

Curriculum Vitae

Dr. Ulrich Ludewig

Personal information

Birthday 12.04.1990
Marital status Married
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Professional career

04/2023 – Since Associate Member “From Prediction to Agile Interventions in the Social Sciences” (FAIR)
10/2019 – Since Senior researcher (“Akademischer Rat a.Z.”) at Center for Research on Education and School Development
10/2019 – Since Associate Member LEAD Graduate School & Research Network
01/2019 – 06/2019 CRM Data Analyst at Douglas GmbH, Düsseldorf
10/2015 – 12/2018 Doctoral researcher at LEAD Graduate School & Research Network, Universität Tübingen

Scientific education

2018 Doctorate „doctor rerum naturalium“ (rer. nat.; „magna cum laude“)
2013 – 2015 Master of Arts in Interdisciplinary Studies, California State University, Chico
2014 Erasmus Exchange, University Pierre Mendès-France Grenoble, France
2010 – 2013 Bachelor of Science in Psychology, University Koblenz-Landau, Germany

Research focus

- Reading literacy
- School achievement of students
- Educational large-scale assessment
- Digital media in schools and assessment
- Test development and difficulty-generating item features

Curriculum Vitae • Dr. Ulrich Ludewig

Publications (H-INDEX¹: 5)

(peer-review; chronological)

1. Brüggemann, T., **Ludewig, U.**, Lorenz, R., & McElvany, N. (in press). Effects of test mode and medium on elementary school students' test experience. *European Journal of Psychological Assessment*.
2. **Ludewig, U.**, Schwerter, J., McElvany, N. (2023). The features of plausible but incorrect options: modeling distractor plausibility in multiple-choice vocabulary tests. *Journal of Psychoeducational Assessment*, 0(0), 1-21. <https://doi.org/10.1177/07342829231167892>
3. Brüggemann, T., **Ludewig, U.**, Lorenz R., McElvany N. (2023). Effects of mode and medium in reading comprehension tests on cognitive load. *Computer & Education*. <https://doi.org/10.1016/j.compedu.2022.104649>
4. **Ludewig, U.**, Hübner, N., & Schröder, S. (2022). Vocabulary, text coverage, word frequency and the lexical threshold in elementary school reading comprehension. *Reading and Writing*. <https://doi.org/10.1007/s11145-022-10385-0>
5. **Ludewig, U.**, Alscher, P., Chen, X., & McElvany, N. (2022). What makes domain knowledge difficult? word usage frequency from sublex and dlexdb explains knowledge item difficulty. *Behavior Research Methods*. <https://doi.org/10.3758/s13428-022-01918-0>
6. **Ludewig, U.**, Kleinkorres, R., Schaufelberger, R., Schlitter, T., Lorenz, R., König, C., Frey, A., & McElvany, N. (2022). COVID-19 pandemic and student reading achievement – findings from a school panel study. *Frontiers in Psychology*. 13:876485 <https://doi.org/10.3389/fpsyg.2022.876485>
7. Alscher, P., **Ludewig, U.**, & McElvany, N. (2022). Civic education, teaching quality and students' willingness to participate in political and civic life: political interest and knowledge as mediators. *Journal of Youth and Adolescence*, 1-15. <https://doi.org/10.1007/s10964-022-01639-9>
8. Alscher, P., **Ludewig, U.**, & McElvany, N. (2022). Civic Literacy – zur Theorie und Messbarkeit eines Kompetenzmodells für die schulische politische Bildung. *Zeitschrift für Erziehungswissenschaften*. <https://doi.org/10.1007/s11618-022-01085-0>
9. **Ludewig, U.**, Trendtel, M., Schlitter, T., & McElvany, N. (2021). Adaptives Testen von Textverständnis in der Grundschule. *Diagnostica*. 68(1), 39–5. <https://doi.org/10.1026/0012-1924/a000279>
10. **Ludewig, U.**, Lambert, K., Dackermann, T., Scheiter, K., & Möller, K. (2019). Influences of basic numerical abilities on graph reading. *Psychological Research*. 1 - 13. <https://dx.doi.org/10.1007/s00426-019-01144-y>
11. Schnotz, W., **Ludewig, U.**, Ullrich, M., Horz, H., McElvany, N., & Baumert, J. (2014). Strategy shifts during learning from texts and pictures. *Journal of Educational Psychology*, 106, 974-989. <https://doi.org/10.1037/a0037054>

(editorial-review)

12. Alscher P., Grecu, A., **Ludewig, U.**, McElvany, N. (in press). Towards the measurability of a competence model for school-based civic education. *Jahrbuch der Schulentwicklung*, 23, 234-266.
13. Lorenz, R., **Ludewig, U.**, Schaufelberger, R., Kleinkorres, R., & McElvany N. (in press). Bedingungen der Lesekompetenz von Grundschulkindern – Zentrale Ergebnisse des 15-Jahres-Trends der IGLU-Studie zu Lesebedingungen in Deutschland im internationalen Vergleich. *Jahrbuch der Schulentwicklung*, 23, 183-211

¹ <https://scholar.google.com/citations?user=I9CP4R4AAAAJ&hl=de>

Curriculum Vitae • Dr. Ulrich Ludewig

14. Stang-Rabrig, J., **Ludewig, U.**, McElvany, N. (2023). Lesepraktiken in Familien mit gering literalisierten Eltern. In: Grotlüschen, A., Buddeberg, K., Solga, H. (eds) *Interdisziplinäre Analysen zur LEO - Studie 2018 – Leben mit geringer Literalität. Edition ZfE, vol 14.* Springer VS, Wiesbaden. https://doi.org/10.1007/978-3-658-38873-7_6

(report)

15. **Ludewig, U.**, Schlitter, T., Lorenz, R., Kleinkorres, R., Schaufelberger, R., Frey, A. & McElvany, N. (2022). Die COVID-19 Pandemie und Lesekompetenz von Viertklässler*innen. Ergebnisse der IFS-Schulpanelstudie 2016-2021. Dortmund: Technische Universität Dortmund, Institut für Schulentwicklungsforschung. <http://dx.doi.org/10.17877/DE290R-22667>
16. Schlitter, T., Kleinkorres, R., Schaufelberger, R., **Ludewig, U.**, Lorenz, R., Trendtel, M., & McElvany, N. (2022). Germany. In K. A. Reynolds, E. Wry, I. V. S. Mullis, & M. von Davier (eds), *PIRLS 2021 Encyclopedia: Education Policy and Curriculum in Reading.* Boston College, TIMSS & PIRLS International Study Center <https://pirls2021.org/Germany/>
17. **Ludewig, U.**, Lorenz, R., Kleinkorres, R., & McElvany, N. (2022). Sonderauswertung: Wortschatz und Leseverhalten bei Viertklässler:innen in Deutschland – Daten einer repräsentativen bundesweiten Studie. Dortmund: Technische Universität Dortmund, Institut für Schulentwicklungsforschung. <http://dx.doi.org/10.17877/DE290R-22999>

(Pre-print)

18. **Ludewig, U.**, Trendtel, M., Weiss, Z., Meurers, D., & McElvany, N. (2022, June 27). What Text Features Make Reading Comprehension Difficult Across Elementary School? Investigating Difficulty and Changes in Difficulty. <https://doi.org/10.31234/osf.io/axkbv>

Media appearance and invited talk

1. "Nach der Pandemie: Was hilft beim Lesenlernen? [After the pandemic: What helps to learn to read?]" (Bayrischer Rundfunk: Radio Reportage, 27.03.2023, Caroline Eichhorn)
2. "Wie steht es um das Lesen in Deutschland? [What's the state of reading in Germany?]" (Invited talk: Friedrich-Boedeker-Kreis Stiftung, Franz Diehl, 10.09.2022)
3. „Interview Ulrich Ludewig zu Studie: Lesekompetenz bei 4.Klässlern lässt nach“ [Interview with Ulrich Ludewig on the study: Reading skills of 4th graders are declined] (Deutschlandfunk: Campus & Karriere, Kate Maleike, 15.03.2022)

Review service

Journals

- Applied Cognitive Psychology
- Diagnostica
- Educational Assessment
- Language Testing
- Learning & Instruction
- Psychological Research

Professional memberships

Temporary

American Educational Research Association (AERA), European Association for Research on Learning and Instruction (EARLI), Deutsche Gesellschaft für Psychologie, Gesellschaft für Empirische Bildungsforschung (GEBF)

Curriculum Vitae • Dr. Ulrich Ludewig

Junior staff support

2 ongoing doctorates and 1 finished bachelor thesis

Conferences

Participation in 14 inter/nationalen conferences

Involved in 4 symposiums and 3 organized

List of funds raised

Intramural Research Grant, *LEAD Graduate School & Research Network* (2018): 7,055 €

DAAD travel funding (2016): 1.325 €

DAAD travel funding (2023): 1.125 €