

2023 / in press

Kattner, F., Fischer, M., Caling, A., Cremona, S., Ihle, A., Hodgson, T., & Föcker, J. (2023). The disruptive effects of changing-state sound and emotional prosody on verbal short-term memory in blind, visually impaired, and sighted listeners. *Journal of Cognitive Psychology*. <https://doi.org/10.1080/20445911.2023.2186771>

Kattner, F., Hanl, S., Paul, L., & Ellermeier, W. (2022). Task-specific auditory distraction in serial recall and mental arithmetic. *Memory & Cognition*. <https://doi.org/10.3758/s13421-022-01363-6> (PDF)

Kattner, F. & Gast, A. (2022). Scaling preferences using probabilistic choice models: Is there a ratio-scale representation of subjective liking? *Psychological Research*. <https://doi.org/10.1007/s00426-022-01775-8>

2022

Ellermeier, W., **Kattner, F.**, & Raum, A. (2022). Correction to: Cross-modal commutativity of magnitude productions. *Attention, Perception, & Psychophysics*, *84*, 322-323. <https://doi.org/10.3758/s13414-021-02385-z>

Kattner, F. & Bryce, D. (2022). Attentional control and metacognitive monitoring of the effects of different types of task-irrelevant sound on serial recall. *Journal of Experimental Psychology: Human Perception and Performance*, *48*(2), 139-158. <https://doi.org/10.1037/xhp0000982>

Kattner, F., Richardson, B. H., & Marsh, J. E. (2022). The benefit of foreknowledge in auditory distraction depends on the intelligibility of pre-exposed speech. *Auditory Perception & Cognition*, *5*(3-4), 151-168. <https://doi.org/10.1080/25742442.2022.2089525>

Marsh, J. E., **Kattner, F.**, & Ruhnau, P. (2022). Research collection: On theoretical advancement in auditory distraction research. *Auditory Perception & Cognition*, *4*(3-4), 133-138. <https://doi.org/10.1080/25742442.2022.2036524>

2021

Ellermeier, W., **Kattner, F.**, & Raum, A. (2021). Cross-modal commutativity of magnitude productions of loudness and brightness. *Attention, Perception, & Psychophysics*, *83*, 2955-2967. <https://doi.org/10.3758/s13414-021-02324-y>

Kattner, F. (2021). Transfer of working memory training to the inhibitory control of auditory distraction. *Psychological Research*, *85*, 3152-3166. <https://doi.org/10.1007/s00426-020-01468-0>

Toovey, B. R., **Kattner, F.**, & Schubert, T. (2021). Cross-modal transfer following auditory task-switching training in old adults. *Frontiers in Psychology*, *12*, 615518. <https://doi.org/10.3389/fpsyg.2021.615518>

2020

Dale, G., **Kattner, F.**, Bavelier, D., & Green, C. S. (2020). Cognitive abilities of action-videogame and role-playing videogame players: Data from a Massive Open Online Course. *Psychology of Popular Media, 9*(3), 347–358. <https://doi.org/10.1037/ppm0000237>

Ellermeier, W., **Kattner, F.**, Klippenstein, E., Kreis, M., & Marquis-Favre, C. (2020). Short-term noise annoyance and electrodermal response as a function of sound-pressure level, cognitive task load, and noise sensitivity. *Noise & Health, 22*(105), 46-55. https://doi.org/10.4103/nah.NAH_47_19

Kattner, F.⁺ & Clausen, A.⁺ (2020). Revisiting the prioritization of emotional information in iconic memory. *Royal Society Open Science, 7*, 191507. <https://doi.org/10.1098/rsos.191507>

Kattner, F. & Ellermeier, W. (2020). Distraction at the cocktail party: Attenuation of the irrelevant speech effect after a training of auditory selective attention. *Journal of Experimental Psychology: Human Perception and Performance, 46*(1), 10-20. <https://doi.org/10.1037/xhp0000695>

Kattner, F. & Meinhardt, H. (2020). Dissociating the disruptive effects of irrelevant music and speech on serial recall of tonal and verbal sequences. *Frontiers in Psychology, 11*, 346. <https://doi.org/10.3389/fpsyg.2020.00346>

Kattner, F.⁺ & Reimer, C.⁺ (2020). Dissociating central and auditory attention: Is there a shared bottleneck for response selection and auditory search? *Quarterly Journal of Experimental Psychology, 73*(10), 1564-1574. <https://doi.org/10.1177/1747021820928030>

2019

Kattner, F. & Green, C. S. (2019). Enhanced early visual processing after evaluative conditioning. *Acta Psychologica, 197*, 1-9. <https://doi.org/10.1016/j.actpsy.2019.04.009>

Kattner, F., Samaan, L., & Schubert, T. (2019). Cross-modal transfer after auditory task-switching training. *Memory & Cognition, 47*(5), 1044-1061. <https://doi.org/10.3758/s13421-019-00911-x>

Stiller, A.-K., **Kattner, F.**, Gunzenhauser, C., & Schmitz, B. (2019). The effect of positive reappraisal on the availability of self-control resources and self-regulated learning. *Educational Psychology, 39*(1), 86-111. <https://doi.org/10.1080/01443410.2018.1524851>

Ueda, K., Nakajima, Y., **Kattner, F.**, & Ellermeier, W. (2019). Irrelevant speech effects with locally time-reversed speech: Native vs non-native language. *Journal of the Acoustical Society of America, 145*, 3686-3694. <https://doi.org/10.1121/1.5112774>

2018

Kattner, F. & Ellermeier, W. (2018). Emotional prosody of task-irrelevant speech interferes with the retention of serial order. *Journal of Experimental Psychology: Human Perception and Performance, 44*(8), 1303-1312. <https://doi.org/10.1037/xhp0000537>

2017

Green, C. S., **Kattner, F.**, Eichenbaum, A., Bediou, B., Adams, D., Mayer, R., & Bavelier, D. (2017). Playing some video games but not others is related to cognitive abilities – a critique of Unsworth et al. (2015). *Psychological Science*, 28(5), 679-682. <https://doi.org/10.1177/0956797616644837>

Kattner, F., Cochrane, A., & Green, C. S. (2017). Trial-dependent psychometric functions accounting for perceptual learning in 2-AFC discrimination tasks. *Journal of Vision*, 17(11), 3. <https://doi.org/10.1167/17.11.3>

Kattner, F.⁺, Cochrane, A.⁺, Cox, C. R., Gorman, T., & Green, C. S. (2017). Perceptual learning generalization from sequential perceptual training as a change in learning rate. *Current Biology*, 27(6), 840-846. <https://doi.org/10.1016/j.cub.2017.01.046>

Ueda, K., Nakajima, Y., Ellermeier, W., & **Kattner, F.** (2017). Intelligibility of locally time-reversed speech: A multilingual comparison. *Scientific Reports*, 7, 1782. <https://doi.org/10.1038/s41598-017-01831-z>

2016

Gast, A.⁺ & **Kattner, F.**⁺ (2016). Single-trial evaluative conditioning can be moderated by instructed forgetting. *Learning & Behavior*, 44, 260-269. <https://doi.org/10.3758/s13420-016-0210-9>

Kattner, F., Cox, C. R., & Green, C. S. (2016). Transfer in rule-based category learning depends on the training task. *PLoS ONE*, 11(10): e0165260. <https://doi.org/10.1371/journal.pone.0165260>

Kattner, F. & Green, C. S. (2016). Transfer of dimensional associability in human contingency learning. *Journal of Experimental Psychology: Animal Learning and Cognition*, 42(1), 15-31. <https://doi.org/10.1037/xan0000082>

2015

Birkenbusch, J., Ellermeier, W., & **Kattner, F.** (2015). Octuplicate this interval! Axiomatic examination of the ratio properties of duration perception. *Attention, Perception, & Psychophysics*, 77, 1767-1780. <https://doi.org/10.3758/s13414-015-0846-0>

Ellermeier, W., **Kattner, F.**, Ueda, K., Doumoto, K., & Nakajima, Y. (2015). Memory disruption by irrelevant noise-vocoded speech: Effects of native language and the number of frequency bands. *Journal of the Acoustical Society of America*, 138, 1561-1569. <https://doi.org/10.1121/1.4928954>

Eichenbaum A., **Kattner F.**, Bradford D., Gentile D. A., Choo, H., Chen, V. H. H., Khoo, A., & Green C. S. (2015). The role of game genres and the development of internet gaming disorder in school-aged children. *Journal of Addictive Behaviors, Therapy & Rehabilitation*, 4(3), 1-7. <https://doi.org/10.4172/2324-9005.1000141>

Eichenbaum, A.⁺, **Kattner, F.**⁺, Bradford, D., Gentile, D. A., & Green, C. S. (2015). Role-playing and real-time strategy games associated with greater probability of internet gaming disorder. *Cyberpsychology, Behavior, and Social Networking*, *18*, 480-485.
<https://doi.org/10.1089/cyber.2015.0092>

Green, C. S., **Kattner, F.**, Siegel, M. H., Kersten, D., & Schrater, P. R. (2015). Differences in perceptual learning transfer as a function of training task. *Journal of Vision*, *15*(10), 5.
<https://doi.org/10.1167/15.10.5>

Kattner, F. (2015). Transfer of absolute and relative predictiveness in human contingency learning. *Learning & Behavior*, *43*, 32-43. <https://doi.org/10.3758/s13420-014-0159-5>

Kattner, F. & Green, C. S. (2015). Cue competition in evaluative conditioning as a function of the learning process. *Acta Psychologica*, *162*, 40-50.
<https://doi.org/10.1016/j.actpsy.2015.09.013>

Snell, N., **Kattner, F.**, Rokers, B., & Green, C. S. (2015). Orientation transfer in vernier and stereoacuity training. *PLoS ONE*, *10*(12): e0145770.
<https://doi.org/10.1371/journal.pone.0145770>

2014

Ellermeier, W., **Kattner, F.**, Kurtze, L., & Bös, J. (2014). Psychoacoustic characterization of the noise produced by photovoltaic inverters. *Acta Acustica united with Acustica*, *100*(6), 1120-1128.
<https://doi.org/10.3813/AAA.918791>

Kattner, F. (2014). Reconsidering the (in)sensitivity of evaluative conditioning to reinforcement density and CS-US contingency. *Learning and Motivation*, *45*, 15-29.
<https://doi.org/10.1016/j.lmot.2013.09.002>

Kattner, F. & Ellermeier, W. (2014a). Irrelevant speech does not interfere with serial recall in early blind listeners. *Quarterly Journal of Experimental Psychology*, *67*(11), 2207-2217.
<https://doi.org/10.1080/17470218.2014.910537>

Kattner, F. & Ellermeier, W. (2014b). Fractionation of pitch intervals: An axiomatic study testing monotonicity, commutativity, and multiplicativity in musicians and non-musicians. *Attention, Perception, & Psychophysics*, *76*(8), 2508-2521. <https://doi.org/10.3758/s13414-014-0674-7>

vor 2014

Kattner, F., Ellermeier, W., & Tavakoli, P. (2012). Both trace and delay conditioning of evaluative responses depend on contingency awareness. *Learning and Motivation*, *43*, 35-47.
<https://doi.org/10.1016/j.lmot.2012.01.004>

Kattner, F. (2012). Revisiting the relation between contingency awareness and attention: Evaluative conditioning relies on a contingency focus. *Cognition and Emotion*, *26*(1), 166-175.
<https://doi.org/10.1080/02699931.2011.565036>

Bösche, W. & **Kattner, F.** (2011). Fear of (serious) digital games and game-based learning? *International Journal of Game-Based Learning*, *1*(3), 1-15.
<https://doi.org/10.4018/ijqbl.2011070101>

Kattner, F. & Ellermeier, W. (2011). Does evaluative learning rely on the perception of contingency? Manipulating contingency and US density during evaluative conditioning. *Experimental Psychology*, 58(5), 391-399. <https://doi.org/10.1027/1618-3169/a000108>

+ geteilte Erstautorenschaft