

Prof. Dr. Hannes Schröter

Scientific Director
Board of Directors

+49 228 3294-100

✉ schroeter@die-bonn.de

🌐 https://www.researchgate.net/profile/Hannes_Schroeter



RESEARCH FOCUS

- » empirical research on teaching / learning processes
- » professionalisation and professional competences of adult teachers and educators
- » adult learning requirements and development
- » digital teaching / learning tools
- » adult language education
- » video-based teaching research
- » intervention and implementation research
- » experimental research on cognitive processes

PROFESSIONAL BACKGROUND

since 2026	Scientific Director, Board of Directors Acting Head of department "Organisation and Programme Planning"
since 2021	Head of department "Teaching and Learning", DIE
since 2021	Full professor for "Adult Cognition and Learning", FernUniversität in Hagen (Cooperation professorship with the DIE)
2019 – 2021	Deputy head of department "Teaching and Learning", DIE
2016 – 2019	Research associate, department "Teaching and Learning"
2015 – 2016	Professor (substitute) for "Cognition and Perception", University of Tübingen
2009 – 2015	Lecturer, department "Cognition and Perception", University of Tübingen
2009	Professor (substitute) for "Biological Psychology", University of Tübingen
2009	Habilitation (post-doctoral qualification) in Psychology
2003 – 2009	Assistant professor, department "General and Biological Psychology", University of Tübingen
2003	PhD in Psychology

SCIENTIFIC REVIEWS AND ADVISORY

- » Ad hoc reviews: ~~German Research Foundation; various (inter-)national scientific journals~~, including Attention, Perception, & Psychophysics; Behavior Research Methods; Beiträge zur Hochschulforschung; Biological Psychology; Drug and Alcohol Dependence; Experimental Psychology; Journal of Cognitive Neuroscience; Internationales Jahrbuch der Erwachsenenbildung /International Yearbook of Adult Education; Journal of Adult & Continuing Education; Journal of Cognitive Psychology; Journal of Experiential Education; Journal of Experimental Psychology: Learning, Memory, and Cognition; PLOS ONE; Psychological Research; Psychophysiology; The Quarterly Journal of Experimental Psychology; Zeitschrift für Erziehungswissenschaft; Zeitschrift für Sportpsychologie; Zeitschrift für Weiterbildungsforschung
- » Advisory activities: Member of the Federal Government's Tenth Ageing Report Commission

MEMBERSHIPS

- » Deutsche Gesellschaft für Erziehungswissenschaft (DGfE)
- » Deutsche Gesellschaft für Psychologie (DGPs)
- » Psychonomic Society (Fellow)

RECENT PUBLICATIONS

- » Kholin, M., Buchwald Pähler, S., Komma, L.-J. & Schröter, H. (2026). Supporting health literacy among older adults in basic education: educators' perspectives on the use of the KANSAS search engine. *Health Education Journal*. Vorab-Onlinepublikation. <https://doi.org/10.1177/00178969261420275>
- » Kosubek, A., Gaspard, H., Schröter, H. & Lauermann, F. (2025). Enthusiastische Lehrkräfte, motivierte Lernende? Eine differenzielle Betrachtung der Verbindung von Unterrichtsenthusiasmus und intrinsischer Motivation in heterogenen Lerngruppen. In N. McElvany, S. König, R. Schaufelberger, M. Becker, H. Gaspard, B. Heppt & A. Naumann (Hrsg.), *Jahrbuch der Schulentwicklung. Band 24: Bildungsprozesse und Kompetenzentwicklungen im Kontext sprachlicher und sozialer Heterogenität* (S. 61–88). Beltz Juventa. <https://doi.org/10.3262/978-3-7799-9323-0>
- » Lenski, S., Zinke, N., Merkt, M., Reich-Stiebert, N., Stürmer, S. & Schröter, H. (2024). Early indicators of study delay and dropout: Test anxiety and its link to exam participation and performance. *Journal of College Student Retention: Research, Theory & Practice*. Vorab-Onlinepublikation. <https://doi.org/10.1177/15210251241266547>
- » Schröter, H., Bredthauer, S., Sahlender, M., Roth, H.-J., Bar-Kochva, I. & Schrader, J. (2024). Multiperspektivische Erfassung professioneller Kompetenzen von DaZ-Lehrkräften: Das Verbundprojekt COLD. In J. König, C. Hanisch, P. Hanke, T. Hennemann, K. Kaspar, M. Martens & S. Strauß (Hrsg.), *Auf die Lehrperson und ihren Unterricht kommt es an: Zehn Jahre empirische Professions- und Unterrichtsforschung im IZef der Universität zu Köln* (S. 103–126). Waxmann.
- » Usanova, I., Schnoor, B., Bar-Kochva, I. & Schröter, H. (2024). Multiliteracy as human capital in first-generation adult immigrants in Germany. *International Journal of Bilingual Education and Bilingualism*, 27(10), 1422–1436. <https://doi.org/10.1080/13670050.2024.2375445>