

Curriculum Vitae

Dr. Ulrich Ludewig

Personal information

Birthday 12.04.1990
Marital status Married
Address TU Dortmund University
Center for Research on Education and School Development
Vogelpothsweg 78, 44227 Dortmund
E-Mail: ulrich.ludewig@tu-dortmund.de
Phone +49 231 755-6203
URL <https://ifs.ep.tu-dortmund.de/institut/unser-team/ulrich-ludewig/>

Professional career

Since 06/2019 Senior researcher (“Akademischer Rat a.Z.”) at Center for Research on Education and School Development
Since 09/2019 Associate Member LEAD Graduate School & Research Network
06/2019 – 01/2019 CRM Data Analyst at Douglas GmbH, Düsseldorf
12/2018 – 09/2018 Senior researcher at Method Center, Universität Tübingen
10/2015 – 10/2018 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

- Educational large scale assessment
- Difficulty generating features in reading and knowledge tests
- Reading ability diagnostics in the school context
- Understanding multiple representations

Publications (H-INDEX¹: 3)

(Peer-reviewed)

1. Brüggemann, T., **Ludewig, U.**, Lorenz R., McElvany (2022). Effects of Mode and Medium in Reading Comprehension Tests on Cognitive Load. *Computer & Education*. <https://doi.org/10.1016/j.compedu.2022.104649>
2. **Ludewig, U.**, Hübner, N., & Schröder, S. (2022). Vocabulary, Text Coverage and the Lexical Threshold in Elementary School Reading Comprehension Assessment. *Reading and Writing*. <https://doi.org/10.1007/s11145-022-10385-0>
3. **Ludewig, U.**, Alscher, P., Chen, X., & McElvany, N. (2022). What Makes Domain Knowledge Difficult? Word Usage Frequency From SUBTLEX and dlexDB Explains Knowledge Item Difficulty. *Behavior Research Methods*. <https://doi.org/10.31234/osf.io/8y3gv>
4. **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>
5. Stang-Rabrig, J., **Ludewig, U.**, & McElvany, N. (in press). Lesepraktiken in Familien mit gering literalisierten Eltern [Reading practices in families with low-literate parents.]. *Edition ZfE*.
6. 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>
7. Alscher, P., **Ludewig, U.**, & McElvany, N. (2022). Civic Literacy – zur Theorie und Messbarkeit eines Kompetenzmodells für die schulische politische Bildung [Civic Literacy - on the Theory and Measurability of a Competence Model for Civic Education in Schools]. *Zeitschrift für Erziehungswissenschaften.[Journal of Educational Sciences]* <https://doi.org/10.1007/s11618-022-01085-0>
8. **Ludewig, U.**, Trendtel, M., Schlitter, T., & McElvany, N. (2021). Adaptives Testen von Textverständnis in der Grundschule.[Adaptive testing of text comprehension in elementary school]. *Diagnostica*. 68(1), 39–5. <https://doi.org/10.1026/0012-1924/a000279>
9. **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>
10. 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>

(Pre-prints)

11. **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>

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

Curriculum Vitae • Dr. Ulrich Ludewig

(non-peer-reviewed)

1. **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>
2. 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/>
3. **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>

Media appearance and invited talks

1. „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] (Kate Maleike, Deutschlandfunk: Campus & Karriere)
2. “Wie steht es um das Lesen in Deutschland? [What's the state of reading in Germany?]“ (Friedrich-Boedeker-Kreis Stiftung, 10.09.2022, coordinated by Franz Diehl)

Review service

Journals
Applied Cognitive Psychology
Diagnostics
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)

Junior staff support

2 ongoing doctorates and 1 finished bachelor thesis

Conferences

Partizipation in 14 inter/nationalen conferences
Involved in 4 symposiums and 2 organized

List of funds raised

Intramural Research Grant, *LEAD Graduate School & Research Network* (2018): 7,055 €
2 x DAAD travel funding: 945 € & 1.325 €