

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

M.Sc. Psychologist

Research Associate

Mentee in the MENTORING med PEER program

Member of the German Psychological Society (DGPs) and the German Alliance for Global Health Research (GLOHRA)

## **CV**

since 04.2024    Research Assistant, Institute of General Medicine, University Hospital, JMU Würzburg

since 10.2022    Research Assistant, Institute for Human-Computer Interaction, JMU Würzburg

10.2020 –        Research Assistant, Institute of English Language and Literature (Hildesheim)  
09.2022        and German Center for Higher Education and Science Research (Hanover)

10.2023        Completion of doctoral studies (Dr. phil.) in Department 1, University of Hildesheim

10.2015 –        B.Sc. and M.Sc. in Psychology with a focus on Clinical Psychology and  
08.2020        Educational Psychology, University of Hildesheim

## **Research Focus**

Quantitative Methods

PhD Student Supervision

Artificial Intelligence

Global Health: Climate and Health

## Publications (by year)

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>