



# ANNUAL REPORT

2014/15





# CONTENTS

**INTRODUCTION** 3

**PROGRAMME ACTIVITIES** 4

**PROFILES** 7

**Post-doctoral fellows**


Jake Anders  
Justin Bruner  
Hanna Gaspard  
Richard Göllner  
Clemens Lechner  
Terry Ng-Knight  
Maria Pavlova  
Nayssan Safavian  
Florencia Sortheix

**Alumni**

Meeta Banerjee  
Jenna Cambria  
Anna Katyn Chmielewski  
Anna-Lena Dicke  
John Jerrim  
Mark-Lyons Amos  
Julia Moeller  
Nicola Pensiero  
Justina Judy Spicer  
Heta Tuominen-Soini

**Principal investigators**

Jacque Eccles  
Katariina Salmela-Aro  
Barbara Schneider  
Ingrid Schoon  
Rainer K. Silbereisen  
Ulrich Trautwein



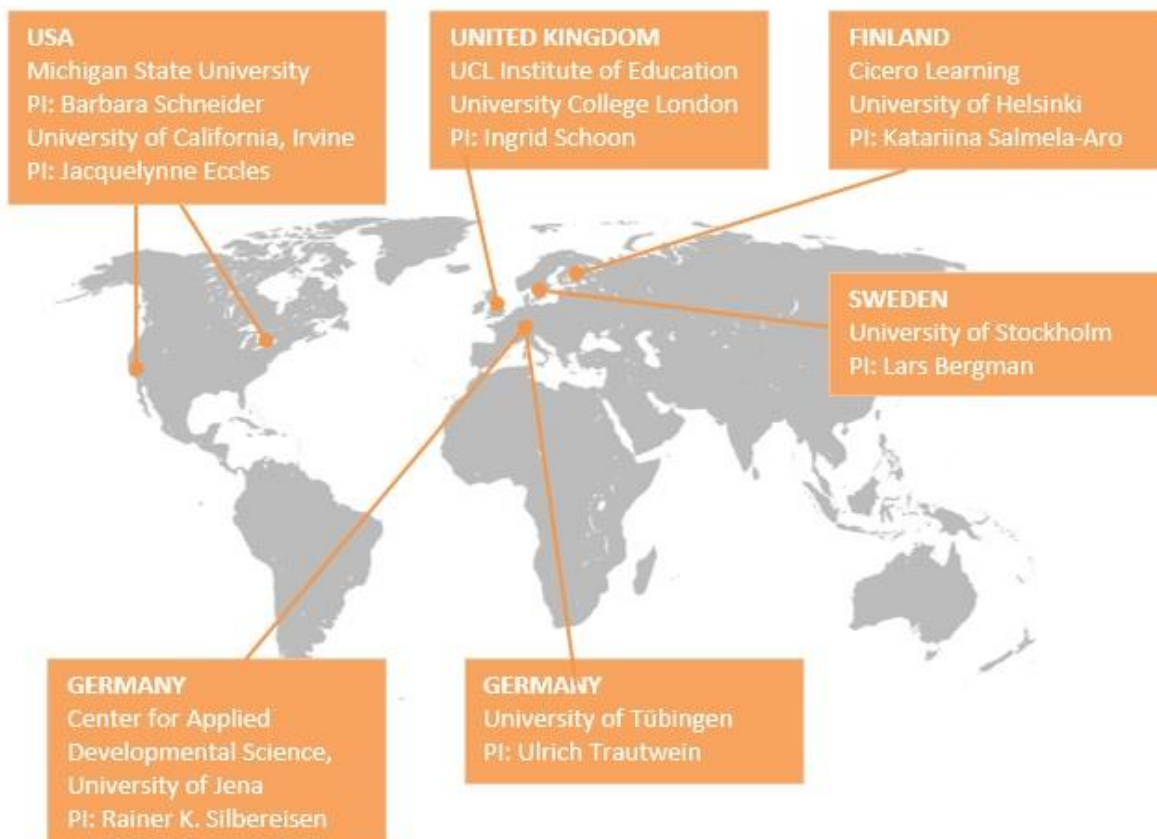
# INTRODUCTION

The major aim of the PATHWAYS Post-Doctoral Fellowship Programme is to stimulate innovative, interdisciplinary, and comparative research of productive youth development. Participating institutions include the UCL Institute of Education in London, the Universities of Helsinki, Jena, Tübingen, Stockholm, University of California, Irvine and Michigan State University. The mission of the programme is to promote the next generation developmental scientists and to facilitate a better understanding and discourse with different stake holders about how to equip young people for mastering the challenges of growing up in a changing social context.

PATHWAYS Fellows in collaboration with their mentors investigate the antecedents, processes, and long-term outcomes of youth transitions, as well as the factors and processes promoting human competences, especially among young people deemed to be at-risk.

Training and mentoring is provided to the Fellows to enhance understanding of diverse approaches to the study of productive youth development and to engage in constructive debates with colleagues from different disciplines. The Programme helps to foster international and interdisciplinary research and exchange of ideas. It enables the Fellows to gain up-to-date skills for addressing research and policy questions that require combined approaches and a synergy of ideas.

A 'Virtual Institute Approach' has been adopted, not limiting activities to one physical location, but pooling the expertise of several partner institutions that are connected by shared research interests, projects and existing collaborations. The administrative core is based at the Institute of Education at the University of London, but many of the PATHWAYS' activities occur at the participating sites. There are regular joint workshops and conferences, bringing together scholars from around the globe, facilitating international networking and exchange.



# PATHWAYS PROGRAMME ACTIVITIES

## Programme Activities 2014/15

During 2014/15 we welcomed five new Fellows to the programme: Maria Pavlova from the University of Jena; Nayssan Safavian from the School of Education, at the University of California in Irvine; Jake Anders and terry Ng-Knight from UCL IOE, in London; and Hanna Gaspard from the University of Tübingen. The five new Fellows have easily integrated into the existing team and have already begun to develop collaborative ideas and projects.

We have also extended our network through close collaboration with our alumni who succeeded in establishing themselves in prestigious institutions across the world. For example Meeta Banerjee will join the California State University-Northridge as in a tenure-track Assistant Professor position in Psychology; Jenna Cambria has been appointed as an Assistant Professor of Educational Psychology in Educational Statistics and Research Methods at the University of Arkansas; Angela Chow is now an assistant Professor at the University of Indiana, Department of Applied Health Science; Anna-Lena Dicke has accepted the position of a Postdoctoral Research Scientist at the School of Education, University of California-Irvine; Mark Lyons-Amos has joined the London School of Economics and Political Science; and Julia Moeller has joined accepted a postdoctoral position at Yale University in the Yale Center for Emotional Intelligence. Anna Katyn Chmielewski is assistant Professor at the University of Toronto, Phil Parker is based at the Australian Catholic University in Sydney and Martin Obschonka is now Junior Professor at the University of Saarbrücken.

The Alumni are engaged in intensive collaborations with current Fellows and PIs, leading to joint publications, conference presentations and grant proposals. Having overlapping cohorts of already experienced and fully engaged Fellows and 'newcomers' with fresh ideas and research plans creates a stimulating and invigorating research environment, and is one of the major advantages of running a continuing network. The 'newcomers' can benefit from the already existing infrastructure and are mentored both by the Principal Investigators and the already existing cohort of Fellows and alumni.

Meetings and exchanges between Fellows, alumni and PIs are facilitated through our bi-annual workshops which during this academic year took place at Marbach Castle in November 2014 and Cumberland Lodge in Windsor Great Park in May 2015. The workshops provide additional training and mentoring to enhance exposure to diverse approaches in the study of positive youth development, stimulate debates with colleagues from different disciplines and foster international and interdisciplinary exchange of ideas and concepts, to gain additional skills for addressing research and policy questions that require combined approaches and synergy of ideas.

The closer collaboration also involved a number of visits between the research labs enabling capacity building and exchange, as well as collaboration in joint research projects. For example Katariina Salmela-Aro organised a bi-lateral exchange between Fellows at the Universities of Helsinki and Jena, and is engaged in a collaborative project with Barbara Schneider on 'Engagement in STEM learning and careers through the use of innovative learning activities (EAGER)', funded by the National Science Foundation. These active collaborations and exchanges enable the Fellows to get hands-on experiences of working in different labs and different cultural settings.

# PATHWAYS PROGRAMME DISSEMINATION

## Programme Dissemination 2014/15

As in previous years the PATHWAY Fellows demonstrated outstanding productivity: 33 articles have been published in learned journals (including high impact publications in *Child Development*, *Developmental Psychology*, the *Journal of Marriage and Family*, *The Oxford Review of Education*, *The Sociology Quarterly*, *Journal of Vocational Behavior*, *Research in Human Development*, *Journal of Cross-Cultural Psychology*, *PlosOne*, *The International Journal of Psychology*, and others). 9 papers are currently in press, 25 papers are currently in preparation and 34 papers are under review.

The Fellows gave 62 presentations at national and international research meetings and have organized symposia at the SRCD European Meeting in Prague, the European Congress of Psychology in Milan, the European Association of Developmental Psychology in Braga and the SELF conference in Kiel, Germany.

Furthermore, a number of Fellows were successful in gaining independent research funding in highly competitive settings. For example, Heta Tuominen-Soini, Sointu Leikas and Janna Viljaranta have all received a very competitive three year Academy of Finland post-doctoral grant, awarding each 250,000 Euro. In 2014 Richard Göllner, in collaboration with Ulrich Trautwein and others, has received funding from the Ministry of Science, Research and the Arts in Baden-Württemberg to examine "Teacher's Feedback and its impact on vocational skills students". Nicola Pensiero received a grant from the Nuffield Foundation to evaluate low-cost interventions to reduce socio-economic inequalities in academic attainment among adolescents. In 2015 Jake Anders received a grant from the Nuffield Foundation to conduct a study on socio-economic status and subject choice at 14, as well as a grant from the Education Endowment Foundation to carry out an Evaluation of Embedding Formative Assessment in schools.

It is also of note that the work of our Fellows is already recognized by international organizations: both John Jerrim and Katyn Chmielewski have been awarded the prestigious OECD Thomas J. Alexander fellowship which involves them spending some time at the OECD in Paris. The fellowships are awarded to researchers recognized for their contribution to improvements in education quality and equity. Moreover, in 2015 John Jerrim received the Rising Star Engagement Award from the British Academy. This inaugural award of £15,000 is given to distinguished early career scholars to actively engage other young researchers in career development. John will use his award money to organize an international PATHWAYS workshop in collaboration with the OECD and the British Academy. The event will be held from 14-17 March 2016 in London with the aim to spurn international collaborative research.

# PATHWAYS PROGRAMME DISSEMINATION

## Programme Dissemination 2014/15

The work of the Fellows continues to garner media attention. This year a paper produced by Jake Anders for the Sutton Trust generated substantial media coverage in the UK including: in print in the Times, front page of the Telegraph, Independent, i newspaper, Guardian, Daily Mail and Daily Mirror. It was a front page story in the Yorkshire Post and was covered on Sky News, BBC Radio 4 and BBC Radio 1 morning news bulletins and LBC Radio. It was also covered by the Press Association and BBC News online. John Jerrim's research was discussed in the Economist and the front page of the Telegraph. He also contributed to theconversation.com with a blog post that received more than 200,000 views from international readers. Clemens Lechner's study on religious attendance as a buffer against adverse unemployment effects received international media attention in Turkey, Austria and Bild in Germany. John Jerrim, Anna Katyn Chmielewski and Phil Parker conducted a comparative study examining socio-economic inequality in access to high-status colleges across three English speaking countries (US, UK, and Australia, this paper was reviewed in the Times Higher Education Supplement (30 July 2015) under the headline 'Affluent children reach top universities no matter the system'.

# PATHWAYS PROFILES

## Post-doctoral fellows


Jake Anders  
Justin Bruner  
Hanna Gaspard  
Richard Göllner  
Clemens Lechner  
Terry Ng Knight  
Maria Pavlova  
Nayssan Safavian  
Florencia Sortheix

## Alumni

Meeta Banerjee  
Jenna Cambria  
Anna Katyn Chmielewski  
Anna-Lena Dicke  
John Jerrim  
Mark-Lyons Amos  
Julia Moeller  
Nicola Pensiero  
Justina Judy Spicer  
Heta Tuominen-Soini

## Principal investigators

Jacque Eccles  
Katariina Salmela-Aro  
Barbara Schneider  
Ingrid Schoon  
Rainer Silbereisen  
Ulrich Trautwein





## Post-doctoral Fellows

### Jake Anders



Jake Anders is a Research Fellow in the Employment Group at the National Institute of Economic and Social Research, particularly working on projects in the fields of education, training and skills; social mobility; and policy evaluation. He completed his PhD in Economics of Education at the UCL Institute of Education, University College London in 2015, where he is now an Honorary Research Associate.

Jake's main research interests are around understanding inequalities in young people's education and transitions from education into the labour market. His doctoral research focused particularly on various aspects of socio-economic inequality in access to Higher Education in England. Jake has been awarded a prestigious Nuffield Foundation grant to continue research in this area, particularly looking at socio-economic inequality in subject choices at age 14 and its implication for access to university. Other research projects include leading the evaluation of a randomised controlled trial in schools looking at the impact of a programme to develop teachers' use of formative assessment, and exploring socio-economic inequality in pay growth among entrants to high-status jobs. As part of the Pathways programme, Jake is currently developing cross-disciplinary, cross-national collaborations with other fellows from across the world as a key way to bring international context, and hence important new insights, to his research.

#### Research Plan

Jake Anders will be working on a number of projects in the coming year. The largest ongoing project will be work to analyse the subject choices taken by young people at age 14 (affecting subjects and qualifications studied for examinations predominantly at age 16), using statistical analysis to estimate the subsequent importance of subject choice in the probability of attending university or a highly competitive university. It will also consider the association between socio-economic status and young people's subject choices, and the extent to which this acts as a transmission mechanism between socio-economic status and inequality in attendance at university. This is joint work with colleagues at UCL Institute of Education, with funding from the Nuffield Foundation. Jake also has a number of papers in progress with other Pathways fellows, PIs and alumni. These include work on the dynamics of young people's expectations and the consequences of mis-match between expectations and likely outcomes based on current academic performance; it also includes work under review (most promisingly including a revise and resubmit from a high-impact factor journal)

#### Recent Publications

Parker, P., Jerrim, J. & Anders, J. (submitted) What effect did the Great Recession have upon youth wellbeing? Evidence from four Australian cohorts.

Jerrim, J., Anders, J., Chmielewski, A. K., & Parker, P. (submitted) Private schooling, educational transitions and early labour market outcomes: the role of primary and secondary effects.

## Post-doctoral Fellows

### Jake Anders

Anders, J. & Dorsett, R. (submitted) What young English people do once they reach school-leaving age: A cross-cohort comparison for the last 30 years.

Anders, J. Does socioeconomic background affect pay growth among early entrants to high-status jobs? - NIESR Discussion Paper No. 453 (August 2015).

#### Book Chapter

Anders, J. and Jerrim, J. (forthcoming) The socio-economic gradient in educational attainment and labour market outcomes: a cross-national comparison. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

#### Dissemination

What young English people do once they reach school-leaving age: A cross-cohort comparison for the last 30 years. *CLS Cohort Conference*, March 2015

The influence of socioeconomic status on changes to young people's expectations of applying to university. *EALe/SOLE World Conference*, June 2015

#### Media

From the paper: Anders, J. Does socioeconomic background affect pay growth among early entrants to high-status jobs? - NIESR Discussion Paper No. 453 (August 2015). The Sutton Trust (report funders) produced a summary paper:

[www.suttontrust.com/researcharchive/private-pay-progression/](http://www.suttontrust.com/researcharchive/private-pay-progression/)

This paper generated substantial media coverage including: in print in the Times, Daily Telegraph (page 1), Independent, i newspaper, Guardian, Daily Mail and Daily Mirror. It was a front page story in the Yorkshire Post and was covered on Sky News, BBC Radio 4 and BBC Radio 1 morning news bulletins and LBC Radio. It was also covered by the Press Association and BBC News online

#### Grants

Nuffield Foundation: Socio-economic status and subject choice at 14: do they interact to affect university access? £32,000. Starting July 2015

Education Endowment Foundation: Evaluation of Embedding Formative Assessment: A cluster randomised controlled trial in schools. £100,000. Started April 2015

Sutton Trust/upReach: The influence of socio-economic status on financial success in professional occupations. £10,000. January-May 2015.

#### Awards

Helen Robinson Award for Best Paper by a Young Economist, WPEG Conference 2014, University of Sheffield

## Post-doctoral Fellows

### Justin Bruner



Justin is a research associate in the Office of the Hannah Chair in the College of Education at Michigan State University and joined the Pathways programme in October, 2014. He currently works for Dr. Barbara Schneider on her international collaboration that uses experience sampling methods to measure secondary student engagement in their classes with a focus on science and use this information to help secondary science teachers improve their instructional pedagogy. This project is conducted in collaboration with the University of Helsinki and fellow Pathways members Dr. Katariina Salmela-Aro and Dr. Julia Moeller. Their work has been disseminated or is under review in leading science education, psychology, and teacher education journals around the world. They have also presented this work at conferences in United States, Finland, Canada, and United Kingdom with plans to present at two additional conferences in Europe later in the year. To date they have received two separate National Science Foundation grants for their work and were selected after two rounds of competition to submit a proposal for a scale up and expansion of the work in the United States in partnership with Finnish colleagues. Their results show that moments of student engagement (“optimal learning moments”) are very rare and can be influenced by the choices teachers make in the classroom so the team is working with teachers on using project based science pedagogy to help increase student engagement.

Justin’s research interest is in helping find compensatory mechanisms for disadvantaged students, especially students of low socio-economic status, that can help them achieve beyond what would be expected given their background. He uses international datasets such as TIMSS and PISA to explore for possible solutions both within and between countries by studying student, teacher, and school characteristics. His dissertation used the 2011 TIMSS 8<sup>th</sup> grade science dataset to explore how science achievement scores were distributed among student, teacher, and school characteristics and he currently has this work under review for publication. His results from this research indicate that there are large differences between countries in the amount of variation in student science achievement. Within countries, the magnitude of individual student, teacher, and school factors is related to the proportion of overall country level variance in student achievement and the significant factors driving the variation vary by country. This provides evidence against trying to transfer policies and procedures from one country to another. Currently Justin is preparing a manuscript that uses the 2012 PISA data from the United States to identify students classified as “resilient” which is defined as students that are in the bottom third of socio-economic status but in the top third of achievement. He is exploring the research question of what makes these students resilient compared to their equally disadvantaged peers. The preliminary results indicate that resilient students report greater levels of control and perseverance, as well as attend classrooms with more opportunities to learn content and less classroom disruptions.

## Post-doctoral Fellows

### Justin Bruner

#### Research Plan

Justin's plan for the coming year is to finalize his new and existing publication/dissemination information above and previously submitted. He is also planning on writing an AERA grant application for early career researchers to study resilient students more in depth using large-scale US and international datasets. Finally, he will be helping to launch a new grant including developing instruments, writing the field manuals, and beginning data collection at the beginning of next year.

#### Recent Publications

Bruner, J. (under review). "A Six Country Comparison of Secondary Science Achievement: Exploring factors associated with inequality"

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, K., Broda, M., Judy, J., Bruner J., Moeller, J., Linnansaari, J., Juuti, K., & Viljaranta, J. (Revised and Resubmitted). "Investigating Optimal Learning Moments in U.S. and Finnish Science Classes"

Bruner, J. (in preparation) What makes high achieving, low income students different from their equally disadvantaged peers?

Linnansaari, J., Bruner, J., Juuti, K., & Lavonen, J. (in preparation) Students' engagement in the science classroom

#### Dissemination

Bruner, J., Moeller, J., & Schneider, B. (2014) *Measuring student's engagement in the moment in which it occurs: Main components, situational-specific, and person-specific approaches*. Presented at the 2014 World Educational Research Association Annual Meeting, Edinburgh, Scotland

Linnansaari, J. Lavonen, J., Juuti, K., Spicer, J.J., Bruner, J. (2014) *Influence of experiential learning situations on students' engagement in upper secondary science*. Presented at the 2014 World Educational Research Association Annual Meeting, Edinburgh, Scotland

Lavonen, J. Bruner, J., Linnansaari, J., Juuti, J., Salmela-Aro, K., & Schneider, B. (under review). Which scientific practices have an impact on student engagement in science learning in Finland and United States? Submitted for the 2016 SAARMSTE Conference, Pretoria South Africa.

Bruner, J., (Under Review). What makes students resilient in the United States? Evidence from PISA. Submitted for the 2016 AERA Annual Meeting, Washington D.C.

Broda, M. & Bruner, J. (Under Review). Using Multilevel Models to Explore Predictors of Nonresponse from Experience Sampling Method (ESM) Studies. Submitted for the 2016 AERA Annual Meeting, Washington D.C.

Bruner, J., Lavonen, J., & Linnansaari, J. (Under Review) The impact of scientific practices on student engagement: evidence from Finland and United States. Submitted for the 2016 AERA Annual Meeting, Washington D.C

#### Grants

AERA Grants Program Award: AERA Institute on Statistical Analysis: Causal Analysis Using International Data

## Post-doctoral Fellows

### Hanna Gaspard



Hanna is a postdoctoral researcher at the Hector Research Institute of Education Sciences and Psychology at the University of Tübingen. She joined the Pathways programme in June 2015.

Her research focuses on the development of motivation in regular classrooms and targeted interventions to foster motivation. In her PhD entitled "Promoting Value Beliefs in Mathematics: A Multidimensional Perspective and the Role of Gender", she applied expectancy-value theory to investigate gender differences in value beliefs for mathematics and ways to promote these beliefs for both boys and girls. She also examined side effects of such interventions on motivation in non-targeted domains.

#### Research Plan

During her Pathways Fellowship, Hanna plans to further investigate how student motivation develops. In order to achieve a better understanding of the processes at play, she will apply multiple methods, including long-term longitudinal studies, experience sampling methods as well as intervention studies.

#### Publications

Gaspard, H., Dicke, A.-L., Flunger, B., Brisson, B. M., Häfner, I., Nagengast, B., & Trautwein, U. (2015). Fostering adolescents' value beliefs for mathematics with a relevance intervention in the classroom. *Developmental Psychology, 51*, 1226-1240.

Gaspard, H., Dicke, A.-L., Flunger, B., Schreier, B., Häfner, I., Trautwein, U., & Nagengast, B. (2014). More value through greater differentiation: Gender differences in value beliefs about math. *Journal of Educational Psychology, 107*, 663-677.

Schreier, B., Dicke, A.-L., Gaspard, H., Häfner, I., Flunger, B., Lüdtke, O., Nagengast, B. & Trautwein, U. (2014). Der Wert von Mathematik im Klassenzimmer: Die Bedeutung relevanzbezogener Unterrichtsmerkmale für die Wertüberzeugungen der Schülerinnen und Schüler [The value of mathematics in the classroom: The importance of a relevance-oriented learning environment for students' value beliefs]. *Zeitschrift für Erziehungswissenschaft, 17*(2), 225-255.

Kray, J., Gaspard, H., Karbach, J., & Blaye, A. (2013). Developmental changes in using verbal self-cueing in task-switching situations: The impact of task practice and task-sequencing demands. *Frontiers in Psychology, 4*:940.

Trautwein, U., Nagengast, B., Marsh, H. W., Gaspard, H., Dicke, A.-L., Lüdtke, O., & Jonkmann, K. (2013). Expectancy-value theory revisited: From expectancy-value theory to expectancy-valueS theory? In D. M. McInerney, H. W. Marsh, R.G. Craven & F. Guay (Eds.), *Theory driving research: New wave perspectives on self-processes and human development*, (pp. 233-249).

#### Awards

Hanna recently received a prize for her PhD dissertation from the SELF conference, in Kiel, Germany.

## Post-doctoral Fellows

### Richard Göllner



Richard is a post-doctoral researcher at the Hector Research Institute of Education Sciences and Psychology in Tübingen. His main research interests concern the mental well-being of children and adolescents, personality development, and academic success within the educational context. He is mainly interested in understanding the individual and contextual determinants of personality development. Additionally, he is involved in one project to investigate the validity of student ratings of classroom environments as a unique developmental context. During his time as a Pathways Fellow Richard worked on several research projects including the role of personality in the transition to vocational training (granted by the Netzwerk Bildungsforschung der Baden-Württemberg Stiftung) and the impact of linguistic survey features for the assessment of teachers instructional quality (granted by the Federal Ministry of Education and Research in Germany). In his future research Richard will continue his work in collaboration with other Pathways members from the US and Finland.

#### Research Plan

One of his major research goals as a Pathways Fellow concerns the development of students with special needs in different educational setting. The inclusion of students with disabilities in regular schools has attracted much international attention in the last three decades. On the one hand, state and federal legislation was established in the UK, US and Germany to ensure equal educational opportunities for children with disabilities and also required that education has to be provided in the least restrictive environments. On the other hand, relatively little is known about the impact of inclusion practices on individuals' development in terms of personality development, emotional well-being, or skill development and the effectiveness of schooling at all. Large-scale longitudinal datasets from the UK and Finland offer a wealth of information about this issue and will be one key question of Richard's work in Pathways.

#### Recent Publications

Rieger, S., Göllner, R., Trautwein, U., & Roberts, B. W. (2015). Low Self-Esteem Prospectively Predicts Depression in the Transition to Young Adulthood: A Replication of Orth, Robins, and Roberts (2008). *Journal of Personality and Social Psychology*

Wagner, W., Göllner, R. \*, Werth, S., Voss, T., Schmitz, B., Trautwein, U. (in press). Student and Teacher Ratings of Instructional Quality: Consistency of Ratings over Time, Agreement, and Predictive Power. *Journal of Educational Psychology*. (\*shared first-authorship)

Göllner, R., Roberts, B.W., Damian, R.I., Lüdtke, O., Jonkmann, K., & Trautwein, U. (under review). Whose storm and stress is it? Parent and Child Reports of Personality Development in the Transition to Early Adolescence. *Journal of Personality*.

## Post-doctoral Fellows

### Richard Göllner

#### Dissemination

Göllner, R., Wagner, W., Klieme, E., Meurers, D., & Trautwein, U., Students' Perceptions of Teacher's Instructional Practices: When Questions Unintentionally Shape

the Answers. Vortrag auf der 3. Fachtagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Bochum, Deutschland, 13 March 2015

Trautwein U., Nagengast, B., & Göllner, R., The School Context: Effects on Motivation and Students Personality. Vortrag auf dem Kongress "Kompetent in die Berufswahl", Stuttgart, Deutschland, 12 November 2014.

#### Grants

Ministry of Science, Research and the Arts in Baden-Württemberg „Teacher's Feedback and its impact on vocational skills students“(2014-2015), together with Ulrich Trautwein, Benjamin Nagengast and Katharina Lambert

Federal Ministry of Education and Research "Linguistic Complexity of Survey Items: When Questions Shape the Answers" (2015-2017) together with Detmar Meurers, Wolfgang Wagner, Karin Berendes, Benjamin Nagengast and Ulrich Trautwein



## Post-doctoral Fellows

### Clemens Lechner



Dr. Clemens M. Lechner is a post-doctoral researcher based at the Center for Applied Developmental Science (CADS), Friedrich-Schiller University of Jena in Germany working with Professor Rainer Silbereisen. Clemens joined the PATHWAYS programme in January 2014 following completion of his PhD. He has recently published papers in the *Journal of Vocational Behaviour*; *Journal for the Scientific Study of Religion* and *Journal for the Psychology of Religion*.

As a developmental psychologist and sociologist by training, Clemens is interested in human development in times of social and economic change. His research explores how current societal trends, such as globalization or pluralization, impact on individual development. More specifically, he looks at why some people manage to cope successfully with the challenges that arise from these trends while others are at elevated risks of distress. Clemens is currently interested in the potential role of religiosity in dealing with these challenges.

#### Research Plan

Clemens will continue as a Pathways Fellow until December 2015. He will visit the University of Tübingen to work on TOSCA data with Florencia Sortheix and Richard Göllner in October 2015. He will also be submitting a symposium on work values with Florencia Sortheix and Angela Chow in 2016. Of his experience as a Fellow in the Pathways Programme, Clemens writes:

“It was a great honour for me to be part of this extraordinary group of highly engaged young scholars and experienced senior researchers (PIs) who provided mentorship. Sharing and discussing my work with this group at our biannual meetings proved very valuable and inspiring. I am convinced that the diversity of backgrounds (psychology, economics, sociology, educational science) and substantive interests represented in the group played a key role here. I also benefitted greatly from several Pathways workshops on various topics, including media/dissemination, funding opportunities, and methodological issues. Perhaps most important, I was able to form collaborative relationships with a total of seven Pathways fellows and alumni (Florencia Sortheix, Martin Obschonka, Martin Tomasik, Richard Göllner, Maria Pavlova, Mark Lyons-Amos, Meeta Banerjee), all of which are ongoing and certain to continue in the future.

Overall, I feel that my two-year fellowship has allowed me to quickly develop my research skills and helped me build a large international network of collaborators, both of which will certainly boost my career. But there is more to Pathways: A sense of commitment to improving the situation of young people worldwide. As Pathways fellows and PIs, we do research not just for ourselves *but for a cause*. This “spirit of Pathways” made a lasting impression on me. I am very grateful to the people at Pathways and the Jacobs foundation for making this possible.”



## Post-doctoral Fellows

### Clemens Lechner

#### Recent Publications

Lechner, C. M., & Rammstedt, B. (2015). Cognitive ability, acquiescence, and the structure of personality in a sample of older adults. *Psychological Assessment*. Advance online publication.

Lechner, C. M., & Silbereisen, R. K. (2015). Von der Umwelt zum Genom und zurück: Der Beitrag der Entwicklungspsychologie zur Sozialisationsforschung. In K. Hurrelmann, M. Grundmann, U. Bauer, & S. Walper (Eds.), *Handbuch Sozialisationsforschung (Vol. 8, pp. 96-113)*. Freiburg: Lambertus.

Leopold, T., & Lechner, C. M. (2015). Parents' death and adult well-being: Gender, age, and adaptation to filial bereavement. *Journal of Marriage and Family, 77*(3), 747–760.

Lechner, C. M., & Silbereisen, R. K. (2015). Neue Impulse für die Sozialisationsforschung aus der Entwicklungspsychologie [New directions for socialization research: Insights from developmental psychology]. *Zeitschrift für Soziologie der Erziehung und Sozialisation, 35*(2), 139–155.

Lechner, C. M., Silbereisen, R. K., Tomasik, M. J., & Wasilewski, J. (2015). Getting going and letting go: Religiosity fosters opportunity-congruent coping with work-related uncertainties. *International Journal of Psychology, 50*(3), 205–214.

Körner, A., Lechner, C. M., Pavlova, M. K., & Silbereisen, R. K. (2015). Goal Engagement in Coping With Occupational Uncertainty Predicts Favorable Career-Related Outcomes. *Journal of Vocational Behavior, 88*, 174–184.

Lechner, C. M., & Leopold, T. (2015). Religious attendance buffers the impact of unemployment on life satisfaction: Longitudinal evidence from Germany. *Journal for the Scientific Study of Religion, 54*(1), 166–174.

Lechner, C. M., Obschonka, M. & Silbereisen, R. K. (submitted). *Who reaps the benefits of social change? Personality and its socioecological boundaries.*

Leopold, L., Leopold, T., & Lechner, C. M. (submitted). *Do immigrants suffer more from job loss? Unemployment and subjective well-being in Germany.*

Lechner, C., Pavlova, M., Sortheix, F.M., & Salmela-Aro, K. (in preparation). *Work Values Mediate the Effect of Family Socio-Economic Status on Young Adults' Civic Engagement: A 10-year Longitudinal Study* (in preparation).

Sortheix, F. M., & Lechner, C. (in preparation). *How do life transitions influence work value change in young adulthood?*

Lechner, C., & Lyons-Amos, M. (in preparation). *Short-term adaptation to filial bereavement.*

Lechner, C., & Sortheix, F., & Obschonka, M. (in preparation). *Work values and entrepreneurship during the transition to adulthood.*

## Post-doctoral Fellows

### Clemens Lechner

#### Book Chapters

Lechner, C. and Silbereisen, R.K. (forthcoming) Social change – uncertainty – religiosity: Psychological perspectives on the role of religiosity in changing societies. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

#### Dissemination

Lechner, C. M., & Rammstedt, B. (2015, July). *Cognitive ability, acquiescence, and the structure of personality in a sample of older adults*. Talk at the 13th European Conference on Psychological Assessment (ECPA), Zurich, Switzerland.

Lechner, C. M. (2015, July). *Who reaps the benefits of social change? Personality and its Socioecological Boundaries*. Talk at the 14th European Congress of Psychology (ECP), Milano, Italy.

Lechner, C. M. (2015, April). *Goal engagement in Coping With Occupational Uncertainty Predicts Favorable Career-Related Outcomes*. Invited Talk at the University of Helsinki, Finland.

Lechner, C. M. (2015, March). *Cognitive Ability, Acquiescence, and the Structure of Personality in a Sample of Older Adults*. Poster presented at the International Conference of Psychological Science (ICPS), Amsterdam, Netherlands.

Lechner, C. M. , Silbereisen, R. K., & Wasilewski, J. (2014, October). *How do young people deal with new work-related demands? A generalization study in Poland*. Paper presented at the special topic meeting of the Society for Research on Child Development (SRCD) on Positive Youth Development in the context of the global recession, Prague, Czech Republic.

#### Media

There was some international media coverage of Clemens recent study on religious attendance as a buffer against adverse unemployment effects:

Austria: <http://derstandard.at/2000016118413/Wer-betet-leidet-weniger-unter-Jobverlust>

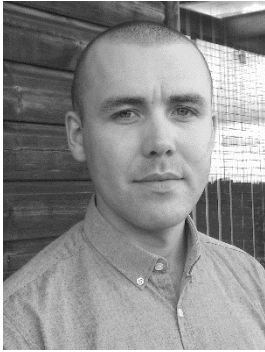
Turkey: <http://www.bugun.com.tr/ibadeti-terk-etmeyenler-isini-kaybedince-hayattan-sogumuyor-haberi/1655875>

<http://zaman-online.de/ibadeti-terk-etmeyenler-i%C5%9Fini-kaybedince-hayattan-so%C4%9Fumuyor-222847>

Germany: <http://www.bild.de/newsticker-meldungen/ratgeber/kirchgaenger-leiden-seltener-unter-arbeitslosigkeit-41029620.bild.html>

## Post-doctoral Fellows

### Terry Ng-Knight



Terry joined the Pathways programme in August 2015 and is a Fellow at UCL Institute of Education, London. Prior to this he carried out his PhD research in the Department of Clinical, Educational and Health Psychology at UCL. His PhD studies included working as part of a team running a prospective longitudinal study of the transition from primary to secondary school ([www.ucl.ac.uk/stars](http://www.ucl.ac.uk/stars)). Terry's PhD thesis employs a developmental psychopathology perspective to examine the risk and protective factors associated with successful school transition, including the interplay between individual-level characteristics such as self-control with social-contextual factors such as parenting. Before his PhD he worked as a research assistant on a number of large surveys of UK military personnel and smaller qualitative studies focusing on access to higher education. Terry also completed an MSc in research methods at the University of Surrey.

#### Research Plan

Research is increasingly pointing to positive outcomes for children with higher self-control, including in Terry's PhD research, which indicates that self-control plays a significant role in children's successful transition to secondary school. During his Pathways Fellowship, he will further investigate the development of self-control from infancy through to adolescence. This includes a focus on early developmental precursors to self-control as well as examining how self-control develops over time. Terry will also examine how early indicators of self-control relate to other important aspects of functioning and development such as school achievement and mental health.

#### Recent Publications

Riglin, L., Collishaw, S., Shelton, K.H., McManus, I.C., Ng-Knight, T., Sellers, R., Thapar, A.K., Frederickson, N., & Rice, F. (2015). Higher cognitive ability buffers stress-related depressive symptoms in adolescent girls. *Development and Psychopathology*.

Rawal, A., Riglin, L., Ng-Knight, T., Collishaw, S., Thapar, A., & Rice, F. (2014). A longitudinal high-risk study of adolescent anxiety, depression and parent-severity on the developmental course of risk-adjustment. *Journal of Child Psychology and Psychiatry*.

#### Papers in Preparation

A longitudinal study of self-control at the transition to secondary school: considering the role of pubertal status and parenting. *Under review*.

The development of a model for measuring successful school transitions in early adolescence. *Awaiting submission*.

Introducing a short measure for predicting and assessing pupils' transition to secondary school: The Secondary Transition Adjustment Rating Tool (START). *Awaiting submission*.

The role of friendships in supporting children's adaptation to secondary school. *In preparation*.

Pathways from maternal depression to children's academic attainment. *In preparation*.

## Post-doctoral Fellows

### Maria Pavlova



Maria joined the Pathways programme in October 2014. She completed her PhD in psychology at the Moscow State University, Russia, in 2006 and her habilitation in psychology at the University Of Jena, Germany, in 2014. Currently, she is a research associate at the Center for Applied Developmental Science (CADS) at the University of Jena, working with Prof. Rainer K. Silbereisen. Maria's research interests revolve around psychology of civic and political engagement, life-course processes of cumulative advantage and disadvantage, the interplay between paid work and volunteering, and the impact of social change on individual psychosocial adjustment and development. During her Pathways fellowship, she began a very productive collaboration with the FinEdu team. Together with Clemens Lechner, she visited Helsinki in April 2015, which resulted in two collaborative projects on the predictors of youth civic engagement. In one (in collaboration with Rainer K. Silbereisen, Mette Ranta, and Katariina Salmela-Aro), they show that warm and supportive parenting may hinder, rather than foster, offspring's civic engagement. In another (in collaboration with Clemens Lechner, Florencia Sortheix, and Katariina Salmela-Aro), they find that the negative effects of low parental socioeconomic status on offspring's civic engagement are partly mediated by extrinsic work values, that is, by young people putting value on rewards and security in paid work. Both studies are based on longitudinal data from Finland that span 10 years. Currently, Maria is preparing the data from the German Socio-Economic Panel to investigate other research topics, namely the links between employment histories and trajectories of subjective well-being across the life span.

#### Research Plan

Analysing divergent employment histories from early to mid to late careers from the perspective of cumulative advantage and disadvantage: How people on stable employment trajectories accumulate various psychosocial resources and retain high subjective well-being, whereas those on precarious employment trajectories experience resource depletion and well-being deterioration. Maria will use data from the German Socio-Economic Panel (SOEP) and the British Household Panel Survey (BHPS) to address this research question. Currently, she is preparing the SOEP data for analysis.

Analysing the contribution of various social contexts (family, friends, and community) to the readiness of individuals to get civically engaged across a wide age range, from early to late adulthood. For this purpose, Maria will use data collected by her research group in Germany as well as data from the SOEP and the BHPS.

Analysing the mechanisms through which civic engagement fosters psychosocial adjustment across the life span. Maria will consider outcomes such as subjective well-being, avoidance of risky behaviours, and career success, and address multiple mediators through which civic engagement affects these outcomes. Again, she will use data from the SOEP and the BHPS.

## Post-doctoral Fellows

### Maria Pavlova

#### Recent Publications

Ballard, P. J.,\* Pavlova, M. K.,\* Silbereisen, R. K., & Damon, W. (Eds.) (2015). Diverse routes to civic participation across ages and cultures [Special issue]. *Research in Human Development, 12*, 1-9.

\* Equal contributions.

Körner, A., Lechner, C. M., Pavlova, M. K., & Silbereisen, R. K. (2015). Goal engagement in coping with occupational uncertainty predicts favorable career-related outcomes. *Journal of Vocational Behavior, 88*, 174-184.

Note: The author names are in alphabetical order, all authors have contributed equally to this manuscript.

Pavlova, M. K., Körner, A., & Silbereisen, R. K. (2015). Perceived social support, perceived community functioning, and civic participation across the life span: Evidence from the former East Germany. *Research in Human Development, 12*, 100-117.

Pavlova, M. K., & Silbereisen, R. K. (2015). Factual versus potential civic participation in a post-communist region: A typological approach. *Voluntas, 26*, 941-961.

Obschonka, M., Pavlova, M. K., Schmitt-Rodermund, E., & Silbereisen, R. K. (Under review). A tour with Fred Vondracek to hotspots of occupational development.

Note: The author names are in alphabetical order, all authors have contributed equally to this manuscript.

Pavlova, M. K., & Silbereisen, R. K. (Under review). Social change and youth civic engagement.

Recksiedler, C., Pavlova, M. K., & Silbereisen, R. K. (Under review). Becoming an adult in East and West Germany: A comparison of transition timing.

Lechner, C., Pavlova, M., Sortheix, F.M., & Salmela-Aro, K. (in preparation) Work Values Mediate the Effect of Family Socio-Economic Status on Young Adults' Civic Engagement: A 10-year Longitudinal

#### Book Chapters

Pavlova, M.K. and Silbereisen, R.K. (forthcoming) Social Change and Youth Civic Engagement. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

## Post-doctoral Fellows

### Nayssan Safavian



Nayssan joined the Pathways programme in October 2014 and works with Prof. Jacquelynne Eccles as a Postdoctoral Research Fellow within the School of Education at the University of California in Irvine. She completed her Ph.D. in Education with an emphasis in Learning, Cognition, and Development working with Dr. Anne-Marie Conley.

Her research applies the motivation lens of expectancy-value theory to approach issues of motivation and underachievement in underrepresented communities. More specifically, she examines what factors optimize opportunities in mathematics and science for those who are at the greatest risk for academic failure and underachievement. As a Pathways fellow, Nayssan is particularly interested in the associations between achievement attitudes and students' secondary and post-secondary academic aspirations and career attainment.

#### Recent Publications

Safavian, N., & Conley, A. (under review). Expectancy–Value Beliefs as Predictors of Middle School Mathematics Achievement and Enrolment.

Johnson, M., & Safavian, N. (under review). What is Cost and is it Always a Bad Thing? Furthering the Discussion Concerning College-Aged Students' Perceived Costs for Academics.

#### Dissemination

Safavian, N., Lam, A. C., Eccles, J. S., Lauermann, F., & Banerjee, M. An examination of the associations between gender and STEM-related aspirations. Poster presented at the *2015 Association for Women in Science NSF ADVANCE/GSE Program Workshop*, Baltimore, MA (May 2015).

Safavian, N. Expectancy-value beliefs, course-taking, and high school success among Hispanic high school youth. Paper presented at the annual meeting of the *Society for Research in Child Development*, Philadelphia, PA (March 2015)



## Post-doctoral Fellows

### Florencia Sortheix



Florencia is a post-doctoral researcher at the Faculty of Social Research (Social Psychology), University of Helsinki and at the Department of Psychology, University of Jyväskylä, Finland.

Florencia continues to be involved in the Finnish Educational Transitions (FinEdu) Study lead by Prof. Katariina Salmela-Aro where she focuses on the relationships between work values, career choices and work engagement among young adults. Of particular interest is the development of motivation during early work experiences. She is also interested in cross-national comparisons examining the role of context on individual-level variables. As a psychotherapist by training, Florencia is interested in how academic knowledge can be transmitted into practices that influence the lives of young people. Towards this aim, she has started collaborating with Nyyti, a Finnish association that works to promote the mental health of youth.

#### Research Plan

Florencia is currently collaborating with a proposal for Horizon 2020 call “youth as drivers of social change” together with Prof. Salmela-Aro, and partners from UK, Italy, Poland, Germany and Turkey. She is planning a research visit to the University of Tübingen to work on TOSCA data, with Dr. Clemens Lechner. In collaboration with Dr. Lechner, she is also planning to propose a symposium on work value change for the next annual conference of the Society for Longitudinal and Life Course Studies. Florencia is also collaborating with Philip Parker and Clemens Lechner in analyzing changes on personal values and well-being across six waves (2002-2012) from the European Value Survey (25 countries) in response to global financial crisis.

As well this collaborative work she is also developing collaborations with Angela Chow, Richard Göllner and Ulrich Trautwein This year Florencia was awarded The Finnish Work Environment Fund postdoctoral grant in addition to the Ella and Georg Ehrnrooth foundation’s grant to continue her research.

#### Recent Publications

Sortheix, F. M. & Lönnqvist, J.-E. (2014). Personal value priorities and life satisfaction: The role of socio-economic development across Europe. *Journal of Cross-Cultural Psychology*, 45 (2), 282–299.

Sortheix, F. M. & Lönnqvist, J.-E. (2015). Person-group value congruence and subjective well-being in students from Argentina, Bulgaria and Finland. *Journal of Community and Applied Social Psychology*, 25, 34-48.

Sortheix, F. M., Chow, A., & Salmela-Aro, K. (2015). Work values and the transition to work life: A longitudinal study. *Journal of Vocational Behavior*, 89, 162-171.

Helkama, K., & Sortheix, F.M. (2015). Cultural differences in moral development. In: J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences* (2nd Ed), 15, 781-787.

## Post-doctoral Fellows

### Florencia Sortheix

Silfver-Kuhlampi, M., Figueiredo, A., Sortheix, F. & Fontaine, J. (in press). Humiliated self, bad self or bad behavior? The relations between moral emotional appraisals and moral motivation. *Journal of Moral Education*

Masuda, A., & Sortheix, F. M. (submitted) Cultural values, work values, and job satisfaction across 27 European countries, *Career Development International*.

Lechner, C., Pavlova, M., Sortheix, F.M., & Salmela-Aro, K. (in preparation). Work Values Mediate the Effect of Family Socio-Economic Status on Young Adults' Civic Engagement: A 10-year Longitudinal Study

Sortheix, F. M., & Lechner, C. (in preparation). How do life transitions influence work value change in young adulthood?

#### Book Chapters

Helkama, K., & Sortheix, F.M. (2015). Cultural differences in moral development. In: J. D. Wright (Ed.), *International Encyclopaedia of the Social & Behavioral Sciences* (2nd Ed), 15, 781-787.

Salmela-Aro, K., Sortheix, F.M., & Ranta, M. (2016). Emerging Adulthood in Finland. In: R. Žukauskienė, *Emerging Adulthood in a European Context*. Routledge.

#### Dissemination

17th European Conference on Developmental Psychology, Portugal (September 2015) *Work values and well-being in the transition to work life* Paper Symposium: "Positive Functioning in Adulthood: Perspectives from Finland and Russia" organized by Prof. Salmela-Aro.

The Finnish Youth Research conference. Finland (October 2015) *Work values in the transition to adulthood*. Symposium "Transitions" organized by Prof. E. Oinonen.

#### Grants

Ella and Georg Ehrnrooth Foundation (2015) 22,000 euros

The Finnish Work Environment Fund (2016) 26,000 euros



## Alumni

### Meeta Banerjee



Meeta Banerjee was a Fellow in the Pathways programme based at the University of Michigan, USA. Prior to joining Pathways, Meeta received her Ph.D. in Ecological-Community Psychology from Michigan State University. Her dissertation investigated the moderating relationship between racial-ethnic socialization and exposure to community violence on the academic and psychosocial outcomes of African American college students. Her area of research focuses on parenting practices and their links to youth's positive developmental outcomes. In particular, Meeta investigates how racial-ethnic socialization is protective for ethnic minority youth in the United States with regards to different contexts (i.e., discrimination, violence, poverty). During her time at Pathways Meeta worked with data from the Maryland Adolescent Development in Contexts Study (MADICS) to examine how racial-ethnic socialization and racial discrimination is associated with psychosocial outcomes in African American families. Furthermore, she explores if there are parallels to her findings utilizing the Longitudinal Study of Young People in England (LSYPE). Meeta is a recipient of a National Institutes of Health Minority Training Grant, which was awarded for 2014 and will continue to December 2015. In September 2014, she joined University of California, Irvine as a research specialist in the School of Education. In January 2016, she will be joining California State University-Northridge as in a tenure-track Assistant Professor position in the Psychology department.

#### Beyond the Fellowship

During her time with Pathways, she was able to collaborate with the team from the UCL Institute of Education and the University of Jena in Germany on her research on discrimination and racial-ethnic socialization. Using data from the Maryland Adolescent Development in Context Study, she was able to investigate whether contextual influences like neighborhoods, families and schools played a role in the developmental trajectories of African American adolescents. She will continue her work in this area while she begins her new tenure-track position at California State University-Northridge.

#### Recent Publications

Peck, S., Brodish, A., Malanchuk, O., Banerjee, M. & Eccles, J., (2014). Racial ethnic socialization and identity development in Black families: The role of parent and youth reports. *Developmental Psychology*, 50 (7), 1897-1909.

Matthews, J.S., Banerjee, M., & Lauermaun, F. (2014) Academic identity among ethnic-minority youth: The role of the "self" between internal and external perceptions of identity. *Child Development*, 85(6):2355-73

## Alumni

### Meeta Banerjee

Banerjee, M., Rowley, S.J. & Johnson, D.J. (2014). Community violence and racial socialization: Their influence on psychological well-being of African American college students. *Journal of Black Psychology* (published online before print) doi: 10.1177/0095798414539174

Banerjee, M., Meyer, R.M. & Rowley, S.J. (in press) Parental experiences with discrimination and depression: Predictors of academic efficacy in African American families. *Journal of Family Issues*

Doucet, F., Banerjee, M., & Parade, S. (revise & resubmit). What should young Black children know about race? Parents of preschoolers, preparation for bias, and promoting egalitarianism.

Banerjee, M., Rivas-Drake, D., & Glover-Small, C., (revise & resubmit). Academic engagement as a mediator of cultural socialization and academic achievement.

Banerjee, M., Byrd, C.M. & Rowley, S.J. (in review). The relationships of school-based discrimination and racial socialization on African American adolescents' achievement motivation.

Witherspoon, D., Rivas-Drake, D. & Banerjee, M. (in review). Early adolescent neighborhood perceptions predict high school academic adjustment among African American youth.

Williams, A.D., Banerjee, M., Lozada, F., Lambouthis, D. & Rowley, S.J. (in review). African American mothers' perceptions of the role of race in their children's education.

#### Book Chapters

Banerjee, M. and Eccles, J.S. (forthcoming) Anticipated Racial Discrimination as a Context for Parenting in African Americans in the United States. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

#### Dissemination

McPartlan, P. & Banerjee, M. (2015, August). The links between competitive math classrooms and academic identity in adolescents. Poster presented at the American Psychological Association, Toronto, Canada.

Wittrup, A., Banerjee, M. & Eccles, J.S. (2015, March). Academic self-concept and achievement in high school and risky sexual behavior in college aged females over time. Poster presented at the Society for Research on Child Development in Philadelphia, PA.

Peck, S., Malanchuk, O., Banerjee, M. & Eccles, J.S. (2015, March). Parent racial/ethnic socialization predicts youth racial/ethnic identity in suboptimal

## Alumni

### Meeta Banerjee

socialization contexts. Poster presented at the Society for Research on Child Development in Philadelphia, PA.

Malanchuk, O., Peck, S., Banerjee, M. & Eccles, J.S. (2015, March). Health disparities, health trajectories and their sources in a diverse sample. Poster presented at the Society for Research on Child Development in Philadelphia, PA.

Banerjee, M. (2014, November). Racial/ethnic socialization profiles of African American parents and youth: It's relation to gender and racial/ethnic discrimination. Poster presented at NICHD Summer Scholars workshop, National Institutes of Health, Bethesda, MD. .

#### **Grants**

Training Grant 2014-2015: Research Supplement to Promote Diversity in Health-Related Research, National Institute of Child Health and Human Development, \$128,684

## Alumni

### Jenna Cambria



Jenna is a Postdoctoral Scholar at the Hector Research Institute of Education Sciences and Psychology, University of Tübingen. Her research interests focus on the facilitators and barriers of motivation for STEM. Her doctoral research focused on students' motivation for informational text reading. This research also has larger societal implications. If we are able to understand more deeply how to foster engagement for text comprehension, we can better prepare our students because students who are able to consume information will be better adjusted to the changing demands of the community and workforce. Jenna presented and published several papers on the area of motivation, including a paper in *Developmental Review* that has been cited over 185 times.

During her Pathways Fellowship, Jenna continued to study motivation for STEM and focused more deeply on issues of gender and the differential processes that impact males' and females' career interests; her most recent paper has shown the gendered classroom effects that impact career interest in STEM. Specifically, she found that girls' motivation for STEM is more heavily impacted by the influence of their peers' achievement. For example, within the domain of technology studies, a girl from a higher performing class will have significantly higher investigative vocational interests in STEM than a girl who has the same score from a lower achieving class, while boys were not impacted.

Jenna has presented her work at several national and international conferences, this has included two papers on motivation for reading in STEM and one on gender and vocational interests for STEM. From this work, she recently earned an appointment as an Assistant Professor of Educational Psychology in Educational Statistics and Research Methods at the University of Arkansas that will begin in 2016.

#### Beyond the Fellowship

"During my Pathways experience, I have had tremendous mentoring both in regards in research design and statistical skills. I have presents at three international conferences including the American Educational Research Association in 2014 and 2015 as well as and collaborated on four papers that are close to completion or under review. After my Pathways Fellowship, I plan to continue collaborations with Profs. Schoon and Salmela-Aro in examining gender and occupational choices."

#### Recent Publications

Guo, J., Nagengast, B., Marsh, H., Kelava, A., Gaspard, H., Brandt, H., Cambria, J. et al. (under review). Probing self-concept by task values interaction using multiple value facets and multiple academic outcomes. *Contemporary Educational Psychology*.

## Alumni

### Jenna Cambria

Hübner, H., Wille, E., Cambria, J., Oschatz, K., Nagengast, B., & Trautwein, U. (in prep) Gender-Specific Reform Effects on STEM-Related Outcomes. *Journal of Educational Psychology*.

Cambria, J., Nagengast, B., Trautwein, U., (in prep). Vocational interests: The impact of class achievement and gender. *Journal of Vocational Behavior*.

Cambria, J. (in prep). Cognitive engagement as a mediator of expectancy-value and reading comprehension.

Cambria, J., Nagengast, B., & Trautwein, U. (in prep). Frame of reference effects of peer achievement on students' values in mathematics and English.

#### **Book Chapter**

Cambria, J. & Dicke, A. (forthcoming) Rethinking Behavioral Engagement: Behavioural Manifestations in Context. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

#### **Dissemination**

Cambria, J. & Guthrie, J. T. (2015). *Measuring Reading Motivation for Informational Texts*. Paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

## Alumni

### Anna K Chmielewski



Anna is Assistant professor of Educational Leadership and Policy in the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Anna joined the Pathways programme in September 2012 and was based at Michigan State University working with Prof. Barbara Schneider at the College of Education. In April 2014 she accepted a tenure-track assistant professorship of Educational Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto.

Anna's research examines macro-level trends in educational inequality, both cross-nationally and over time. Specifically, she is interested in socioeconomic disparities in academic achievement, school segregation, curricular streaming/tracking/ability grouping and university access, as well as the consequences of childhood inequality for adult skills, educational attainment and income. She uses a sociological lens and quantitative methods, including multilevel modelling and methods for measuring segregation and achievement gaps. Much of her research draws on data from international large-scale assessments, such as the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS) and the Programme for the International Assessment of Adult Competencies (PIAAC).

#### **Beyond the Fellowship**

In July 2014, Anna began a new position as assistant professor of Educational Leadership and Policy at the Ontario Institute for Studies in Education (OISE) of the University of Toronto. She designed and taught new graduate courses in quantitative methods and international educational equity. In December 2014, she was invited by the UNESCO Education For All Global Monitoring Report to write and present a memo along with Prof. Yossi Shavit at UNESCO headquarters, in which they gave recommendations on the measurement of educational inequality. In June 2015, an article with Pathways alumni John Jerrim and Phil Parker on socioeconomic inequality in access to high status colleges was published in *Research in Social Stratification and Mobility* and covered in the *Times Higher Education*. In February 2015, Anna was awarded a Thomas J. Alexander fellowship from the Organisation for Economic Co-operation and Development (OECD). As part of this award, she will spend three months in autumn 2015 on-site at OECD headquarters working on a study of trends in inequality in educational outcomes for adults in the 1930-1990 birth cohorts. In April 2015, Anna was also awarded a Connaught New Researcher grant from the University of Toronto, and was also a collaborator on Prof. Scott Davies' successful grant from the Canada Foundation for Innovation, which will fund a new data lab at OISE for the housing and analysis of large scale datasets for the study of educational equity and the training of graduate students.

## Alumni

### Anna K Chmielewski

In spring 2015, Anna was invited to co-teach a workshop at the annual meetings of both the American Educational Research Association and the Comparative and International Education Society on using hierarchical linear modelling with international large-scale assessment data. She also presented research at two conferences: the International conference on ‘How do education systems shape educational inequalities?’ at the University of Luxembourg and the annual meeting of the American Sociological Association. In August 2015, Anna was invited by Pathways PI Katariina Salmela-Aro to visit her lab at the University of Helsinki, where Anna’s research on changes in socioeconomic achievement gaps in international comparison between 1964-2012 were presented and to begin a new project with Prof. Salmela-Aro, studying recent changes in socioeconomic segregation between schools in historically equitable countries (Finland, other Nordic countries and Canada).

#### Recent Publications

Chmielewski, A.K. and C. Savage. (Forthcoming, 2015). “Socioeconomic Segregation Between Schools in the US and Latin America, 1970-2012.” To be published in *Land and the City: Proceedings of the 2014 Land Policy Conference*, edited by George McCarthy and Samuel Moody. Cambridge, MA: Lincoln Institute of Land Policy.

Jerrim, J., A.K. Chmielewski, and P. Parker. (Revise & resubmit). “Socioeconomic Inequality in Access to High Status Colleges: A Cross-Country Comparison.”

Reardon, S. and Chmielewski, A.K. (In preparation). *Patterns of Cross-National Variation in the Association between Income and Academic Achievement.*

Chmielewski, A.K. (In preparation). *Educational Quality and Equality: Complementary, Contradictory, or Unrelated?*

#### Book Chapters

Chmielewski, A.K. (forthcoming) *Social Inequality in Educational Transitions under Different Types of Secondary School Curricular Differentiation.* In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change.*

Parker, P.D., Jerrim, J., Chmielewski, A.K. and Marsh, H.W. (forthcoming) *Machine Learning Approaches to Developmental Transition: Illustrating Penalized Regression and Decision Tree Models of University Entry.* In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change.*

#### Awards

Thomas J. Alexander Fellowship, Organization for Economic Cooperation and Development (OECD) (2015-2016)

University of Toronto Connaught New Researcher Award (2015-2016)

## Alumni

### Anna-Lena Dicke



Anna-Lena is a Postdoctoral Research Scientist, School of Education, University of California-Irvine. Her research interest lies in understanding the driving factors and benefits of students' interest, motivation, and engagement. Her work examines how structural features of the school environment (e.g. tracking) and instructional features of the school environment (e.g. teacher support) influence students' motivational well-being. Trying to bridge the gap between theory and practice, Anna-Lena has also been involved with the MoMa study during her time as a Pathways fellow at the University of Tübingen. The MoMa study is an intervention study aiming to foster secondary school students' motivation and achievement in mathematics by demonstrating the utility of mathematics for students' future lives. As a Pathways fellow, Anna-Lena was able to secure a position as a postdoctoral research scientist at the University of California with Dr Jacquelynne Eccles, the founder of the expectancy-value theory of achievement motivation, one of the most influential motivation theories in educational psychology. During her time at the University of California at Irvine, she has continued her work investigating the underlying motivational mechanisms determining students' educational pathways. She will continue to examine how features of the school environment that students experience on an everyday basis influence not only their academic success but also their educational, career, and life choices in the short- and long-term.

#### **Beyond the Fellowship**

In the coming year, Anna-Lena will continue her work as a postdoctoral fellow with Prof. Eccles at the University of California at Irvine. Having become acquainted with the extensive longitudinal datasets in the past year, she is currently working on several publications. Anna-Lena is investigating the influence of the instructional environment, in particular teacher's supportive behavior, on the development of students' motivation. This work will be continued, aiming to integrate further long-term outcomes such as students' career choices. Anna-Lena's collaboration with Dr. Julia Dietrich at the University of Jena looking at how teachers' supportive behavior influences students' motivation across different domains, has resulted in a publication and they are currently aiming to continue collaborating by looking at the interplay of student subject specific motivation and their career plans and choices. Anna-Lena has also started a collaboration with Dr. Nayssan Safavian, another Pathways fellow, investigating the influence of the transmission of gender role beliefs and their long-term impacts on career and life choices. This work will continue to improve her understanding of the underlying mechanisms determining students' educational pathways.



## Alumni

### Anna-Lena Dicke

In addition, Anna-Lena has been able to continue her intervention work beginning a collaboration with Prof. Hulleman at University of Virginia, the original architect of the intervention in the high school setting. They are currently working with the Oxnard Union High School District to foster students' motivation and performance of tenth graders in biology classrooms. After having piloted a first intervention and collecting survey data, their current aim is to develop an intervention that can be rolled out in the district. Due to the high ethnic and socioeconomic diversity of the students in the school district, this work will allow them to develop a better understanding of the mechanisms at play for this specific sample of students. Lastly, plans are currently on the way to start a utility value intervention project at the University of California at Irvine, an AAU university with a high rate of first generation and underrepresented minority students. As previous research has shown the utility value intervention to be particularly successful for this group of students in the college setting, they are aiming to roll out utility value interventions in science college classrooms to foster students' motivation, persistence and performance.

#### Recent Publications

Dietrich, J., Dicke, A.-L., Kracke, B., & Noack, P. (2015). Teacher support and its influence on students' intrinsic value and effort: Dimensional comparison effects across subjects. *Learning and Instruction*, 39 (0), 45-54.

Gaspard, H., Dicke, A.-L., Flunger, B., Schreier, B., Häfner, I., Trautwein, U., & Nagengast, B. (in press). More value through greater differentiation: Gender differences in value beliefs about math. *Journal of Educational Psychology*.

Gaspard, H., Dicke, A.-L., Flunger, B., Brisson, B. M., Häfner, I., Trautwein, U., & Nagengast, B. (in press). Fostering adolescents' value beliefs for mathematics with a relevance intervention in the classroom. *Developmental Psychology*.

Dicke, A.-L., Trautwein, U. & Nagengast, B. (revise and resubmit). Hauptschüler = desinteressiert und faul? Schulformunterschiede in der Entwicklung von Interesse und Anstrengungsbereitschaft [School type differences in the development of interest and effort]. *Zeitschrift für Erziehungswissenschaft*.

Gaspard, H., Dicke, A.-L., Flunger, B., Brisson, B. M., Häfner, I., Trautwein, U., & Nagengast, B. (submitted). Adverse or Desired Side Effects of STEM Interventions? Effects of a Motivational Math Intervention on Motivation in Verbal Domains.

## Alumni

### Anna-Lena Dicke

Brisson, B. M., Dicke, A.-L., Flunger, B., Gaspard, H., Häfner, I., Trautwein, U., & Nagengast, B. (submitted). Short intervention, lasting effects: Promoting students' math competence beliefs, effort, and achievement.

Häfner, I., Flunger, B., Dicke, A.-L., Gaspard, H., Brisson, B. M., Nagengast, B., & Trautwein, U. (submitted). A Robin Hood Effect on Motivation in Math: Benefits of a Relevance Intervention for Students with Distinct Family Backgrounds

#### Book Chapters

Trautwein, U., Dumont, H., & Dicke, A. L. (2015). Schooling: Impact on Cognitive and Motivational Development. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences (Second Edition)* (pp. 119-124). Oxford: Elsevier.

Dicke, A. (forthcoming) Educational Interventions based on Motivational Theories: The Case of Relevance Interventions. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

Cambria, J. & Dicke, A. (forthcoming) Rethinking Behavioral Engagement: Behavioural Manifestations in Context. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

#### Dissemination

Häfner, I., Flunger, B., Dicke, A.-L., Gaspard, H., Brisson, B. M., Nagengast, B., & Trautwein, U. (2015). *A Robin Hood Effect on Motivation in Math: Benefits of a Relevance Intervention for Students with Distinct Family Backgrounds* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, US.

## Alumni

### John Jerrim



John joined Pathways in April 2012. He is a Reader in Educational and Social Statistics at the Institute of Education. His research interests include the economics of education, access to higher education, intergenerational mobility, cross-national comparisons and educational inequalities. John has worked extensively with the OECD Programme for International Student Assessment (PISA) data, with this research reported widely in the British media. In October 2013, he was awarded a prestigious OECD Thomas J. Alexander fellowship.

John has been successful in both publishing his work in academic journals, and disseminating results to a wide audience. He also obtained external funding from the OECD, Education Endowment Foundation and ESRC. This involves designing and evaluating Randomised Controlled Trials in over 100 English primary schools and secondary analysis of large scale international assessments (e.g. PISA and PIAAC).

#### Beyond the Fellowship

Since the end of his fellowship, John has been promoted to Reader (Associate Professor) in Educational and Social Statistics at UCL. He now has over 15 published papers and three book chapter. Recently, John completed a secondment to the OECD, living in Paris for 3 months, working with the PISA team. He is currently finishing off a 3 year 'Future Research Leaders' grant awarded by the OECD. Recently John was given the British Academy 'Rising Star Engagement Award' and is organising a conference in collaboration with Pathways and the OECD in March 2016.

Throughout the rest of 2015 and 2016, John will be writing the PISA 2015 national PISA report for England, Wales and Northern Ireland. His work has also continued to receive significant media coverage, including front page headlines on a leading English newspaper (the daily telegraph), articles in the Economist, and a blog on the Conversation with over 200,000 views.'

#### Recent Publications

Jerrim, J. (2015) 'Why do East Asian children perform so well in PISA? An investigation of Western-born children of East Asian descent' *Oxford Review of Education* DOI:10.1080/03054985.2015.1028525

Jerrim, J. and Vignoles, A. (2015) 'University access for disadvantaged children: A comparison across English speaking countries.' *Higher Education* DOI: 10.1007/s10734-015-9878-6

Jerrim, J. and Micklewright, J. (2014). 'Socioeconomic gradients in children's cognitive skills: are cross-country comparisons robust to who reports family background?' *European Sociological Review* 30(6): 766-781.

## Alumni

### John Jerrim

Jerrim, J. (2014) 'The unrealistic educational expectations of high school pupils: is America exceptional?' *The Sociology Quarterly* 55(1): 196 – 231.

#### Revise and resubmit

Parker, P.; Jerrim, J.; Schoon, I.; and Marsh, H. 'Does tracking make a difference? A multinational study of socio-economic inequality in high school choices.' *American Education Research Journal*

Jerrim, J. and Macmillan, L. 'Income inequality, intergenerational mobility and the Great Gatsby Curve: is education the key?' *Social Forces*

Jerrim, J. 'The link between family background and later lifetime income: how does the UK compare to other countries?' *Fiscal Studies (conditional accept)*

Jerrim, J. and de Vries, R. 'The limitations of quantitative social science for informing public policy.' *Evidence and Policy*.

#### Papers under review

Jerrim, J. and Choi, A. 'The use (and misuse) of PISA in guiding policy reform: the case of Spain' *Comparative Education*

Jerrim, J. 'PISA 2012: How do results for the paper and computer tests compare?' *Assessment in Education: Principles, Policy & Practice*

Jerrim, J.; Chmielewski, K. and Parker, Phil. 'Socioeconomic inequality in access to "high-status" colleges: a cross-country comparison of primary and secondary effects.' *Research in Social Stratification and Mobility*

Jerrim, J.; Choi, A. and Rodriguez, R. 'Two-Sample Two-Stage Least Squares (TSTLS) estimates of earnings mobility: how inconsistent are they?' *Journal of Economic Inequality*

Jerrim, J. and Vignoles, A. 'The causal effect of East Asian 'mastery' teaching methods on English children's mathematics skills.' *Economics of Education Review*

Jerrim, J. and Vignoles, A. 'Socio-economic differences in children's test scores: what we do know, what we don't know and what we need to know.' *Longitudinal and Lifecourse Studies*

#### **Book chapters**

Jerrim, J. and Schoon, I. (2014) 'Do children want to become scientists? A comparison of gender differences in adolescents' attitudes, expectations and academic skill across 29 countries.' In J. Eccles and I. Schoon (Eds) *Gender*

## Alumni

### John Jerrim

*Differences in Aspirations and Attainment: A Life Course Perspective*, Cambridge: Cambridge University Press.

Anders, J. and Jerrim, J. (forthcoming) The socio-economic gradient in educational attainment and labour market outcomes: a cross-national comparison. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

Parker, P.D., Jerrim, J., Chmielewski, A.K. and Marsh, H.W. (forthcoming) Machine Learning Approaches to Developmental Transition: Illustrating Penalized Regression and Decision Tree Models of University Entry. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

#### Media

The Economist: [www.economist.com/news/britain/21645309-latest-figures-immigration-are-not-only-numbers-count-not-adding-up](http://www.economist.com/news/britain/21645309-latest-figures-immigration-are-not-only-numbers-count-not-adding-up)

The Telegraph (front page):

[www.telegraph.co.uk/news/uknews/immigration/11435529/Britains-brightest-leaving-in-brain-drain-and-replaced-with-low-skilled-migrants.html](http://www.telegraph.co.uk/news/uknews/immigration/11435529/Britains-brightest-leaving-in-brain-drain-and-replaced-with-low-skilled-migrants.html)

Blog post that received 200,000 hits (90% outside the UK): [theconversation.com/east-asian-maths-teaching-method-boosts-english-childrens-progress-by-a-month-43418](http://theconversation.com/east-asian-maths-teaching-method-boosts-english-childrens-progress-by-a-month-43418)

#### Grants/Awards

Department for Education. 'Programme for International Student Assessment (PISA) 2015 report for England, Wales and Northern Ireland.' £470,727. 2012 – 2017.

British Academy 'Rising Star Engagement Award. 'Facilitating cross-national collaboration amongst early career researchers.' £15,000. March 2015 – March 2016.

## Alumni

### Mark Lyons-Amos



Mark was a Pathways Fellow at the UCL Institute of Education, London from 2013 - 2015. He has recently taken on a position at the London School of Economics and Political Science teaching as part of their new Masters' programme. Mark has a background in quantitative demography, having read demography at undergraduate, postgraduate and doctoral level at the University of Southampton. Following his doctoral studies, he worked at the Centre for Multilevel Modelling (University of Bristol) and the Centre for Population Change, which reflected his interest in the interaction between macro and individual level demographic behaviours and modelling these via continuous and discrete random effects models.

Mark's research focus is largely within the remit of social demography, with a particular focus on the interaction between youth transitions and environmental factors, in particular the Great Recession. He led production of the paper 'Differential responses in first birth behaviour to economic recession in the United Kingdom. This paper deals with responses to economic hardship in terms of first birth behaviour, moving away from aggregate measures to examining responses depending on individual characteristics. In particular, they find that the most dramatic effects were for low income individuals and those who had a peripheral attachment to the labour market, who showed dramatic falls in fertility. This paper has been presented at a number of domestic (British Society for Population Studies 2014) and international conferences (European Population Conference 2014, Population Association of America annual conference 2015). The paper has been written and submitted for peer-review at the European Journal of Population. Mark continues to develop a research agenda, with the paper 'Evolving Interrelations in Demographic Processes and the Great Recession: Continuous Evolution or Seismic Shift?' under development. The paper deals with the way in which a number of transitions (union formation, childbearing, leaving education, gaining a job and leaving the parental home and buying one's own house) have changed both over time and in the post-recession era. Broadly speaking the interrelationship is not new, although the recession has accelerated existing trends. Preliminary findings were presented at the 2015 PAA conference.

#### **Beyond the Fellowship**

Since the start of his fellowship with Pathways, Mark has been involved in a number of projects collaborating with both PIs and other fellows. Mark has also been involved in the production of three papers with Prof. Ingrid Schoon, which use large scale datasets to examine the effect of both the recession and individual class and educational background on subsequent labour market outcomes. Mark is currently

## Alumni

### Mark Lyons-Amos

actively collaborating with other fellows on projects examining the effect of parental death on wellbeing (with Dr. Clemens Lechner) and on youth sexual behaviour (with Dr. Anna-Lena Dicke). Mark says that his experience in Pathways has proved invaluable in improving his research profile, and developing future funding bids focussing on the relationship between family breakdown and child wellbeing.

#### Recent Publications

Perlman M, Lyons-Amos M, Leckie G, Steele F, Jenkins J (2015) Capturing the Temporal Sequence of Interaction in Young Siblings. PLoS ONE 10(5): e0126353. doi:10.1371/journal.pone.0126353

Lyons-Amos, M.J., G. Durrant and S.S. Padmadas (2014) *Contraceptive confidence and timing of first birth in Moldova* BMJ Open 4(8)

Padmadas, S.S, M.J. Lyons-Amos and S. Thapa (2014) *Do abortion users exhibit better contraceptive behaviour than post-partum women? Analysis of calendar data from Nepal Demographic and Health Survey* International Journal of Gynaecology and Obstetrics 127(2): 132-137

Perelli-Harris, B., and M.J. Lyons-Amos (in press) The Heterogeneity of Relationship Patterns within and across countries: an examination of the United States and 14 countries, *Europe Demographic Research*

Lyons-Amos, M.J. and I. Schoon (under review) Differential responses in first birth behaviour to economic recession in the United Kingdom, *Population Studies*

Perelli-Harri, B. and M.J. Lyons-Amos (submitted) Partnership Patterns in the United States and across Europe: the role of education and country context, *Social Forces*

Lyons-Amos, M.J. (submitted) Multilevel models for cross-national comparisons: The association between individual & national-level characteristics in fertility & partnership, *Advances in Lifecourse Research*

Mikolai, J. and M.J. Lyons-Amos (submitted) Coping with complex individual histories: A comparison of life course methods with an application to partnership transitions in Norway, *Sociological Methods and Research*

Schoon, I. and M.J Lyons-Amos (submitted) Positive youth development in the context of global recession, *Research in Social Stratification and Mobility*

Lyons-Amos, M.J. and E. Thompson (in preparation) Identifying processes of Apathy and Disengagement in voting behaviours: an analysis of the UK 2010 General Election using longitudinal data

## Alumni

### Mark Lyons-Amos

Lyons-Amos, M.J. G. Durrant and S.S. Padmadas (in preparation) The determinants of contraceptive discontinuation in Moldova: contraceptive failure and abandonment, and differential policy interventions points

Lyons-Amos, M.J. (in preparation) Variation in the intersection between partnership and fertility: A comparison across 3 Cohorts in 15 Countries

Schoon, I. and M.J. Lyons-Amos (in preparation) Diverse Pathways in Becoming an Adult: The Role of Structure, Agency, and Context

#### Book Chapters

Mturi, A.J, G.N. Osuafor and M.J. Lyons-Amos (in press) The mismatch between contraceptive use and fertility in sub-Saharan Africa in *Fertility diversity and its future prospects in Africa* Edwin Mellen

Lyons-Amos, M.J. (forthcoming) Differential responses in first birth behaviour to economic recession in the United Kingdom. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change.*

Lyons-Amos, M.J. (forthcoming) Interrelations in Employment and Family Transitions: Trends before and after the Great Recession in *Youth and the Great Recession*

#### Dissemination

Schoon, I. and M.J. Lyons-Amos 2014 'Young people and the Great Recession in the UK: Impacts on achievement related attitudes and behaviours' Society for Life Course and Longitudinal Studies Annual Conference (Lausanne)

Lyons-Amos, M.J. and I. Schoon. 2014 'Macro-Micro interactions in fertility transitions: Differential responses in first birth behaviour to economic recession in the United Kingdom' British Society for Population Studies Annual Meeting (Winchester)

S.S. Padmadas, Lyons-Amos, M.J., and Thapa S. 2014 'Do abortion users exhibit better contraceptive behaviour than post-partum women in Nepal?' National Population Conference, Kathmandu

Lyons-Amos, M.J. and I. Schoon. 2014 'Macro-Micro interactions in fertility transitions: Differential responses in first birth behaviour to economic recession in the United Kingdom' European Population Conference, Budapest Hungary

Lyons-Amos, M.J., and I. Schoon 2014 'Employment and Family Transitions: Trends before and after the Great Recession' Young People and the Great Recession Comparative Analysis of international longitudinal data resources: 3rd ESRC workshop



## Alumni

### Mark Lyons-Amos

Lyons-Amos, M.J. and B. Perelli-Harris 2014 'Variation in the Intersection between Partnership and Fertility: A Comparison across Three Cohorts in 16 Countries' Population Association of America Annual Meeting, Boston MA

Mikolai, J. and M.J. Lyons-Amos 2014 'Coping with Complex Individual Histories: A Comparison of Life Course Methods with an Application to Partnership Transitions in Norway' Population Association of America Annual Meeting, Boston MA

Perelli-Harris, B., and M.J. Lyons-Amos, 2014 'The Heterogeneity of Relationship Patterns within and across countries: an examination of the United States and 14 countries in Europe' FAMCHIP Project Conference - Comparing families: does international perspective help?

## Alumni

### Julia Moeller



Recently Julia has begun a postdoctoral position at Yale University in the Yale Center for Emotional Intelligence. She joined the Pathways programme in November 2013 as post-doctoral researcher at the University of Helsinki, Finland. During the last two years she was dedicated to the EAGER project (Pathways P.I.s Katariina Salmela-Aro and Barbara Schneider, as well as Jari Lavonen, head of the Department of Teacher Education in Helsinki). In this bi-national project, they mainly studied students' engagement in STEM subjects in Finland and the U.S with an experience sampling method approach. Julia studied Psychology at the Free University of Berlin, Germany and completed her Ph.D. in Psychology at the University of Erfurt. During her Ph.D., she investigated developmental, differential, and measurement aspects of passion and commitment for activities, and collaborated in one paper with the PIs Prof. Jacquelynne S. Eccles, Prof. Barbara Schneider and Dr. Julia Dietrich, investigating the situational variability and long-term stability of passion in a longitudinal Experience Sampling Study.

Julia's research bridges topics of the psychology of motivation, development, and personality. She is interested in trait and state determinants of the motivation to approach, engage and persist in activities, with particular focus on learning and practice activities. Recently, Julia examined state and trait aspects of academic emotions. This has led her to study the 'dark side' of high motivation (= co-occurring exhaustion, stress, anxiety), and the 'bright side' of negative emotions (= co-occurrences between experiences of anxiety, stress, frustration, and positive, beneficial experiences). She is particularly interested in the beneficial and potentially harmful aspects of motivation and specific emotions in learning settings, their situational, personal, and contextual determinants, and the possibilities to identify and support students' emotional and motivational needs. Regarding research methods, she is interested in the analysis of multilevel intensive longitudinal data (e.g. Experience Sampling Method) in combination with person-oriented approaches. Two of Julia's recent papers dealt with methodological issues of z-standardization in person-oriented analyses and longitudinal studies.

#### Beyond the Fellowship

Julia has contributed to seven finished journal articles, three book chapters, and held or contributed to seven conference presentations. Further publications are in preparation. In the last nine months, she has written six grant proposals and contributed to three more proposals. Julia visited Pathways P.I. Barbara Schneider at Michigan State University in May 2014, and closely worked with Pathways fellows Justin Bruner and Justina Spicer during the past two years. In February 2015 she was invited to visit Pathways P.I. Jacquelynne Eccles at the University of California, Irvine, together with Katariina Salmela-Aro. They are planning to continue their work together on the measurement of situational task values and competence beliefs. Julia also worked on a pilot experience sampling study on situational task values and competence beliefs, together with the Pathways alumni Julia Dietrich and Jaana Viljaranta. In addition, she is working with Pathways fellow Heta Tuominen-Soini on an article about passion, using data from the FinEdu study and Mind the Gap study (P.I.: Katariina Salmela-Aro).

## Alumni

### Julia Moeller

As part of the research at Yale, Julia will focus on the topic of academic emotions of high school students. She is also working on several articles about motivational constructs describing passion and perseverance, and will continue her work on situational measures of task values and competence beliefs.

#### Recent Publications

Moeller, J., Salmela-Aro, K., Lavonen, J., & Schneider, B. (2015). Does anxiety in math and science classrooms impair math and science motivation? Gender differences beyond the mean level. *International Journal of Gender, Science, and Technology*, 7(2)

Moeller, J., Keiner, M., & Grassinger, R. (in press). Two sides of the same coin: Do the dual 'types' of passion describe distinct subgroups of individuals? *Journal for Person-Oriented Research*. (open access)

Moeller, J. (in press). A word on standardization in longitudinal studies: Don't. *Manuscript resubmitted for publication to Frontiers in Psychology* (open access, impact factor 2.8)

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, J., Broda, M., Spicer, J., Bruner, J., Moeller, J., Linnansaari, J., Juuti, K. & Viljaranta, J. (revise and resubmit). Optimal Learning Moments in Science Classes: An International Study in the U.S. and Finland. *Manuscript resubmitted for publication to the Journal for Research in Science Teaching* (Impact Factor: 3.162).

Salmela-Aro, K., Moeller, J., Schneider, B.; Spicer, J., & Lavonen, J. (revise and resubmit). Integrating the light and dark sides of student engagement with person-oriented and situation-specific approaches. *Invited manuscript submitted for publication to Learning and Instruction* (Impact Factor: 3.585).

Moeller, J., Dietrich, J., Eccles, J. S., & Schneider, B. (revise and resubmit). On the variability and long-term stability of passion: A longitudinal Experience Sampling Approach. *Manuscript submitted to the Journal of Research on Adolescence* (Impact Factor: 1.915).

Moeller, J., Dietrich, J., Schneider, B., Lavonen, J., & Salmela-Aro, K., (in prep.). Between Challenge and Threat: States of Situational School Engagement in a Person-Oriented Experience Sampling Method Approach. *Manuscript ready for submission*.

#### Book Chapters

Moeller, J., Eccles, J.S., Salmela-Aro, K., Dietrich, J., Schneider, B., Grassinger, R. (2015). Passion and Motivation. In: James D. Wright (editor-in-chief), *International*

## Alumni

### Julia Moeller

Encyclopedia of the Social & Behavioral Sciences, 2nd edition, Vol 17. Oxford: Elsevier. pp. 570–576. doi: 10.1016/B978-0-08-097086-8.26101-1

Moeller, J., Spicer, J., Salmela-Aro, K., & Schneider, B. (forthcoming) Advances in the research on situation-specific and contextual aspects of student engagement. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change. Manuscript submitted for publication.*

Moeller, J., Bruner, J., Schneider, B., Lavonen, J. & Salmela-Aro, K. (under review). Measuring student's engagement in the moment in which it occurs: How it differs by subgroup and home country. *Paper considered for publication in the yearbook 2014 of the World Educational Research Organization (WERA).*

#### Dissemination

\* = Julia organized a symposium at the SELF Conference in Kiel, Germany, in August 2015, in collaboration with the Pathways fellows Jake Anders, Heta Tuominen-Soini, John Jerrim, Pathways alumni Phil Parker, Julia Dietrich, and Jaana Viljaranta, Pathways P.I. Katariina Salmela-Aro, and discussant, Allan Wigfield. The following presentations marked with an asterisk were part of this Pathways symposium.

\*Moeller, J., Keiner, M., & Grassinger, R. (2015). Two sides of the same coin: Are the Dual Types of Passion Types in the Sense of Distinct Subgroups of Individuals? *Paper will be presented at the Eighth SELF Biennial International Conference, 20th-24th August, Kiel, Germany.*

Moeller, J., Dietrich, J., Viljaranta, J., Salmela-Aro, K., & Kracke, B. (2015). Perseverance and Passion? Relating the grit scale to measures of commitment, passion and to Experience Sampling Method expectancy-value experiences. *Paper will be presented at the Eighth SELF Biennial International Conference, 20th-24th August, Kiel, Germany.*

\*Dietrich, J., Moeller, J., Viljaranta, J., & Kracke, B. (2015). Expectancy and value as in-the-moment predictors of students' effort. *Paper will be presented at the Eighth SELF Biennial International Conference, 20th-24th August, Kiel, Germany.*

Salmela-Aro, K. & Moeller, J. (2015). The darker side of perseverance: Relations between grit and school burnout. *Paper will be presented at the Eighth SELF Biennial International Conference, 20th-24th August, Kiel, Germany.*

Moeller, J., Salmela-Aro, K., Lavonen, J. & Schneider, B. (2015). Does Anxiety in Science Classrooms Impair Science Motivation? Gender Differences Beyond the Mean Level. *Paper will be presented at the 17th European Conference on Developmental Psychology, 8th – 12th September, Braga, Portugal.*

Schneider, B., Salmela-Aro, K., Moeller, J. & Spicer, J. (2014). The Conceptualization and Measurement of Student Engagement. *Paper presented presented at the focal meeting of the World Educational Research Association (WERA), 19th – 21th November 2014, Edinburgh, U.K.*

## Alumni

### Julia Moeller

Moeller, J., Bruner, J., Schneider, B., & Salmela-Aro, K. (2014). Measuring student's engagement in the moment in which it occurs: How it differs by subgroup and home country. *Paper presented at the focal meeting of the World Educational Research Association (WERA), 21th – 25th November 2014, Edinburgh, U.K.*

Moeller, J., & Grassinger, R. (2014). Die Commitment und Passion Skala (Com.pass Skala) - Ein deutschsprachiges Instrument zur Messung von Commitment und Leidenschaft für Aktivitäten [The Commitment and Passion Scale (Com.pass Scale) –a German Instrument to assess Commitment and Passion for Activities]. *Paper presented at the 49th Congress of the Deutsche Gesellschaft für Psychologie (DGPs), 21th – 25th September 2014, Bochum, Germany.*

Moeller, J., Viljaranta J. H., Schneider, B., Salmela-Aro K., Lavonen J., Linnansaari, J. (2014). Alignment of momentary task values and momentary competence beliefs in different experience sampling method studies. *Paper presented at the International Conference on Motivation, 12th-14th June 2014, Helsinki, Finland.*

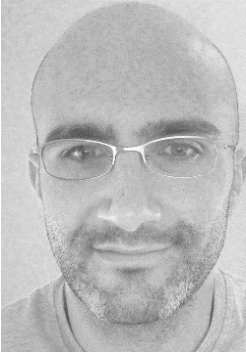
Moeller, J., Dietrich, J., Eccles, J. S., Schneider, B. (2014). Situational Variability and Long-term Stability of Passionate Experiences A longitudinal Experience Sampling Approach. *Paper presented at the International Conference on Motivation, 12th-14th June 2014, Helsinki, Finland.*

Moeller, J., Lavonen, J., Salmela-Aro, K. & Schneider, B.(2014). How Should We Measure Engagement in Science? Comparison of Four Established Scales. *Paper presented at the Nordic Research Symposium on Science Education (NFSUN). 4th – 6th June 2014, Helsinki, Finland*

Lavonen, J., Moeller, J., Linnansaari, J., Salmela-Aro, K., Judy, J., & Schneider, B. (2014). Secondary students' personal interests to physics and biology: A comparison between Finland and U.S. *Paper presented at the 58th Annual Conference of the Comparative and International Education Society (CIES). 10th–15th March 2014, Toronto, Canada.*

## Alumni

### Nicola Pensiero



Nicola Pensiero is a research officer at the Centre for the Study of Learning and Life Chances in the Knowledge Economies (LLAKES) at the UCL Institute of Education and a Pathways fellow since 2013. His research interests lie in the sociology of stratification and inequality, sociology of education, and income inequality.

He has studied the extent to which and the reasons why educational systems fail to contribute to equal opportunities for learning, to a more productive economy and a more equitable sharing of its benefits and burdens. As a Pathways Fellow, he has developed an expertise in the analysis of educational inequalities from both a cross-country and longitudinal perspective. He has worked extensively on large scale skill surveys such as PISA (Programme for International Student Assessment), IALS (International Adult Literacy Survey), PIAAC (Programme for International Assessment of Adult Competences) to analyse the macro determinants of academic performance and achievement inequality from a cross-country perspective. He has also worked on the British cohort studies to analyse trends of inequality of educational opportunities using a multidimensional conceptualization of social origins. He has recently received a Nuffield Foundation research grant to study the role of after school educational programmes in England in contributing to skill formation and social mobility among 15-year olds.

#### Beyond the Fellowship

In his future projects, Nicola plans to analyse of the interaction between educational system characteristics, parental strategy (parenting and expectations) and child's behaviour to study the variation of educational inequality over the time and across countries.

#### Recent Publications

Pensiero, N. and Schoon, I. (revise) Social inequalities in educational attainment between 1970 and 1990 in the UK. The changing impact of parents' social class, social status and education, and family income, *European Societies*

Green, A., Green, F. and Pensiero, N. (revise) Cross-Country Variation in Adult Skills Inequality. Why are the Anglophone Countries so Unequal? *Comparative Education Review*

Green, A. and Pensiero, N. (under review) The Effects of Upper Secondary Education and Training Systems on Skills Inequality. A Differences-in-Differences Analysis using PISA 2000 and the OECD Survey of Adult Skills, *Oxford Review of Education* (authors contributed equally to the paper).

## Alumni

### Nicola Pensiero

Green, A., Green, F. and Pensiero, N. (2014) Why are Literacy and Numeracy Skills in England so Unequal? Evidence from the OECD's Survey of Adult Skills and other International Surveys. *LLAKES Research Paper 47*.

#### Book Chapters

Pensiero, N. (forthcoming) Designing instruction to enhance achievement of all and reduce inequality. In I. Schoon and R. K. Silbereisen (Eds.), *Pathways to adulthood: structure, agency and social change*

Green, A. and Pensiero, N. (forthcoming) 'Comparative Perspectives: Education and Training System Effects on Youth transitions and Opportunities'. In (Eds.) I. Schoon and J. Bynner, 'Young people and the great recession'.

#### Dissemination

Out-of-school-time programmes: an evaluation of their effectiveness using the Longitudinal Study of Young People in England (LSYPE), *BSA Annual Conference* (April 2015)

A. Green and N. Pensiero (UCL Institute of Education) The Effects of Upper Secondary Education and Training Systems on Skills Inequality. A Differences-in-Differences Analysis using PISA 2000 and the OECD Survey of Adult Skill, LLAKES conference on "International Comparisons of Inequalities in Education and Skills" (April 2015).

N. Pensiero. Going to school today: choice and orientation among family, school and public policies. *Italian Sociological Association*, (September 2014).



## Alumni

### Justina Judy Spicer



Justina is a Researcher at the College of Education, Michigan State University. She completed her PhD in Educational Policy from Michigan State with a specialization in the economics of education. Her dissertation examined student engagement in science classrooms using several datasets. Her research interests include the study of student learning experiences and teacher instructional practices.

#### Beyond the Fellowship

“I had the opportunity to attend three Pathways workshops as an advanced graduate student working with one of the Co-PIs, Barbara Schneider. The workshops provided a wonderful community of scholars and feedback for my work on student engagement. I collaborated with fellow Julia Moeller on several successful publications and a book chapter for the upcoming Pathways book project, which proposes a conceptualization of situational student engagement. With a background in economics, I appreciated the interdisciplinary nature of the Pathways Program, which allowed access to fellows and PIs from a diverse disciplinary background. I am continuing research along the lines of student engagement and am looking for new ways to apply digital ESM technology in education.”

#### Recent Publications

Constan, Z., & Spicer Judy, J. (2015) “Maximizing Future Potential in Physics and STEM: Evaluating a summer program through a partnership between science outreach and education research. *Journal of Higher Education Outreach and Engagement* 19(2): 177-137.

Blanchard, S., Judy, J., Muller, C., Crawford, R. H., Petrosino, A., White, C.K., & Wood, K.L. (2015). Beyond the Classroom: Engaging Underserved Middle School Students in Engineering. *Journal of Pre-College Engineering Education Research* 5:1-14.

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, J., Broda, M., Spicer, J., Bruner, J., Moeller, J., Linnansaari, J., Juuti, K. & Viljaranta, J. (revise and resubmit). Optimal Learning Moments in Science Classes: An International Study in the U.S. and Finland. *Journal for Research in Science Teaching*.

Salmela-Aro, K., Moeller, J., Schneider, B.; Spicer, J., & Lavonen, J. (under review). Integrating the light and dark sides of student engagement with person-oriented and situation-specific approaches. *Learning and Instruction*.

#### Book Chapters

Moeller, J., Spicer, J., Salmela-Aro, K., & Schneider, B. (forthcoming). Advances in the research on situation-specific and contextual aspects of student engagement. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

## Alumni

### Justina Judy Spicer

Judy, J., Mazuca, C., & Schneider, B. (2014). "Solving the College Mismatch Process: Importance of High School Norms and Values." *Handbook on Higher Education Admission Policy and Practice*. New York: Peter Lang Publishers.

Schneider, B., Judy, J., & Burkander, K. (2014). "Schools." In J. McLeod, E. Lawler, and M. Schwalbe (Eds.), *Handbook of the Social Psychology of Inequality*. New York: Springer.

Schneider, B., Judy, J., Mazuca, C., & Broda, M. (2014). "Trust in Elementary and Secondary Urban Schools: A Pathway for Student Success and College Ambition." In D. Van Maele, M. Van Houtte, & P. Forsyth (Eds.), *Trust Relationships and School Life*. New York: Springer.

#### Dissemination

Spicer, J., Moeller, J., Schneider, B., & Salmela-Aro, K. (November 2014). The Conceptualization and Measurement of Student Engagement. Presented at the World Education Research Association Focal Meeting, Edinburgh, UK.

Schneider, B., Broda, M., & Judy, J. (November 2014). From Development to Scale Up: The Challenges of the College Ambition Program. Presented at the Association for Public Policy Analysis and Management Fall Research Conference, Albuquerque, NM.

Judy, J. & Schneider, B. (April 2014). Using Interest as an Additional Precondition for Achieving Flow. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Bruner, J., Judy, J., & Broda, M. (April 2014). Examining Student Engagement in Secondary Science Classrooms Using Innovative Smartphone Technology. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Judy, J., & Evans, B. (April 2014). Learning About Engagement in Everyday Life and Its Relationship to Academic Performance in Science. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Judy, J. (April 2014). Measuring and Understanding Student Engagement in Science Classrooms: An Investigation of the Contextual Factors and Longitudinal Outcomes. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

#### Grants

AERA Dissertation Grant (\$20,000)

## Alumni

### Heta Tuominen-Soini



Heta Tuominen-Soini is a postdoctoral researcher based at the Institute of Behavioural Sciences, University of Helsinki, Finland. She joined the Pathways programme in December 2012. She has been involved in the Finnish Educational Transitions (FinEdu) Study (<http://wiredminds.fi/projects/finedu/>), led by Katariina Salmela-Aro, from its onset in 2003 up to 2015. Currently, she is also involved in the Mind the Gap - project (<http://wiredminds.fi/projects/mind-the-gap/>).

Heta Tuominen-Soini received a three-year Postdoctoral Researcher funding for her project “Will I learn? Will I succeed? Will I cope? Young people’s diverse motivational trajectories and their relations to educational paths and well-being” from the Academy of Finland’s Research Council for Culture and Society (256,259 Euros, funding period: September 2015 – August 2018).

#### Beyond the Fellowship

The general objective of Heta’s research is to investigate individual differences in and developmental trajectories of motivation among adolescents and young adults and their associations with socio-emotional well-being and educational outcomes. The frameworks of achievement goal and expectancy-value theories will be combined. The importance of several motivational constructs (and their interactions) on well-being, educational and occupational aspirations, and long-term educational attainment will be explored. The first aim is to investigate the development of achievement goal orientation profiles during the transition from elementary to secondary school and the transition from school to work as well as the adaptiveness of the profiles in terms of academic and well-being outcomes. The second aim is to examine how students’ subject-specific goal orientations, task values and costs combine, how these patterns fluctuate, and how they relate to academic achievement, educational aspirations, perfectionism, and well-being. Three extensive longitudinal data sets will be used. Together, they cover all the major educational transitions of Finnish youth and the transition from school to work. The participants repeatedly complete questionnaires tapping motivation, well-being, academic achievement, and educational aspirations and actual choices. Both variable- and person-centred analytical methods will be used. The benefit of person-centred method here is the potential to identify at-risk students. Model-based techniques will be employed for classifying the students into distinct motivational groups. Both shorter-term and longer-term time-spans as well as within-system and across-transition designs will be included. Theoretical frameworks will be integrated, with the aim of getting a more profound grasp of the complex interactions among motivation, engagement, affect, and achievement and to better understand students’ motivation to learn. The understanding yielded will be important for developing student counselling and welfare services, and interventions to enhance young people’s motivation and well-being.

## Alumni

### Heta Tuominen-Soini

#### Recent Publications

Hietajärvi, L., Tuominen-Soini, H., Hakkarainen, K., Salmela-Aro, K., & Lonka, K. (2015). Is student motivation related to socio-digital participation? A person-oriented approach. *Procedia - Social and Behavioral Sciences*, 171, 1156–1167.

Hietajärvi, L., Nuorteva, M., Tuominen-Soini, H., Hakkarainen, K., Salmela-Aro, K., & Lonka, K. (2014). Kuudesluokkalaisten nuorten sosiodigitaalinen osallistuminen, kiinnostuksen kohteet ja kouluhyvinvointi. [Sixth-graders' socio-digital participation, interests and academic well-being]. *Kasvatus [The Finnish Journal of Education]*, 45, 429–443.

Tuominen-Soini, H., & Salmela-Aro, K. (2014). Schoolwork engagement and burnout among Finnish high school students and young adults: Profiles, progressions, and educational outcomes. *Developmental Psychology*, 50, 649–662.

Viljaranta, J., Watt, H. G., Tuominen-Soini, H., Lauerma, F., Eccles, J., Spinath, B., & Salmela-Aro, K. (in preparation). Task value profiles among adolescents in Finland, Australia, Germany, and United States.

Tuominen-Soini, H., & Salmela-Aro, K. (in preparation). Math- and English-related achievement goal orientation profiles and their associations to task values, academic well-being, and educational aspirations.

Hietajärvi, L., Tuominen-Soini, H., Hakkarainen, K., Salmela-Aro, K., & Lonka, K. (in preparation). Primary school students' socio-digital participation profiles and their association to academic and emotional functioning.

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (in preparation). Students' multiple goals: A systematic review and synthesis of empirical research examining achievement goal orientation profiles.

Tuominen-Soini, H., & Salmela-Aro, K. (in preparation). Vocational school students' engagement and burnout profiles and their relations to motivation and discontinuing studying.

Salmela-Aro, K., & Tuominen-Soini, H. (in preparation). What contributes to school engagement or school burnout in the third decade of life?

#### Book Chapters

Tuominen-Soini, H. (2014). Onko nuorella kaikki hyvin, jos koulussa menee hyvin? [Is a student who is performing well academically, doing well also emotionally?]. In L. Uusitalo-Malmivaara (Ed.), *Positiivisen psykologian voima [The power of positive psychology]* (pp. 243–263). Jyväskylä: PS-kustannus.

## Alumni

### Heta Tuominen-Soini

Tuominen-Soini, H., Viljaranta, J., & Salmela-Aro, K. (forthcoming). Young people's diverse motivational pathways and their relations to educational aspirations and well-being in Finland: A person-oriented approach. In I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

#### Reports

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2015). Motivationaalaisia polkuja matematiikan suoritukseen. In J. Välijärvi & P. Kupari (Eds.), *Millä eväillä uuteen nousuun? PISA2012 tutkimustuloksia [The Finnish PISA2012 main report]*, 164–177. Opetus- ja kulttuuriministeriön julkaisuja 2015:6. Ministry of Education and Culture, Finland.

#### Dissemination

Tuominen-Soini, H., & Salmela-Aro, K. (2015). Math- and English-related achievement goal orientation profiles and their associations to task values and academic well-being. Paper presented at the 8th SELF Biennial International Conference, 20–24 August, Kiel, Germany (PATHWAYS Symposium: “Flourishing and Staggering Pathways to Adulthood: International Longitudinal Studies on Motivation and Well-Being”).

Nuutila, K., Tuominen-Soini, H., & Niemivirta, M. (2015). The stability and change in situational motivation and its relation to motivational beliefs in the domain of mathematics. Paper presented at the 16th Biennial EARLI JURE Conference, 23–24 August, Limassol, Cyprus.

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. Various motivational and well-being routes to math performance: Findings from the Finnish PISA 2012. Paper presented at the *16th Biennial EARLI Conference*, Limassol, Cyprus (August 2015).

Hietajärvi, L., Tuominen-Soini, H., Hakkarainen, K., Salmela-Aro, K., & Lonka, K. High school students' socio-digital participation and gender, motivation and well-being differences – A person-oriented approach. Paper to be presented at the *16th Biennial EARLI Conference*, Limassol, Cyprus (August 2015).

Tuominen-Soini, H., Hietajärvi, L., & Vaara, L. Mitä voisi olla opettajankoulutuksen oppijalähtöinen kehittäminen? Paper presented at the *Annual Conference of the Finnish Educational Research Association (FERA)*, 20–21 November, Oulu, Finland (November 2014).

Niemivirta, M., Pulkka, A.-T., Tapola, A., & Tuominen-Soini, H. Tavoitteisuus ja taipumukset ohjaavat oppijoiden valintoja ja toimintaa - Tuloksia eri oppimiskonteksteista. Paper presented at the *Annual Conference of the Finnish Educational Research Association (FERA)*, Oulu, Finland (November 2014).

## Alumni

### Heta Tuominen-Soini

Nuutila, K., Tuominen-Soini, H., & Niemivirta, M. Students' motivation in and out of the school: The relationship between achievement goal orientation profiles and personal goals. Poster presented at the *Annual Conference of the Finnish Educational Research Association (FERA)*, Oulu, Finland (November 2014).

Hietajärvi, L., Tuominen-Soini, H., Hakkarainen, K., Salmela-Aro, K., & Lonka, K. Is student motivation related to socio-digital participation? A person-centered approach. Paper presented at the *International Conference on Education and Educational Psychology (ICEEPSY)*, Kyrenia, Cyprus (October 2014).

#### Grants

Travel grant for the 16th Biennial Conference of the European Association for Research in Learning and Instruction EARLI (Limassol, Cyprus, August 25-29, 2015), OKKA foundation, 900 €, awarded May, 28, 2015

Academy of Finland, Postdoctoral Researcher funding, 256259 €, awarded April 24, 2015, funding period: September 2015 – August 2018

#### Media

Academy of Finland, April, 24, 2015: "Research Council for Culture and Society grants funding to new Academy Research Fellows and Postdoctoral Researchers":

<http://www.aka.fi/en/about-us/media/press-releases/2015/kulttuurin-ja-yhteiskunnan-tutkimuksen-toimikunta-valitsi-uusia-akatemiattutkijoita-ja-tutkijatohtoreita>

News concerning the Academy of Finland funding on the faculty's website:

<http://www.helsinki.fi/behav/uutisarkisto/2015/uutinen-27-04-2015.htm>

Interview, Yle Oppiminen, Näkökulmia positiiviseen psykologiaan, "Mistä löytää motivaatio, jos opiskelu ei voisi vähempää kiinnostaa?",

<http://oppiminen.yle.fi/psykologia-ihmissuhteet/nakokulmia-positiiviseen-psykologiaan/mista-loytaa-motivaatio-opiskelu-ei-voisi-vahempaa>

## Principal Investigators

### Jacque Eccles



Jacque Eccles is a Distinguished University Professor of Education at the University of California at Irvine. She is also director of the Achievement Research Laboratory at the Institute for Social Research at the University of Michigan, where she directs three large-scale longitudinal studies on youth development which are used by the Pathways Fellows in comparative studies.

#### Summary of recent work

Together with Ingrid Schoon she has edited a book on 'Gender differences in aspirations and attainment: A life course perspective', published by Cambridge University Press in 2014. In collaboration with Katariina Salmela-Aro she has furthermore edited a Handbook of Motivation, to be published by Elsevier.

In 2015 Prof. Eccles, in collaboration with Simpkins and Fredricks, published a SRCD monograph on 'The Role of Parents in the Ontogeny of Achievement-Related Motivation and Behavioral Choices'. This monograph reflects 10 years of work on the CAB longitudinal data set. It assesses the impact of parents on their children's expectancies, values, and engagement in math, Reading, sports, and instrumental music. In collaboration with Leslie Gutman of UCL Institute of Education, she submitted for review an SRC monograph on trajectories of adolescent development in multiple domains of functioning.

#### Mentoring activities within PATHWAYS

Prof. Eccles' mentoring activities include continuing to work with Meeta Banarjee, Anna-Lena Dicke and Nayssan Safavian. Together with Anna-Lena and Nayssen Prof. Eccles put together a six million dollar grant in collaboration with scholars at the University of Montana, California State at San Diego, and Fort Lewis College in Colorado to do interventions in college Physics and chemistry courses. The interventions aim to increase the utility value students attach to these subject areas and, as a result, to increase their performance in the courses and the likelihood that they will continue taking more STEM courses. The intervention is based on her Expectancy-value model of achievement motivation. The proposal was submitted to the U.S. Department of education.



## Principal Investigators

### Katariina Salmela-Aro



Katariina Salmela-Aro is Professor of Psychology at the University of Jyväskylä, Finland; Visiting Professor at Cicero Learning, University of Helsinki and at the UCL Institute of Education, London, UK; and Research Director in the Helsinki Collegium for Advanced Studies. She is directing several projects funded by the Academy of Finland: FinEdu longitudinal study, Positive mind and LEAD studies. Furthermore, she is co-directing the EAGER project together with Barbara Schneider and Jari Lavonen using Experience Sampling by smartphones to examine STEM engagement; and the Mind-the-Gap project together with professors Lonka, Hakkarainen and Alho studying digital natives' engagement, i.e., children and adolescents who have, from the beginning of their lives, been socialized to use socio-digital technologies. She has received several large scale grants from the Academy of Finland to study youth motivation, engagement and burnout.

Together with Jacquelynne Eccles she has edited a Handbook of Motivation, to be published by Elsevier.

Prof. Salmela-Aro was elected as the President of the European Association for Developmental Psychology (EADP) and acted as the Secretary General in the International Society for the Study of Behavioral Development (ISSBD). She is associate editor in European Psychologist and Psykologia, serves on the editorial board of the European Journal of Developmental Psychology, and is consulting editor in Developmental Psychology. In Finland she received the second place in the Minna Canth Academy Professor Award.

#### **Mentoring Post-docs and visits**

This year Prof. Salmela-Aro continued to mentor Julia Moeller, Heta Tuominen-Soini and Florencia Sortheix. She also organized for Pathways fellows from other institutions to visit Helsinki and collaborate with their international colleagues including Clemens Lechner and Maria Pavlova visited from Jena University. Further, she hosted Pathways alumni Martin Obshonka, Anna Katyn Chmielewskii and Philip Parker. Prof. Salmela-Aro still collaborates with other alumni, Angela Chow, Jennifer Symonds and Julia Dietrich. Earlier this year she visited Jacque Eccles for three months at Irvine and has a joint large scale project with Barbara Schneider from NSF.

## Principal Investigators

### Barbara Schneider



Barbara Schneider is the John A. Hannah Chair and University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. Her research and teaching focus on understanding how the social contexts of schools and families influence the academic and social well-being of adolescents as they move into adulthood, with a particular emphasis on improving educational opportunities for students with limited economic and social resources. Dr. Schneider is the principle investigator of the College Ambition Program (CAP), a study that tests a model to create a STEM college-going culture in thirteen high schools that encourage adolescents to pursue STEM majors in college and occupations in these fields.

She is also co-principal investigator of the Michigan Consortium for Educational Research (MCER), a collaboration between the Michigan Department of Education, Michigan State University, and the University of Michigan to assess the implementation and impact of two key reforms in Michigan designed to work in tandem to promote college attendance and workplace success. These two reforms involve increasing the number of required rigorous academic courses students are expected to complete in high school and a college scholarship program for students meeting specific academic and admission test score criteria. This collaboration uses state administrative data and also includes an intensive study of 150 high schools in the state that were selected to represent a generalizable sample of schools and students in the state of Michigan. Barbara is also co-principal investigator of Improving Understandings of Student Engagement in STEM to Enhance Teacher Education and Classroom Instruction: An International Collaboration with Finland, designed to advance both the measurement of student engagement, and the development of tools to help mathematics and science teachers identify, encourage, and sustain engagement in their classroom.

#### Summary of recent work

African American Young Men of Promise Initiative College Support Project through the College Ambition Program (CAP), an intervention designed to build the capacity of school leaders and staff to systematically improve the preparation for college application and attendance of “first in their family” students at post-secondary educational programs with a special emphasis on science, technology, engineering, and mathematics (STEM). This emphasis on STEM is significantly important, as in many of these science and mathematics occupations African American males are underrepresented. (Michigan Department of Education, PI-award \$187,006.00: 2015.)

An International Study of Student Engagement: An EAGER Grant. This research project is designed to better understand engagement including: what it is; how to measure it; what effect it has on science learning particularly in secondary school science classes; and how teachers can use this information to improve their instruction and student learning. (National Science Foundation, PI-award \$299,410.00: 2014 - 2016.)

#### Mentoring activities

This past year Prof. Schneider has mentored three Fellows: Justina Judy Spicer, Justin Bruner and Anna Chmielewski. Both Anna and Justina were offered and accepted tenure track positions. Justin Bruner will continue as a Pathways Fellow working between Finland and the U.S

## Principal Investigators

### Ingrid Schoon



Ingrid Schoon is Professor of Human Development and Social Policy at the Institute of Education, University of London, and is Research Director of the Department of Quantitative Social Science. She is director of the international post-doctoral Fellowship programme Pathways to Adulthood (funded by the Jacobs Foundation), is Co-Principal Investigator of the ESRC funded Centre for the Study of Learning and Life Chances in Knowledge Economies and Societies (Llakes). Since July 2014 she is Research Professor at the Wissenschaftszentrum, Berlin (WZB) where she is conducting research on the 'Transition to Adulthood'. She is also Visiting Professor at the Royal Netherlands Academy of the Arts and Science, and since 2014 a member of the Scientific Advisory Panel for the International Social Science Council (ISSC).

Prof. Schoon is a member of the review panel for the Swiss National Centre of Excellence (NCCR) "LIVES - Overcoming Vulnerability: Life Course Perspectives; the Advisory Board for the German Family Panel PAIRFAM ("Panel Analysis of Intimate Relationships and Family Dynamics"), and the Advisory Board for the German Youth Institute (DJI) Surveys: Aufwachsen in Deutschland: Alltagswelten (AID:A). In 2015 she also served as an advisor to the Irish Department for Children and Youth Affairs.

She is a member of the editorial board of the European Psychologist, Advances in Life Course Study, Journal of Adolescence, the Journal of Longitudinal and Life Course Studies, and is consulting editor in Developmental Psychology. Until 2014 she served as treasurer for the Society for the Study of Behavioral Development and is now the treasurer of the Society for Longitudinal and Life Course Studies (SLLS).

#### Summary of recent work

Together with Jacquelynne Eccles, Prof. Schoon has edited a book on 'Gender differences in aspirations and attainment: A life course perspective', published by Cambridge University Press in November 2014. The book brings together contributions from Pathway Fellows providing an account of how gender differences emerge and develop over the life course, using longitudinal data to examine the role of multiple interlinked factors, such as the role of parents, peers and teachers in shaping school experiences and informing the career choice of males and females.

Together with Rainer Silbereisen she is working on a publication on the Pathways model of Postdoctoral training and education to be published in a Wiley book series sponsored by the International Union of Psychological Science.

Prof. Schoon is also collaborating with the OECD on a report on the impact of early life skills on later outcomes, assessing the evidence on the long-run associations between early social, emotional and cognitive skills (measured before age 10) and a range of later outcomes, including indicators of educational and occupational attainment, mental and physical health and health behaviours.

## Principal Investigators

### Ingrid Schoon

#### **Mentoring activities within PATHWAYS**

This year Prof. Schoon continued to mentor Mark Lyons-Amos and Jake Anders and collaborate with alumni John Jerrim, Nicola Pensiero, as well as Philip Parker (Western Australia), Jenifer Symonds (Boston), Anna Kaytn Chmielewski (Toronto) and Martin Obshonka (Saarbrücken). Since August 2015 she is mentoring Terry Ng-Knight who joined her team at the UCL Institute of Education. She is currently planning collaborative projects with Florencia Sortheix at the University of Helsinki, and Clemens Lechner and Maria Pavlova from the University of Jena. In September 2015 she has organized a Pathway symposium at the SLLS conference in Dublin.

## Principal Investigators

### Rainer K. Silbereisen



Rainer K. Silbereisen is Research Professor of Developmental Psychology and Director of the Center for Applied Developmental Science (CADS) at the University of Jena (Germany). He was Professor and Head of the Department of Developmental Psychology at Jena, and Adjunct Professor of Human Development and Family Studies at the Pennsylvania State University (USA). He is Fellow of the American Psychological Association and Member of the European Academy of Sciences (London). He was Editor of the International Journal of Behavioural Development and of the journal European Psychologist, and is now editor of the International Journal of Psychology.

Prof. Silbereisen was Chair of the Board of the German Social Science Infrastructure Services (GESIS), is a former President of the German Psychological Society and of the International Society for the Study of Behavioural Development (ISSBD). He was, until recently, President of the International Union of Psychological Science (IUPsyS) and is now Past-President. A psychologist by training, he has been involved in interdisciplinary large scale research on human development across the life-span, and in particular on the role of social change in positive and maladaptive human development, utilizing a cross-cultural and biopsychosocial format.

#### Summary of recent work

Prof. Silbereisen organized two Pathways symposiums this year together with Pathways Fellows:

SRCD European theme meeting in Prague (23-25 October 2014). Pathways Symposium on the 'Effects of economic hardship on youth development in Germany and Poland' organized by Martin Tomasik and Rainer K. Silbereisen

Invited Pathways symposium at the ECP conference in Milan (7-10 July 2015) organized by Martin Obschonka and Rainer Silbereisen: Advances in socio-ecological psychology: How do psychological variables interact with objective features of places, cities, and regions in the process of psychological adaptation?

Prof. Silbereisen received the 2015 Mentoring Prize of the German Psychological Society (DGPs) in recognition of his exemplary work in supporting the careers of young developmental scientists, nationally and internationally. This year he also worked on a Wiley book series sponsored by the International Union of Psychological Science that is planned to feature prominently a book on the Pathways model of Postdoctoral training and education.

#### Mentoring activities within PATHWAYS

Prof. Silbereisen has mentored Maria Pavlova and Clemens Lechner as current Pathways fellows on various research and publication projects, mainly concerning social change and civic engagement in a cross-country perspective, including cooperation with other Co-PIs of Pathways. He also collaborated Pathways alumnus Martin Obschonka on regional and historical influences on behaviour and development, mainly concerning personality and entrepreneurship. Further collaboration took place with Pathways alumnus Martin Tomasik.

## Principal Investigators

### Ulrich Trautwein



Professor Trautwein is Professor of Educational Science at the University of Tübingen. He is the director of two multi-cohort longitudinal studies on school achievement, development of personality, and transition to the labour market or tertiary education: the project on Transformation of the Secondary School System and Academic Careers (TOSCA) and the study on Tradition and Innovation in the structure and organization of schooling (TRAIN). He is also the director of the LEAD Graduate School, which is financed by the Excellence Initiative of the German Federal and State Governments. His main research interests include educational transitions, the effects of different learning environments on self-concept, interest and personality development, and the role of self-related cognitions in students' homework behaviour.

#### Summary of recent work

Prof. Trautwein organized a meeting at Irvine on Motivation, together with Prof. Jacquie Eccles and Dr. Anna-Lena Dicke in January. He also organized the third meeting of the Baden-Württemberg network on the transition from school to work and was an invited speaker at the yearly conference of "Landräte" (the district administrators) of the state of Baden-Württemberg.

Prof. Trautwein also was involved in a press conference, together with the school minister of the state of Baden-Württemberg, in which results from our study on the competences of high school graduates were presented.

#### As a mentor within PATHWAYS

This year Prof. Trautwein mentored Richard Göllner and Jenna Cambria. Richard will continue his research at Tübingen and Jenna has recently taken up a position as Assistant Professor of Educational Psychology at the University of Arkansas. He has just taken on a new Pathways Fellow, Hanna Gaspard, who he will mentor next year.





PATHWAYS 13th Workshop, Marbach Castle, Germany, November 2014







The mission of the Pathways to Adulthood Programme is to stimulate innovative, interdisciplinary, and comparative research of productive youth development.

**PATHWAYS TO ADULTHOOD**

Institute of Education  
University of London  
20 Bedford Way

Telephone +44 (0) 20 7331 5143  
Email [info@pathwaystoadulthood.org](mailto:info@pathwaystoadulthood.org)

[www.pathwaystoadulthood.org](http://www.pathwaystoadulthood.org)