

## **Dr. phil. Martin J. Koch**

M.Sc. Psychologe

Wissenschaftlicher Mitarbeiter

Mentee im Programm MENTORING med PEER

Mitglied der Deutschen Gesellschaft für Psychologie (DGPs) und der German Alliance for Global Health Research (GLOHRA)

## **CV**

seit 04.2024 Wissenschaftlicher Mitarbeiter, Institut für Allgemeinmedizin,  
Universitätsklinikum, JMU Würzburg

seit 10.2022 Wissenschaftlicher Mitarbeiter, Institut Mensch-Computer-Medien, JMU  
Würzburg

10.2020 – Wissenschaftlicher Mitarbeiter, Institut für Englische Sprache und Literatur  
09.2022 (Hildesheim) und Deutsches Zentrum für Hochschul- und  
Wissenschaftsforschung (Hannover)

10.2023 Abschluss des Promotionsverfahrens zum Dr. phil. am Fachbereich 1,  
Universität Hildesheim

10.2015 – B.Sc. und M.Sc Psychologie mit den Schwerpunkten Klinische Psychologie und  
08.2020 Pädagogische Psychologie, Universität Hildesheim

## **Arbeitsschwerpunkte**

Quantitative Methoden

Doktorand\*innen-Betreuung

Künstliche Intelligenz

Global Health: Klima und Gesundheit

## Publikationen nach Jahr

### 2025

Carolus, A., Koch, M. J., & Feng, S. (2025). Time-on-task and instructions help humans to keep up with AI: Replication and extension of a comparison of creative performances. *Scientific Reports*, 15(1), 20173. <https://doi.org/10.1038/s41598-025-05745-z>

Kersten, K., Glaser, K., Ruhm, H., Roos, J., Brunsmeier, S., & Koch, M. J. (2025). Student teachers' and mentors' perceptions of effective teaching techniques in the primary L2 English classroom. In S. Frisch & K. Glaser (Hrsg.), *Language Learning & Language Teaching* (Bd. 62, S. 260–285). John Benjamins Publishing Company. <https://doi.org/10.1075/llt.62.12ker>

Koch, M. J., Kurotschka, P. K., Holmer, D., Eidenschink, C., Dreischulte, T., Hausen, A., Hoelscher, M., Janke, C., Kühlein, T., Nassehi, A., Teupser, D., Gensichen, J., & Gágyor, I. (2025). Higher everyday functioning, lower quality of life, and home care are associated with persisting symptoms after a COVID-19 infection in German care recipients. *Frontiers in Public Health*, 13, 1559778. <https://doi.org/10.3389/fpubh.2025.1559778>

Kurotschka, P. K., Koch, M. J., Bucher, E., Figueiras, A., Gensichen, J., Hapfelmeier, A., Hay, A. D., Kretzschmann, C., Kurzai, O., Lâm, T.-T., Lasher, K., Massidda, O., Sanftenberg, L., Schmiemann, G., Schneider, A., Simmenroth, A., Stark, S., Warkentin, L., Ebell, M. H., ... on behalf of the Bavarian Practice-Based Research Network (BayFoNet). (2025). Dipsticks and point-of-care Microscopy in Urinary Tract Infections in primary care: Results of the MicUTI pilot cluster randomised controlled trial. *PLOS One*, 20(10), e0332390. <https://doi.org/10.1371/journal.pone.0332390>

Mlakar, H., Hirst-Plein, J., & Koch, M. J. (2025). Cognitive and Linguistic Influences on EFL Real Word and Pseudoword Spelling: Predictors and Error Analysis. *Languages*, 10(5), 93; <https://doi.org/10.3390/languages10050093>

Mlakar, H., Hirst-Plein, J., & Koch, M. J. (2025). L2 spelling predictors of young German learners of English. In S. Frisch & K. Glaser (Hrsg.), *Language Learning & Language Teaching* (Bd. 62, S. 118–140). John Benjamins Publishing Company. <https://doi.org/10.1075/llt.62.06mla>

Ruck, J., Krauthausen, M., Tiedemann, E., Koch, M. J., & Simmenroth, A. (2025). Awareness to weight stigma: The effect of a multi-approach course unit on weight-related stigmatization among medical students. *Frontiers in Education*, 10, 1565119. <https://doi.org/10.3389/educ.2025.1565119>

### 2024

Mlakar, H., Hirst-Plein, J., & Koch, M. J. (2024). Spelling error analysis in young English language learners from a German background: A comparison of three literacy intervention programmes. *Journal of the European Second Language Association*, 8(1), 131–147. <https://doi.org/10.22599/jesla.113>

Koch, M. J., Carolus, A., Wienrich, C., & Latoschik, M. E. (2024). Meta AI Literacy Scale: Further validation and development of a short version. *Heliyon*, e39686. <https://doi.org/10.1016/j.heliyon.2024.e39686>

Koch, M. J., & Greve, W. (2024). The benefits of cultural confrontation: Does the experience of cultural heterogeneity predict individual differences in accommodative regulation? *International Journal of Intercultural Relations*. <https://doi.org/10.1016/j.ijintrel.2024.102017>

Koch, M. J., Kersten, K., & Greve, W. (2024). An emotional advantage of multilingualism. *Bilingualism: Language and Cognition*, 1–14. <https://doi.org/10.1017/S1366728923000937>

Koch, M. J., Wienrich, C. (shared first authorship), Straka, S., Latoschik, M. E., & Carolus, A. (2024). Overview and Confirmatory and Exploratory Factor Analysis of AI Literacy Scale. *Computers and Education: Artificial Intelligence*, 100310. <https://doi.org/10.1016/j.caeai.2024.100310>

Krauthausen, M., Leutritz, T., Koch, M. J., Hagen, P. E., König, S., & Simmenroth, A. (2024). Personality and interest in general practice: Results from an online survey among medical students. *BMC Primary Care*, 25(1), 415. <https://doi.org/10.1186/s12875-024-02682-0>

Krop, P., Koch, M. J., Carolus, A., Latoschik, M. E., & Wienrich, C. (2024). The Effects of Expertise, Humanness, and Congruence on Perceived Trust, Warmth, Competence and Intention to Use Embodied AI. *Extended Abstracts of the CHI Conference on Human Factors in Computing Systems*, 1–9. <https://doi.org/10.1145/3613905.3650749>

## 2023

Koch, M. J. (2023). *Multilingualism and Multiculturalism as stimulating developmental conditions for accommodative and emotional competences* [Doctoral dissertation, University of Hildesheim]. HilDok. <https://doi.org/10.25528/179>

Carolus, A., Koch, M. J. (shared first authorship), Straka, S., Latoschik, M. E., & Wienrich, C. (2023). MAI LS - Meta AI literacy scale: Development and testing of an AI literacy questionnaire based on well-founded competency models and psychological change- and meta-competencies. *Computers in Human Behavior: Artificial Humans*, 1(2), 100014. <https://doi.org/10.1016/j.chbah.2023.100014>

Straka, S., Koch, M. J. (shared first authorship), Carolus, A., Latoschik, M. E., & Wienrich, C. (2023). How do employees imagine AI they want to work with: A drawing study. In A. Schmidt, K. Väänänen, T. Goyal, P. O. Kristensson, & A. Peters (Eds.), *Extended Abstracts of the 2023 CHI Conference on Human Factors in Computing Systems* (pp. 1–8). ACM. <https://doi.org/10.1145/3544549.3585631>

Koch, M. J., Greve, W., & Kersten, K. (2023). Extending the cognitive advantage hypothesis: a conceptual replication study of the relationship between multilingualism and flexible goal adjustment. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2023.2189262>

2022

Bruhn, A.-C., Genzer, M., Thies, L., Koch, M.J., & Kersten, K. (2022). The interplay of young learners' verbal self-concept and linguistic competences over time in monolingual and bilingual institutions. In H. Böttger & N. Schlüter (Eds.), *Fortschritte im frühen Fremdsprachenlernen: Konferenzband zur 5. Tagung FFF* (pp. 94–124). Schriftbild. [https://www.stiftung-lernen.de/publikationen\\_fff\\_konferenz\\_5.html](https://www.stiftung-lernen.de/publikationen_fff_konferenz_5.html)

Kersten, K., Blackman, A., Funke, F.L., Akram, T., Kliebisch, M., & Koch, M.J. (2022). Input quality affects L1 and L2 proficiency and moderates the effect of socioeconomic status. In H. Böttger & N. Schlüter (Eds.), *Fortschritte im frühen Fremdsprachenlernen: Konferenzband zur 5. Tagung FFF* (pp. 255–280). Schriftbild. [https://www.stiftung-lernen.de/publikationen\\_fff\\_konferenz\\_5.html](https://www.stiftung-lernen.de/publikationen_fff_konferenz_5.html)

2021

Greve, W., Koch, M., Rasche, V., & Kersten, K. (2021). Extending the scope of the 'cognitive advantage' hypothesis: Multilingual individuals show higher flexibility of goal adjustment. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2021.1922420>

Trebits, A., Koch, M. J., Ponto, K., Bruhn, A.-C., Adler, M., & Kersten, K. (2021). Cognitive gains and socioeconomic status in early second language acquisition in immersion and EFL learning settings. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2021.1943307>

2020

Denker, M.-L., Jentsch, L. K., & Koch, M. J. (2020). Das Zwei-Prozessmodell der Entwicklungsregulation. In W. Greve (Ed.), *Bewältigung und Entwicklung* (pp. 419 - 433). Universitätsverlag Hildesheim. <https://doi.org/10.18442/155>