

Talk Announcement for the Psychological Research Colloquium, Winter Semester 2026/27

Garvin Brod

Leibniz-Institut für Wissensmedien (IWM), Tübingen

Promoting Beneficial Study Habits With Adaptive Mobile Interventions

Wednesday, 25. November 2026, 11:45 – 13:15, Room 2056/D

Abstract: Learning in digital environments is challenging. While these environments allow learners to study more flexibly, they also offer many distractions. Effective self-regulation strategies are thus key, but the evidence indicates that children in particular make little use of them over prolonged periods of time. Therefore, interventions are needed that have long-lasting effects and can be integrated into students' everyday (digital) lives. Mobile technology such as smartphones allow interventions to be integrated into everyday life and repeated over time to achieve a lasting effect. Such interventions could take the form of reminders instructing students to study or prompts to make plans for when and where to study. In two intensive longitudinal studies with fifth-graders, we tested the effects of simple reminders and planning prompts on children's study behavior, and tested how their frequency can be adaptively faded out based on study behavior. Children used a self-developed study app along with a vocabulary learning app that gave us objective data on their study behavior. Findings indicate that engaging students in planning their study has a clear beneficial effect on study frequency that, if habitualized, is maintained after fade-out. Reminders, on the other hand, are a double-edged sword in that they can promote study frequency over the short term but have detrimental effects over the longer term.

All colleagues, doctoral researchers and students are cordially invited.

Optionally, digital participation is also possible at:

<https://uni-augsburg.zoom.us/j/98037502123?pwd=N0NPYmVLNmhKRdICSXISbGZiclhZz09>