SHORT CURRICULUM VITAE

Tobias Richter

(October 2026)

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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

2026	Bachelor of Arts (B.A.) in Philosophy, Goethe University, Frankfurt, Germany
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
1998	Diplom-Psychologe (Dipl-Psych.) comparable to M.Sc. in Psychology
1992-1998	Studies in Psychology (major), Goethe University, Frankfurt, Germany
1991-1998	Studies in Philosophy (major) and Modern German Literature (minor), Goethe University, Frankfurt, Germany

Academic Positions

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
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)
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)
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)

2026-2030	German Research Foundation (DFG), Research Unit 5254: *Lasting learning: Cognitive mechanisms and effective instructional implementation*, second funding period, € 4,800,000 (total funding for 8 subprojects). Spokesperson/coordinator of the Research Unit, PI of the coordination project (773.000 €) and the subproject *Interleaved learning with verbal materials* (419.000 €, with Dr. Marina Klimovich)
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 Lugrin, 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), *Digital information literacy: Reducing disadvantages, creating opportunities* (with Dr. Johanna Abendroth (speaker), Prof. Markus Appel and Prof. Roland Stein) Total funding € 1.2 million, subprobject Abendroth/Richter: € 517,000
2025-2028	German Research Foundation (DFG), *Critical information processing: Promoting 21st century thinking skills in children,* € 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, Norther Illinois University, to be involved as Mercator Fellows in the project)
2025-2026	Bavarian State Ministry of Education and Cultural Affairs, Parliamentary Initiative of the CSU Parliamentary Group, € 55,000 *Scientific Evaluation of the Implementation of Syllable-Based Reading Intervention Programs in Primary Schools in the City and District of Würzburg* (PI, with Dr. Janina Heß)
2025-2027	*Digitale, adaptive reading promotion for first and second grade*, funded by hfp Informationssysteme (PI, with Dr. Janina Heß), € 168,000
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-	German Research Foundation (DFG), Research Unit 5254: *Lasting learning: Cognitive*

2026	*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 Lugrin & 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 initative 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], 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 (2020–2026)
Discourse Processes (2015–2019)
Journal for the Study of Education and Development (2017–2019)

Member of editorial boards:
Learning and Instruction (2010–present)
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: 18 completed, 6 ongoing

Habilitation theses (postdoctoral lecturing qualification): 5 completed, 3 ongoing

Professional Service (Selection)

University of Würzburg

Managing Director of the Department of Psychology (2018–2020, 2024–2026)
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, Frankfurter Forum 2024 and 2025*)

SELECTED PUBLICATIONS

Tobias Richter (October 2026)

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) Abendroth, J., & Richter, T. (2026). More than true or false: The effects of prior beliefs on the strategic and nonstrategic processing of belief-relevant socioscientific claims. *Memory & Cognition*. https://doi.org/10.3758/s13421-026-01911-4

(2) Klimovich, M.*, Rouet, J.-F., & Richter, T. (2026). Mind wandering during first- and foreign-language reading. *Psychonomic Bulletin & Review, 33*, Article 182. https://doi.org/10.3758/s13423-026-02949-w

(3) Wimmer, L., Richter, T., Klöppel, M.*, & Appel, M. (2026). Investigating the impact of narrativity on the congeniality bias. *Memory & Cognition*. https://doi.org/10.3758/s13421-026-01899-x

(4) Pilotek, L.*, Karimi, M. N., & Richter, T. (2026). How belief bias shapes the comprehension of multilingual texts. *Applied Studies in Innovative Learning and Teaching, 2*, Article 100006. https://doi.org/10.1016/j.asilt.2026.100006

(5) Dahdah, P., Naumann, J., Schindler, J., Haffmans, M.-B., & Richter, T. (2026). Reciprocal development of oral word and sentence comprehension during elementary school. *Child Development*, Article aacag082. https://doi.org/10.1093/chidev/aacag082

(6) Klöppel, M.*, Appel, M., & Richter, T. (2026). Narrativity and its effects on reading experiences, empathy, and intergroup attitudes. *Psychology of Aesthetics, Creativity, and the Arts*. https://doi.org/10.1037/aca0000871

(7) Grimm, J.*, & Richter, T. (2026). Training rational thinking: Improvements without transfer to argument evaluation. *Learning and Instruction, 104*, 102359. https://doi.org/10.1016/j.learninstruc.2026.102359

(8) Buchner, E.*, Lenhard, W., & Richter, T. (2026). The processing of color words in sentence comprehension. *Quarterly Journal of Experimental Psychology*. https://doi.org/10.1177/17470218261428813

(9) Roelle, J. & Richter, T. (2026). 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

(10) Heß, J.*, Karageorgos, P., Endlich, D.* & Richter, T. (2026). 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

(11) 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

(12) 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

(13) 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

(14) 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

(15) 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

(16) 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

(17) 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

(18) 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

(19) 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

(20) 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)

(21) 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

(22) 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

(23) 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 Psycholoy of Education, 40*, Article 36. https://doi.org/10.1007/s10212-024-00930-6

(24) 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

(25) 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

(26) Heß, J.*, Karageorgos, P.*, Müller, B.*, Riedmann, A., Schaper, P., Lugrin, 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

(27) 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

(28) 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

(29) 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

(30) 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

(31) 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

(32) 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

(33) 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

(34) 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

(35) 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

(36) Heß, J.*, Riedmann, A., Karageorgos, P., Schaper, P., Lugrin, 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

(37) 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

(38) 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

(39) 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

(40) 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

(41) 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.177Lenhart, 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

(42) 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

(43) 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

(44) 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

(45) 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

(46) 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

(47) 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

(48) 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

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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.

(4) Richter, T. (2020). Ein Erfolgsmodell, auch für die Zukunft: Der allgemeine MSc-Studiengang Psychologie [A model of success, also for the future: The general MSc Psychology program]. *Psychologische Rundschau*, *71*(2), 148-149. https://doi.org/10.1026/0033-3042/a000477

(5) Richter, T., Souvignier, E., Heyder, A., Kunina-Habenicht, O., Hertel, S., & Sparfeldt, J. (2020). Die besondere Beziehung von Entwicklungspsychologie und Pädagogischer Psychologie [The special relationship of developmental psychology and educational psychology]. *Psychologische Rundschau*, *71*(1), 34-36. https://doi.org/10.1026/0033-3042/a000466

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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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(10) Lipowsky, F., Richter, T., Borromeo Ferri, R., Ebersbach, M., & Hänze. M. (2015). Wünschenswerte Erschwernisse beim Lernen [Desirable difficulties in learning]. *Schulpädagogik Heute, 6(11)*. http://dx.doi.org/doi:10.17170/kobra-202102183286

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(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) Tiffin-Richards, S., & Richter, T. (in press). Kritische Informationsverarbeitung: Lernen mit Argumenten aus Sicht der Pädagogischen Psychologie [Critical information processing: Learning with arguments from the perspective of educational psychology]. In C. Gut-Glanzmann & H.-J. Schneider (Eds.), *Interdisziplinäre Fachdidaktik: Beschreibung einer neuen Disziplin am Beispiel des Argumentierens in den Fächern*. hep Verlag.

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(5) Glaser, J.* & Richter, T. (2025). Nachhaltiges Lernen an der Hochschule: Untersuchungen zu Randbedingungen der positiven Effekte von digitalen Übungstests auf das Behalten von Lehrinhalten [Lasting learning at university: Studies on the boundary conditions for the positive effects of digital practice tests on the retention of teaching content]. In A. Füting-Lippert, M. Eisenmann, S. Grafe, H.-S. Siller & T. Trefzger (Eds.), *Digitale Medien in Lehr-Lern-Konzepten der Lehrpersonenbildung in interdisziplinärer Perspektive*. Springer VS.

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(9) 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.

(10) 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.),

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(11) 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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(19) 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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