

Publications/Presentations/Symposia

Niklas Obergassel

(February 2025)

PUBLICATIONS

Obergassel, N., Renkl, A., Endres, T., Nückles, M., Carpenter, S. K., & Roelle, J. (in press). Combining generative tasks and retrieval tasks. *Journal of Educational Psychology*.

Obergassel, N., Heitmann, S., Grund, A., Fries, S., Berthold, K., & Roelle, J. (2025). Adaptation of quizzing in learning psychology concepts. *Learning and Instruction*, 95, Article 102028. <https://doi.org/10.1016/j.learninstruc.2024.102028>

Scheidig, F., & **Obergassel, N.** (2024). Does a visit to parliament change the political trust of adults? *The Journal of Legislative Studies*. Advance online publication. <https://doi.org/10.1080/13572334.2024.2398940>

Roelle, J., Endres, T., Abel, R., **Obergassel, N.**, Nückles, M., & Renkl, A. (2023). Happy together? On the relationship between research on retrieval practice and generative learning using the case of follow-up learning tasks. *Educational Psychology Review*, 35(4), Article 102. <https://doi.org/10.1007/s10648-023-09810-9>

Roelle, J., Froese*, L., Krebs*, R., **Obergassel*, N.**, & Waldeyer*, J. (2022). Sequence matters! Retrieval practice before generative learning is more effective than the reverse order. *Learning and Instruction*, 80, Article 101634. <https://doi.org/10.1016/j.learninstruc.2022.101634>

Heitmann*, S., **Obergassel*, N.**, Fries, S., Grund, A., Berthold, K., & Roelle, J. (2021). Adaptive practice quizzing in a university lecture: A pre-registered field experiment. *Journal of Applied Research in Memory and Cognition*, 10(4), 603–620. <https://doi.org/10.1016/j.jarmac.2021.07.008>

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CONFERENCE PRESENTATIONS

- Obergassel, N.**, Renkl, A., Endres, T., Nückles, M., Carpenter, S. K., & Roelle, J. (2025, August 25–29). Combining generative tasks and retrieval tasks: The role of sequence and generative task specificity. In N. Obergassel & J. Roelle (Chairs), *Retrieval practice: How generalizable are the effects and how can they be optimized?* [Symposium]. 21st Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Graz, Austria.
- Froese, L., **Obergassel, N.**, & Roelle, J. (2025, August 25–29). Rubrics foster self-assessment accuracy and regulation in journal writing. In J. Waldeyer (Chair), *The better the self-assessment accuracy, the better the regulation and performance? Not that simple!* [Symposium]. 21st Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Graz, Austria.
- Abel, R., Trentepohl, S., Froese, L., Heitmann, S., Krebs, R., **Obergassel, N.**, & Roelle, J. (2024, September 16–19). Combining the advantages of open- & closed-book quizzing: Starting with open-book quizzing supports long-term learning. In V. Kubik, T. Richter, & M. Ebersbach (Chairs), *Lasting learning – Part 2: Retrieval practice as a desirable difficulty in educationally relevant contexts* [Symposium]. 53rd Congress of the German Psychological Association (DGPs), Vienna, Austria.
- Obergassel, N.**, Renkl, A., Endres, T., Nückles, M., Carpenter, S. K., & Roelle, J. (2024, August 21–23). Combining generative learning and retrieval practice: The role of learning task delay. In A. Lachner & J. Roelle (Chairs), *How to optimize the benefits of generative learning tasks* [Symposium]. Conference of the EARLI Special Interest Groups 6&7 (EARLI SIG 6&7), Tübingen, Germany.
- Scheidig, F., & **Obergassel, N.** (2024, March 18–20). *Führt ein Parlamentsbesuch von Erwachsenen zu einer Zunahme des Wissens über Politik? Befunde einer Längsschnittstudie.* [Does a visit to parliament increase the political knowledge of adults? Findings of a longitudinal study.] [Paper presentation]. Society for Empirical Educational Research (GEBF) 11th Annual Conference, Potsdam, Germany.
- Obergassel, N.**, Renkl, A., Endres, T., Nückles, M., Carpenter, S. K., & Roelle, J. (2023, August 22–26). Effects of combining retrieval practice and generative learning tasks. In N. Obergassel & S. Ruitenburg (Chairs), *Understanding and optimizing effects of retrieval practice in education* [Symposium]. 20th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Thessaloniki, Greece.
- Obergassel, N.**, Renkl, A., Endres, T., Nückles, M., Carpenter, S. K., & Roelle, J. (2023, February 28–March 2). Kann eine sequenzielle Kombination von Wissenskonstruktions- und Abrufübungslernaufgaben den Erwerb deklarativer Konzepte gewinnbringend fördern? [Is a sequential combination of generative learning and retrieval practice tasks successful in promoting the acquisition of declarative concepts?]. In R. Abel & J. Roelle (Chairs), *Lernen auf Abruf? Balancieren zwischen Anstrengung und Abruferfolg* [Learning through recall? Finding the balance between demand and retrieval success] [Symposium]. Society for Empirical Educational Research (GEBF) 10th Annual Conference, Essen, Germany.
- Obergassel, N.**, Renkl, A., Endres, T., Nückles, M., Carpenter, S. K., & Roelle, J. (2022, August 22–24). *Does sequentially combining generative learning and retrieval practice tasks foster the acquisition of declarative concepts?* [Poster presentation]. Conference of the EARLI Special Interest Groups 6+7 (EARLI SIG 6+7), Zollikofen, Switzerland.
- Trentepohl, S., Abel, R., Froese, L., Heitmann, S., Krebs, R., **Obergassel, N.**, & Roelle, J. (2022, August 22–24). *Combining the advantages of open- and closed-book quizzing: Starting with*

open-book quizzing supports long-term learning [Paper presentation]. Conference of the EARLI Special Interest Groups 6+7 (EARLI SIG 6+7), Zollikofen, Switzerland.

Obergassel, N., Renkl, A., Endres, T., Nückles, M., Carpenter, S. K., & Roelle, J. (2022, July 18–22). *Combining generative learning tasks and retrieval practice tasks in learning declarative concepts*. [Paper presentation]. Conference of the Junior Researchers of EARLI (JURE), Porto, Portugal.

Obergassel, N., Heitmann, S., Fries, S., Berthold, K., Grund, A., & Roelle, J. (2021, August 23–27). *Effects of adaptive quizzing: The type of adaptation matters*. [Paper presentation]. 19th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Online, Belgium.

Froese, L., Krebs, R., Moning, J., **Obergassel, N.**, Waldeyer, J., & Roelle, J. (2021, August 23–27). Retrieval practice before generative learning exceeds generative learning before retrieval practice. In J. Roelle (Chair), *How to integrate retrieval practice into existing educational activities* [Symposium]. 19th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Online, Belgium.

Obergassel, N. & Roelle, J. (2021, August 18–20). *Example-based learning: Can closed-open-book prompts enhance learning success?* [Paper presentation]. Virtual Conference of the Junior Researchers of EARLI (JURE), Online, Belgium.

Obergassel, N., Heitmann, S., Grund, A., Fries, S., Berthold, K., & Roelle, J. (2020, August 24–25). *Effects of adaptive quizzing: A pre-registered field experiment*. [Paper presentation]. Virtual Conference of the EARLI Special Interest Groups 6+7 (EARLI SIG 6+7), Online, Belgium.

Organized Symposia

- Roelle, J., & **Obergassel, N.** (2025, August 25–29). *Retrieval practice: How generalizable are the effects and how can they be optimized?* [Symposium]. 21st Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Graz, Austria.
- Obergassel, N.**, & Ruitenburg, S. (2023, August 22–26). *Understanding and optimizing effects of retrieval practice in education* [Symposium]. 20th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Thessaloniki, Greece.