

SHORT CURRICULUM VITAE

Tobias Richter

(December 2025)

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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

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| 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
<i>Degrees/exams:</i> 1994 Vordiplom in Psychology, 1998 Diplom-Psychologe (Diploma in Psychology, comparable to M.Sc.), with top grades |
| 1991-1998 | Studies in Philosophy (major) and Modern German Literature (minor), Johann Wolfgang Goethe University, Frankfurt, Germany |

Academic Positions

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| 03/2024-08/2024 | Guest Professor, York University, Toronto, Canada |
| 2019–present | Director, Psychological Counseling Center for Giftedness, University of Würzburg, Germany |
| 2016–present | Professor (W3) of Educational Psychology, Holder of the Chair of Psychology IV, University of Würzburg |
| 2010–2016 | Professor (W3) of Cognitive Psychology, Department of Psychology, University of Kassel, Germany |
| 2007–2010 | Acting Professor (W3) 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 (on leave from 2005-2010) |
| 1998–2003 | Research Associate, Cognitive Psychology, University of Cologne |
| 1995–1997 | Student Research Assistant, Social Psychology, Johann Wolfgang 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, 55,000 CAD
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 (Studienstiftung des deutschen Volkes)

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

2026- 2031	Research Training Group "The experience of stories in the digital age (TESDA)", funded by the German Research Foundation (DFG) (GRK 3087/1) PI, together with Prof. Markus Appel (speaker), Prof. Marc Latoschik, Prof. Birgit Lugin, Prof. Gerhild Nieding, Prof. Holger Schramm, Dr. Julia Winkler Total funding: € 8,1 million (21 doctoral positions)
2025- 2029	German Federal Ministry of Education and Research (BMBF), <i>Digital information literacy: Reducing disadvantages, creating opportunities</i> (with Dr. Johanna Abendroth (speaker), Prof. Markus Appel and Prof. Roland Stein) Total funding € 1.2 million, subproject Abendroth/Richter: € 517,000
2025- 2028	German Research Foundation (DFG), <i>Critical information processing: Promoting 21st century thinking skills in children</i> , € 200,000 (PI, with PD Dr. Simon Tiffin-Richards; collaboration with Prof. Jean-Francois Rouet, University of Poitiers/CNRS, France, and Prof. M. Anne Britt, Northern Illinois University, to be involved as Mercator Fellows in the project)
2025- 2027	<i>Digitale, adaptive reading promotion for first and second grade</i> , funded by hfp Informationssysteme (PI, with Dr. Janina Heß), € 168,000
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), *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 Hyöinä, 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- German Research Foundation (DFG), *Epistemic validation in language and text*
 2007 *comprehension* (RI 1100/2-2), € 147,000, (PI, with Prof. Norbert Groeben)

Editorial Responsibilities

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

Co-editor of the book series *Tests und Trends: Jahrbuch der Pädagogisch-psychologischen Diagnostik* [Tests and Trends: Yearbook of Assessment in Educational Psychology], Hogrefe Publishers (2021–present)

Associate editor:

Journal of Educational Psychology (2020–2025)

Discourse Processes (2015–2019)

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

Member of editorial boards:

Learning and Instruction (2010–2025)

Discourse Processes (2015, 2020–present)

Editor of special issues:

Special issue “Toward lasting learning: Cognitive mechanisms and instructional means to maintain the outcomes of meaningful learning”, *Learning and Instruction* (2025) (with Julian Roelle)

Special issue “Do desirable difficulties benefit all? On the role of individual differences for the effects of desirable difficulties in meaningful learning”, *Learning and Individual Differences* (2025) (with Hannah Hausman, Veit Kubik & Amber Witherby)

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: 16 completed, 5 ongoing

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

Professional Service (Selection)

University of Würzburg

Managing Director of the Department of Psychology (2018–2020, 2024–present)

Deputy Managing Director of the Department of Psychology (2020–2022)

Member of the Committee for Examinations (Prüfungsausschuss) for the study track “Psychology with a focus on school psychology (2025–present)

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–present)

Member of the Council of the Professional School of Education (2017–present)

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

Elected member of the DFG Review Board for psychology (developmental and educational psychology), 2024–2028

Elected member of the Executive Board of the Landeskonferenz Psychologie im Lehramtsstudium in Bayern (State conference on psychology in teacher training in Bavaria), 2024 –present

Member of the Expert Panel for the revision of the S3 Guidelines for Diagnosis and Treatment of Reading and/or Spelling Disorders (2021–present)

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–present)

Member of the Scientific Advisory Board of the Competence Center School Psychology of the State of Hesse (2018–present)

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 (December 2025)

For a complete list of publications, see <https://go.uni-wue.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) Roelle, J. & Richter, T. (2025). Maintaining the outcomes of meaningful learning: Where are we and where do we need to go? An introduction to the special issue on lasting learning. *Learning and Instruction*, 102, 102277. <https://doi.org/10.1016/j.learninstruc.2025.102277>
- (2) Heß, J.*, Karageorgos, P., Endlich, D.* & Richter, T. (2025). From sublexical to lexical processing: Developmental effects of word characteristics on word recognition difficulty in a transparent orthography. *Scientific Studies of Reading*. <https://doi.org/10.1080/10888438.2025.2586600>
- (3) Appel, M., Gabel, J., Wimmer, L., Klöppel, M.* & Richter, T. (2025). Can fictional stories beat the congeniality bias? Selective exposure to fiction and non-fiction. *Human Communication Research*, hqaf027. <https://doi.org/10.1093/hcr/hqaf027>
- (4) Klimovich, M.* & Richter, T. (2025). Spelling acquisition in children through interleaved practice: The role of instructional guidance. *Cognitive Research: Principles and Implications*, 10, Article 68. <https://doi.org/10.1186/s41235-025-00680-z>
- (5) Grimm, J.* & Richter, T. (2025). Rational thinking in university students: Examining temporal stability and effects on academic performance and student satisfaction. *European Journal of Psychology of Education*, 40, Article 96. <https://doi.org/10.1007/s10212-025-01000-1>
- (6) Buchner, E.*, Lenhard, W. & Richter, T. (2025). Comprehending dynamic directions: The role of perceptual simulations. *Journal of Cognitive Psychology*, 37 (8), 807-823 <https://doi.org/10.1080/20445911.2025.2546865>
- (7) Endlich, D.*, Lenhard, W., Marx, P. & Richter, T. (2025). Measuring spelling skills: A meta-analysis of the convergence of dictation and error detection tasks. *Educational Research Review*, 48, 100706. <https://doi.org/10.1016/j.edurev.2025.100706>
- (8) Schindler, J.* & Richter, T. (2025). Does text generation improve learning from expository text? A conceptual replication attempt. *Cognitive Research: Principles and Implications*, 10, Article 34. <https://doi.org/10.1186/s41235-025-00645-2>
- (9) Karimi, M. N. & Richter, T. (2025). Belief biases in integrated representations of conflicting documents: Moderating effects of embedded sources and justification beliefs. *Learning and Instruction*, 99, 102171. <https://doi.org/10.1016/j.learninstruc.2025.102171>
- (10) Klimovich, M.* & Richter, T. (2025). Using interleaved practice to foster spelling acquisition. *Learning and Instruction*, 98, 102146. <https://doi.org/10.1016/j.learninstruc.2025.102146>
- (11) Dahdah, P., Naumann, J., Haffmans, M.-B., Schindler, J.* & Richter, T. (2025). Development of the retrieval of word meanings and its impact on reading comprehension throughout elementary school: A longitudinal study. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000962>
- (12) Roelle, J. & Richter, T. (2025). Üben aus Sicht der Lernpsychologie: Wie kann Üben das nachhaltige Lernen fördern? *Unterrichtswissenschaft*, 53, 179-204. <https://doi.org/10.1007/s42010-025-00227-7> (open access)
- (13) Schwerin, J.*, Lenhart, J. & Richter, T. (2025). Short-term effects of fiction on social-cognitive skills: The roles of literariness, language familiarity, and narrative experience. *Scientific Study of Literature*, 14(1), 4-22. <https://doi.org/10.61645/ssol.191>
- (14) Tiffin-Richards, S., Münchow, H.* & Richter, T. (2025). Plausible or problematic? Evaluating logical fallacies in a scientific text. *Thinking and Reasoning*. <https://doi.org/10.1080/13546783.2025.2473353>

- (15) Wertgen, A. G., Münchow, H., Richter, T. & Tiffin-Richards, S. P. (2025). Lasting benefits of a web-based training in understanding informal arguments. *European Journal of Psychology of Education*, 40, Article 36. <https://doi.org/10.1007/s10212-024-00930-6>
- (16) Lenhart, J., & Richter, T. (2024). Does watching fictional TV series in a naturalistic setting increase social-cognitive skills? *Scientific Study of Literature*, 13(1), 22–49. <https://doi.org/10.61645/ssol.184>
- (17) Schindler, J.*, Richter, T., & Mar, J. (2024). Does generation benefit learning from narrative and expository texts? A direct replication attempt. *Applied Cognitive Psychology*, 38(4): e4230. <http://dx.doi.org/10.1002/acp.4230>
- (18) Heß, J.*, Karageorgos, P.*, Müller, B.*, Riedmann, A., Schaper, P., Lugin, B., & Richter, T. (2024). Improving word reading skills of low-skilled readers: An intervention combining a syllable-based approach with digital game-based features. *Journal of Computer Assisted Learning*. <http://doi.org/10.1111/jcal.13021>
- (19) Klimovich, M.*, & Richter, T. (2024). Metacognitive training can reduce mindless reading. *Journal of Educational Psychology*, 116(5), 836–852. <https://doi.org/10.1037/edu0000884>
- (20) Pilotek, J.*, Karimi, M.N., & Richter, T. (2024). Document language moderates the text-belief consistency effect. *Discourse Processes*, 61(4-5). 222-232. <https://doi.org/10.1080/0163853X.2024.2336408>
- (21) Schulz, D.*, Lenhard, W., Mangold, M., Schindler, J.*, & Richter, T. (2024). Balancing accuracy and speed in the development of inhibitory control. *Journal of Experimental Child Psychology*, 243, 105915. <https://doi.org/10.1016/j.jecp.2024.105915>
- (22) Grimm, J.*, & Richter, T. (2024). Rational thinking as a general cognitive ability: Factorial structure, underlying cognitive processes, and relevance for university academic success. *Learning and Individual Differences*, Article 102428. <https://doi.org/10.1016/j.lindif.2024.102428>
- (23) Lenhart, J., & Richter, T. (2024). Book and TV exposure as predictors of mental verb comprehension and theory-of-mind development in preschoolers. *British Journal of Developmental Psychology*, 42(2), 234-256. <http://doi.org/10.1111/bjdp.12478>
- (24) Mangold, M., Lenhard, W., Schindler, J.*, Schulz, D.*, & Richter, T. (2023). Assessing vocabulary of bilingual German-Turkish preschool children. *Bilingualism: Language and Cognition*. <https://doi.org/10.1017/S1366728923000822>
- (25) Glaser, J.*, & Richter, T. (2023). The testing effect in the lecture hall: Does it transfer to content studied but not practiced? *Teaching of Psychology*. <https://doi.org/10.1177/00986283231218943>
- (26) Schulz, D.*, Segerer, R., Lenhard, W., Mangold, M., Schindler, J.*, & Richter, T. (2023). Assessing inhibitory control in kindergarten children: Validity of integrating response accuracy and response latency. *Cognitive Development*, 68, Article 101392. <https://doi.org/10.1016/j.cogdev.2023.101392>
- (27) Tibken, C.*, Richter, T., & Wannagat, W. (2023). Metacognitive comprehension monitoring: Cognitive abilities explain performance differences between younger and older adults. *Scientific Studies of Reading* 28(3), 284–302. <https://doi.org/10.1080/10888438.2023.2261572>
- (28) Heß, J.*, Riedmann, A., Karageorgos, P., Schaper, P., Lugin, B., Richter, T., & Müller, B. (2024). MobiLe: Konzeption einer digitalen silbenbasierten Leseförderung für die Grundschule [MobiLe: Conceptualization of a digital syllable-based reading training for elementary school]. *Psychologie in Erziehung und Unterricht*, 71(1), 41–51. <https://doi.org/10.2378/peu2024.art05d>
- (29) Endlich, D.*, Lenhard, W., Marx, P., & Richter, T. (2023). Differential switch costs in typically achieving children and children with math difficulties. *Journal of Learning Disabilities*, 57(4), 255-271. <https://doi.org/10.1177/00222194231204619>
- (30) Richter, T., & Tiffin-Richards, S. (2024). Learning as an epistemic activity. *Journal for the Study of Education and Development*, 47(1), 3-48. <https://doi.org/10.1177/02103702231224633>
- (31) Schmidt, M.-L.*, Winkler, J., Appel, M., & Richter, T. (2023). Emotional shifts, event-congruent emotions, and transportation in narrative persuasion. *Discourse Processes*, 60(7), 502-521. <https://doi.org/10.1080/0163853X.2023.2252696>
- (32) 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>
- (33) Schmidt, M.-L.*, Winkler, J., Appel, M., & Richter, T. (2023). Tracking emotional shifts during story reception: The relationship between narrative structure and affective responses. *Scientific Study of Literature*, 12(1), 17–39. <https://doi.org/10.61645/ssol.177>

- (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>
- (34) Schmidt, M.-L.*, Winkler, J., Appel, M., & Richter, T. (2023). Tracking emotional shifts during story reception: The relationship between narrative structure and affective responses. *Scientific Study of Literature*, 12(1), 17–39. <https://doi.org/10.61645/ssol.177>
- (35) 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>
- (36) 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>
- (37) 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>
- (38) 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>
- (39) 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>
- (40) 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>
- (41) 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>
- (42) 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>
- (43) 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>
- (44) 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>
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II. Journal Articles Without Strict Peer Review

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- (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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- (8) Richter, T., Souvignier, E., Hertel, S., Heyder, A., & Kunina-Habenicht, O. (2019). Zur Lage der Pädagogischen Psychologie in Forschung und Lehre [On the situation of educational psychology in research and teaching]. *Psychologische Rundschau*, 70, 109-118.
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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.
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III. Book Chapters and Books

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- (2) Trautwein, U., Hasselhorn, M., Mähler, C. & Richter, T. (in Druck). Trends und Innovationen in der pädagogisch-psychologischen Diagnostik: Ein Überblick über aktuelle Entwicklungen. In M. Hasselhorn, C. Mähler, T. Richter & U. Trautwein (Hrsg.) *Trends und Innovationen pädagogisch-psychologischer Diagnostik* (Tests & Trends, NF Bd. 21). Hogrefe.

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- (7) Müller, B.*, Richter, T. & Otterbein-Gutsche, G. (2024). Die Silbe im Fokus: Lesen mit Willy Wortbär zur Förderung der Worterkennung in der Grundschule [The syllable in focus: Reading with Willy Wortbär to improve word recognition in elementary school]. In T. Richter & W. Lenhard (Eds.), *Diagnostik und Förderung des Leseverständnisses im digitalen Kontext* (Tests und Trends, Vol. 20, pp. 225-240). Hogrefe.
- (8) Endlich, D., Lenhard, W., Marx, P., & Richter, T. (2024). 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* (Tests und Trends, Vol. 20, pp. 137-160). Hogrefe.
- (9) Schindler, J., Naumann, J., & Richter, T. (2024). 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 way informed by cognitive psychology]. In T. Richter & W. Lenhard (Eds.), *Diagnostik und Förderung des Leseverständnisses im digitalen Kontext* (Tests und Trends, Vol. 20, pp. 85-100). Hogrefe.
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- (31) 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

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