research Foundation (DFG), <i>Comprehension of socio-scientific controversies through multiple documents: Language as credibility cue</i> , € 200,000 (PI; collaboration with Prof. Mohammad N. Karimi, Kharazmi University Tehran, Iran, involved as Mercator Fellow in the project)
2022- 2025	Karg Foundation, <i>Development and evaluation of a standardized training program for promoting metacognitive competences in gifted students in secondary school</i> , € 186,000 (PI, with Dr. Catharina Tibken)
2020- 2023	German Federal Ministry of Education and Research (BMBF), <i>Mobile reading training (MobiLe)</i> , € 400,000 (PI, with Prof. Birgit Lugin & Dr. Bettina Müller)
2020- 2023	German Federal Ministry of Education and Research (BMBF), <i>Effects of adaptive learning environments on learning processes and learning outcomes</i> , € 100,000 (PI, with Prof. Roland Stein & Dr. Klaus Lingel)
2020- 2022	German Federal Ministry of Education and Research (BMBF), <i>Assessment and training of scientific literacy (transfer project)</i> , € 173,000 (PI, with Dr. Hannes Münchow)
2018- 2023	Swiss National Science Foundation (SNF), <i>Metacognition and dual-language learning in social context</i> , € 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, <i>Development of metacognition and personality in gifted underachievers and achievers</i> , € 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), <i>Development of an online screening for learning disorders</i> , € 470,000 (PI, subproject in the research initiative LONDI)
2018- 2021	German Research Foundation (DFG), <i>The role of emotional shifts and event-congruent emotions in narrative persuasion</i> , € 200,000 (PI, collaboration with Prof. Markus Appel, University of Würzburg)
2016- 2018	German Federal Ministry of Education and Research (BMBF), <i>Assessment and training of scientific literacy</i> , € 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

(Co-)Organisation of international summer/autumn schools for doctoral students (e.g., *Lasting Learning 2023*, *How Narratives Affect Our Lives: The Psychology of Narrative Impact (SALON) 2021*, *Reading and Learning in the Digital World (READI 2018)*)

(Co-)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 (October 2023)

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) Schulz, D.*, Richter, T., Segerer, R., Lenhard, W., Mangold, M. & Schindler, J.* (in press). Assessing inhibitory control in kindergarten children: Validity of integrating response accuracy and response latency. *Cognitive Development*.
- (2) Tibken, C., Richter, T., & Wannagat, W. (in press). Metacognitive comprehension monitoring: Cognitive abilities explain performance differences between younger and older adults. *Scientific Studies of Reading*. <https://doi.org/10888438.2023.2261572>
- (3) Heß, J.*, Riedmann, A., Karageorgos, P.*, Schaper, P., Lugin, B., Richter, T., & Müller, B.* (in press). MobiLe: Konzeption einer digitalen, silbenbasierten Leseförderung für die Grundschule [MobiLe: Conception of a digital, syllable-based reading training for elementary school]. *Psychologie in Erziehung und Unterricht*.
- (4) Endlich, D.*, Lenhard, W., Marx, P., & Richter, T. (in press). Differential switch costs in typically achieving children and children with math difficulties. *Journal of Learning Disabilities*.
- (5) Richter, T. & Tiffin-Richards, S. (in press). Learning as an epistemic activity. *Journal for the Study of Education and Development*.
- (6) Schmidt, M.-L.*, Winkler, J., Appel, M., & Richter, T. (in press). Emotional shifts, event-congruent emotions, and transportation in narrative persuasion. *Discourse Processes*.
- (7) Lenhart, J., Richter, T., Appel, M., & Mar, R. (2023). Adolescent leisure reading and its longitudinal association with prosocial behavior and social adjustment. *Scientific Reports*, 13, Article 9695. <https://doi.org/10.1038/s41598-023-35346-7>
- (8) Schmidt, M.-L.*, Winkler, J., Appel, M., & Richter, T. (in press). Tracking emotional shifts during story reception: The relationship between narrative structure and affective responses. *Scientific Study of Literature*.
- (9) Karageorgos, P.*, Wallot, S., Müller, B.*, Schindler, J.*, & Richter, T. (2023). Distinguishing between struggling and skilled readers based on their prosodic speech patterns in oral reading: An exploratory study in Grades 2 and 4. *Acta Psychologica*, 235, 103892. <https://doi.org/10.1016/j.actpsy.2023.103892>
- (10) Schindler, J.*, & Richter, T. (2023). Text generation benefits learning: A meta-analytic review. *Educational Psychology Review*, 35, Article 44. <https://doi.org/10.1007/s10648-023-09758-w>
- (11) Wertgen, A.*, & Richter, T. (2023). General knowledge norms: Updated and expanded for German. *PLoS ONE*, 18(2), Article e0281305. <https://doi.org/10.1371/journal.pone.0281305>
- (12) Abendroth, J., & Richter, T. (2023). Reading perspectives moderate text-belief consistency effects in eye movements and comprehension. *Discourse Processes*, 60(2), 119-140. <https://doi.org/10.1080/0163853X.2023.2172300>
- (13) Franz, D.*, Richter, T., Lenhard, W., Marx, P., Stein R., & Ratz, C. (2023). The influence of diagnostic labels on the evaluation of students: A multilevel meta-analysis. *Educational Psychology Review*, 35, Article 17. <https://doi.org/10.1007/s10648-023-09716-6>
- (14) Klimovich, M.*, Tiffin-Richards, S. & Richter, T. (2023). Does speed-reading training work, and if so, why? Effects of speed-reading training and metacognitive training on reading speed, comprehension, and eye-movements. *Journal of Research in Reading*, 46(2), 123-142. <https://doi.org/10.1111/1467-9817.12417>
- (15) Schulz, D.*, Richter, T., Schindler, J.*, Lenhard, W. & Mangold, M. (2023). Using accuracy and response times to assess inhibitory control in kindergarten children: An analysis with explanatory item response models. *Journal of Cognition and Development*, 24(1), 82-104. <https://doi.org/10.1080/15248372.2022.2119977>
- (16) Münchow, H.*, Tiffin-Richards, S. P., Fleischmann, L., Pieschl, S. & Richter, T. (2023). Promoting students' argument comprehension and evaluation skills: Implementation of two training interventions in higher education. *Zeitschrift für Erziehungswissenschaft*. Advance online publication. <https://doi.org/10.1007/s11618-023-01147-x>

- (17) 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. <https://doi.org/10.1026/0049-8637/a000260>
- (18) 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. <https://doi.org/10.1026/0049-8637/a000259>
- (19) 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*. <https://doi.org/10.1080/20445911.2022.2149757>
- (20) 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. <https://doi.org/10.1026/0049-8637/a000258>
- (21) Glaser, J.*, & Richter, T. (2022). The testing effect in the lecture hall: Does it depend on learner prerequisites? *Psychology Learning and Teaching*. <https://doi.org/10.1177/14757257221136660>
- (22) 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/aca0000533>
- (23) Winkler, J., Appel, M., Schmidt, M.-L.*, & Richter, T. (2023). The experience of emotional shifts in narrative persuasion. *Media Psychology*, 26(1), 141-171. <https://doi.org/10.1080/15213269.2022.2103711>
- (24) 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.
- (25) 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*, 34(5), 657-674. <https://doi.org/10.1080/20445911.2022.2085281>
- (26) 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*, 59(5-6), 439-461. <https://doi.org/10.1080/0163853X.2022.2073736>
- (27) 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), Article 32964. <https://doi.org/10.1525/collabra.32964>
- (28) 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>
- (29) 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*. Advance online publication. <https://doi.org/10.1177/00986283211061204>
- (30) 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.
- (31) 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, Article 4566. <https://doi.org/10.3389/fpsyg.2021.685245>
- (32) 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*, 42, 9795–9809. <https://doi.org/10.1007/s12144-021-02250-0>
- (33) Karimi, M.N., & Richter, T. (2021). Text-belief consistency effects in bilingual readers: Document language as a source characteristic. *Current Psychology*, 42, 9852–9866. <https://doi.org/10.1007/s12144-021-02239-9>

- (34) Karimi, M.N., & Richter, T. (2021). Biased representations of controversial information: Certainty and justification beliefs as moderators. *Contemporary Educational Psychology*, 66, 101995. <https://doi.org/10.1016/j.cedpsych.2021.101995>
- (35) 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. <https://doi.org/10.1111/cdev.13640>
- (36) 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>
- (37) 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. <https://doi.org/10.3224/zehf.v5i1.02>
- (38) Karimi, M.N., & Richter, T. (2021). Text-belief consistency effects in L2 readers. *Discourse Processes*, 58(8), 726-742. <https://doi.org/10.1080/0163853X.2021.1913935>
- (39) 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. <https://doi.org/10.1026/0049-8637/a000227>
- (40) 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. <https://doi.org/10.13109/prkk.2021.70.4.356>
- (41) 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. <https://doi.org/10.1080/0163853X.2021.1881342>
- (42) 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*. <https://doi.org/10.1002/acp.3781>
- (43) 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. <https://doi.org/10.1037/edu0000651>
- (44) 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. <https://doi.org/10.1024/2235-0977/a000324>
- (45) 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>
- (46) 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>
- (47) Wertgen, A.*, & Richter, T. (2020). Source credibility modulates the validation of implausible information. *Memory and Cognition*, 48, 1359-1375. <https://doi.org/10.3758/s13421-020-01067-9>
- (48) 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>
- (49) 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. <https://doi.org/10.1111/jcal.12445>

- (50) 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>
- (51) 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>
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II. Journal Articles Without Strict Peer Review

- (1) Sparfeldt, J., Richter, T., Kubik, V., & Marksteiner, T. (2022). Gute Forschung – bereits im Psychologiestudium! [Good research – already in psychology studies!] *Psychologische Rundschau*, *73*(1), 35-38. <https://doi.org/10.1026/0033-3042/a000571>
- (2) Kubik, V., Marksteiner, T., & Richter, T. (2021). Qualitätssicherung schriftlicher Prüfungen in der Psychologie: Ein wichtiges Thema und einige offene Fragen [Quality assurance of written examinations in psychology: An important topic and some open questions]. *Psychologische Rundschau*, *72*(2), 106-107. <https://doi.org/10.1026/0033-3042/a000525>
- (3) Müller, B.*, Otterbein-Gutsche, G. & Richter, T. (2020). Silbenbasierte Leseförderung: Das Training "Lesen mit Willy Wortbär" zur Verbesserung der Worterkennung [Syllable-based reading promotion: The training "Reading with Willy Wortbär" to improve word recognition]. *Sprachförderung und Sprachtherapie in Schule und Praxis*, *9*, 263-269.
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- (11) Müller, B.*, Richter, T., Križan, A., Hecht, T., & Ennemoser, M. (2012). Evidenzbasierte Leseförderung: Vorstellung einer Interventionsstudie [Evidence-based reading promotion: Presentation of an intervention study]. *Diskurs Kindheits- und Jugendforschung*, 7, 213-220.
- (12) Richter, T., Naumann, J., Isberner, M.-B.*, & Kutzner, Y. (2011). Diagnostik von Lesefähigkeiten bei Grundschulkindern: Eine prozessorientierte Alternative zu produktorientierten Tests [Assessment of reading skills in elementary school children: A process-oriented alternative to product-oriented tests]. *Diskurs Kindheits- und Jugendforschung*, 6, 479-486.
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III. Book Chapters and Books

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- (2) Müller, B., Richter, T., & Otterbein-Gutsche, G. (in press). Die Silbe im Fokus: Lesen mit Willy Wortbär zur Förderung der Worterkennung in der Grundschule [Focus on the syllable: Reading with Willy Wortbär to promote word recognition in elementary school]. In T. Richter & W. Lenhard (Eds.), *Diagnostik und Förderung des Leseverständnisses im digitalen Kontext*. Göttingen: Hogrefe.
- (3) Endlich, D., Lenhard, W., Marx, P., & Richter, T. (in press). Das Lese-Screening in LONDI: Konzeption, empirische Ergebnisse und praktischer Einsatz eines neuartigen Onlinescreenings für Leseschwierigkeiten [The reading screening in LONDI: Conceptualization, empirical results, and practical use of a novel online screening for reading difficulties]. In T. Richter & W. Lenhard (Eds.), *Diagnostik und Förderung des Leseverständnisses im digitalen Kontext*. Göttingen: Hogrefe.
- (4) Schindler, J., Naumann, J., & Richter, T. (in press). ProDi-L: Teilprozesse des Leseverstehens im Grundschulalter kognitionspsychologisch begründet und differenziert erfassen (ProDi-L: How to assess component processes of reading comprehension at primary school age in a differentiated and way informed by cognitive psychology). In T. Richter & W. Lenhard (Eds.), *Diagnostik und Förderung des Leseverständnisses im digitalen Kontext*. Göttingen: Hogrefe.
- (5) Abendroth, J., & Richter, T. (in press). Informelles Lernen im Internet [Informal learning on the Internet]. Appel, M., Huttmacher, F., Mengelkamp, C., Stein, J.-P., & Weber, S. (Eds.), *Digital ist besser?! Die Psychologie der Online- und Mobilkommunikation*. Springer.
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- (9) Appel, M., Hanauer, D., Hoeken, H. van Krieken, K., Richter, T., & Sanders, J. (2021). The psychological and social effects of literariness: Formal features and paratextual information. In D. Kuiken & A.M. Jacobs (Eds.), *Handbook of empirical literary studies* (pp. 177-202). Berlin: de Gruyter. <https://doi.org/10.1515/9783110645958-008>
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- (12) Abendroth, J.*, Feulner, L., & Richter, T. (2020). Wie Menschen mit konfligierenden Informationen umgehen [How humans deal with conflicting information]. In M. Appel (Ed.), *Psychologie des Postfaktischen: Über Fake News, "Lügenpresse", Clickbaits & Co* (pp. 141-155). Heidelberg: Springer.
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IV. Published Psychological Tests und Training Programs

- (1) Endlich, D.*, Lenhard, W., Marx, P., & Richter, T. (2022). *LONDI-Screening: Früherkennung von Problemen im Lesen, Rechtschreiben und Rechnen in der Grundschule* (Beta-Version) [LONDI-screening: Early detection of problems in reading, spelling, and calculating in elementary school] [Mobile App]. Meister Cody GmbH. Google Play Store/Apple Store. <https://apps.apple.com/de/app/londi-screening/id1517774441> und <https://play.google.com/store/apps/details?id=com.meistercody.ferdi>
- (2) Müller, B.*, Richter, T., & Otterbein-Gutsche, G. (2020). *Lesen mit Willy Wortbär: Ein silbenbasiertes Training zur Verbesserung der Worterkennung beim Lesen* [Reading with Willy Wordbear: A syllable-based training to improve word recognition during reading]. Göttingen: Hogrefe.
- (3) Richter, T., Naumann, J., Isberner, M.-B.*, Neeb, Y. & Knoepke, J.* (2017). *ProDi-L: Prozessbasierte Diagnostik von Lesefähigkeiten im Grundschulalter* [ProDi-l: Process-based assessment of reading skills in elementary school]. Göttingen: Hogrefe.