<p style="text-align:center">SHORT CURRICULUM VITAE</p>

Tobias Richter

<p style="text-align:center">(September 2024)</p>

Julius-Maximilians-University of Würzburg
Department of Psychology IV
Röntgenring 10
97070 Würzburg, Germany
E-Mail: tobias.richter@uni-wuerzburg.de
Website: https://go.uniwue.de/richter
Phone: +49-(0) 931 31-83755

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.), with top grades
1991-1998	Studies in Philosophy (major) and Modern German Literature (minor), Johann Wolfgang 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, 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), *Compositionality and schematicity in experiential theories of language comprehension* (RI 1100/3-1 and RI 1100/3-2), € 50,000
2002	Young Scientist Award 2002 of the Educational Psychology Division of the German Psychological Association (Deutsche Gesellschaft für Psychologie, DGPs)
2001	Outstanding Student Paper Award of the Society for Text and Discourse
1995–1998	Scholarship of the German National Academic Foundation (Studienstiftung des deutschen Volkes)

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

2024-2027	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)
2023-2026	German Research Foundation (DFG), *Stories and social understanding: The roles of narrativity, fictionality, and literariness,* € 200,000 (PI, with Prof. Markus Appel; collaboration with Prof. Raymond Mar, York University, and Prof. David Hanauer, Indiana University of Pennsylvania, to be involved as Mercator Fellows in the project)
2022-2026	German Research Foundation (DFG), Research Unit 5254: *Lasting learning: Cognitive mechanisms and effective instructional implementation*, € 4,200,000 (total funding for 9 subprojects). Spokesperson/coordinator of the Research Unit, PI of the coordination project (652.000 €) and the subproject *Interleaved learning with verbal materials* (382.000 €)
2022-2025	German Research Foundation (DFG), *Comprehension of socio-scientific controversies through multiple documents: Language as credibility cue*, € 200,000 (PI; collaboration with Prof. Mohammad N. Karimi, Kharazmi University Tehran, Iran, involved as Mercator Fellow in the project)
2022-2025	Karg Foundation, *Development and evaluation of a standardized training program for promoting metacognitive competences in gifted students in secondary school*, € 186,000 (PI, with Dr. Catharina Tibken)
2020-2023	German Federal Ministry of Education and Research (BMBF), *Mobile reading training (MobiLe)*, € 400,000 (PI, with Prof. Birgit 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–present)
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* (2024) (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* (2024) (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: 13 completed, 6 ongoing

Habilitation theses (postdoctoral lecturing qualification): 2 completed, 6 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 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 (September 2024)

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) Lenhart, J., & Richter, T. (in press). Does watching fictional TV series in a naturalistic setting increase social-cognitive skills? *Scientific Study of Literature*.

(2) 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

(3) 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

(4) 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

(5) 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

(6) 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

(7) 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

(8) 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

(9) 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

(10)   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

(11)   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

(12)   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

(13)   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

(14)   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

(15)   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

(16)   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

(17)   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

(18)   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

(19)   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

(20)   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

(21)   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

(22)   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

(23)   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

(24)   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

(25)   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

(26)   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

(27)   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

(28)   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

(29)   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

(30)   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, 35*(2), 183-204. https://doi.org/10.1080/20445911.2022.2149757

(31)   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

(32)   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

(33)   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

(34)   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

(35)   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.

(36)   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

(37)   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

(38)   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

(39)   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

(40)   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

(41)   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.

(42)   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

(43)   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

(44)   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

(45)   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

(46)   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

(47)   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

(48)   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

(49)   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

(50)   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

(51)   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

(52)   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

(53)   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

(54)   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

(55)   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

(56)   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

(57)   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

(58)   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

(59)   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

(60)   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

(61)   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

(62)   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

(63)   Appel, M., Schreiner, C., Haffmans, M.-B.*, & Richter, T. (2019). The mediating role of event-congruent emotions in narrative persuasion. *Poetics, 77*, 101385. https://doi.org/10.1016/j.poetic.2019.101385

(64)   Abendroth, J.*, & Richter, T. (2020). Text-belief consistency effect in adolescents´ comprehension of multiple documents from the Web. *Journal for the Study of Education and Development, 43*, 60-100. https://doi.org/10.1080/02103702.2019.1692289

(65)   Münchow, H.*, Richter, T., von der Mühlen, S.*, Schmid, S., Bruns, K., & Berthold, K. (2020). Verstehen von Argumenten in wissenschaftlichen Texten: Reliabilität und Validität des Argumentstrukturtests (AST) [Comprehension of arguments in scientific texts: Reliability and validity of the Argument Structure Test]. *Diagnostica, 66*, 136-145. https://doi.org/10.1026/0012-1924/a000225

(66)   Brunmair, M.*, & Richter, T. (2019). Similarity matters: A meta-analysis of interleaved learning and its moderators. *Psychological Bulletin, 145*, 1029-1051. https://doi.org/10.1037/bul0000209

(67)   Münchow, H.*, Richter, T., von der Mühlen, S., & Schmid, S. (2019). The ability to evaluate arguments in scientific texts: Measurement, cognitive processes, nomological network and relevance for academic success at the university. *British Journal of Educational Psychology, 89*, 502-523. https://doi.org/10.1111/bjep.12298

(68)   Greving, C.*, & Richter, T. (2019). Distributed learning in the classroom: Effects of rereading schedules depend on time of test. *Frontiers in Psychology, 9*, Article 2517. doi: 10.3389/fpsyg.2018.02517

(69)   Isberner, M.-B.*, Richter, T., Schreiner, C., Eisenbach, Y., Sommer, C., & Appel, M. (2019). Empowering stories: Transportation into narratives with strong protagonists increases self-related control beliefs. *Discourse Processes, 56*, 575-598. https://doi.org/10.1080/0163853X.2018.1526032

(70)   Greving, S.*, & Richter, T. (2018). Examining the testing effect in university teaching: Retrievability and question format matter. *Frontiers in Psychology, 9*, Article 2412. https://doi.org/10.3389/fpsyg.2018.02412

(71)   von der Mühlen, S.*, Richter, T., Schmid, S., & Berthold, K. (2018). How to improve argumentation comprehension in university students: Experimental test of a training approach. *Instructional Science*, *47,* 215-237. https://doi.org/10.1007/s11251-018-9471-3

(72)   Feistauer, D.*, & Richter, T. (2018). Validity of students' evaluations of teaching: Biasing effects of likability and prior subject interest. *Studies in Educational Evaluation, 59*, 168-178. https://doi.org/10.1016/j.stueduc.2018.07.009

(73)   Richter, T., Lenhard, W., Marx, P., & Endlich, D.* (2018). Konzeption eines Online-Screenings für Lernstörungen [Outline for an online-screening for learning disorders]. *Lernen und Lernstörungen, 7*, 203-207. https://doi.org/10.1024/2235-0977/a000237

(74)   Feistauer, D.*, & Richter, T. (2018). The role of clarity about study programme contents and interest in student evaluations of teaching. *Psychology Learning and Teaching, 17*, 272-292. https://doi.org/10.1177/1475725718779727

(75)   Piest, B.*, Isberner, M.-B.*, & Richter, T. (2018). Don't believe everything you hear: Routine validation of audio-visual information in children and adults. *Memory and Cognition, 46*, 849-863. https://doi.org/10.3758/s13421-018-0807-7

(76)   Maier, J.*, Richter, T., & Britt, M.A. (2018). Cognitive processes underlying the text-belief consistency effect: An eye-movement study. *Applied Cognitive Psychology, 32*, 171-185. https://doi.org/10.1002/acp.3391

(77)   Schindler, J.*, Richter, T., & Eyßer, C.* (2017). Mood moderates the effect of self-generation during learning. *Frontline Learning Research, 5(4)*, 76-88. https://doi.org/10.14786/flr.v5i4.296

(78)   Maier, J.*, Richter, T., Nauroth, P., & Gollwitzer, M. (2018). For me or for them: How in-group identification and beliefs influence the comprehension of controversial texts. *Journal of Research in Reading, 41*, S48-S65. https://doi.org/10.1111/1467-9817.12132

(79)   Müller, B.*, Richter, T., & Karageorgos, P.*, Krawietz, S. & Ennemoser, M. (2017). Effects of a syllable-based reading intervention in poor-reading fourth graders. *Frontiers in Psychology, 8*, Article 1635. https://doi.org/10.3389/fpsyg.2017.01635

(80)   Richter, T., & Maier, J.* (2017). Comprehension of multiple documents with conflicting information: A two-step model of validation. *Educational Psychologist, 52*, 148-166. https://doi.org/10.1080/00461520.2017.1322968

(81)   Müller, B.*, Otterbein-Gutsche, G., & Richter, T. (2018). Leseförderung mit Silben und Sprachsystematik: Konzeption eines Trainingsprogramms [Promoting reading with syllables and language systematics: Outline of a training program]. *Psychologie in Erziehung und Unterricht, 65*, 52-57. https://doi.org/10.2378/peu2018.art03d

(82)   Richter, T. & Maier, J.* (2018). Verstehen kontroverser wissenschaftlicher Themen: Probleme, zugrundeliegende kognitive Prozesse und psychologische Interventionen [Comprehension of controversial scientific topics: Problems, underlying cognitive processes, and psychological interventions]. *Psychologische Rundschau, 69*(3), 151-159. https://doi.org/10.1026/0033-3042/a000371

(83)   Schindler*, J., Richter, T., Isberner, M.-B.*, Neeb, Y., & Naumann, J. (2018). Construct validity of a process-oriented test assessing syntactic skills in German primary school children. *Language Assessment Quarterly: An International Journal*, *15*(2), 183-203. https://doi.org/10.1080/15434303.2018.1446142

(84)   Schreiner, C., Appel, M., Isberner, M.-B.*, & Richter, T. (2018). Argument strength and the persuasiveness of stories. *Discourse Processes, 55* (4), 371-386. https://doi.org/10.1080/0163853X.2016.1257406

(85) Feistauer, D.*, & Richter, T. (2017). How reliable are students' evaluations of teaching quality? A variance components approach. *Assessment and Evaluation in Higher Education, 42* (8), 1263-1279. https://doi.org/10.1080/02602938.2016.1261083

(86) Knoepke, J.*, Richter, T., Isberner, M.-B.*, Naumann, J, Neeb, Y., & Weinert, S. (2017). Processing of positive- and negative-causal coherence relations: A test of the cumulative cognitive complexity approach in German. *Journal of Child Language, 44*(2), 297-328. https://doi.org/10.1017/S0305000915000872

(87) von der Mühlen, S.*, Richter, T., Schmid, S., Schmidt, L.M., & Berthold, K. (2016). Judging the plausibility of argumentative statements in scientific texts: A student-scientist comparison. *Thinking and Reasoning, 22*(2), 221-249. https://doi.org/10.1080/13546783.2015.1127289

(88) von der Mühlen, S.*, Richter, T., Schmid, S., Schmidt, L.M., & Berthold, K. (2016). The use of source-related strategies in evaluating multiple psychology texts: A student-scientist comparison. *Reading and Writing, 29*, 1677–1698. https://doi.org/10.1007/s11145-015-9601-0

(89) Maier, J.*, & Richter, T. (2016). Effects of text-belief consistency and reading task on the strategic validation of multiple texts. *European Journal of Psychology of Education, 31*, 479–497. https://doi.org/10.1007/s10212-015-0270-9

(90) Müller, B.*, Mayer, A., Richter, T., Krizan, A., Hecht, T., & Ennemoser, M. (2015). Differential effects of reading trainings on reading processes: A comparison in Grade 2. *Zeitschrift für Erziehungswissenschaft, 18*, 489-512. https://doi.org/10.1007/s11618-015-0648-0

(91) Müller, B.*, Richter, T., Krizan, A., Hecht, T., & Ennemoser, M. (2016). How to analyze interpersonal and individual effects in peer-tutored reading intervention. *Journal of Experimental Education, 84*(4), 744-763. https://doi.org/10.1080/00220973.2015.1065219

(92) Müller, B.*, Richter, T., Krizan, A., Hecht, T., & Ennemoser, M. (2015). Word recognition skills moderate the effectiveness of reading strategy training in Grade 2. *Learning and Individual Differences, 40*, 55-62. https://doi.org/10.1016/j.lindif.2015.05.001

(93) Richter, T. (2015). Validation and comprehension of text information: Two sides of the same coin. *Discourse Processes, 52*(5-6), 337-352. https://doi.org/10.1080/0163853X.2015.1025665

(94) Appel, M., Gnambs, T., Richter, T., & Green, M.C. (2015). The Transportation Scale – Short Form (TS-SF). *Media Psychology, 18*(2), 243-266. https://doi.org/10.1080/15213269.2014.987400

(95) Gnambs, T., Appel, M., Schreiner, T., Richter, T., & Isberner*, M.-B. (2014). Experiencing narrative worlds: A latent state-trait analysis. *Personality and Individual Differences, 69*, 187-192. https://doi.org/10.1016/j.paid.2014.05.034

(96) Britt, M.A., Richter, T., & Rouet, J.-F. (2014). Scientific Literacy: The role of goal-directed reading and evaluation in understanding scientific information. *Educational Psychologist, 49*(2), 104-122. https://doi.org/10.1080/00461520.2014.916217

(97) Knoepke, J.*, Richter, T., Isberner*, M.-J., Naumann, J., & Neeb, Y. (2014). Phonological recoding, orthographic decoding, and comprehension skills during reading acquisition. *Zeitschrift für Erziehungswissenschaft, 17*(3), 447-472. https://doi.org/10.1007/s11618-014-0560-z

(98) Maier, J.*, & Richter, T. (2014). Training multiple text comprehension: How metacognitive strategies and motivation moderate the text-belief consistency effect. *Metacognition and Learning, 9*, 54-71. https://doi.org/10.1007/s11409-013-9111-x

(99) Richter, T., & Rapp, D.N. (2014). Comprehension and validation of text information: Introduction to the special issue. *Discourse Processes, 51*(1-2), 1-6. https://doi.org/10.1080/0163853X.2013.855533

(100) Maier, J.*, & Richter, T. (2014). Lernen mit multiplen Texten zu kontroversen wissenschaftlichen Themen: Die Rolle der epistemischen Validierung [Learning with multiple texts on controversial scientific topics: The role of epistemic validation]. *Unterrichtswissenschaft, 42(1)*, 24-38.

(101) Isberner, M.-B.*, & Richter, T. (2014). Does validation during language comprehension depend on an evaluative mindset? *Discourse Processes, 51*(1-2), 7-25. https://doi.org/10.1080/0163853X.2013.855867

(102) Richter, T., Appel, M., & Calio, F.* (2014). Stories can influence the self-concept. *Social Influence, 9*(3), 172-188. https://doi.org/10.1080/15534510.2013.799099

(103) Müller, B.*, Križan, A., Hecht, T., Richter, T., & Ennemoser, M. (2013). Leseflüssigkeit im Grundschulalter: Entwicklungsverlauf und Effekte systematischer Leseförderung. *Lernen und Lernstörungen, 2*(3), 131-146. https://doi.org/10.1024/2235-0977/a000039

(104) Richter, T., Isberner, M.-B.*, Naumann, J., & Neeb, Y (2013). Lexical quality and reading comprehension in primary school children. *Scientific Studies of Reading, 17*(6), 415-434. https://doi.org/10.1080/10888438.2013.764879

(105) Isberner, M.-B.*, Richter, T., Maier*, J., Knuth-Herzig, K., Horz, H., & Schnotz, W. (2013). Comprehending conflicting science-related texts: Graphs as plausibility cues. *Instructional Science, 41*, 849-872. https://doi.org/10.1007/s11251-012-9261-2

(106) Maier, J.*, & Richter, T. (2013). Text-belief consistency effects in the comprehension of multiple texts with conflicting information. *Cognition and Instruction, 31*(2), 151-175. https://doi.org/10.1080/07370008.2013.769997

(107) Maier, J.*, & Richter, T. (2013). How nonexperts understand conflicting information on social science issues: The role of perceived plausibility and reading goals. *Journal of Media Psychology, 25*(1), 14-26. https://doi.org/10.1027/1864-1105/a000078

(108) Isberner, M.-B.*, & Richter, T. (2013). Can readers ignore implausibility? Evidence for nonstrategic monitoring of event-based plausibility in language comprehension. *Acta Psychologica, 142*(1), 15-22. https://doi.org/10.1016/j.actpsy.2012.10.003

(109) Richter, T., Isberner, M.-B.*, Naumann, J., & Kutzner, Y. (2012). Prozessbezogene Diagnostik von Lesefähigkeiten bei Grundschulkindern [Process-based assessment of reading skills in primary school children]. *Zeitschrift für Pädagogische Psychologie, 26*(4), 313-331. https://doi.org/10.1024/1010-0652/a000079

(110) Schroeder, S., Richter, T., McElvany, N., Hachfeld, A., Baumert, J., Schnotz, W., Horz, H., & Ullrich, M. (2011). Teachers' beliefs, instructional behaviors, and students' engagement in learning from texts with instructional pictures. *Learning and Instruction, 21*(3), 403-415. https://doi.org/10.1016/j.learninstruc.2010.06.001

(111) Hilbig, B.E., & Richter, T. (2011). Homo heuristicus outnumbered: Comment on Gigerenzer and Brighton (2009). *Topics in Cognitive Science, 3*, 187-196. https://doi.org/10.1111/j.1756-8765.2010.01123.x

(112) Appel, M., & Richter, T. (2010). Transportation and need for affect in persuasion through fictional narratives: A mediated moderation model. *Media Psychology, 13*(2), 101-135. https://doi.org/10.1080/15213261003799847

(113) Richter, T., Naumann, J., & Horz, H. (2010). Eine revidierte Fassung des Inventars zur Computerbildung (INCOBI-R) [A revised version of the Computer Literacy Inventory (INCOBI-R)]. *Zeitschrift für Pädagogische Psychologie, 24*(1), 23-37. https://doi.org/10.1024/1010-0652/a000002

(114) Schnotz, W., Baumert, J. Horz, H., McElvany, N., Ullrich, M., Schroeder, S., Hachfeld, A. & Richter, T. (2010). Das BITE-Projekt: Integrative Verarbeitung von Texten und Bildern in der Sekundarstufe I [The BITE project: Integrative processing of texts and images in early secondary school]. *Zeitschrift für Pädagogik, Beiheft 56*, 143-153.

(115) McElvany, N., Schroeder, S., Richter, T., Hachfeld, A., Baumert, J., Schnotz, W., Horz, H. & Ullrich, M. (2010). Texte mit instruktionalen Bildern als Unterrichtsmaterial: Kompetenzen der Lehrkräfte [Texts with instructional images as teaching materials: teachers' competences]. *Unterrichtswissenschaft, 38*, 98-116.

(116) Richter, T., & Schmid, S. (2010). Epistemological beliefs and epistemic strategies in self-regulated learning. *Metacognition and Learning, 5*, 47-65. https://doi.org/10.1007/s11409-009-9038-4

(117) Richter, T., & Zwaan, R.A. (2010). Integration of perceptual information in word access. *Quarterly Journal of Experimental Psychology, 63*(1), 81-107. https://doi.org/10.1080/17470210902829563

(118) Keith, N., Richter, T., & Naumann, J. (2010). Active/exploratory training promotes transfer even in learners with low motivation and cognitive ability. *Applied Psychology: An International Review, 59*(1), 97-123. https://doi.org/10.1111/j.1464-0597.2009.00417.x

(119) McElvany, N., Schroeder, S., Hachfeld, A., Baumert, J., Richter, T., Schnotz, W., Horz, H., & Ullrich, M. (2009). Diagnostische Fähigkeiten von Lehrkräften bei der Einschätzung von Schülerleistungen und Aufgabenschwierigkeiten bei Lernmedien mit instruktionalen Bildern [Teachers' diagnostic skills in assessing student performance and task difficulty in learning media with instructional pictures]. *Zeitschrift für Pädagogische Psychologie, 23*, 223-235. https://doi.org/10.1024/1010-0652.23.34.223

(120) Richter, T., Zwaan, R.A., & Hoever, I.* (2009). Acquiring experiential traces in word-referent learning. *Memory & Cognition, 37*, 1187-1196. https://doi.org/10.3758/MC.37.8.1187

(121)   Richter, T., & Zwaan, R.A. (2009). Processing of color words activates color representations. *Cognition, 111*(3), 383-389. https://doi.org/10.1016/j.cognition.2009.02.011

(122)   Richter, T., Schroeder, S., & Wöhrmann, B.* (2009). You don't have to believe everything you read: Background knowledge permits fast and efficient validation of information. *Journal of Personality and Social Psychology, 96*(3), 538-558. https://doi.org/10.1037/a0014038

(123)   Schroeder, S., Richter, T., & Hoever, I.* (2008). Getting a picture that is both accurate and stable: Situation models and epistemic validation. *Journal of Memory and Language, 59*(3), 237-255. https://doi.org/10.1016/j.jml.2008.05.001

(124)   Naumann, J., Richter, T., Christmann, U., & Groeben, N. (2008). Working memory capacity and reading skill moderate the effectiveness of strategy training in learning from hypertext. *Learning and Individual Differences, 18*(2), 197-213. https://doi.org/10.1016/j.lindif.2007.08.007

(125)   Naumann, J., Richter, T., Flender, J., Christmann, U., & Groeben, N. (2007). Signaling in expository hypertexts compensates for deficits in reading skill. *Journal of Educational Psychology, 99*(4), 791-807. https://doi.org/10.1037/0022-0663.99.4.791

(126)   Richter, T. (2007). Wie analysiert man Interaktionen von metrischen und kategorialen Prädiktoren? Nicht mit Median-Splits! [How to analyze interactions of metric and categorical predictors? Not with median splits!] *Zeitschrift für Medienpsychologie, 19*(3), 116-125. https://doi.org/10.1026/1617-6383.19.3.116

(127)   Appel, M., & Richter, T. (2007). Persuasive effects of fictional narratives increase over time. *Media Psychology, 10*(1), 113-134. https://doi.org/10.1080/15213260701301194

(128)   Richter, T. (2006). What is wrong with ANOVA and multiple regression? Analyzing sentence reading times with hierarchical linear models. *Discourse Processes, 41*(3), 221-250. https://doi.org/10.1207/s15326950dp4103_1

(129)   Richter, T., & Späth, P. * (2006). Recognition is used as one cue among others in judgment and decision making. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 32*(1), 150-162. https://doi.org/10.1037/0278-7393.32.1.150

(130)   Richter, T., & van Holt, N. * (2005). ELVES: Ein computergestütztes Diagnostikum zur Erfassung der Effizienz von Teilprozessen des Leseverstehens [ELVES: A computer-based diagnostic instrument for assessing the efficiency of component processes of reading comprehension]. *Diagnostica*, *51*(4), 169-182. https://doi.org/10.1026/0012-1924.51.4.169

(131)   Richter, T., Naumann, J., Brunner, M., & Christmann, U. (2005). Strategische Verarbeitung beim Lernen mit Text und Hypertext [Strategic processing in learning with text and hypertext]. *Zeitschrift für Pädagogische Psychologie, 19*, 5-22.

(132)   Richter, T., Naumann, J., & Noller, S.* (2003). LOGPAT: A semi-automatic way to analyze hypertext navigation behavior. *Swiss Journal of Psychology, 62*(2), 113-120. https://doi.org/10.1024/1421-0185.62.2.113

(133)   Richter, T., & Naumann, J. (2002). Mehrebenenanalysen mit hierarchisch-linearen Modellen [Multilevel analyses with hierarchical linear models]. *Zeitschrift für Medienpsychologie, 14*(4), 155-159. https://doi.org/10.1026//1617-6383.14.4.155

(134)   Naumann, J., Richter, T., & Groeben, N. (2001). Validierung des INCOBI anhand eines Vergleichs von Anwendungsexperten und Anwendungsnovizen [Validation of the INCOBI by comparing experts and novices]. *Zeitschrift für Pädagogische Psychologie, 15*(3-4), 219-232. https://doi.org/10.1024/1010-0652.15.34.219

(135)   Richter, T., Naumann, J., & Groeben, N. (2001). Das Inventar zur Computerbildung (INCOBI): Ein Instrument zur Erfassung von Computer Literacy und computerbezogenen Einstellungen bei Studierenden der Geistes- und Sozialwissenschaften [The computer literacy inventory: An instrument for assessing computer literacy and attitudes toward the computer in students of the social sciences and the humanities]. *Psychologie in Erziehung und Unterricht, 48*, 1-13.

(136)   Richter, T., Naumann, J., & Groeben, N. (2000). Attitudes toward the computer: Construct validation of an instrument with scales differentiated by content. *Computers in Human Behavior, 16*(5), 473-491. https://doi.org/10.1016/S0747-5632(00)00025-X

(137)   Naumann, J., & Richter, T. (2000). Response times in attitudinal items as indicators of the continuous accessibility of knowledge related to attitudes. *Psychological Reports, 87*(2), 355-366. https://doi.org/10.2466/pr0.2000.87.2.355

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.

(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

(6) Richter, T. (2019). Imparting psychological knowledge, promoting scientific literacy, and adjusting the public image of psychological science: The manifold functions of teaching psychology to non-psychologists (comment on Dutke et al., 2019). *Psychology Learning and Teaching, 18*, 127-130. https://doi.org/10.1177/1475725719827706

(7) Richter, T., Souvignier, E., Hertel, S., Heyder, A., & Kunina-Habenicht, O. (2019). Die Pädagogische Psychologie als Teil der Psychologie: Abschließende Stellungnahme der Fachgruppe Pädagogische Psychologie zu den Beiträgen im Diskussionsforum [Educational psychology as a part of psychology: Concluding statement of the Division of Educational Psychology on the contributions in the discussion forum]. *Psychologische Rundschau, 70*, 136-137.

(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.

(9) Richter, T., Kunina-Habenicht, O., Souvignier, E., Heyder, A., & Hertel, S. (2018). Synergien mit den inhaltlichen Fächern nutzen statt Abgrenzung betreiben: Die Psychologische Methodenlehre als Teil der Psychologie. *Psychologische Rundschau, 69*, 343-344.

(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

(11) Müller, B.*, Richter, T., Križan, A., Hecht, T., & Ennemoser, M. (2012). Evidenzbasierte Leseförderung: Vorstellung einer Interventionsstudie [Evidence-based reading promotion: Presentation of an inervention 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.

(13) Naumann, J., Richter, T., & Christmann, U. (1999). Psychologische Tests und Fragebogen [Psychological tests and questionnaires]. *Siegener Periodicum für die Internationale Empirische Literaturwissenschaft, 18(1)*, 21-34.

III. Book Chapters and Books

(1) Glaser, J.* & Richter, T. (in press). 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.

(2) Richter, T., & Kubik, V.* (in press). Wissenserwerb [Knowledge acquisition]. In D. Urhahne, M. Dresel & F. Fischer (Eds.), *Psychologie für den Lehrberuf* (2nd ed.). Springer.

(3) Richter, T. & Lenhard, W. (Hrsg.) (2024). *Diagnostik und Förderung des Lesens im digitalen Kontext* [Assessment and promotion of reading in a digital context] (Tests und Trends, Vol. 20). Hogrefe.

(4) Lenhard, W. & Richter, T. (2024). Leseverständnis: Kognitive Komponenten und Prozesse [Reading comprehension: Cognitive components and processes]. In T. Richter & W. Lenhard (Hrsg.), *Diagnostik und Förderung des Lesens im digitalen Kontext* (Tests und Trends, Vol. 20, pp. 1-18). Hogrefe.

(5) 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.

(6) 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.

(7) 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.

(8) Abendroth, J., & Richter, T. (in press). Informelles Lernen im Internet [Informal learning on the Internet]. Appel, M., Hutmacher, F., Mengelkamp, C., Stein, J.-P., & Weber, S. (Eds.), *Digital ist besser?! Die Psychologie der Online- und Mobilkommunikation* (pp. 139-153). Springer.

(9) Schneider, W., Tibken, C.*, & Richter, T. (2022). The development of metacognitive knowledge from childhood to young adulthood: Major trends and educational implications. In J. Lockman (Ed.), *Advances in Child Development and Behavior*, Vol. 63 (pp. 273-307). San Diego, CA. https://doi.org/10.1016/bs.acdb.2022.04.006 San Diego, CA.

(10) Rouet, J., Britt, M. A., Gabrielsen, E., Kaakinen, J., Richter, T., & Lennon, M. (2021), PIAAC Cycle 2 assessment framework: Literacy. In OECD (2021), *The assessment frameworks for Cycle 2 of the Programme for the International Assessment of Adult Competencies*. Paris, France: OECD Publishing. https://doi.org/10.1787/7b3bf33b-en

(11) Black, J.E., Barnes, J.L., Oatley, K., Tamir, D.I., Dodell-Feder, D., Richter, T., & Mar, R.A. (2021). Stories and their role in social cognition. In D. Kuiken & A.M. Jacobs (Eds.), *Handbook of empirical literary studies* (pp. 241-260). Berlin: de Gruyter. https://doi.org/10.1515/9783110645958-010

(12) 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

(13) Münchow, H.*, Richter, T., & Schmid, S. (2020). What does it take to deal with academic literature? Epistemic components of scientific literacy. In O. Zlatkin-Troitschanskaia, H. A. Pant, M. Toepper & C. Lautenbach (Eds.), *Student learning in German higher education: Innovative modelling and measurement approaches and research results* (pp. 229-250). Wiesbaden, Germany: Springer.

(14) Richter, T., Münchow, H.*, & Abendroth, J.* (2020). The role of validation in integrating multiple perspectives. In P. Van Meter, A. List, D. Lombardi, & P. Kendeou (Eds.). *Handbook of learning from multiple representations and perspectives (pp. 259-276)*. New York, NY: Routledge.

(15) 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.

(16) Richter, T., & Maier, J.* (2018). The role of validation in multiple documents comprehension. In J. Braasch, I. Bråten & M. McCrudden (Eds.), *Handbook of multiple source use* (pp. 151-167). New York, NY: Routledge.

(17) Feistauer, D.*, & Richter, T. (2016). Wie zuverlässig sind studentische Einschätzungen der Lehrqualität? Eine Analyse mit kreuzklassifizierten Mehrebenenmodellen [How reliable are student

evaluations of teaching? An analysis with cross-classified multilevel models]. In M. Krämer, S. Preiser & K. Brusdeylins (Eds.), *Psychologiedidaktik und Evaluation XI* (pp. 299-306). Aachen: Shaker. https://doi.org/10.23668/psycharchives.1009

(18)   Richter, T., & Schnotz, W. (2018). Textverstehen [Text comprehension]. In S. Buch, D. Rost & J. Sparfeldt (Eds.), *Handwörterbuch Pädagogische Psychologie* (4th ed., pp. 826-837). Weinheim: Beltz.

(19)   Richter, T., & Müller, B.* (2017). Entwicklung hierarchieniedriger Leseprozesse [Development of basic reading processes]. In M. Philipp (Ed.), *Handbuch Schriftspracherwerb und weiterführendes Lesen und Schreiben* (pp. 51-66). Weinheim: Juventa.

(20)   Müller, B.*, & Richter, T. (2017). Förderung hierarchieniedriger Leseprozesse [Fostering basic reading processes]. In M. Philipp (Ed.), *Handbuch Schriftspracherwerb und weiterführendes Lesen und Schreiben* (pp. 236-251). Weinheim: Juventa.

(21)   Richter, T., & Singer, M. (2017). Discourse updating: Acquiring and revising knowledge through discourse. In M. F. Schober, D. N. Rapp & M. A. Britt (Eds.), *The Routledge handbook of discourse processes* (2nd ed., pp. 167-190*).* New York: Routledge. doi: 10.4324/9781315687384-11

(22)   Schindler, J.*, & Richter, T. (2018). Reading comprehension: Individual differences, disorders, and underlying cognitive processes. In A. Bar On & D. Ravid (Eds.), *Handbook of communication disorders: Theoretical, empirical, and applied linguistic perspectives* (pp. 503-524). Berlin: De Gruyter Mouton.

(23)   Neeb, Y., Naumann, J., Knoepke, J.*, Isberner, M.-B.*, & Richter, T. (2015). Phonologische Verarbeitung von gesprochener und geschriebener Sprache: Erfassung und Unterschiede im Verlauf der Grundschulzeit [Phonological processing of spoken and written language: Assessment and developmental differences during elementary school]. In A. Redder, J. Naumann, & R. Tracy (Eds.), *Forschungsinitiative Sprachdiagnostik und Sprachförderung: Ergebnisse* (pp. 47-66). Münster: Waxmann.

(24)   Isberner, M.-B.*, & Richter, T. (2014). Comprehension and validation: Separable stages of information processing? A case for epistemic monitoring in language comprehension. In D.N. Rapp & J. Braasch (Eds.), *Processing inaccurate information: Theoretical and applied perspectives from cognitive science and the educational sciences* (pp. 245-276). Boston, MA: MIT Press.

(25)   Naumann, J., Richter, T., Kutzner, Y., Knoepke, J.*, & Isberner, M.-B.* (2014). ProDi-L: Prozessorientierte Erfassung des Leseverstehens im Grundschulalter [ProDi-L: Process-oriented assessment of reading comprehension in elementary school]. In Bundesministerium für Bildung und Forschung (Ed.), *Bildungsforschung 2020: Herausforderungen und Perspektiven* (Bildungsforschung Vol. 40, pp. 267-270). Berlin: Bundesministerium für Bildung und Forschung.

(26)   Müller, B.*, & Richter, T. (2014). Lesekompetenz [Reading ability]. In J. Grabowski (Ed.), *Sinn und Unsinn von Kompetenzen: Fähigkeitskonzepte im Bereich von Sprache, Medien und Kultur* (pp. 29-49). Leverkusen: Budrich.

(27)   Knoepke, J.*, Richter, T., Isberner, M.-B.*, Neeb, Y., & Naumann, J. (2013). Leseverstehen = Hörverstehen X Dekodieren? Ein stringenter Test der Simple View of Reading bei deutschsprachigen Grundschulkindern [Reading comprehension = Listening comprehension X Decoding? A stringent test of the Simple View of Reading in German-speaking elementary school children]. In A. Redder & S. Weinert (Eds.), *Sprachförderung und Sprachdiagnostik: Interdisziplinäre Perspektiven* (pp. 256-276). Münster: Waxmann.

(28)   Richter, T. (2011). Cognitive flexibility and epistemic validation in learning from multiple texts. In J. Elen, E. Stahl, R. Bromme & G. Clarebout (Eds.), *Links between beliefs and cognitive flexibility* (pp. 125-140). Berlin: Springer.

(29)   Appel, M., & Richter, T. (2010). Wirken "pure Emotionen" auf alle Rezipienten/innen gleichermaßen überzeugend? Zur Wirkung von Stories aus Perspektive der politischen Kommunikation [Are „pure emotions" equally persuasive for all recipients? On the impact of stories from the perspective of political communication]. In C. Schemer, W. Wirth & C. Wünsch (Eds.), *Politische Kommunikation: Wahrnehmung, Verarbeitung, Wirkung* (pp. 117-132). Baden-Baden: Nomos.

(30)   Richter, T., & Naumann, J. (2009). Was misst der ELVES-Subtest Satzverifikation? Analysen von Mess- und Itemeigenschaften mit hierarchisch-linearen Modellen [What does the ELVES subtest sentence verification measure? Analysis of measurement and item properties with hierarchical linear models]. In W. Lenhard & W. Schneider (Eds.), *Diagnose und Förderung des Leseverständnisses* (Tests und Trends, N.F. Bd. 7, pp. 131-151). Göttingen: Hogrefe.

(31)   Richter, T. & Schroeder, S. (2008). Falschinformation [False information]. In N. Krämer, S. Schwan, D. Unz & M. Suckfüll (Eds.), *Schlüsselbegriffe der Medienpsychologie* (pp. 134-138). Stuttgart: Kohlhammer.

(32)   Richter, T. & Schroeder, S. (2016). Falschinformation [False information]. In N. Krämer, S. Schwan, D. Unz & M. Suckfüll (Eds.), *Schlüsselbegriffe der Medienpsychologie* (2nd ed., pp. 146-150). Stuttgart: Kohlhammer.

(33)   Appel, M. & Richter, T. (2008). Sleeper-Effekt [Sleeper effect]. In N. Krämer, S. Schwan, D. Unz & M. Suckfüll (Eds.), *Schlüsselbegriffe der Medienpsychologie* (pp. 284-289). Stuttgart: Kohlhammer.

(34)   Appel, M. & Richter, T. (2016). Sleeper-Effekt [Sleeper effect]. In N. Krämer, S. Schwan, D. Unz & M. Suckfüll (Eds.), *Schlüsselbegriffe der Medienpsychologie* (2nd ed., pp. 331-336). Stuttgart: Kohlhammer.

(35)   Richter, T. (2008). Forschungsmethoden der Medienpsychologie [Research methods of media psychology]. In B. Batinic & M. Appel (Eds.), *Lehrbuch Medienpsychologie* (pp. 3-44). Heidelberg: Springer.

(36)   Richter, T. (2006). Lesen und Schreiben [Reading and writing]. In J. Funke & P. Frensch (Eds.), *Handbuch der Allgemeinen Psychologie: Kognition* (pp. 647-655). Göttingen: Hogrefe.

(37)   Artelt, C., McElvany, J., Christmann, U., Richter, T., Groeben, N., Köster, J., Schneider, W., Stanat, P., Ostermeier, C., Schiefele, U., Valtin, R. & Ring, K. (2005). *Expertise Förderung von Lesekompetenz* (Bildungsreform Band 17). Berlin: Bundesministerium für Bildung und Forschung.

(38)   Richter, T. (2003). *Epistemologische Einschätzungen beim Textverstehen* [Epistemic validation in text comprehension]. Lengerich: Pabst.

(39)   Richter, T. (2007). *Epistemologische Einschätzungen beim Textverstehen* (2nd ed.) [Epistemic validation in text comprehension]. Trier: PsyDok. http://hdl.handle.net/20.500.11780/399

(40)   Richter, T., & Christmann, U. (2002). Lesekompetenz: Prozessebenen und interindividuelle Unterschiede [Reading ability: Levels of processing and individual differences]. In N. Groeben & B. Hurrelmann (Eds.), *Lesekompetenz: Bedingungen, Dimensionen, Funktionen* (pp. 25-58). Weinheim: Juventa.

(41)   Richter, T., & Christmann, U. (2006). Lesekompetenz: Prozessebenen und interindividuelle Unterschiede [Reading ability: Levels of processing and individual differences]. In N. Groeben & B. Hurrelmann (Eds.), *Lesekompetenz: Bedingungen, Dimensionen, Funktionen* (2nd ed., pp. 25-58). Weinheim: Juventa.

(42)   Richter, T., & Christmann, U. (2009). Lesekompetenz: Prozessebenen und interindividuelle Unterschiede [Reading ability: Levels of processing and individual differences]. In N. Groeben & B. Hurrelmann (Eds.), *Lesekompetenz: Bedingungen, Dimensionen, Funktionen* (3rd ed., pp. 25-58). Weinheim: Juventa.

(43)   Naumann, J., & Richter, T. (2001). Diagnose von Computer Literacy: Computerwissen, Computereinstellungen und Selbsteinschätzungen im multivariaten Kontext. In W. Frindte, T. Köhler, P. Marquet & E. Nissen (Eds.), *Internet-based teaching and learning (IN-TELE) 99* (Internet Communication Vol. 3, pp. 295-302). Frankfurt am Main: Lang.

(44)   Richter, T., Naumann, J., & Horz, H. (2001). Computer Literacy, computerbezogene Einstellungen und Computernutzung bei männlichen und weiblichen Studierenden [Computer literacy, attitudes toward the computer, and computer use in male and female students]. In H. Oberquelle, R. Oppermann & J. Krause (Eds.), *Mensch & Computer 2001: 1. Fachübergreifende Konferenz* (Berichte des German Chapter of the ACM, Vol. 55, pp. 71-80). Stuttgart: Teubner.

(45)   Christmann, U., Groeben, N., Flender, J., Naumann, J., & Richter, T. (1999). Verarbeitungsstrategien von traditionellen (linearen) Buchtexten und zukünftigen (nichtlinearen) Hypertexten [Processing strategies for traditional (linear) book texts and future (non-linear) hypertexts]. In N. Groeben (Ed.), *Lesesozialisation in der Mediengesellschaft: Ein Schwerpunktprogramm* (10. Sonderheft IASL) (pp. 175-189). Tübingen: Niemeyer.

(46)   Moosbrugger, H., & Richter, T. (1999). Diskriminanzanalyse [Discriminant analysis]. In K. Schweizer (Ed.), *Methoden für die Analyse von Fragebogendaten* (pp. 93-151). Göttingen: Hogrefe.

IV.   Published Psychological Tests und Training Programs

(1)   Heß, J., Riedmann, A., Karageorgos, P., Schaper, P., Lugrin, B., Richter, T., & Müller, B. (in press). *MobiLe - eine Lese-App zur silbenbasierten mobilen Leseförderung mit Uli Eule* [MobiLe: A reading app for syllable-based reading training with Uli Eule] [Mobile App]. Meister Cody/Klett.

(2) 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

(3) 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.

(4) 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.