



ANNUAL REPORT

2016/17





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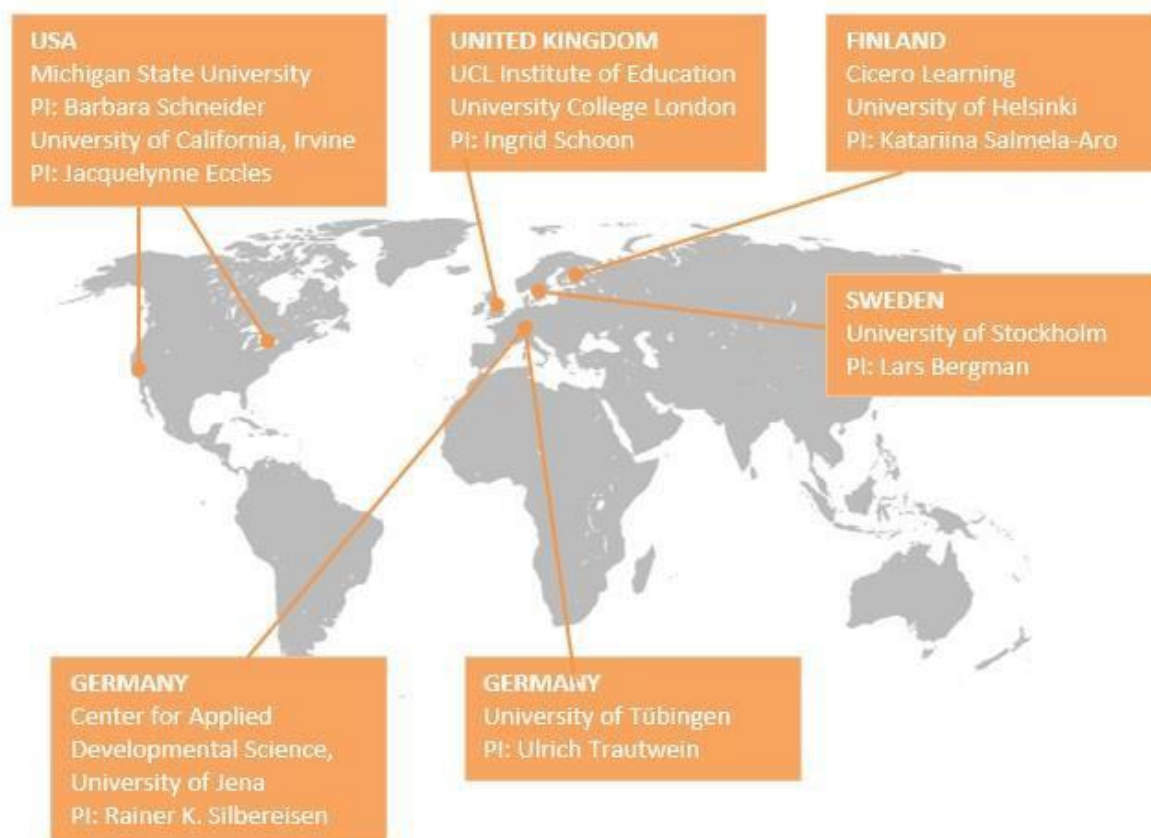
INTRODUCTION

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.



Programme Activities 2016/2017

During 2016/17 we fully met and exceeded the program milestones specified in the last report. The PATHWAYS network is expanding around the globe, developing new research programs and providing training and mentorship to new cohorts of developmental scientists and researchers engaged in the study of productive youth development. Moreover, the program has attracted considerable co-funding from the partner institutions as well as external funding sources.

During 2016 we witnessed the continued success of the PATHWAYS Program with a number of Fellows being appointed and promoted to professorial positions. John Jerrim was promoted to a chair in Educational and Social Statistics at the University College London; Martin Obschonka was appointed as Associate Professor of Entrepreneurship in the QUT Business School at the Australian Centre for Entrepreneurship Research; Mark Lyons-Amos was appointed as lecturer (Assistant Professor) in Quantitative Methods at the University of Portsmouth; Terry Ng-Knight was appointed as lecturer (Assistant Professor) in Personality and Individual Differences at the University of Surrey; Maria Pavlova was appointed as Associate Professor of Psychological Gerontology at the University of Vechta; Martin Tomasik was appointed as Professor for Developmental and Educational Psychology (W2) at the University of Witten/Herdecke and is affiliated with the Institute for Educational Assessment at the University of Zurich; Jennifer Symonds was appointed as an Assistant Professor in Education at University College Dublin; Jenna Cambria was appointed as an Assistant Professor of Educational Statistics and Research Methods at the University of Arkansas; Hanna Gaspard was appointed Junior Research Group Leader at the Hector Research Institute at the University of Tübingen and Clemens Lechner was appointed as senior researcher at the GESIS – Leibniz Institute for the Social Sciences located in Mannheim.

As we are preparing the hand-over to a new generation of developmental scientists, our fellows are now well placed to take on leading roles in advancing the field and providing mentorship and training to new cohorts of Fellows, building on the established PATHWAYS networks. Current activities involve the organisation of workshops on specialist topics, such as tackling educational inequality, interventions to support motivation and competence building (in particular regarding skills in STEM fields), personality development, and the development of entrepreneurship. The network of Pathways Fellows now spans the whole globe, with centres of activity in Europe, the US, Canada and Australia as well as Africa and South America.

As a whole the PATHWAYS Program has been highly successful. It contributed to the formation of new collaborative networks and capacity building on a global scale. Over its life time so far (2008 to 2017) the Fellows published 8 books, over 100 book chapters, and more than 350 peer reviewed papers in academic journals. Moreover, our Fellows are very successful in gaining independent research funding in highly competitive settings, and are now training and mentoring the next generation of developmental scientists.

Research conducted by the PATHWAYS Fellows is reported in our latest book publication entitled: 'PATHWAYS to Adulthood: Educational Opportunities, Individual Motivation and Attainment in Times of Social Change'. The book will be published by UCL Institute of Education Press and the book launch is scheduled for November 2017.



Fellows

Jake Anders
Håkan Andersson
Julie Ashby
Meeta Banerjee
Miia Bask
Justin Bruner
Jenna Cambria
Anna Katryn Chmielewski
Angela Chow
Elizabeth Covay
Anna-Lena Dicke
Julia Dietrich
Kathryn Duckworth
Hanna Gaspard
Richard Göllner
John Jerrim
Soobin Kim
Dylan Kneale
Clemens Lechner
Sointu Leikas

Mark Lyons-Amos
Julia Moeller
Terry Ng-Knight
Martin Obschonka
Phillip Parker
Maria Pavlova
Nicola Pensiero
Lara Perez-Felkner
Jaime Puccioni
Nayssan Safavian
Florencia Sorthaix
Jennifer Symonds
Martin Tomasik
Yi Miao Tsai
Heta Tuominen
Justina Judy Spicer
Katja Upadyaya
Jaana Viljaranta
Ming-Te Wang

Fellows

Jake Anders

Joined in October 2014



Jake Anders, Senior Research Fellow in Quantitative Educational Research at the Department of Learning and Leadership, UCL Institute of Education, University College London. Jake completed his first degree in Philosophy, Politics and Economics at New College, University of Oxford, followed by a PhD in Economics of Education at UCL Institute of Education. During this period, he also undertook a secondment to the UK Parliament's House of Commons Education Select Committee as a Committee Specialist. After completing his PhD, Jake joined the National Institute of Economic and Social Research, first as a Research Officer before being promoted to Research Fellow. Jake then rejoined UCL Institute of Education as a Senior Research Fellow in the Department of Learning and Leadership.

Jake's research focuses on understanding the causes and consequences of educational inequality and evaluating policies and programmes aiming to reduce it. This has included research projects funded by multiple UK government departments, such as work for the Department for Business, Innovation and Skills into the transition from education into work, as well as charitable foundations (including principal investigator for grants from the Nuffield Foundation and to conduct randomised evaluations for a number of projects funded by the UK's Education Endowment Foundation).

His doctoral research consisted of three linked studies considering aspects of socio-economic inequality in access to higher education in England, considering both the point of entry to university but also its precursors. This is something Jake's more recent work has also developed, including work with a third sector organisation (who focus on tutoring and mentoring students to prepared them for university) on improving their evaluation capacity, and a project funded by the Nuffield Foundation on the importance of subject choice at age 14.

Further information about Jake's research, related work and full CV is available on his website: www.jakeanders.uk

Up to date details are also maintained at Jake's page on the UCL website:

<https://iris.ucl.ac.uk/iris/browse/profile?upi=JDAND41>

Testimonial about his experience with Pathways

Being part of the Pathways programme has provided me with valuable opportunities to collaborate with fellows and alumni around the world. This has provided me with important knowledge and experience of international and cross-national research through both direct and indirect means.

Most obviously this has resulted in several articles in prestigious peer reviewed journals co-authored with other Pathways fellow Anna K Chmielewski, John Jerrim and Philip Parker. However, these opportunities have also provided important background for subsequent funding applications, including to the UK's Economic and Social Research Council for a project examining global primary curricula and the relationship between nationally mandated and locally implemented curricula using cross-nationally comparative data.

Selected Publications

Parker, P., Marsh, H. W., Guo, J., Anders, J., Shure, N. & Dicke, T. (forthcoming) An information distortion model of social class differences in math self-concept, intrinsic value and utility value. *Journal of Educational Psychology*.

Fellows

Jake Anders

Selected Publications (continued)

Anders, J. (2017) The influence of socioeconomic status on changes in young people's expectations of applying to university. *Oxford Review of Education*, Vol. 43, No. 4, pp. 381-401. Part of a Special Issue "The Best of British - new educational researchers in the UK".

Anders, J. & Dorsett, R. (2017) What young English people do once they reach school-leaving age: a cross-cohort comparison for the last 30 years. *Longitudinal and Life Course Studies*, vol. 8, no. 1, pp. 79-107.

Anders, J., Jerrim, J. & McCulloch, A. (2016) How much progress do children in Shanghai make over one academic year? Evidence from PISA. *AERA Open*, Vol. 2, No. 4, pp. 1-13.

Parker, P., Jerrim, J., & Anders, J. (2016) What effect did the Global Financial Crisis have upon youth wellbeing? Evidence from four Australian cohorts. *Developmental Psychology*, vol. 52, no. 4, pp. 640-651.

Jerrim, J., Parker, P., Chmielewski, A. K. & Anders, J. (2016) Private schooling, educational transitions and early labour market outcomes: Evidence from three Anglophone countries. *European Sociological Review*, vol. 32, no. 1, pp. 280-294.

Parker, P., Jerrim, J., Anders, J. & Astell-Burt, T. (2016) Does living closer to a university increase aspirations, exposure to information sessions and higher education entry? Evidence from an Australian longitudinal study. *Journal of Youth and Adolescence*, vol. 45, no. 6, pp. 1156-1175.

Book chapters

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

Whitty, G. & Anders, J. (2017) 'Closing the achievement gap' in English cities and towns in the twenty-first century in Pink, W. & Noblit, G. (eds.) *Second International Handbook of Urban Education*, Springer.

Whitty, G. & Anders, J. (2016) 'Closing the achievement gap': Rhetoric or reality? - in Whitty, G. (ed.) *Research and Policy in Education: Evidence, ideology and impact*. London: UCL IOE Press.

Policy Reports

Anders, J. & Dorsett, R. (2017) HMP Peterborough Social Impact Bond – Cohort 2 and Final Cohort impact evaluation. Report to the UK Ministry of Justice.

Anders, J. & Dorsett, R. (2017) A review of the matching process for the impact analysis of the HMP Peterborough Social Impact Bond. Report to the UK Ministry of Justice.

Speckesser, S., Anders, J., De Coulon, A., Dorsett, R., Espinoza Bustos, H., Kirchner Sala, L. & Nafilyan, V. (2015) Empirical research on Youth Transitions to, and within, the labour market. BIS Research Papers, No. 255.

Fellows

Håkan Andersson

Joined in 2012



Håkan is an Analyst at the Swedish Higher Education Authority, providing the Ministry of Education and also other relevant sectors within the society with statistics about higher education. He joined the Pathways programme in June 2012 and was based at the Department of Psychology at the University of Stockholm, Sweden. His PhD in developmental psychology was completed in June 2012 at the University of Stockholm. His dissertation, entitled "Childhood Self-Regulation, Academic Achievement, and Occupational Attainment", investigated the association between different self-regulatory processes and academic achievement in childhood and also in relation to later adaptation in adulthood.

Håkan's research as a Pathways Fellow focused on gifted children's later adaptation. He also continued his work on self-regulation. In collaboration with other Pathways fellows, he investigated the micro-dynamics of flow using intense diary data.

Testimonial about his experience with Pathways

"The most important skills from my training in research that I apply in my job are statistics and methods which include psychometric skills. Further, the contact with international research on higher education that I received via the Pathways programme has been very valuable in my understanding of international statistics. The essence of the Pathway programme is to find ways to foster positive youth development. Being a part of this programme made me even more aware of the importance of good education and to provide children with good enough opportunities and conditions to make education available to them. The view that education is not just about educating people to be able to handle a job but also about growing as a person is something I have integrated in my work at Universitetskanslersämbetet."

Selected Publications

Andersson, H., Lovern, J. & Bergman, L.R. (2014). The Importance of High Competence in Adolescence for Career Outcomes in Midlife. *Research in Human Development* 11(3): 204-216.

Obschonka, M., Andersson, H., Silbereisen, R., & Sverke, M. (2013) Rule- breaking, crime, and entrepreneurship: A replication and extension study with 37- year longitudinal data. *Journal of Vocational Behavior* 83 (3): 386-396

Bergman, L. R., & Andersson, H. (2010). The Person and the Variable in Developmental Psychology. *Zeitschrift Fur Psychologie-Journal of Psychology*, 218(3), 155-165.

Fellows

Julie Ashby

Joined in 2009



Julie Ashby joined the Pathways Programme in February 2009 and was based at the Institute of Education in London. Julie has a BSc in Mathematics, an MSc in Economic and Consumer Psychology and a PhD in Social and Economic Psychology, all from the University of Exeter. In her research she explores the relationship between social identity and the legitimization of social inequalities in the context of youth transitions between school, university and work. Theoretically, her work is underpinned by a social identity approach, integrating ideas in the fields of economic psychology and youth transitions. For example, in her MSc research she focused on the appointment of women to risky or precarious leadership positions in a legal context. In her PhD project, which was funded by the ESRC, she examined the role of (a) occupational group membership and identity, and (b) occupational taxpaying norms and values in taxpaying behaviour and attitudes. In her work as a Pathways fellow she investigated the role of adolescent career aspirations and values in steering life course transitions and behaviours, including status attainment processes, saving and taxpaying. At a practical level, her work speaks to debates about the role of social norms in government policy, and makes suggestions as to how taxpayers could be managed in a way that boosts their cooperation and increases compliance. In her subsequent she expanded her focus to aspects of health and wellbeing and how this can be supported in the work place.

Testimonial about her experience with Pathways

The Fellowship has influenced my research on the value of using existing datasets to study economic behaviour and attitudes, as well as the role of ambition and aspirations in shaping career development over the life course. Since completing Pathways Fellowship, I worked as a Research Fellow at the European Centre for Environment & Human Health at the Royal Cornwall Hospital, Truro.

Selected Publications

Wyatt, K. M., Brand, S., Ashby-Pepper, J., Abraham, J., & Fleming, L. E. (2015). Understanding how healthy workplaces are created: implications for developing a National Health Service healthy workplace program. *International Journal of Health Services*, 45(1), 161-185.

Ashby, J. S., & Schoon, I. (2012). Living the dream? A qualitative retrospective study exploring the role of adolescent aspirations across the life span. *Developmental psychology*, 48(6), 1694-1706.

Ashby, J. S., Schoon, I., & Webley, P. (2012). Save Now, Save Later? *European psychologist*, 16 (3) 227-237

Ashby, J. S., & Schoon, I. (2010). Career success: The role of teenage career aspirations, ambition value and gender in predicting adult social status and earnings. *Journal of Vocational Behavior*, 77(3), 350-3

Ashby, J., S., & Webley, P. (2010). Exploring the existence of distinct occupational taxpaying cultures in Australia. *Australian Tax Forum*, 25, 29-55.

Fellows

Meeta Banerjee

Joined in 2012



Meeta Banerjee was a Fellow in the Pathways programme based at the University of Michigan, USA. In January 2016, she joined California State University-Northridge in a tenure-track Assistant Professor position in the Psychology department. 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 explored if there were 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.

Testimonial about her experience with Pathways

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

Selected Publications

Banerjee, M., Rivas-Drake, D., & Smalls-Glover, C. (2017). Racial-Ethnic Socialization and Achievement: The Mediating Role of Academic Engagement. *Journal of Black Psychology*, 43(5), 451-463.

Banerjee, M., Meyer, R. M. L., & Rowley, S. J. (2016). Experiences with Discrimination and Depression: Predictors of Academic Efficacy in African Americans. *Journal of Family Issues*, 37(6), 833-854

Banerjee, M., Rowley, S. J., & Johnson, D. J. (2015). Community Violence and Racial Socialization: Their Influence on the Psychosocial Well-Being of African American College Students. *Journal of Black Psychology*, 41(4), 358-383.

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., & Lauermann, 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

Fellows

Miia Bask

Joined in February 2009



Miia was a Pathways Fellow at the University of Helsinki from 2009 to 2011. She gained her PhD in Sociology in February 2008, from Umeå University, Sweden. Miia was a visiting scholar at the Stanford Center for the Study of Poverty and Inequality at Stanford University, funded by the Swedish Research Council (Vetenskapsrådet). Her project concerned theoretical aspects of the Matthew effect. Her Ph.D. thesis was titled "A Longitudinal Approach to Social Exclusion". Her work with Pathways looked at questions of exclusion and drop outs amongst Finnish youngsters. The analysis was conducted with the FinEdu data set.

After completing her Pathways Fellowship Miia became a Research Fellow at Karlstad University, Sweden. From 2012 to 2015, she held a research position at Department of Sociology, the University of Bergen, Norway, and she was a visiting scholar at the Institute for Research in the Social Sciences at Stanford University during the academic year 2013-14. In 2015, Miia became docent in Social Policy at Åbo Akademi University, Finland. In the same year, she started to work at the Norwegian Social Research (NOVA). First as a senior researcher and since 2016 as a research professor.

She is a member of the associate editorial board of *Sociology* and reviews papers for several journals including *American Sociological Review*, *European Sociological Review*, *Journal of Health and Social Behavior*, and *Social Forces*.

Testimonial about her experience with Pathways

During the Pathways Fellowship, I learned more about micro-level theories and processes, and person-centred approaches. I also experienced the possibilities and challenges in interdisciplinary research and therefore became increasingly interested in research ethical issues.

Selected Publications

Bask, Miia; Ristikari, Tiina; Hautakoski, Ari; Gissler, Mika. (2017). Psychiatric Diagnoses as Grounds for Disability Pension among Former Child Welfare Clients. Forthcoming in *Longitudinal and Life Course Studies*.

Bask, Miia. (2016). Accumulation and persistence of welfare problems over time. *Social Indicators Research*, 125 (3), 757-770.

Bask, Miia. (2015). Externalising and internalising problem behaviour among Swedish adolescent boys and girls. *International Journal of Social Welfare*. 24: 182-192.

Bask, Miia; Bask, Mikael (2015). Cumulative (Dis)Advantage and the Matthew Effect in Life-Course Analysis. *PLoS ONE*. Vol. 10.

Bask, Miia; Bask, Mikael (2014). Social influence and the Matthew mechanism: The case of an artificial cultural market. *Physica A: Statistical Mechanics and its Applications*. 412: 113-119.

Bask, Miia; Ferrer-Wreder, Laura; Salmela-Aro, Katariina; Bergman, Lars R. (2014). Pathways to Educational Attainment in Middle Adulthood: The Role of Gender and Parental Educational Expectations in Adolescence. Schoon, Ingrid Eccles, Jacquelynne (Red.), *Gender Differences in Aspirations and Attainment A Life Course Perspective*. 17. pp. 389-411. Cambridge University Press.

Fellows

Miia Bask

Selected Publications (continued)

Bask, Miia; Salmela-Aro, Katariina (2013). Burned Out to Drop Out: Exploring the Relationship Between School Burnout and School Dropout. *European Journal of Psychology of Education*. 28: 511-528.

Bask, Miia (2011). Cumulative Disadvantage and Connections between Welfare Problems. *Social Indicators Research*. 103: 443-464.

Bask, Miia. (2010). Increasing Inequality in Social Exclusion Occurrence: The Case of Sweden during 1979-2003. *Social Indicators Research*. 97: 299-323.

Fellows

Justin Bruner

Joined in October 2014



Dr. Justin Bruner is a Curriculum Specialist and Data Analyst at Michigan State University in the Center for Integrative Studies and College of Social Science. In this role, he is responsible for providing student success data to the Associate Provost for Undergraduate Education and Dean of the College of Social Science. Dr. Bruner uses these analytics to inform institutional leaders of new directions in the areas of faculty instruction, curriculum, and program review. In his current work, Dr. Bruner has been charged with supporting the success of traditionally underrepresented minority students, first generation students, and students from low-income households as well as jointly developing an integrative undergraduate curriculum with other area studies centers on campus. From 2015 to 2017, Dr. Bruner was a Teaching and Learning Consultant for the Center for Excellence in Teaching and Learning at Central Michigan University in the Academic Effectiveness unit where he was awarded the Leadership Excellence Award by President George Ross in November, 2016.

Dr. Bruner joined the Pathways programme in October, 2014 working with 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 was 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, Germany, South Africa, and United Kingdom. To date they have received three separate National Science Foundation grants for their work including the most recent five year, \$4m (US), award to scale up and expand 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.

Testimonial about his experience with Pathways

“During my time with Pathways, I saw tremendous growth as a scholar as a result of the mentoring and partnerships I formed with Pathways fellows. I saw the most growth in my academic writing and what a strong academic manuscript should look like as a result of reading the work of other fellows, partnering with them on writing, and working with Pathways PIs. I also improved my presentation skills with respect to how to convey a clear and concise message about my work. I developed these skills by presenting and getting feedback from my Pathways colleagues and by watching how they approached their presentations. Moreover, I learned about the content and discussions taking place around issues of youth development from an international perspective.”

Selected Publications

Hicks, T., Bruner, J., & Kaya, T. (2017) “Fostering Collaboration and Application in Future Engineers”. *International Journal of Engineering Education*. Vol. 33, No. 4, pp 1257-1270.

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, K., Broda, M., Spicer, J., Bruner J., Moeller, J., Linnansaari, J., Juuti, K., & Viljaranta, J. (2016). “Investigating Optimal Learning Moments in U.S. and Finnish Science Classes”. *Journal of Research in Science Teaching*. Vol. 53, No. 3, pp. 400-421

Fellows

Jenna Cambria

Joined in 2013



Jenna Cambria graduated from the University of Maryland from the Department of Human Development and Quantitative Methodology in 2014. She was a postdoctoral scholar at the Hector Research Institute for Educational Sciences and Psychology from 2013-2015. She joined the Department of Rehabilitation, Human Resources, and Communication Disorders in the Educational Statistics and Research Methods group at the University of Arkansas in 2016 where she is appointed as an Assistant Professor of Educational Statistics and Research Methods.

Jenna Cambria's research interests focus on the facilitators and barriers of motivation for STEM. Her doctoral research was focused on students' motivation. During her postdoctoral scholarship, Jenna studied motivation for STEM and focused more deeply on issues of gender and the processes that impact males' and females' educational choices, aspirations, and career interests. Jenna has presented her work at national and international conferences published in major national and international journals.

Testimonial about her experience with Pathways

"During my Pathways postdoctoral training I was able to learn from internationally renowned professors and peers with strengths in many different areas. I have worked on several collaborative papers with colleagues from various universities within the program. Due to this training, I was able to gain a competitive tenure track professorial position. My collaborations with my Pathways colleagues continues after I finished my postdoctoral training. I am currently writing two papers with colleagues from the University of California, Irvine and the University of Tuebingen Hector Research institute of Education Sciences and Psychology. I also chaired and will present at the International Conference on Motivation in Greece in August, along with colleagues from these two institutions.

Beyond my Pathways collaborations, my colleagues also supported my methodological skill growth. Due to the intensive methodological skills required during my Pathways training, I was able to gain a position in Educational Statistics and Research Methods at a Research university. My colleagues also helped me to further specify my research interests so that I could concisely explain the most important findings from my studies, which also currently helps me when building my research and gaining further funding as a professor."

Selected Publications

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

Cambria, J., Brandt, H., Nagengast, B., & Trautwein, U. (2017). Frame-of-reference effects of values on student performance in mathematics and English. *ZDM Mathematics Education*, 49 (2), 1-13. doi:10.1007/s11858-017-0841-0 Article can be found here: <http://rdcu.be/qmlj>

Hübner, N.* Wille, E., Cambria, J., Oschatz, K., Nagengast, B., & Trautwein, U. (2017). Maximizing gender equality in STEM by minimizing course choice options? Differential effects of obligatory math coursework on girls' and boys' math achievement, math self-concept, and vocational interests. *Journal of Educational Psychology*. <http://dx.doi.org/10.1037/edu0000183>

Fellows

Anna K Chmielewski

Joined in September 2012



Anna is Assistant professor of Educational Leadership and Policy in the Ontario Institute for Studies in Education (OISE) at the University of Toronto. She began her tenure-track assistant professorship in July 2014. Before that, she was a post-doctoral fellow in the Pathways programme based at Michigan State University working with Prof. Barbara Schneider at the College of Education.

Anna's research examines trends and patterns of educational inequality, both internationally and over time. Specifically, she is interested in socio-economic 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).

Testimonial about her experience with Pathways

"There is no question for me that the Pathways programme was instrumental in obtaining my current tenure-track faculty position because of the opportunities for collaboration, mentorship, skills development and research productivity. I first heard about Pathways through a research collaboration with Prof. Ulrich Trautwein and was immediately interested not only because of the chance to be mentored by six well-known PIs but also because the international nature of the network is well-aligned with my research interests in international comparative education. During my two years in Pathways, I was able to begin several fruitful collaborations with PIs and fellows, publishing a peer-reviewed article with PI Ulrich Trautwein (and Hanna Dumont) and two peer-reviewed articles and one book chapter with other fellows (John Jerrim, Phil Parker, Jake Anders). The fellowship gave me the support necessary to devote most of my time to research, including both the collaborations mentioned above, as well as publishing a peer-reviewed article from my dissertation and completing a large international data collection and harmonization project from which I will be able to publish numerous articles for my tenure file in my current position. The mentorship and professional development from my primary mentor, Prof. Barbara Schneider, as well as the other Pathways PIs during semi-annual Pathways conferences, greatly improved my ability to present and write about my research in an interdisciplinary setting and increased my maturity as a scholar. Prof. Schneider also encouraged me to develop my own mentorship skills by hiring and training a Michigan State doctoral student (Corey Savage), a relationship that produced a co-authored book chapter. After completing the fellowship, Pathways continues to have a positive impact in my career through new collaborations (a research visit to Helsinki in August 2015 to work with Prof. Katariina Salmela-Aro), opportunities to disseminate my research (John Jerrim's conference on "Educational Inequality in an International Context" at the British Academy in March 2016) and sharing information about funding and research opportunities (I was a Thomas J. Alexander fellow at the OECD in Paris for 3 months in autumn 2015, an opportunity that I heard about through John Jerrim)."

Fellows

Anna K Chmielewski

Selected Publications (continued)

Chmielewski, Anna K. Forthcoming, 2017. "Can We Close Social Origin Gaps in Literacy over the Life Course? Evidence from Synthetic 1950-1980 Birth Cohorts." OECD Working Paper.

Chmielewski, Anna K. and Elizabeth Dhuey. 2017. "The Analysis of International Large-Scale Assessments to Address Causal Questions in Education Policy." Background paper commissioned by National Academy of Education for workshop series on Methods and Policy Uses of International Large-Scale Assessments.

Chmielewski, Anna K. and Sean F. Reardon. 2016. "Patterns of Cross-National Variation in the Association Between Income and Academic Achievement [open-access link]." *AERA Open* 2(3): 1-27.

Jerrim, John, Phil Parker, Anna K. Chmielewski, and Jake Anders. 2016. "Private Schooling, Educational Transitions and Early Labour Market Outcomes: Evidence from Three Anglophone Countries [open-access link]." *European Sociological Review* 32(2): 280-294.

Jerrim, John, Anna K. Chmielewski, and Philip D. Parker. 2015. "Socioeconomic Inequality in Access to High Status Colleges: A Cross-Country Comparison [open-access link]." *Research in Social Stratification and Mobility* 42: 20-32.

Chmielewski, Anna K. 2014. "An International Comparison of Achievement Inequality in Within- and Between-School Tracking Systems [pre-print link; post-print (JSTOR) available here]." *American Journal of Education* 120(3): 293-324.

Chmielewski, Anna K., Hanna Dumont, and Ulrich Trautwein. 2013. "Tracking Effects Depend on Tracking Type: An International Comparison of Mathematics Self-Concept [toll-free link]." *American Educational Research Journal* 50(5): 925-957.

Book Chapters

Chmielewski, Anna K. Forthcoming, 2017. "Social Inequality in Educational Transitions under Different Types of Secondary School Curricular Differentiation." In *Pathways to Adulthood: Educational Opportunities, Motivation and Attainment in Times of Social Change*, edited by Ingrid Schoon and Rainer Silbereisen. London: UCL IoE Press.

Parker, Philip D., John Jerrim, Anna K. Chmielewski, and Herbert W. Marsh. Forthcoming, 2017. "Machine Learning Approaches to Developmental Transition: Illustrating Penalized Regression and Decision Tree Models of University Entry." In *Transitions to Adulthood: The Role of Structure and Agency*, edited by Ingrid Schoon and Rainer Silbereisen. London: UCL IoE Press.

Policy Brief

Chmielewski, Anna K. and Yossi Shavit. 2014. "Recommendations for Measuring and Monitoring Equity in Upper Secondary Education and Technical and Vocational Education and Training." Memo presented at Workshop on "Framing and Measuring Inequalities in Post 2015 Education Targets." Sponsored by Education For All Monitoring Report and UNESCO's Institute for Statistics. Dec. 1-2, 2014, UNESCO Headquarters, Paris, France.

Professional website

http://www.oise.utoronto.ca/lhae/Faculty_Staff/412323/Anna_Chmielewski.html

Fellows

Angela Chow

Joined in August 2009



Angela is currently Assistant Professor in the Department of Applied Health Science at Indiana University, which she joined in August 2015. She was a Pathways fellow from 2009 to 2011 working with Katariina Salmela-Aro at the University of Helsinki. Angela was awarded the Banting Postdoctoral Fellowship and worked at the University of Alberta, Canada from 2011 to 2015. Angela's research interests primarily lie in understanding human development across transitions and across the lifespan. More specifically, her research has focused on three areas: (1) motivational development from childhood to adulthood, and the roles of motivation processes on both immediate and long-term outcomes across domains (such as education, career, and well-being), (2) trajectories of maternal mental health across the transition into motherhood, and their associations with children's behavioral, cognitive, socio-emotional, and physical health development, and (3) the roles of peer, family, school, and larger community in the aforementioned processes.

Testimonial about her experiences with Pathways

My career has benefited tremendously from my Pathways experiences. Pathways enabled me to get connected with a group of top-tier professors and researchers from different disciplines across the globe. The Pathways principal investigators were very supportive; I received many insightful advices on my work from them. The Pathways the meetings provided excellent chances for me to work with the fellows intensively, which improved the quality of our work and speeded up our productivity.

Selected Publications

Wang, M. T.*, Chow, A.*, & Eccles, J. S. (in press). Does everyone's motivational beliefs about physical science decline in secondary school? Heterogeneity of adolescents' motivation trajectories in physics and chemistry. [*equal first authorship]

Chow, A., Galambos, N. L., & Krahn, H. J. (2017). Work values during the transition to adulthood and mid-life satisfaction: Cascading effects across 25 years. *International Journal of Behavioral Development*, 41, 105-114.

Chow, A., Krahn, H. J., & Galambos, N. L. (2014). Developmental trajectories of work values and job entitlement beliefs in the transition to adulthood. *Developmental Psychology*, 50, 1102-1115.

Chow, A., Eccles, J. S., & Salmela-Aro, K. (2012). Task value profiles across subjects and aspirations to physical and IT-related science fields in the United States and Finland. *Developmental Psychology*, 48, 1612-1628.

Chow, A., & Salmela-Aro, K. (2011). Task-values across subject domains: A gender comparison using a person-centred approach. *International Journal of Behavioral Development*, 35, 202-209.

Sortheix, F. M., Dietrich, J., Chow, A., & Salmela-Aro, K. (2013). The role of career values for work engagement during the transition to working life. *Journal of Vocational Behavior*, 83, 466-475.

Fellows

Elizabeth Covay-Minor

Joined in October 2012



Elizabeth joined the Pathways program in October 2012 when she was Research Director for the Michigan Consortium for Educational Research at the College of Education, Michigan State University. In September 2014 she joined the faculty at National Louis University located in Chicago as an Assistant Professor in the Educational Leadership Program in the National College of Education. In 2015 she became the program coordinator for the Administration and Supervision Program, and in 2016 she became the co-chair of the Leadership Studies Programs. Her research interests include inequality in student access to, returns to, and experiences in opportunities to learn with particular focus on the classroom and school context. In 2013, Elizabeth was awarded a Measure Effective Teaching (MET) Early Career Grant. Using the MET Longitudinal Database, she examined the differential access to effective instruction with particular attention to racial differences. More specifically, she asked whether there are racial differences in student access to effective instruction, how effective instruction is related to student achievement, and how the relationship between instruction and achievement varies by student race.

Testimonial about her experience with Pathways

My time with Pathways was a valuable experience because it provided me with the opportunity to learn about international research related to youth development, to expand my professional network, to receive constructive feedback on my own research as well as professional development. With a background in sociology of education the Pathways Workshops exposed me to research around my areas of interest but coming from different disciplinary perspectives, which enabled me to expand my thinking around such topics. Moreover, it was helpful present my own research to an audience to a broader audience. I have published work that I presented at the Workshops. Not only did the Pathway Workshops provide an opportunity to share research and synthesize ideas on future collaborations but also they offered professional development experiences. For example at one of the Workshops, we had the opportunity to learn about disseminating our work in forms other than peer reviewed journals. Since that time, I have had an opportunity to write a blog post as well as record a video to accompany two of my publications. These forms of dissemination do help to expand the reach of my research. Overall, my experience as a Pathways Fellow helped me to develop my own research as well as my professional skills so that my future research could reach a broader audience."

Selected Publications

Covay Minor, Elizabeth, Laura Desimone, Jade Caines Lee, & Eric Hochberg. 2016. "Insights on How to Shape Teacher Learning Policy: The Role of Teacher Content Knowledge in Explaining Differential Effects of Professional Development." *Education Policy Analysis Archives* 24(60).

Covay Minor, Elizabeth. 2016. "Racial Differences in Math Test Scores for Advanced Math Students." *The High School Journal* 99(3).

Covay Minor, Elizabeth. 2016. "Classroom Composition and Racial Differences in Opportunities to Learn" *Journal of Education for Students Placed At-Risk* 20:238-262.

Covay Minor, Elizabeth, Laura Desimone, Kristie J.R. Phillips & Kailey Spencer. 2015 "A New Look at the Opportunity to Learn Gap across Race and Income." *American Journal of Education* 121(2).

Fellows

Anna-Lena Dicke

Joined in 2012



Anna-Lena is a Postdoctoral Research Scientist in the School of Education at the 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.

Testimonial about her experience with Pathways

"My time as a Pathways fellow has been very influential on my research and career. It shaped my own career pathway in several ways. My own thinking and work has been informed tremendously by the opportunity to engage in scientific discussion with renowned researchers and experts in their respective fields. The Pathways fellowship exposed me to an interdisciplinary environment that sharpened my thinking regarding my own discipline as an educational psychologist, while also broadening my understanding of other disciplines and how educational research as a whole shapes scientific discussion and has the potential to address societal issues. On a personal level, I have been able to foster treasured relationships with Pathways PIs and fellows. These relationships not only constitute a supportive network guiding my own career pathway, but they have informed my own research in very specific ways. In-depth discussions of my own research studies have improved the quality of my work. In addition, I have been able to create a lasting cooperation with other fellows that resulted in collaborative research papers and the development of cooperative research programs to be implemented in the future. Thus, the Pathways fellowship program will continue to have a lasting effect on my own research and career in many ways."

Selected Publications

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

Anna-Lena Dicke

Selected Publications (continued)

Gaspard, H., Dicke, A.-L., Flunger, B., Schreier, B., Häfner, I., Trautwein, U., & Nagengast, B. (2015). More value through greater differentiation: Gender differences in value beliefs about math. *Journal of Educational Psychology*, 107, 663-677

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*, 51, 1226-1240

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

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.

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. (2015). More Value Through Greater Differentiation: Gender Differences in Value Beliefs About Math. *Journal of Educational Psychology*, 107(3), 663-677.

Schreier, B., Dicke, A.-L., Gaspard, H., Häfner, I., Flunger, B., 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 teaching environment for students' value beliefs]. *Zeitschrift für Erziehungswissenschaft*, 17, 225-255

Wagner, W., Rose, N., Dicke, A.-L., Rosenberg, F., Neumann, M. & Trautwein, U. (2014). Alle alles lehren: Schulleistungen in Physik, Mathematik und Englisch vor und nach der Neuordnung der gymnasialen Oberstufe in Sachsen [Teaching everything to everyone: Achievement in physics, mathematics and English before and after the reform of upper secondary schools in the German state of Saxony]. *Zeitschrift für Erziehungswissenschaft*, 17 (2), 225-255

Fellows

Julia Dietrich

Joined in 2011

Julia is a research associate in Educational Psychology at the University of Jena. She is a psychologist by training and was a Pathways Fellow at Helsinki University from 2011 to 2012. Her current research focuses on (1) educational and career transitions, (2) motivation and engagement, (3) personal goals and identity, and (4) methods for the analysis of change and the assessment of context effects on development.

Website: <https://scholar.google.de/citations?user=V8rTQocAAAAJ&hl=de&oi=ao>

Testimonial about her experience with Pathways

"My experience with being a Pathways Fellow and Alumna has been very positive in multiple ways. First, I have had a good mentorship experience with Katariina Salmela-Aro. Not only did I collaborate with Katariina on a number of high quality publications, also she was mentor for all kinds of discussions related to my career. She moreover acquainted me with various international researchers and encouraged me to visit other Pathways sites (e.g., Tübingen, Stockholm). Frequently she encouraged me to broaden my skills and knowledge through learning new methods or participating in workshops and conferences. Second, my time with Pathways has been a productive experience. So far 12 publications originated from my Fellowship. I co-authored articles and book chapters with 7 other Fellows (Hakan Andersson, Angela Chow, Anna-Lena Dicke, Julia Moeller, Philip Parker, Florencia Sorthaix, and Jennifer Symonds) and continue further publication plans. Third, Pathways was an excellent opportunity to look beyond my own perspective as a psychologist. For example, in March 2016 I had the chance to participate and present my work in an interdisciplinary conference on Educational Inequality, organized by Fellow Alumnus John Jerrim. Other examples to name include workshops and discussions during the Pathways meetings. Finally, my research and professional identity greatly profited from the exchange of ideas and experiences with other Fellows and PIs during the meetings, many of these exchanges being informal."

Selected Publications

Dietrich, J., Viljaranta, J., Moeller, J., & Kracke, B. (2017). Situational expectancies and task values: Associations with students' effort. *Learning and Instruction*, 47, 53-64.

Symonds, J., Dietrich, J., Chow, A., & Salmela-Aro, K. (2016). Mental health improves after transition from comprehensive school to vocational education or employment in England: A national cohort study. *Developmental Psychology*, 52, 652-665.

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, 45-54.

Dietrich, J., Parker, P. D., & Salmela-Aro, K. (2012). Phase-adequate engagement at the post-school transition. *Developmental Psychology*, 48, 1575-1593.

Fellows

Kathryn Duckworth (Isdale)

Joined in January 2009



Kathryn is currently based in Cape Town and is Director of her own consultancy company, QER Consulting which specialises in the analysis of large-scale survey and administrative datasets. She is also Honorary Research Fellow at the Education and Skills Development (ESD) Research Programme at the South African Human Sciences Research Council. Kathryn joined Pathways in January 2009 as a Postdoctoral Fellow after studying for a PhD in Education in the Centre for Research on the Wider Benefits of Learning (WBL), Institute of Education. In October 2009 she was seconded to the Prime Minister's Strategy Unit as a policy advisor to lead the evidence-base for a project on adolescence and young development, and has since carried out a number of consultancy projects for several UK Government Departments including the Department for Educational and Skills, and Her Majesty's Treasury. Following her Pathways Fellowship, in 2013, Kathryn was appointed Co-Investigator on the prestigious Longitudinal Study of Young People in England (LSYPE) study which follows a cohort born in 1989-90.

Kathryn's research interests lie in exploring educational transitions across the lifecourse and the development of -- and interaction between -- cognitive, social, emotional and behavioural aspects of learning as part of these transitions. Her work also explores the manifestation of educational inequalities through the school years and assessing how contexts interact to create inequalities. In particular she focuses on research addressing the question of whether school can be part of the reduction in inequalities, or whether it just contributes to further compounding the difference between those from more and less disadvantaged backgrounds. Kathryn is interested in international cross-cohort comparisons and exploring the mechanisms through which social adversity affects children's development across different contexts.

Testimonial about her experience with Pathways

"I was part of the first cohort of fellows to be accepted into the Pathways programme and it has had a real and lasting impact on my research career. From the relationships formed to the practical lessons learnt about different education systems and the nuances of comparative research, I thoroughly enjoyed my time as a Post-Doc in Pathways and continue to benefit in my current role as Director of my own educational research company based in Cape Town.

The residential workshops in particular were central in cultivating long term relationships with other fellows, learning about their interests and particular datasets, and developing collaborative research proposals, relationships which have continued long after leaving the programme. The emphasis on the fellows' own needs in directing the research agenda as well as peer-led training, such as on the TIMSS and PISA datasets, were particular assets of the programme and helped to create a sense of ownership amongst the fellow which I believe are unique to Pathways. These residential workshops also provided an excellent platform to informally bounce new and developing ideas around with peers and Principal Investigators alike within a supportive, yet intellectually challenging environment not often found in academic fora.

Fellows

Kathryn Duckworth (Isdale)

Testimonial (continued)

The Pathways programme enabled me to follow my own research interests alongside others with similar ones, but expanded my focus far beyond just the data of my own country and its educational transitions to those of international comparisons, replication and lifelong networks. I have benefitted enormously from the mentorship of Professor Schoon and will be forever grateful to all she has taught me, and to the support she has given me both professionally and personally.”

Selected Publications

Susperreguy, M.I., Davis-Kean, P.E., Duckworth, K. & Chen, M. (2017). Self-concept predicts academic achievement across levels of the achievement contribution: Domain specificity for math and reading. *Child Development*, DOI: 10.1111/cdev.12924

Watts, T.W., Duncan, G.J., Chen, M., Classens, A., Davis-Kean, P.E., Duckworth, K., Engel, M., Siegler, R. & Susperreguy, M.I. (2015). The role of mediators in the development of longitudinal mathematics achievement associations. *Child Development*, 86(6), 1892-1907.

Duckworth, K., & Schoon, I. (2012). Beating the odds: Exploring the aspects of social risk on young people's school-to-work transitions during recession in the UK. *National Institute Economic Review*, 222, 38-51.

Schoon, I & Duckworth, K. (2012). Who becomes an entrepreneur? Early life experiences as predictors of entrepreneurship. *Developmental Psychology* 48 (6), 1719-1726

Schoon, I. & Duckworth, K. (2012). Who becomes an entrepreneur? Early life experiences as predictors of entrepreneurship. *Developmental Psychology* 48 (6), 1719-1726

Siegler, R. S., Duncan, G.J., Davis-Kean, P.E., Duckworth, K. et al. (2012). Precursors of High School Mathematics Achievement. *Psychological Science* 23 (7), 691-697.

Obschonka, M., Duckworth, K., Schoon, I. & Silbereisen, R. (2012). Social competence in childhood and adolescence and entrepreneurship in young adulthood: A two-study analysis. *International Journal of Developmental Science* 6 (3), 137-150.

Sabates, R., Duckworth, K. and Feinstein, L. (2011). The impact of mothers' learning on their children academic performance at Key Stage 3: Evidence from ALSPAC. *Oxford Review of Education*, 37(4), 485-504.

Duckworth, K. & Schoon, I. (2010). Progress and attainment during primary school: The roles of literacy, numeracy and self-regulation. *Longitudinal and Life Course Studies*, 1(3), 223 - 240.

Sabates, R. and Duckworth, K. (2010). Maternal schooling and children's relative inequalities in developmental outcomes: Evidence from the 1947 School Leaving Age Reform in Britain. *Oxford Review of Education*, 36(4), 445-461.

Fellows

Hanna Gaspard

Joined in June 2015



Hanna is a junior research group leader at the Hector Research Institute of Education Sciences and Psychology at the University of Tübingen. Her research focuses on the development of motivation in regular classrooms and targeted interventions to foster motivation. Her goal is to understand what drives student motivation and their educational and career choices and to use this notion to find ways to promote students' motivational development and educational trajectories. Theoretically, her research draws especially on Eccles' expectancy-value theory of achievement-related choices. To understand the processes at play, she combines different methodological approaches, including long-term longitudinal studies, intensive longitudinal assessments, and field experiments in the school context. Hanna is especially interested in the implementation of motivational interventions at a larger scale and the factors associated with successful implementation. She also works on developing and validating instruments to measure students' motivations. Her research is supported by the Elite programme for Postdocs, which is funded by the Baden-Württemberg Stiftung.

Testimonial about her experience with Pathways

"My participation in the Pathways programme was a great inspiration. It offered me the possibility to work with researchers from different research fields and countries and to get to know their research and the different approaches that they use. Through the Pathways programme, I was able to create connections that resulted in a number of ongoing collaborations with Pathways PIs (Jacque Eccles, Katariina Salmela-Aro) and fellows (Anna-Lena Dicke, Heta Tuominen). I also thoroughly enjoyed the opportunity to visit the research group at the University of Helsinki."

Selected Publications

Brisson, B. M., Dicke, A.-L., Gaspard, H., Häfner, I., Flunger, B., Nagengast, B., & Trautwein, U. (in press). Short intervention, sustained effects: Promoting students' competence beliefs, effort, and achievement in mathematics. *American Educational Research Journal*.

Gaspard, H., Häfner, I., Parrisius, C., Trautwein, U., & Nagengast, B. (2017). Assessing task values in five subjects during secondary school: Measurement structure and mean level differences across grade level, gender, and academic subject. *Contemporary Educational Psychology*, 48, 67-84. doi: 10.1016/j.cedpsych.2016.09.003

Gaspard, H., Dicke, A.-L., Flunger, B., Häfner, I., Brisson, B. M., Trautwein, U., & Nagengast, B. (2016). Side effects of motivational interventions? Effects of an intervention in math classrooms on motivation in verbal domains. *AERA Open*, 2(2), 1-14. doi: 10.1177/2332858416649168.

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. doi: 10.1037/dev0000028

Gaspard, H., Dicke, A.-L., Flunger, B., Schreier, B., Häfner, I., Trautwein, U., & Nagengast, B. (2015). More value through greater differentiation: Gender differences in value beliefs about math. *Journal of Educational Psychology*, 107, 663-677. doi:10.1037/edu0000003

Fellows

Richard Göllner

Joined in 2012



Richard is a post-doctoral researcher at the Hector Research Institute of Education Sciences and Psychology in Tübingen. Since October 2015 he is also a junior in the research group at the LEAD Graduate School and Research Network. His main research interests concern the mental well-being of children and adolescents, personality development, and academic success within the educational context. He is 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 has worked on several research projects including the personality trait change in the years of adolescence 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). Richard's current research mainly focuses on personality development during the early years of adolescence. For this he is conducting a meta-analytical synthesis of personality trait change with a particular focus on differences between self-and observer data, between male and female adolescents, and questionnaires with different levels of linguistic complexity. In addition, he will continue his work in response bias in students' reports about their personality.

Testimonial about his experience with Pathways

When I attended my first PATHWAYS workshop in Jena (Germany) in 2012, one of the PIs told me that one of her working mottos and daily affirmations was "Today I can make the world a bit better for our children". While this might sound like an overly ambitious plan, it was exactly the spirit that I experienced throughout my time in PATHWAYS. The high professional competence and the personal engagement of all PATHWAYS members was inspiring, and I felt confident that, while unuttered by the others, the motto was silently being followed by everyone in the programme. PATHWAYS taught me a great deal for my own career, and I most certainly acquired a powerful goal for my own scientific work. I'm proud and very thankful to be a part of the PATHWAYS family.

Selected Publications

Göllner, R., Damian, R. I., Rose, N., Spengler, M., Trautwein, U., Nagengast, B., & Roberts, B. (accepted). Is Doing Your Homework Associated with Becoming More Conscientious? *Journal of Research and Personality*

Göllner, R., Wagner, W., Eccles, J. S., & Trautwein, U. (accepted). Students' Idiosyncratic Perceptions of Teaching Quality in Mathematics: A Result of Rater Tendency Alone or an Expression of Dyadic Effects Between Students and Teachers? *Journal of Educational Psychology*.

Rieger, S., Göllner, R., Spengler, M., Trautwein, U., Nagengast, B., & Roberts, B. (2017). Social Cognitive Constructs are Just as Stable as the Big Five between Grades Five and Eight, *AERA Open*, 3(3), 1-9.

Wagner, J., Lüdtke, O., Robitzsch, A., Göllner, R., & Trautwein, U. (accepted). Self-Esteem Development in the School Context: The Roles of Intrapersonal and Interpersonal Social Predictors. *Journal of Personality*.

Richard Göllner

Selected Publications (continued)

Lechner, C. M., Sortheix, F. M., Göllner, R. & Salmela-Aro, K. (2017). The development of work values during the transition to adulthood: A two-country study. *Journal of Vocational Behavior*, 99, 52–65.

Göllner, R., Roberts, B.W., Damian, R.I., Lüdtke, O., Jonkmann, K., & Trautwein, U. (2017). Whose storm and stress is it? Parent and Child Reports of Personality Development in the Transition to Early Adolescence. *Journal of Personality*, 85(3), 281-434.

Wagner, W., Göllner, R., Werth, S., Voss, T., Schmitz, B., Trautwein, U. (2016). Student and Teacher Ratings of Instructional Quality: Consistency of Ratings over Time, Agreement, and Predictive Power. *Journal of Educational Psychology*, 108(5), 705-721.

Rieger, S., Göllner, R., Trautwein, U., & Roberts, B. W. (2016). 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*, 110(1), 16-22.

Probst, T., Lambert, M.J., Loew, T.H., Dahlbender, R.W., Göllner, R., & Tritt, K. (2013). Feedback on Patient Progress and Clinical Support Tools for Therapists: Improved Outcome for Patients at Risk of Treatment Failure in Psychosomatic in Patient Therapy under the Conditions of Routine Practice. *Journal of Psychosomatic Research*, 75(3), 255–261.

Wagner, W., Göllner, R., Helmke, A., Trautwein, U., & Lüdtke, O. (2013). Construct Validity of Student Perceptions of Instructional Quality is High, but not Perfect: Dimensionality and Domain-generalizability of Domain-independent Assessments. *Learning and Instruction*, 104, 148–163.

Schröder, A., Heider, J., Zaby, A., & Göllner, R. (2013). Cognitive Behavioral Therapy versus Progressive Muscle Relaxation Training for Multiple Somatoform Symptoms: Results of a Randomized Controlled Trial. *Cognitive Therapy and Research*, 37(2), 296–306.

Hofer, M., Fries, S., Helmke, A., Kilian, B., Kuhnle, C., Zivkovic, I., Göllner, R., & Helmke, T. (2010). Value Orientation and Motivational Interference in School-leisure Conflicts: The case of Vietnam. *Learning and Instruction*, 20, 239–249.

Fellows

John Jerrim

Joined in April 2012



John is a Professor of Educational and Social Statistics at the University College London, 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).

Testimonial about his experience with Pathways

The Pathways programme has had a significant impact upon my career, and has been key to the progress I have made within academia. It has resulted in a number of successful and on-going international and interdisciplinary publications. This includes both co-authored papers (see publication list below) and also applications for grants from international funders. In March 2016, I organised a conference on “Educational Inequality in an International Context” at the British Academy in London which included a number of my Pathways peers, illustrating the on-going community we have formed. Together, the contacts and networks I have formed through this programme has been instrumental in my promotion to a Professorship at UCL.

Selected Publications

Parker, P. D., Jerrim, J., Anders, J., & Astell-Burt, T. (2016). Does Living Closer to a University Increase Educational Attainment? A Longitudinal Study of Aspirations, University Entry, and Elite University Enrolment of Australian Youth. *Journal of Youth and Adolescence*, 45 (6), 1156-1175.

Jerrim, J., Parker, P. D., Katyn Chmielewski, A., & Anders, J. (2016). Private schooling, educational transitions, and early labour market outcomes: Evidence from three Anglophone countries. *European Sociological Review*, 32 (2), 280-294.

Jerrim, J., & Vignoles, A. (2016). The link between East Asian ‘mastery’ teaching methods and English children's mathematics skills. *Economics of Education Review*, 50, 29-44.

Jerrim, J. P., Choi, A., & Rodriguez, R. (2016). Two-Sample Two-Stage Least Squares (TSTSLS) estimates of earnings mobility: how inconsistent are they. *Survey Research Methods*.

Parker, P.D., Jerrim, J., Anders, J. (2016). What effect did the Global Financial Crisis have upon youth wellbeing? Evidence from four Australian cohorts. *Developmental Psychology*, 52(4), 640-651.

Jerrim, J., & Macmillan, L. (2015). Income Inequality, Intergenerational Mobility, and the Great Gatsby Curve: Is Education the Key? *Social Forces*, 94 (2), 505-533.

John Jerrim

Selected Publications (continued)

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.

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

Jerrim, J. (2013) 'The reliability of trends over time in international education test scores: is the performance of England's secondary school pupils really in relative decline?' *Journal of Social Policy* 42(2): 259–279.

Jerrim, J. and Vignoles, A. (2013) 'Social mobility, regression to the mean and the cognitive development of high ability children from disadvantaged homes.' *Journal of the Royal Statistical Society series A* 176(4): 887 – 906.

Jerrim, J. (2013) 'Do college students make better predictions of their future income than young adults in the labour force?' *Education Economics* 23(2): 162-179.

Parker, P. Bodkin-Andrews, G. Marsh, H. Jerrim, J. and Schoon, I. (2013) 'Will closing the achievement gap solve the problem? An analysis of primary and secondary effects for indigenous university entry.' *Journal of Sociology*.

Stapinski, L; Montgomery, A.; Heron, J.; Jerrim, J.; Vignoles, A. and Araya, R. (2013) 'Depression symptom trajectories and associated risk factors among adolescents in Chile.' *PLOS-ONE* 8(10): e78323.

Gilbert, J. Appleton, A. Jerrim, J. Beard, C. and Russell-Jones, D. (2013) 'Elderly patient feeding project.' *Clinical Medicine* 13(3): 324.

Jerrim, J. (2012) 'The socio-economic gradient in teenagers' literacy skills: how does England compare to other countries?' *Fiscal Studies* 33(2):159–84.

Jerrim, J. (2011) 'The wage expectations of UK students: are they realistic?' *Fiscal Studies* 32 (4): 483 – 509.

For updates, please see: <https://iris.ucl.ac.uk/iris/browse/profile?upi=JPJER>

Fellows

Soobin Kim

Joined in November 2015



Soobin Kim is a Postdoctoral Research Associate at the College of Education, Michigan State University. He joined Pathways in November 2015. Soobin earned his Ph.D. in Economics from Michigan State University and his main research interests are economics of education, policy evaluation, and labour economics.

Soobin's current on-going projects are research on labour market conditions and college enrolment; studying the racial differences in course taking pattern and achievement and how the gap evolves in high school years; evaluating the impacts of Michigan Merit Curriculum (MMC), a statewide policy on high school graduation requirement, on high school course-taking patterns, achievements, and education attainment; and the impacts of light-touch interventions on college persistence.

Soobin is planning on exploring the mechanism by which student's achievement and postsecondary enrollment and completion are impacted by statewide curricular requirements by investigating (1) which math courses completed in high school affect college enrollment and degree attainment and whether this varies by subgroup, especially for low-income and minority students; (2) if there were changes that occurred in the overall academic classroom performance in math courses due to the policy and, if so, if these changes were related to subsequent college enrollment, persistence, and completion, and whether these changes in peer group effects vary among schools, especially those serving low-income and minority students; and (3) to what extent the MMC is related to the supply of new and/or experienced math teachers and how student outcomes are affected by those changes. The proposed exploratory research expected to serve as an essential step for state-wide education policy interventions.

Testimonial about his experience with Pathways

During my Ph.D. program, I worked with Barbara Schneider analyzing the impacts of Michigan high school graduation requirement policy, and the Pathways fellowship enabled me to continue the research and to grow as an independent scholar. In addition, the Pathways provided me with an opportunity to get connected with exceptional group of fellows, alumni, and PIs from different disciplines around the world. The Pathways workshops in particular exposed me to a unique interdisciplinary environment where I could broaden my understandings of other fields and present my works and helped me to develop new ideas and learn the frontier topics from other disciplines. It was a great pleasure to be part of extraordinary group of scholars and I look forward continuing collaborations with them. I am very grateful to the PIs and the Jacobs Foundation for their passion and devotions to make this possible.

Selected Publications

Schneider, B., Kim, S., and Klager, C. Co-Development of Education Aspirations and Postsecondary Enrollment Especially Among Students Who Are Low Income and Minority (2017), *Research In Human Development*, 14(2).

Fellows

Soobin Kim

Selected Publications (continued)

Kim, S. (accepted) Intergenerational Earnings Mobility in Korea, *IZA Journal of Development and Migration*.

Kim, S. College Enrollment over the Business Cycle: The Role of Supply Constraints.

Kim, S. Racial Differences in Course-taking and Achievement Gap.

Kim, S. Wallsworth, G., Xu, R., Schneider, B., Frank, K., Jacob, B., and Dynarski, S. The Impact of the Michigan Merit Curriculum on High School Math Course Taking.

Kim, S., Troutman, R., Minor, E., Schneider, B., and Frank, K. High School Transcript Study.

Fellows

Dylan Kneale

Joined in 2009



Dylan was a Pathways post-doctoral fellow at the UCL Institute of Education from 2009 to 2010. He returned to the Institute in August 2014 and joined the Evidence for Policy and Practice Information and Co-ordinating (EPPI) Centre in the Department of Childhood, Families and Health as a research office. Dylan previously worked as Head of Policy and Research at the charity Relate, and Head of Research at the ageing think-tank ILC-UK. His research interests include exploring methods and practice in evidence-based policy-making, policy analysis; longitudinal analysis; neighbourhood and contextual effects; transitions to adulthood; housing and health; and ageing and ageing policy.

During his time with Pathways Dylan's research focused on polarised transitions to parenthood and other markers of adulthood, as well as housing transitions and neighbourhood characteristics. He published a paper on the role of educational expectations as predictors of the transition to parenthood using the National Child Development Study (NCDS 1958) and the 1970 British Cohort Study (BC) and examined the transition to parenthood by taking an epidemiological approach

Testimonial about his experience with Pathways

"Being a Pathways Associate Fellow helped to cement my interest in longitudinal and life course studies and methods, and introduced me to a network of researchers with similar interests. One of the most interesting parts of the fellowship was to learn from other researchers about their experiences in working with international data sources and the methods which they applied to analyse these. After exploring pathways to adulthood, I then went on to examine transitions right at the other end of the life course through exploring transitions in older age. For four years I worked outside of academia in policy-making circles in a think-tank and in the voluntary sector, where the idea of the life course, and thinking about age, period and cohort effects, tend to be unexplored and unaccounted for in policy and decision-making. Now that I am back in academia, I continue to be substantively interested in life course transitions (bouncing between transitions to adulthood and transitions to older age), while methodologically, the focus of my work is now on developing methods for synthesising evidence and enhancing the use of quantitative evidence in decision-making. I hope that I continue to find further means of convergence between my substantive and methodological interests in the future."

Selected Publications

Kneale, D. (2016). Connected communities? LGB older people and their risk of exclusion from decent housing and neighbourhoods. *Quality in Ageing and Older Adults*, 17 (2), 107-118.

Kneale, D., Thomas, J., & Harris, K. (2015). Developing and optimising the use of logic models in systematic reviews: Exploring practice and good practice in the use of programme theory in reviews. *PLoS ONE*, 10 (11).

Harris, K. M., Kneale, D., Lasserson, T. J., McDonald, V. M., Grigg, J., & Thomas, J. (2015). School-based self-management interventions for asthma in children and adolescence: a mixed methods systematic review. *The Cochrane Library*.

Fellows

Dylan Kneale

Selected Publications (continued)

Kneale, D., Sholl, P., Sherwood, C., & Faulkner, J. (2014). Ageing and lesbian, gay and bisexual relationships. *Working with Older People*, 18 (3), 142-151.

Rippon, I., Kneale, D., de Oliveira, C., Demakakos, P., & Steptoe, A. (2014). Perceived age discrimination in older adults. *Age and ageing* 43 (3), 379-86

Kneale, D. & Smith, L. (2013). Establishing extra in extra care housing. *Journal of Housing for the Elderly* 27(2): 276-298.

Kneale, D., Bonnel, C., Fletcher, A. & Wiggins, R. (2013). Distribution and determinants of risk of teenage motherhood in three British longitudinal studies: implications for targeted prevention interventions. *Journal of Epidemiology and Community Health* 67(1):48-55

Kneale, D & Hansen, K. (2013) Does how you measure income make a difference to measuring poverty? Evidence from the UK. *Social indicators research*, 110(3), 1119-1140.

Schoon, I., Chen, M., Kneale, D. & Jagger, J. (2012) Becoming adults in Britain: lifestyles and wellbeing in times of social change. *Longitudinal & Life Course Studies* 3(2)

Kneale, D. (2010). Pushy Parents make for later Grandparents: Parents' educational expectations and their children's fertility among two British cohorts. *Longitudinal & Life Course Studies*, 1(2), 137-154.

Books

Stillwell, J., E. Coast, & Kneale, D. (2009) *Fertility, Living Arrangements, Care and Mobility*. Dordrecht: Springer

Fellows

Clemens Lechner

Joined in January 2014



Dr. Clemens Lechner is a senior researcher at the GESIS – Leibniz Institute for the Social Sciences (Department of Survey Design and Methodology). Clemens joined the Pathways programme in January 2014 following the completion of his PhD at the Friedrich Schiller University of Jena, Germany (supervised by Rainer K. Silbereisen). He has recently published papers in the *Journal of Personality*, *Journal of Vocational Behaviour*, *Psychological Assessment*, and other high-ranking journals.

Clemens' current research focuses on the development of cognitive and non-cognitive skills over the lifespan. The two key questions guiding this research are: Which educational and vocational factors foster the development of cognitive and non-cognitive skills over the lifespan? And how, in turn, do non-cognitive and cognitive skills shape educational success and life success more broadly? He was recently awarded two major grants by the German Research Foundation (DFG) and the Federal Ministry of Education and Research (BMBF) to study these issues.

Website: <http://clemenslechner.eu/>

Testimonial about his experience with Pathways

“It was a great honour for me to be part of this extraordinary group of scholars. Sharing and discussing my work at the Pathways meetings proved very inspiring. In this regard, the diversity of disciplinary backgrounds and substantive interests represented in the group was a unique asset. Perhaps most important, I was able to form fruitful collaborative relationships with many of the Pathways fellows, alumni, and PIs— many of which are ongoing and will continue in the future. Overall, I feel that my research and my career have benefitted greatly from my Pathways fellowship. But there is more to Pathways: A sense of commitment to improving the situation of young people worldwide. 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.”

Selected Publications

Lechner, C. M., Pavlova, M. K., Sorthaix, F. M., Silbereisen, R. K., & Salmela-Aro, K. (in press). Unpacking the link between family socioeconomic status and civic engagement during the transition to adulthood: Do work values play a role? *Applied Developmental Science*.

Pavlova, M. K., Lechner, C. M., & Silbereisen, R. K. (in press). Social comparison in coping with occupational uncertainty: Self-improvement, self-enhancement, and the regional context. *Journal of Personality*.

Lechner, C. M., Danner, D., Rammstedt, B. (2017). How is personality related to intelligence and achievement? A replication and extension of Borghans et al. and Salkever. *Personality and Individual Differences*, 111, 86–91.

Fellows

Clemens Lechner

Selected Publications (continued)

Lechner, C. M., Sortheix, F. M., Göllner, R. & Salmela-Aro, K. (2017). The development of work values during the transition to adulthood: A two-country study. *Journal of Vocational Behavior*, 99, 52–65.

Lechner, C. M., & Obschonka, M., & Silbereisen, R. K. (2016). Who reaps the benefits of social change? Personality and its socioecological boundaries. *Journal of Personality* (online first).

Lechner, C. M., Tomasik, M.J., & Silbereisen, R.K. (2016). Preparing for uncertain careers: How youth deal with growing occupational uncertainties before the education-to-work transition. *Journal of Vocational Behavior*, 95, 90–101.

Fellows

Sointu Leikas

Joined in September 2012



Sointu is currently an Academy of Finland post-doctoral Fellow at the Institute of Behavioural Sciences, Department of Psychology, University of Helsinki and joined the Pathways programme in September 2012. Her research interests lie between and social psychology. She has studied the relative and interactive effects of personality and situation on behaviour, moderators of personality behavior relations, and personality perception. Her future research will focus on the behavioural phenomenology of social competence, as well as personality and situation effects on personality social competence.

Testimonial about her experience with Pathways

“Pathways programme offered me high-quality scientific workshops and conferences as well as good opportunities to meet experts in my field. It also offered me a chance to network exchange ideas with fellow post-docs from my own field (psychology) as well as from neighbouring fields (sociology, economics).”

Selected Publications

Leikas, S. & Ilmarinen, V. (in press) Happy now, tired later? Extraverted and Conscientious behavior are related to immediate mood gains, but to later fatigue. *Journal of Personality*.

Mannerstrom, R., Hautamaki, A., & Leikas, S. (2017). Identity status among young adults: Validation of the Dimensions of Identity Development Scale (DIDS) in a Finnish sample. *Nordic Psychology*, 69(3), 195-213.

Leikas, S., Salmela-Aro, K. (2015) Personality Trait Changes Among Young Finns: The Role of Life Events and Transitions *Journal of Personality*. 83, (1): 117-126

Lönnqvist, J-E., Leikas, S. S., Mähönen, T. A., Jasinskaja-Lahti, I. (2015) The Mixed Blessings of Migration – Life Satisfaction and Self-Esteem over the Course of Migration. *European Journal of Social Psychology* (advanced online publication).

Leikas, S., Salmela-Aro, K. (2014) Personality types during transition to young adulthood: How are they related to life situation and well-being? *Journal of Adolescence*. 37 (5): 753-762

Leikas, S. S., Verkasalo, M., Lönnqvist, J-E. (2013) Posing personality: Is it possible to enact the Big Five traits in photographs? *Journal of Research in Personality*. 47 (1): 15–21

Leikas, S., Lönnqvist, J-E., Verkasalo, M. (2012) Persons, situations, and behaviors: consistency and variability of different behaviors in four interpersonal situations. *Journal of Personality and Social Psychology*. 103 (6): 1007–1022

Leikas, S., Lönnqvist, J-E., Verkasalo, M., Nissinen, V. (2012) Power and personality perception in real-life hierarchical relationships. *European Journal of Personality*. 27(2): 155-168 14

Fellows

Mark Lyons-Amos

Joined in 2013



Since September 2017 Mark is an Associate Professor in Quantitative Methods at the University of Portsmouth. He was Pathways Fellow at the UCL Institute of Education, London from 2013 – 2015. 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. He also worked as a Research Fellow in Reproductive and Maternal Health at the London School of Hygiene and Tropical Medicine and as a Fellow in Population Health at the London School of Economics. 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.

Testimonial about his experience with Pathways

"My time as part of the Pathways programme gave me a perspective on different aspects of youth transitions, and the density of demographic transitions during this time period. Building on my experiences during the Pathways programme, I have continued to actively collaborate with other fellows and my mentor. A major focus of my new research direction is the integration of other youth transitions to purely demographic ones. The major advantage of this approach is that it allows demographic transitions to be made within context-particularly relevant when behaviors such as fertility timing are so drastically affected by external events (such as the Great Recession). Additionally, it expands the definitions of demographic events available: whilst it is well established that marriage is no longer a gatekeeper to union formation, the diverse nature of non- formalised union types means that it is difficult to understand the context in which the union is formed. By incorporating other transitions common among young people, such as leaving education and independent/purchasing joint housing, it is possible to examine a range of union formation patterns. My future research is focused on classifying these transition types and linking them to other outcomes later in life, such as, union dissolution and stability."

Selected Publications

Schoon I. & Lyons-Amos, M. (2017). A socio-ecological model of agency. The role of psycho-social and socio-economic resources in shaping education and employment transitions in England. *Longitudinal and Life Course Studies*.

Perelli-Harris, B., & Lyons-Amos, M. (2016). Partnership Patterns in the United States and across Europe: The Role of Education and Country Context. *Social Forces*, 95(1), 251-281

Schoon, I. and M.J. Lyons-Amos (2016) Diverse Pathways in Becoming an Adult: The Role of Structure, Agency, and Context, *Research in Social Stratification and Mobility* (advanced online publication).

Perelli-Harris, B., and M.J. Lyons-Amos (2015) Changes in partnership patterns across the life course: an examination of the United States and 14 countries in Europe and the United states. *Demographic Research* 33 (6), 145-178

Fellows

Mark Lyons-Amos

Selected Publications (continued)

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). 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

Lyons-Amos, M.J. and I. Schoon (revise and resubmit) Differential responses in first birth behaviour to economic recession in the United Kingdom, *Journal of Biosocial Science*

Lyons-Amos, M.J. (revise and resubmit) Multilevel models for cross-national comparisons: The association between individual & national-level characteristics in fertility & partnership, *International Journal of Population Studies*

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, *Longitudinal and Lifecourse Studies*

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

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

Fellows

Julia Moeller

Joined in 2013



Julia Moeller is a postdoctoral researcher at the Yale Center for Emotional Intelligence and Yale Child Study Center, where she investigates emotions and motivation in high schools and workplaces, together with her mentors Zorana Ivcevic, Ph.D. and Professor Marc Brackett. Before coming to Yale, Julia worked as a postdoc with Professor Katariina Salmela-Aro and Professor Jari Lavonen at the University of Helsinki.

Julia's research focuses on achievement-related motivation and emotion, their development, predictors, and outcomes. She is particularly interested in intra-individual patterns of positive emotions, co-occurrences of intrinsic motivation with negative experiences, such as anxiety, exhaustion, stress, and burnout. In order to examine those intra-individual patterns, Julia uses methods such as repeated measures in intensive longitudinal data, clustering techniques such as latent profile analysis, and intra-individual co-occurrence network analysis.

Website: <https://juliamoeller.wordpress.com/>

Twitter: @passionresearch

Google scholar: https://scholar.google.com/citations?user=qG_uDWAAAAAJ&hl=en

Testimonial about her experience with Pathways

The Pathways program has provided me with opportunities to work with and learn from excellent researchers. Receiving advice from several top-tier researchers at a time provided me with scientific perspectives and insights that I would not have found anywhere else. In particular the exchange with other researchers at the same career stage has been tremendously helpful and has lead to productive and enjoyable research collaborations. Until today I continue to work with the former Pathways fellows Martin Obschonka (Queensland University of Technology), Julia Dietrich (University of Jena), Jaana Viljaranta (University of Eastern Finland), Florencia Sortheix (University of Jyväskylä), and Heta Tuominen (University of Helsinki), as well as the P.I.s Katariina Salmela-Aro and Jacquelynne Eccles. The opportunities, lessons, and networks provided through the Pathways programme have certainly been decisive for my career path. I would like to thank both the fellows and the P.I.s for their dedication for facilitating research and researchers' careers through mentoring.

Selected Publications

Moeller, J., Ivcevic, Z., White, A. E., Menges, J. I., & Brackett, M. A. (in press). Highly engaged but burned-out: Intra-individual profiles in the US workforce. *Career Development International*.

Ketonen, E., Dietrich, J., Moeller, J., Salmela-Aro, K., & Lonka, K. (2017). The role of daily autonomous and controlled educational goals in students' academic emotion states: An experience sampling method approach. *Learning and Instruction*. doi: 10.1016/j.learninstruc.2017.07.003

Moeller, J., Dietrich, J., Eccles, J. S., & Schneider, B. (2017). On the variability and long-term stability of passion: A longitudinal Experience Sampling Approach. *Journal for Research on Adolescence*. doi: 10.1111/jora.12297

Dietrich, J., Viljaranta, J., Moeller, J., & Kracke, B. (2017). *Situational expectancies and task values: Associations with students' effort, Learning and Instruction*, 47, 53–64. doi: 10.1016/j.learninstruc.2016.10.009

Julia Moeller

Selected Publications (continued)

Salmela-Aro, K., Moeller, J., Schneider, B.; Spicer, J., & Lavonen, J. (2016). Integrating the light and dark sides of student engagement with person-oriented and situation-specific approaches. *Learning and Instruction*, 43, 61–70. doi:10.1016/j.learninstruc.2016.01.001

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, J., Broda, M., Spicer, J., Bruner, J., Moeller, J., Inkinen, J., Juuti, K. & Viljaranta, J. (2016). Investigating optimal learning moments in U.S. and Finnish science classes. *Journal for Research in Science Teaching*, 53(3), 400–421. doi: 10.1002/tea.21306

Moeller, J. (2015). A word on standardization in longitudinal studies: don't. *Frontiers in Psychology*, 6(1389). doi: 10.3389/fpsyg.2015.01389 (open access)

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). (open access).

Moeller, J., Keiner, M., & Grassinger, R. (2015). Two sides of the same coin: Do the dual 'types' of passion describe distinct subgroups of individuals? *Journal for Person-Oriented Research*. (open access)

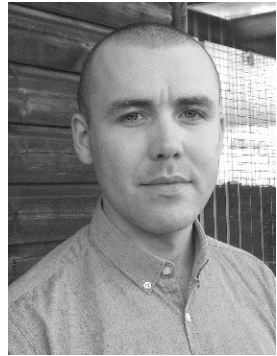
Moeller, J., Eccles, J.S., Salmela-Aro, K., Dietrich, J., Schneider, B., Grassinger, R. (2015). Passion and Motivation. In: James D. Wright (editor-in-chief), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 17. Oxford: Elsevier. pp. 570–576. doi: 10.1016/B978-0-08-097086-8.26101-1

Moeller, J., Spicer, J., Salmela-Aro, K., & Schneider, B. (accepted). 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*.

Fellows

Terry Ng-Knight

Joined in August 2015



In September 2016, Terry will begin his position as Lecturer (Assistant Professor) in Personality and Individual Differences at the University of Surrey, UK. He spent the past two years as a Pathways fellow at the Institute of Education working with Professor Schoon. Terry's research is primarily focused on the psychological and social factors that influence resilience and positive development. This includes work on how self-control develops, studying the role of both biological factors (such as puberty and temperament) and social factors (such as parenting and socio-economic status). He has also conducted research into factors that promote functioning during transitions from primary to secondary school and resilience when transitioning from school to work. Terry's future research will continue to focus on the role and development of positive personality and character traits throughout childhood, adolescence and early adulthood.

Testimonial about his experience with Pathways

"The Pathways project has enabled me to expand my network beyond the UK to include internationally excellent researchers from other parts of Europe and the US. This has exposed me to new ideas and perspectives on the study of productive youth development and resulted in exciting new collaborative efforts. I particularly enjoyed my time at the University of Tübingen in Summer 2016 where I was hosted by Richard Goellner and able to interact with world leaders in Personality research. Pathways has been instrumental in my career development and I predict the connections I have made will continue to reap scientific and career benefits for many years to come. I would like to extend my thanks to the PIs, the other fellows and the Jacobs Foundation for making this such a positive experience."

Selected Publications

Ng-Knight, T., & Schoon, I. (2016). Disentangling the influence of socioeconomic risks on children's early self-control. *Journal of Personality*.

Ng-Knight, T., Shelton, K. H., Riglin, L., McManus, I. C., Frederickson, N., & Rice, F. (2016). A longitudinal study of self-control at the transition to secondary school: Considering the role of pubertal status and parenting. *Journal of Adolescence*, 50, 44-55.

Schoon, I., & Ng-Knight, T. (2017). Co-Development of Educational Expectations and Effort: Their Antecedents and Role as Predictors of Academic Success. *Research in Human Development*, 14, 161-176.

Ng-Knight, T., & Schoon, I. (accepted). Can locus of control compensate for socioeconomic adversity in the transition from school to work? *Journal of Youth and Adolescence*.

Fellows

Philip Parker

Joined in January 2010



Philip is currently a research only Associate Professor in the Institute for Positive Psychology and Education (IPPE) at the Australian Catholic University. He was a Pathways Fellow from January 2010 to July 2011, when he was based at the Max Planck Institute for Human Development, Berlin, and the University of Tübingen, and worked with longitudinal data from Germany and Finland on motivation, personality, and well-being issues related to youths' transition from school to work or further education.

Philip studied psychology at the SELF research centre at the University of Western Sydney where he received a first class honours degree and the Australian Psychological Society Science Prize for his thesis on self-concept, personality, and well-being. He then received a full scholarship to complete his PhD at the University of Sydney on the role of motivational constructs and processes in the development of teacher burnout and subjective well-being.

Philip is currently an Australian Research Council DECRA-funded researcher and holds over \$3 million in government funded research grants. He has published in a number of international journals including the Annual Review of Clinical Psychology, Child Development, Developmental Psychology, Journal of Personality, Learning and Instruction, and Journal of Educational Psychology. He also published a number of book chapters and peer-reviewed papers in international conferences proceedings and monographs.

Testimonial about his experience with Pathways

I received my PhD from the University of Sydney in 2010 and undertook a post-doctoral fellowship in the PATHWAYS to Adulthood program under the mentorship of Professors Ulrich Trautwein at the University of Tübingen. I also had the pleasure of working with, and continue to work with a number of PATHWAYS mentors, members, and alumni. My time at PATHWAYS provided a kick start to my career and has been influential in my securing research only tenured positions and in gaining continuous grant funding.

I have continued the research program I started at PATHWAYS including ongoing work with Katariina Salmela-Aro and her colleagues. Indeed, Professor Salmela-Aro and I co-supervise a PhD student and several of my students have visited her institute in Helsinki. I have also continued to publish with Ingrid Schoon, John Jerrim, Jake Anders, and Kaytn Chmielewski. John Jerrim and I have also collaborated in submitting major grants in 2017 to our respective governments. Most recently, I have begun collaboration with Florencia Sorthix and Clemens Lechner. I foresee, research projects with PATHWAYS colleagues forming a major part of my collaborative network throughout my career.

Selected Publications

Duineveld, J., Parker, P.D., Ryan, R., Ciarrochi, J., & Salmela-Aro, K. (in press). The Link between Perceived Maternal and Paternal Autonomy Support and Adolescent Well-Being across Three Major Educational Transitions. *Developmental Psychology*.

Philip Parker

Selected Publications (continued)

Owen, K., Parker, P.D., Van Zenden, B., MacMillian, F., Astell-Burt, T., Lonsdale, C. (2016). Physical Activity and School Engagement in Youth: A Systematic Review and Meta-Analysis. *Educational Psychologist* 51(2), 129-145.

Parker, P.D., Jerrim, J., Anders, J. (2016). What effect did the Global Financial Crisis have upon youth wellbeing? Evidence from four Australian cohorts. *Developmental Psychology*, 52(4), 640-651.

Parker, P.D., Jerrim, J., Anders, J., & Astell-Burt. (2016). Does living closer to a university increase educational attainment? A longitudinal study of aspirations, university entry, and elite university enrolment of Australian youth. *Journal of Youth and Adolescence*, 45, 1156-1175.

Parker, P.D. Jerrim, J. Schoon, I. and Marsh, H. (2016). A Multination Study of Socioeconomic Inequality in Expectations for Progression to Higher Education The Role of Between-School Tracking and Ability Stratification. *American Education Research Journal*, 53, 6-32.

Parker, P.D., Bodkin-Andrew, G., Marsh, H.W., Jerrim, J., & Schoon, I. (2015). Will Closing the Achievement Gap Solve the Problem? An Analysis of Primary and Secondary Effects for Indigenous University Entry. *Journal of Sociology*, 51(4), 1085-1102.

Parker, P.D., Ciarrochi, J., Heaven, P., Marshall, S., Sahdra, B., & Kiuru, N. (2015). Hope, Friends, and Subjective Well-being: A Social Network Approach to Peer Group Contextual Effects. *Child Development*, 86, 642-650.

Parker, P.D., Marsh, H.W., Morin, A.J.S., Seaton, M., Van Zanden, B. (2015). If one goes up the other must come down: Examining ipsative relationships between math and English self-concept trajectories across high school. *British Journal of Educational Psychology*, 85, 172-191.

Parker, P.D., Thoemmes, F., Duinveld, J., & Salmela-aro, K. (2015). I Wish I Had (Not) Taken a Gap-Year? The Psychological and Attainment Outcomes of Different Post-School Pathways. *Developmental Psychology*, 51, 323-333.

Parker, P.D., Marsh, H.W., Ciarrochi, J., Marshall, S., & Abduljabbar, A.S. (2014). Juxtaposing math self-efficacy and self-concept as predictors of long-term achievement outcomes. *Educational Psychology*, 34, 29-48.

Parker, P.D., Marsh, H.W., Lüdtke, O., & Trautwein, U. (2013). Differential school contextual effects for math and English: Integrating the Big-Fish-Little-Pond Effect and the Internal/external Frame of Reference. *Learning and Instruction*, 23, 78-89.

Dietrich, J., Parker, P.D. & Salmela-Aro, K. (2012). Phase-adequate engagement at the post-school transition. *Developmental Psychology*, 48, 1575-1593.

Parker, P.D., Lüdtke, O., Trautwein, U. & Roberts, B.W. (2012). Personality and relationship quality during the transition from high school to early adulthood. *Journal of Personality*, 80, 1061-1089.

Parker, P.D., Martin, A.J., Colmar, S., & Liem, G.A. (2012). Teachers' workplace well-Being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. *Teaching and Teacher Education*, 28, 503-513.

Parker, P.D., Schoon, I., Tsai, Y., Nagy, G., Trautwein, U., & Eccles, J. (2012). Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multi-context study. *Developmental Psychology*, 48, 1629-1642.

Parker, P.D. & Salmela-Aro, K. (2011). Developmental processes in school burnout: A comparison of major developmental models. *Learning and Individual Difference*, 21, 244-248.

Fellows

Martin Obschonka

Joined in January 2011



Martin Obschonka is Associate Professor of Entrepreneurship in the QUT Business School (Management, Australian Centre for Entrepreneurship Research). After completing a 2 ½ year advanced vocational training as a wholesale and foreign trade manager in Germany, Martin earned a diploma in psychology (highest honors) from the University of Hamburg, Germany, and a PhD (highest honors) and a habilitation in psychology from the University of Jena, Germany. While in Jena he joined the Pathways International Postdoc Programme in January 2011. Until recently, he was Assistant Professor of Entrepreneurship and Innovation Psychology at Saarland University, Germany. He was a member of the “SaarLorLux Greater Region Consortium for Entrepreneurship and Innovation” (University of Luxembourg, Saarland University, University of Liege, University of Trier, University of Kaiserslautern). His research involves interdisciplinary projects on entrepreneurial development over the lifespan, entrepreneurial culture, public policy, human capital, personality, organizational behavior, well-being and stress, and social and economic change. He has an interest in innovative data and data collection methods and also in the practical application of new scientific knowledge. He has published his research in leading psychology journals (e.g., *Journal of Personality and Social Psychology*, *Journal of Personality*, *Journal of Vocational Behavior*), entrepreneurship journals (e.g., *Journal of Business Venturing*, *Small Business Economics*), and economics journals (e.g., *European Economic Review*). He works as associate editor of *Small Business Economics* and is on the editorial board of several journals (e.g., *Journal of Vocational Behavior*, *International Journal of Psychology*). He worked in regional capacity building projects for the International Union of Psychological Science. His research has been regularly covered and discussed by international media.

Google Scholar Profile:

<https://scholar.google.com.au/citations?user=blllpuMAAAAJ&hl=en&oi=ao>

ResearchGate Profile: https://www.researchgate.net/profile/Martin_Obschonka

Testimonial about his experience with Pathways

“Pathways brought together cultures, disciplines, generations (senior and junior researchers), and wonderful resources. My experience in the Pathways programme was very positive, because it allowed me to make the important next step from my doctoral studies towards the postdoctoral phase that then ultimately led to my work as Professor of Entrepreneurship. Why was Pathways so crucial for me? First, it helped me to establish and, most importantly, maintain unique, excellent international networks. For example, today I am working with a number of former Pathways Postdocs such as Julia Moeller (Yale University), Clemens Lechner (GESIS Mannheim, Germany), Florencia Sortheix (University of Helsinki) and Richard Göllner (University of Tübingen, Germany) and also with PI’s, for example Katariina Salmela-Aro and Rainer Silbereisen. Second, it allowed me to use existing longitudinal dataset such as FinEdu or MindTheGap from Finland or MSALT from the US to conduct longitudinal entrepreneurship analyses and to continue the work that I did in my dissertation on entrepreneurial development. In other words, Pathways also provided me with unique data that I could not have used otherwise. I am very thankful for the wonderful networks and resources Pathways has provided.

Moreover, I think Pathways is unique because with its biannual meetings bringing together the PI’s and the Postdocs it provides a kind of intimacy and synergy that wouldn’t be possible if one would meet each other at other occasions such as conferences. I really enjoyed the intellectual level and stimulation, both with regard to top-class science and the networking, and I regard the Pathways programme as a role model for effective Postdoc Programmes aiming to educate the next generation of leading academics at an international level. Finally, I would like to thank the PI’s – their input, mentoring, and positive attitude was truly a key factors in the success of Pathways.”

Martin Obschonka

Selected Publications

Obschonka, M. (in press). Adolescent pathways to entrepreneurship. *Child Development Perspectives*.

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

Krause, A., Obschonka, M., & Silbereisen, R. K. (in press). Perceived new demands associated with socio-economic change: A challenge to job security? *Time & Society*.

Obschonka, M., Lievens, F., Wille, B., & De Fruyt, F. (in press). Does self-employed work make individuals not only more entrepreneurial but also more narcissistic and antisocial? A 15-year longitudinal personality-based analysis. *Frontiers of Entrepreneurship Research BCERC Proceedings (FER)*.

Stuetzer, M., Obschonka, M., Audretsch, D. B., Wyrwich, M., Rentfrow, P. J., Coombes, M., Shaw-Taylor, L., & Satchell, M. (2016). Industry structure, entrepreneurship, and culture: An instrumental variable analysis using historical coal fields. *European Economic Review* (86), 52-72.

Obschonka, M., Stuetzer, M., Audretsch, D. B., Rentfrow, P. J., Potter, J., & Gosling, S. D. (2016). Macro-psychological factors predict regional economic resilience during a major economic crisis. *Social Psychological and Personality Science*, 7(2), 95-104.

Obschonka, M. & Davidsson, P. (2015). Special Section Guest Editors "The Development of Entrepreneurship: Person x Context Interactions". *International Journal of Psychology* (50), 6, 479

Obschonka, M., Silbereisen, R. K., & Cantner, U., & Goethner, M. (2015). Entrepreneurial self-identity: Predictors and effects within the theory of planned behavior framework. *Journal of Business and Psychology* (30), 4, 773-794.

Obschonka, M., Stuetzer, M., Gosling, S. D., Rentfrow, P. J., Lamb, M. E., Potter, J., & Audretsch, D. B. (2015). Entrepreneurial regions: Do macro-psychological cultural characteristics of regions help solve the "knowledge paradox" of economics? *PLOS ONE* 10(6)

Obschonka, M. & Silbereisen, R. K. (2015). The effects of work-related demands associated with social and economic change on psychological well-being. *Journal of Personnel Psychology*, 14(1), 8-16.

Obschonka, M., Schmitt-Rodermund, E., & Terracciano, A. (2014). Personality and the gender gap in self-employment: A multi-nation study. *PLOS ONE* 9(8)

Obschonka, M., Andersson, H., Silbereisen, R. K., & Sverke, M. (2013). Rule-breaking, crime, and entrepreneurship: A replication and extension study with 37-year longitudinal data. *Journal of Vocational Behavior*, 83, 386-396.

Obschonka, M., Schmitt-Rodermund, E., Silbereisen, R. K., Gosling, S. D., & Potter, J. (2013). The regional distribution and correlates of an entrepreneurship-prone personality profile in the United States, Germany, and the United Kingdom: A socioecological perspective. *Journal of Personality and Social Psychology*, 105(1), 104-122.

Fellows

Maria Pavlova

Joined in October 2014



Maria joined the Pathways programme in October 2014 when she was a research associate at the Center for Applied Developmental Science (CADS) at the University of Jena, working with Prof. Rainer K. Silbereisen. In 2016, she received a grant from the German Research Foundation (DFG), which enabled her to work independently as a Principal Investigator in a project on the benefits of civic engagement across the life span and to hire her first doctoral student. In October 2017, Maria starts as an Associate Professor of Psychological Gerontology (W2) at the Institute of Gerontology, University of Vechta, where she will focus on ageing and lifespan research.

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. 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. At Pathways, she has collaborated with Florencia Sorthaix and Katariina Salmela-Aro (Helsinki) as well as with Clemens Lechner (Jena, now in Mannheim) on two projects on the predictors of youth civic engagement. Currently, Maria is analysing the data from the German Socio-Economic Panel to investigate the links between employment histories and trajectories of subjective well-being across the life span and supervising her DFG-funded project on the benefits of civic engagement.

Testimonial about her experience with Pathways

"I benefited from Pathways in many ways, above all scientifically, through a wonderful opportunity to collaborate with the FinEdu team led by Katariina Salmela-Aro and to work with their unique longitudinal data, but also through constructive and insightful exchanges during the Pathways meetings. In contrast to professional conferences where one typically stays within one's own discipline and learns about new developments on familiar topics, Pathways throws together different disciplines and diverse research agenda, producing a refreshing change in perspective. Moreover, by getting to know peers and senior researchers from various cultural and disciplinary backgrounds, I benefited socially. I will definitely miss our lovely informal conversations."

Selected Publications

Pavlova, M. K., Lechner, C. M., & Silbereisen, R. K. (2017). Social comparison in coping with occupational uncertainty: Self-improvement, self-enhancement, and the regional context. *Journal of Personality*. doi:10.1111/jopy.12317

Lechner, C. M.,* Pavlova, M. K.,* Sorthaix, F. M.,* Silbereisen, R. K., & Salmela-Aro, K. (2017). Unpacking the link between family socioeconomic status and civic engagement during the transition to adulthood: Do work values play a role? *Applied Developmental Science*. doi: 10.1080/10888691.2017.1291352 * Equal contributions.

Pavlova, M. K., Silbereisen, R. K., Ranta, M., & Salmela-Aro, K. (2016). Warm and supportive parenting can discourage offspring's civic engagement in the transition to adulthood. *Journal of Youth and Adolescence*, 45, 2197-2217.

Fellows

Maria Pavlova

Selected Publications (continued)

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.

Fellows

Nicola Pensiero

Joined in 2013



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.

Testimonial about his experience with Pathways

“During my time as a Pathways fellow I had the chance to enrich my sociological approach with insights from both economics and psychology. At the same time I have established connections with key international figures in the area of education and inequality. The international horizon and interdisciplinary scope of the work I have been carrying out in Pathways has contributed to consolidate my profile as a young scholar and will be the bridge towards future large-scale collaborative projects.”

Website: <https://sites.google.com/view/nicolapensiero/home>

Selected Publications

Pensiero, N., & Green, F. (2016). [Out-of-School-Time Study Programmes: do they work?](#) *Oxford Review of Education*, 47 (1), 127-143.

Pensiero, N. (August 2017 on-line). [In-house or outsourced public services? A social and economic analysis of the impact of spending policy on the private wage share in OECD countries.](#) *International Journal of Comparative Sociology*.

Pensiero, N., Green, A. (2017) The Effects of Post-Compulsory Education and Training Systems on Literacy and Numeracy Skills: A Quasi-Cohort Comparative Analysis using PISA 2000 and the 2011 Survey of Adult Skills. *European Journal of Education*. minor revisions.

Green, A. D., & Pensiero, N. (2016). [The effects of upper secondary education and training systems on skills inequality: A quasi-cohort analysis using PISA 2000 and the OECD survey of adult skills.](#) *British Educational Research Journal*. 42 (5), 756-769.

Green, A., Green, F., & Pensiero, N. (2015). [Cross-Country Variation in Adult Skills Inequality.](#) *Comparative Education Review*, 59, 595-618.

Fellows

Lara Perez-Felkner

Joined in 2010



Dr. Lara Perez-Felkner is an Assistant Professor of Higher Education and Sociology in the Higher Education Program within the College of Education at Florida State University. She is also an Affiliated Faculty member in the Department of Sociology and the Center for Higher Education Research, Teaching, and Innovation (CHERTI) at FSU, an Alumni Fellow with Pathways and a Research Affiliate of the Joint Centers for Education Research and Population Research Center at NORC at the University of Chicago. She is a Senior Research Associate of FSU's Center for Postsecondary Success and a member of the VHTO Gender and STEM network.

Her research uses developmental and sociological perspectives to examine how young people's social contexts influence their college and career outcomes. She focuses on the mechanisms that shape entry into and persistence in institutions and fields in which they have traditionally been underrepresented. In particular, she investigates racial-ethnic, gender, and socioeconomic disparities in post-secondary educational attainment and entry to scientific career fields. Dr. Perez-Felkner's work has been published in *Contemporary Sociology*, *Developmental Psychology*, *Frontiers in Psychology*, and *Teachers' College Record*, as well in several edited volumes. She also is leading an Association for the Study of Higher Education (ASHE) monograph on Undergraduate Women in STEM, expected to be released in 2018. As a faculty member at Florida State University, she has been recognized by awards for her teaching, mentorship, and research.

Her experience at Pathways contributed to subsequent comparative research studies as well as awards. As a Visiting Scholar at the Center for Khmer Studies, she conducted an original study of the relationship between gender and field of study in Cambodian universities. She plans to engage in further international and comparative extensions of her domestic work, in particular in Asia, Europe, and Latin America. Recent funded work includes evaluation studies of the experiences of students in engineering undergraduate programs at a Historically Black College/University. Her work has received media attention from outlets including *Bustle*, *Hindustan Times*, *Politico*, *U.S. News and World Report*, *VICE News*, and local affiliates of ABC News and National Public Radio. In addition to Pathways and the Jacobs Foundation, her research has been supported by grants from the National Science Foundation, the Gates Foundation, the American Educational Research Association, the Spencer Foundation, and various internal grants.

Testimonial about her experience with Pathways

"After earning a Ph.D. in 2009 from the University of Chicago, I was a Postdoctoral Fellow at NORC at the University of Chicago and an Associate Fellow with Pathways. During my Pathways fellowship, I worked under the mentorship of Barbara Schneider at Michigan State University. My postdoctoral research focused on transitions to higher education and careers. During my fellowship year, I also held an American Educational Research Association Research Grant used to support additional training on and research using nationally representative longitudinal data. I was also a semi-finalist for the NaEd/Spencer Postdoctoral Fellowship Programme and am an alternate for the American Association of University Women (AAUW) Research Fellowship. Although I was only able to attend two Pathways meetings in person, the experience expanded my theoretical and empirical approaches to research on young people's transitions to higher education and careers, especially on longitudinal and comparative lines of inquiry."

Fellows

Lara Perez-Felkner

Selected Publications

Perez-Felkner, L., Gaston Gayles, J., Sax, L., Trautvetter, L., & Wang, X. (under contract). *ASHE Higher Education Report: Sharpening Our Lens: Nuance and Variation in Research on Undergraduate Women in STEM* [Monograph]. Manuscript submitted for publication.

Perez-Felkner, L., & Saras, E. (contract). *Socialization*. Manuscript under contract for publication, Oxford: Oxford University Press.

Milesi, C., Perez-Felkner, L., Brown, K. L., & Schneider, B. (2017). Engagement, persistence, and gender in computer science: Results of a smartphone ESM study. *Frontiers in Psychology*, 8(602), 1-9.

Perez-Felkner, L., Nix, S., & Thomas, K. (2017). Gendered Pathways: How Mathematics Ability Beliefs Shape Course and Degree Choices from High School through College. *Frontiers in Psychology*, 8(386), 1-28.

Nix, S., Perez-Felkner, L. C., & Thomas, K. (2015). Perceived mathematical ability under challenge: A longitudinal perspective on sex segregation among STEM degree fields. *Frontiers in Psychology*, 6, 1-19.

Perez-Felkner, L. (2015). Perceptions and Resilience in Underrepresented Students' Pathways to College. *Teachers College Record*, 117(8), 1-60.

Corresponding policy brief published by Center for Postsecondary Success at Florida State University: "Perceptions Matter: How Schools Can Enhance Underrepresented Students' Success on the Rocky Path to College."

Schneider, B., Milesi, C., Perez-Felkner, L., Brown, K., & Gutin, I. (2015). Does the gender gap in STEM majors vary by field and institutional selectivity? *Teachers College Record*.

Perez-Felkner, L., McDonald, S.-K., & Schneider, B. L. (2014). What happens to high-achieving females after high school? Gender and persistence on the postsecondary STEM pipeline. In I. Schoon & J. S. Eccles (Eds.), *Gender differences in aspirations and attainment: A life course perspective* (pp. 285-320). Cambridge: Cambridge University Press.

Perez-Felkner, L. (2013). Socialization in childhood and adolescence. In J. DeLamater & A. Ward (Eds.), *Handbook of social psychology, 2nd edition* (pp. 119-149). New York: Springer Publishing. doi: 10.1007/978-94-007-6772-0_5

Perez-Felkner, L., McDonald, S.-K., Schneider, B., & Grogan, E. (2012). Female and Male Adolescents' Subjective Orientations to Mathematics and Their Influence on Postsecondary Majors. *Developmental Psychology*, 48(6), 1658–1673.

Fellows

Jaime Puccioni

Joined in 2012



Jaime is an Assistant Professor of Reading at the University at Albany, State University New York (SUNY) where she teaches courses in Data Based Decision Making in Literacy Assessment, Policy, and Practice as well as Literacy for English Language Learners. She has a dual Ph.D. in Educational Policy and Curriculum, Instruction, and was a Teacher with an emphasis in language and literacy at Michigan State University, USA.

Her research examines the ways in which family and classroom contexts influence children's educational opportunities and development, with a particular focus on language and literacy. She is particularly interested in understanding how individual's values and beliefs shape their behaviours. Jaime is currently working on several research studies involving analyses of data from the Early Childhood Longitudinal Study – Birth cohort. One project examines the relationship between the quality and quantity of parental shared book reading and children's literacy and mathematics performance in preschool and kindergarten. The other project examines the relationship between parents' and teachers' beliefs about school readiness, their practice, and children's academic and social-emotional outcomes.

Testimonial about her experience with Pathways

"I am thankful for the opportunity to be a Pathways Fellow. During my time as a fellow I was able to allocate time and energy to my scholarship. This uninterrupted time allowed me to prepare several manuscripts for publication and begin new lines of inquiry. This helped me to transition into my role as an assistant professor. More importantly, this fellowship provided me with an opportunity to learn from other fellows and senior faculty members. These relationships provided me with additional knowledge and expertise that was instrumental in conducting subsequent research and preparing grant applications."

Selected Publications

Puccioni, J. (2015). Predictors of reading achievement: Time on instruction and approaches to learning. *Literacy Research: Theory, Method, and Practice*, 64 (1), 249-266

Puccioni, J. (2015). Parents' conceptions of school readiness, transition practices, and children's academic achievement trajectories. *The Journal of Educational Research*, 108(2), 1-18.

Puccioni, J. & Michaels, L. (2015). Mobile phone use and children's literacy learning. In Z.Yan (Ed.), *Encyclopedia of Mobile Phone Behavior (Volumes 1, 2, & 3)*. Hershey, PA: IGI Global.

Puccioni, J. (under review). Understanding how kindergarten teachers' beliefs shape their transition practices. *School Community Journal*.

Fellows

Nayssan Safavian

Joined in October 2014



Nayssan joined the Pathways programme as a Postdoctoral Research Fellow in October 2014. Since then she continues her work with Dr. Jacquelynne Eccles as a Project Scientist 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 occupational choices.

Nayssan and colleague Anna-Lena Dicke are Co-Investigators alongside Dr. Eccles as Principal Investigator on a new multi-million dollar U.S. Department of Education Institute of Educational Sciences grant, *It's Worth It! Securing Persistence, Performance and Progress within Postsecondary Gateway Science Courses through Utility Value Interventions*, to study perceptions of science relevance with a focus on students who are underrepresented in science—first-generation, underrepresented minorities, and female students. Together with Eccles and colleagues, they will be evaluating in whether utility-value interventions improve student outcomes such as performance and persistence in science by changing students' subjective experiences of their learning.

Nayssan also serves as Project Manager and Scientist on a National Science Foundation three-year study, *Hispanics in the STEM Pipeline: Foundations of Persistence from Middle School to STEM Careers* (Principal Investigator, Eccles) that examines the underrepresentation of Hispanics in STEM fields. The study builds on an existing longitudinal study of 14,000 mostly Hispanic and low-income middle and high school students to create a 15-year database and will include measures of (a) self-efficacy, mindsets, subjective task values, and affective experiences, (b) educational and career aspirations and attainment, (c) high school course choices, and (d) academic achievement. Together with Eccles and colleagues, they are examining the links between these constructs assessed in secondary school and post high school educational and occupational choices and persistence.

Testimonial about her experience with Pathways

I have benefited tremendously from my experiences as a Pathways postdoctoral fellow, both personally and professionally. The uniqueness of the Pathways to Adulthood program is that it is a collaborative endeavor that takes both an international and interdisciplinary approach to understanding factors that contribute to positive development from adolescence to adulthood. This fellowship has not only introduced me to colleagues and mentors outside of my traditional network as well as to different disciplinary and cultural approaches both within my scholarship but also in thinking about my professional career as a developing scholar, educator, and mentor in and outside the academy. I have strengthened my identity as a scholar as well as my professional writing and presentation skills. Lastly, the unique residency program not only fosters collegiality but also lifelong friendships that have flourished as a result of these shared experiences. I am thankful to the Pathways fellowship program, the Jacobs Foundation, all the Pathways mentors and fellows, and especially to Dr. Jacquelynne Eccles, my mentor, colleague, and friend.

Fellows

Nayssan Safavian

Selected Publications

Safavian, N., & Conley, A. (2016). Expectancy-Value Beliefs of Early-Adolescent Hispanic and Non-Hispanic Youth: Predictors of Mathematics Achievement and Enrollment. *AERA Open*, 2(4), 2332858416673357.

Johnson, M. L., & Safavian, N. (2016). What Is Cost and Is It Always a Bad Thing? Furthering the Discussion Concerning College-Aged Students' Perceived Costs for Their Academic Studies. *Journal of Cognitive Education and Psychology*, 15(3), 368-390.

Selected Presentations

Safavian, N., Dicke, A.-L., Eccles, J. S., Karabenick, S., & Conley, A.M. (2017, April). *Understanding occupational aspirations of early adolescent Hispanic youth: Associations of mathematics motivation and mathematics-relatedness of aspirations*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX

Dicke, A.-L., Safavian, N., & Eccles, J. S. (2017, April). *Traditional gender role beliefs and career attainment in STEM: A gendered story?* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX

Safavian, N., Lam, A. C., Lauermann, F., & Eccles, J. S. (2016, August). *Examining gender differences in patterns of STEM-related career aspirations and attainment from early adolescence to adulthood*. In Cambria, J. and Wille, E. (Chairs), "Advances and Issues in Gender and Motivation for STEM." Symposium conducted at the annual meeting of the International Conference on Motivation, Thessaloniki, Greece.

Safavian, N., Dicke, A.-L., & Eccles, J. S. (2016, May). *Understanding gender and STEM-aspirations*. Poster presented at the 2016 Association for Women in Science NSF ADVANCE/GSE Program Workshop. Baltimore, MA

Dicke, A.-L., & Safavian, N. (2016, April) *Traditional gender role beliefs have consequences: Long-term impacts on educational and occupational choices*. Poster presented at the annual meeting of the American Educational Research Association. Washington, DC.

Fellows

Florencia Sortheix

Joined in October 2014



Florencia is a postdoctoral researcher at the Faculty of Educational Psychology, University of Helsinki and at the Department of Psychology, University of Jyväskylä, Finland. Florencia joined the Pathways program after completing her Ph.D. at the University of Helsinki, Department of Social Sciences, in April 2014 (under the supervision of Katariina Salmela-Aro). Her doctoral dissertation analyzed the role of context on the relationships between personal values and well-being. Florencia recently achieved the status of Adjunct Professor at EADA Business School, Barcelona, Spain. She also works as a private psychotherapist in Helsinki, Finland.

Florencia's postdoctoral research focuses on the relationships between work values, career choices and work engagement. Of particular interest is the development of motivation across the lifespan. She is interested also in cross-national comparisons examining the role of context on individual-level variables. As a Psychotherapist by training, she is very interested in how we can transmit academic knowledge into practices that influence the lives of young people.

Testimonial about her experience with Pathways

The research presented and discussed at Pathways offered a crucial context for developing my research career, and widen my views as I shared my research with experts from many different disciplines. It was a pleasure and an honor to be part of a group of such talented young scholars and PIs. The bi-annual meetings provided a context of excellence and feedback that helped me to improve my own research, develop new ideas and gain knowledge on the latest methodological advances.

So far, I co-authored articles with seven other Fellows whom I meet during my Fellowship; Clemens Lechner, Julia Dietrich, Angela Chow, Philip Parker, Richard Goellner, Maria Pavlova, and Martin Obschonka. I also had the honor to work with the PIs K. Salmela-Aro, R. Silbereisen, and Jacqueline Eccles. Katariina Salmela-Aro and I hosted more than four fellow's research visits in Helsinki, and I visited the University of Tuebingen. Katariina as a mentor has always been encouraging of developing new networks. Further publication plans continue with some fellows. For instance, we are working on a paper using the TOSCA (Germany) with C. Lechner, and R. Goellner on the development of life aspirations during the transition to adulthood. Finally, I do not think my research expertise would have developed as it did without this fellowship and the collaborations we develop during this fruitful and productive time."

Selected Publications

Sortheix, F. M., Parker, P., Schwartz, S. H., & Lechner, C. M. (under revision). Personal Value Change in Young Adults in Response to the Global Financial Crisis in Europe.

Lechner, C.M., Sortheix, F.M., Obschonka, M., & Salmela-Aro, K. (under revision) Work Values as Predictors of Young Adults' Entrepreneurial and Leadership Intentions.

Guo, J., Eccles, J., Sortheix, F., & Salmela-Aro, K. (under revision) Gendered pathways towards STEM careers: The role of subjective task values and work values.

Sortheix, F.M., & Schwartz, S.H. (2017) Which values underlie or undermine happiness? Country-level moderation. *European Journal of Personality*, in press.

Fellows

Florencia Sortheix

Selected Publications (continued)

Lechner, C. M.*, Pavlova, M.*, Sortheix, F. M.*, Silbereisen, R., & Salmela-Aro, K. (2017) Unpacking the link between family socio-economic status and civic engagement during the transition to adulthood: Do work values play a role? (*These authors share first authorship) *Applied Developmental Science*, in press.

Lechner, C. M.*, Sortheix, F. M.*, Goellner, R. & Salmela-Aro, K. (2017). The development of work values in the transition to adulthood: A two-country longitudinal study. *Journal of Vocational Behavior*, in press.

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.

Sortheix, F. M., & Lönnqvist, J. E. (2015). Person-group value congruence and subjective well-being in students from Argentina, Bulgaria and Finland: The role of interpersonal relationships. *Journal of Community & Applied Social Psychology*, 25(1), 34-48.

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., Dietrich, J., Chow, A. & Salmela-Aro, K. (2013). The role of career values for work engagement during the transition to working life. *Journal of Vocational Behavior*, 83 (3), 466-475. <http://dx.doi.org/10.1016/j.jvb.2013.07.003>

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.

Lechner, C. M.*, Pavlova, M.*, Sortheix, F. M.*, Silbereisen, R., & Salmela-Aro, K. (submitted) Unpacking the Link between Family Socioeconomic Status and Civic Engagement during the Transition to Adulthood: Do Work Values Play a Role? *Applied Developmental Science*. (*These authors share first authorship).

Sortheix, F.M., & Schwartz, S.H. (submitted) Which values underlie or undermine happiness? Country-level moderation, *European Journal of Personality*.

Sortheix, F. M., Parker, P., Lechner, C. (in preparation) Personal Value Change in Young Adults in Response to the Global Financial Crisis in Europe.

Sortheix, F.M., Lechner, C. M., Obschonka, M., & Salmela-Aro, K. (in preparation) Work Values as Predictors of Young Adults' Entrepreneurial and Leadership Intentions.

Lechner, C. M., Goellner, R., Sortheix, F. M. & Trautwein, U. (in preparation) How do Major Life Events and Transitions Shape the Development of Life Aspirations during the Transition to Adulthood? A Six-year Longitudinal Study.

Fellows

Jennifer Symonds

Joined in 2010



Jennifer is Assistant Professor in Education, School of Education, University College Dublin, Republic of Ireland. Jennifer graduated from the University of Cambridge with an MPhil and PhD in Education and Psychology. Jennifer also holds a BA in Anthropology from the University of Auckland, New Zealand. She joined the Pathways program in 2010, when she was a post-doctoral researcher at the University of Helsinki, working with Katariina Salmela-Aro. In addition to her Pathways fellowship, Jennifer has been a Postdoctoral Research Fellow at the Universities of Bristol and Helsinki, and a Senior Research Fellow at Trinity College Dublin. Before training as a researcher, Jennifer worked as an English Literature and Language teacher with a specialism in the middle years of schooling. Jennifer's multidisciplinary perspectives facilitate cross-disciplinary collaboration and enrich her work in developmental science.

Jennifer's research focuses on how engagement, motivation and well-being develop within educational settings and across educational transitions during the first 24 years of life. Her research is funded by numerous awards including an Irish Research Council (IRC) grant 'Research for Policy and Society' and funding from Concern Worldwide for a 5-year randomized controlled trial of an intervention for enhancing children's well-being in Sierra Leone, West Africa. Jennifer coordinates local and international fieldwork on pedagogy and student psychology, analyses international longitudinal secondary data, and designs and evaluates competency based interventions for children, adolescents and young adults. Jennifer has an established record of working for charities including Concern Worldwide, the Nuffield Foundation and the Paul Hamlyn Foundation. She has written and edited books on school transition and the school-to-work transition.

Testimonial about her experience with Pathways

My experience on Pathways has been integral to my career development. The fellows and mentors I established relationships with on Pathways have supported me through the process of being a postdoctoral fellow, finding an academic position, and publishing in the years after my fellowship. Pathways awarded me outstanding networking opportunities with likeminded researchers studying positive youth development, and world class training in advanced statistical methods for analysing longitudinal large scale and national cohort data. I found the Pathways retreats especially valuable for establishing and developing collaborations with other researchers.

Selected Publications

Marshall, A. E. & Symonds, J. E. (in press) *Young adult development at the school-to-work transition: international pathways and processes*. Oxford University Press.

Symonds, J. E.; O'Sullivan, C. (2017) Educating young adults to be work ready in Ireland and the United Kingdom: A review of programmes and outcomes. *Review of Education*, early view online

Symonds, J; Dietrich, J; Chow, A & Salmela-Aro, K (2016) 'Mental health improves after transition from comprehensive school to vocational education or employment in England: A national cohort study'. *Developmental Psychology*, 52 (4):652-665.

Symonds, J; Schoon, I, Salmela-Aro, K (2016) 'Developmental trajectories of emotional disengagement from schoolwork and their longitudinal associations in England'. *British Educational Research Journal*, 42 (6):993-1022.

For an up to date list of Jennifer's publications, please visit:

<http://www.ucd.ie/research/people/educationlifelonglearning/drjennifersymonds/>

Fellows

Martin Tomasik

Joined in October 2008



Martin is Professor for Developmental and Educational Psychology (W2) at the University of Witten/Herdecke and is affiliated with the Institute for Educational Assessment at the University of Zurich. He joined the Pathways Programme in October 2008 during its first intake of fellows and was based at the University of Jena (Germany) in the Center for Applied Developmental Science. He completed his PhD in 2008 at the University of Jena and submitted a thesis on psychological benefits of disengagement from unattainable goals that was mentored by Profs. Rainer K. Silbereisen and Jutta Heckhausen. His thesis was awarded the German Study Prize/Recognition Award by the Körber Foundation in Hamburg as one of the scientifically most excellent and societally most relevant thesis submitted in Germany in 2008. After completing his fellowship in Jena, in 2012 Martin joined the Zurich-based Life-Management Lab headed by Prof. Alexandra M. Freund as Postdoctoral Researcher in a research project funded by the Swiss National Science Foundation. Continuing to follow his scientific interest in the processes of disengagement, he started to study age differences in the readiness to disengage from motivational conflicts. In 2016 he joined the Institute for Educational Assessment at the University of Zurich, focusing his research on schools as developmental contexts of children and adolescents as well as related issues of educational measurement.

Testimonial about his experience with Pathways

I greatly profited from the both the international setting and the inspiring scientific atmosphere of the Pathways Programme. I joined it as one of the first fellows, which gave me the opportunity to learn how such successful programmes are set up both by observation and by contributing in terms of organizational issues. Particularly impressive for me was to observe the group growing and developing from a small number of fellows with very diverse research interests in the beginning to a large group of researchers who linked their interests and profited from each other's expertise. Within the programme I learned to know new scientists, both junior and senior, which gave me a great opportunity to exchange ideas and to localize my own research programme within the broader framework of human development in context. I particularly enjoyed and personally profited from the opportunity to network with colleagues with a varied geographic background, gained experience in international collaboration, and learned the different scientific customs and cultures at other colleges in Europe and North America. I am grateful to the Jacobs Foundation and all individuals involved for making such a programme happen.

Selected Publications

Tomasik, M. J., Knecht, M., & Freund, A. M. (in press). Some evidence for the usefulness of an optimal foraging theory perspective on goal conflict and goal facilitation. *Journal of Personality and Social Psychology*.

Tomasik, M. J., & Silbereisen, R. K. (2016). Demands of social change across multiple domains of life and across time at the advent of the global financial crisis. *Research in Human Development*, 13, 312-327.

Weichold, K., & Tomasik, M. J., Silbereisen, R. K., & Spaeth, M. (2016). The effectiveness of the life skills program IPSY for the prevention of adolescent tobacco use: The mediating role of yielding to peer pressure. *Journal of Early Adolescence*, 36, 881-908.

Tomasik, M. J., & Freund, A. M. (2015). You cannot spend the same dollar twice: On a series of studies on resolving goal conflicts. *European Health Psychologist*, 17, 85-88.

Fellows

Martin Tomasik

Selected Publications (continued)

Lechner, C. M., Tomasik, M. J., Silbereisen, R. K., & Wasilewski, J. (2014). Religiosity reduces family-related uncertainties that arise from social change but exacerbates their association with distress. *International Journal for the Psychology of Religion*, 24, 185-200.

Tomasik, M. J., & Silbereisen, R. K. (2014). Negotiating the demands of active ageing: Longitudinal findings from Germany. *Ageing and Society*, 34, 790-819.

Tomasik, M. J., Silbereisen, R. K., Lechner, C. M., & Wasilweski, J. (2013). Negotiating demands of social change in adolescents and young adults from Poland. *International Journal of Stress Management*, 20, 222-253.

Lechner, C. M., Tomasik, M. J., Silbereisen, R. K., & Wasilewski, J. (2013). Exploring the stress-buffering effects of religiousness in relation to social and economic change. *Psychology of Religion and Spirituality*, 5, 145-156.

Tomasik, M. J., & Silbereisen, R. K. (2012). Social change and adolescent developmental tasks: The case of post-communist Europe. *Child Development Perspectives*, 6, 326-334.

Tomasik, M. J., & Silbereisen, R. K. (2012). Beneficial effects of disengagement from futile struggles with occupational planning: A contextualist-motivational approach. *Developmental Psychology*, 48, 1785-1796.

Tomasik, M. J., Pavlova, M. K., Lechner, C. M., Blumenthal, A., & Körner, A. (2012). Changing contexts of youth development: An overview of recent social trends and a theoretical model. *New Directions for Youth Development*, 135, 27-38.

Tomasik, M. J., & Salmela-Aro, K. (2012). Knowing when to let go at the entrance to university: Beneficial effects of compensatory secondary control after failure. *Motivation and Emotion*, 36, 170-179.

Tomasik, M. J., Silbereisen, R. K., & Pinquart, M. (2010). Individuals negotiating demands of social and economic change: A control theoretical approach. *European Psychologist*, 15, 246-259.

Tomasik, M. J., Silbereisen, R. K., & Heckhausen, J. (2010). Is it adaptive to disengage from demands of social change? Adjustment to developmental barriers in opportunity-deprived regions. *Motivation and Emotion*, 34, 384-398.

Schindler, I., & Tomasik, M. J. (2010). Life choices well made: How control strategies relate to partner and career decision processes. *Motivation and Emotion*, 34, 168-183.

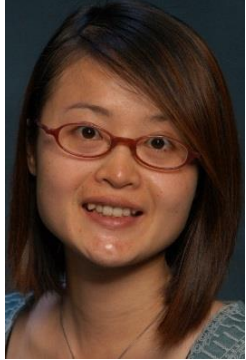
Wurm, S., Tomasik, M. J., & Tesch-Römer, C. (2010). On the importance of a positive view on aging for physical activity among older adults: Cross-sectional and longitudinal findings. *Psychology and Health*, 25, 25-42.

Tomasik, M. J., & Silbereisen, R. K. (2009). Demands of social change as a function of the political context, institutional filters, and psychosocial resources. *Social Indicators Research*, 94, 13-28.

Fellows

Yi-Miau Tsai

Joined in 2009



Yi-Miau Tsai is a research associate at Institute for Gerontology at University of Michigan since 2015. She was a Pathways fellow in 2009, based at the University of Michigan. She received her doctorate from the Faculty of Psychology, Humboldt University in Berlin in February 2008. Trained as a developmental psychologist, her research focuses on competency related motivation and emotion. Her dissertation, completed at the Max Planck Institute for Human Development, investigated students' motivational processes after the transition to secondary school. This project applied a short-term repeated measurement design to show that motivation is not a fixed entity. In the dynamic, every-changing social environment of classroom, situational factors such as various instructional features in the classroom shape students daily motivational experience. In addition, her research topics also include the role of teachers' own motivation and their classroom behaviour.

Her research focuses on aging, contextual and cultural effects on motivation. She is also interested in applying her research in learning and instructional settings.

Testimonial about her experience with Pathways

The network of young scientists is an asset that I increasingly value over the years. The scholarly collaboration, as well as the career advices we exchange benefit me beyond Pathways meetings and conferences. Pathways and the interdisciplinary focus, broaden my research interest and deepens my sense of community in developmental science.

Selected Publications

Lauermann, F., Tsai, Y. -M., Eccles, J.S. (2017). Math-related career aspiration and choices within Eccles et al.'s expectancy-value theory of achievement-related behaviors. *Developmental Psychology*, 53(8), 1540–1559.

Becker, M., Cortina, K. S., Tsai, Y. M., & Eccles, J. S. (2014). Sexual orientation, psychological well-being, and mental health: A longitudinal analysis from adolescence to young adulthood. *Psychology of Sexual Orientation and Gender Diversity*, 1(2), 132.

Parker, P. D., Schoon, I., Tsai, Y. M., Nagy, G., Trautwein, U., & Eccles, J. S. (2012). Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multicontext study. *Developmental psychology*, 48(6), 1629.

Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A., Klusmann, U., Krauss, S., Neubrand, M., & Tsai, Y. -M. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47 (1), 133-180.

Fellows

Heta Tuominen

Joined in December 2012



Heta Tuominen is a postdoctoral researcher based at the Faculty of Educational Sciences, University of Helsinki, Finland. She joined the Pathways programme in December 2012. She has been involved in many longitudinal research projects, such as the Finnish Educational Transitions (FinEdu) Study (2003–2017, wiredminds.fi/projects/finedu/), led by Katariina Salmela-Aro, and the Mind the Gap - project (wiredminds.fi/projects/mind-the-gap/).

Heta has expertise in educational and psychological research, especially in the domains of motivation, psychological well-being, learning, and achievement. The special focus in her research is on the development of these psychological processes during the period from childhood to young adulthood. The findings of her dissertation demonstrated the importance of including measures of well-being when evaluating the role of achievement goal orientations in learning and achievement. Her present work links the study of motivation with well-being and explores both during a phase of life that is full of age-graded developmental tasks, transitions, challenges, demands, and possibilities. More specifically, she investigates individual differences in and developmental dynamics between achievement motivation (e.g., achievement goal orientations, task values), well-being, and educational aspirations among young people of different ages and from various educational contexts (e.g., comprehensive school, secondary education, higher education).

Heta is the Principal Investigator of the postdoctoral research 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”, funded by the Academy of Finland (2015–2018). This study examines individual differences in and developmental trajectories of motivation among adolescents and young adults and their associations with socio-emotional well-being and educational outcomes.

In addition, Heta teaches at the Faculty of Educational Sciences, University of Helsinki, and supervises several PhD students. Her teaching is mostly related to research methods and educational psychology. In 2013, she was awarded the doctoral dissertation awards of both the University of Helsinki and the Faculty of Behavioural Sciences and, in 2014, she was selected to be the Primus Doctor at the Conferment Ceremony of the Faculty of Philosophy, University of Helsinki.

Testimonial about her experience with Pathways

“It was a wonderful opportunity for me to be a part of this group of engaged postdoctoral fellows and distinguished professors, who provided valuable feedback and support for my work regularly in the biannual workshops. In addition to the helpful feedback, the workshops helped me build an international network of collaborators. Most importantly, I started collaboration concerning young people’s motivation with PI, Professor Ulrich Trautwein and his research group from the University of Tübingen. I believe that when I applied for the postdoctoral research funding, it was an advantage and a merit that I was a member of this international, interdisciplinary postdoctoral fellowship programme. Nowadays I am working with several Pathways alumni fellows. During my fellowship, I also really enjoyed attending several Pathways symposiums organized in different international conferences (e.g., the 8th SELF Biennial International Conference 2015 in Kiel and the International Conference on Motivation 2014 in Helsinki). The Pathways programme provided me with opportunities for travelling, networking, exchanging ideas, and learning.”

Heta Tuominen

Selected Publications (continued)

Tuominen, H., Pulkka, A.-T., Tapola, A., & Niemivirta, M. (2017). *Tavoiteorientaatiot, oppiminen ja hyvinvointi [Achievement goal orientations, learning, and well-being]*. In K. Salmela-Aro, & J.-E. Nurmi (Eds.), *Mikä meitä liikuttaa: Motivaatiopsykologian perusteet [What moves us: Introduction to the psychology of motivation]* (pp. 80–98). Juva: PS-kustannus.

Niemivirta, M., Pulkka, A.-T., Tapola, A., & Tuominen, H. (2017). *Achievement goal orientations: A person-oriented approach*. To appear in A. Renninger, & S. E. Hidi (Eds.), *Handbook on Motivation and Learning*. Cambridge University Press.

Flunger, B., Marttinen, E., Tuominen-Soini, H., & Salmela-Aro, K. (2016). How do young adults orchestrate their multiple achievement-related goals? Associations of achievement goal orientations with identity formation and goal appraisals. *Research in Human Development, 13*, 342–362. doi:10.1080/15427609.2016.1234309

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. doi:10.1016/j.sbspro.2015.01.226

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. doi:10.1037/a0033898

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2012). Achievement goal orientations and academic well-being across the transition to upper secondary education. *Learning and Individual Differences, 22*, 290–305. doi:10.1016/j.lindif.2012.01.002

Tuominen-Soini, H. (2012). *Student motivation and well-being: Achievement goal orientation profiles, temporal stability, and academic and socio-emotional outcomes*. Studies in Educational Sciences 245. Article-based doctoral dissertation. University of Helsinki, Institute of Behavioural Sciences. Helsinki, Finland: Unigrafia. <http://urn.fi/URN:ISBN:978-952-10-8201-6>

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2011). Stability and change in achievement goal orientations: A person-centered approach. *Contemporary Educational Psychology, 36*, 82–100. doi:10.1016/j.cedpsych.2010.08.002

Personal website

<https://tuhat.helsinki.fi/portal/en/person/thstuomi>

Fellows

Justina Judy Spicer

Joined in 2014



Dr. Spicer 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, one constructed using the Experience Sampling Method as well as a newly released US longitudinal dataset that focused on issues in STEM (HSLS:09). Her research interests include the study of student learning experiences and teacher instructional practices. Justina is continuing her research along the lines of student engagement and looking for new ways to apply digital ESM technology in education.

Testimonial about her experience with Pathways

"I was extremely fortunate to be a part of the Pathways program in my final years of graduate study. Collaborating alongside PIs Schneider and Salmela-Aro as well as several other Pathways fellows greatly contributed to my development as a scholar. As a part of a groundbreaking international project addressing key issues in improving STEM educational experiences, it was invaluable to see the research develop and exciting to see how quickly we were able to utilize and share new technologies that facilitated our use of the Experience Sampling Method. The interdisciplinary feedback we received from the Pathways group helped to shape and move our research forward. The fellows and PIs are exceptionally knowledgeable and hold the highest standards for their research, which only helped further my own skillset and knowledge base. Specifically, with a background in economics, I benefited from the social psychological and sociological perspectives that I was able to draw from in my time with the program."

Selected Publications

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, K., Broda, M., Spicer, J., Bruner J., Moeller, J., Linnansaari, J., Juuti, K., & Viljaranta, J. (2016). Investigating Optimal Learning Moments in U.S. and Finnish Science Classes. *Journal of Research in Science Teaching* 53 (3), 400-421

Salmela-Aro, K., Moeller, J., Schneider, B.; Spicer, J., & Lavonen, J. (2016). Integrating the light and dark sides of student engagement with person-oriented and situation-specific approaches. *Learning and Instruction* 43, 61-70

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.

Fellows

Katja Upadyaya

Joined in 2009



Katja is a post-doctoral researcher at the Department of Psychology, University of Jyväskylä and at the Cicero Learning Center, University of Helsinki, Finland. In the past she has been doing research on parent-child and teacher-student interaction, and in particular how these relationships influence students' learning and motivation at school. She received her PhD in 2007 concerning parents' causal attributions and children's school achievement from the University of Jyväskylä, Finland. After completing her PhD Katja's research focussed on teachers' perceptions and self-efficacy beliefs, and their association with children's academic performance and motivation. Katja has been researching the developmental changes in adolescents' motivation and self-concept, and whether these changes influence students' interest in science, technology, engineering, and mathematics (STEM) related fields.

Currently Katja is researching young adults' and employees' study- and work- engagement, and the particular focus has been study to work transition. She has also been doing research on study- and work-related well-being (e.g., career engagement and satisfaction) and ill-health (e.g., burnout symptoms), and how these factors are manifested in one's general well-being (e.g., life satisfaction) and ill-health (e.g., depressive symptoms, mental health problems). In addition, Katja is actively researching students' situational engagement, comparing Finnish and American adolescent students' engagement and optimal learning moments in STEM.

Testimonial about her experience with Pathways

"The Pathways group was a wonderful network which provided great opportunities to meet with other young researchers in similar fields and from all over the world. The Pathways network gave me opportunities to take part in various seminars and workshops which deepened my knowledge as a researcher and also provided peer support for all of us young researchers. Being an associate fellow in Pathways helped me to make the jump from a Ph.D student to an independent post-doc researcher and through Pathways I could find new collaborations, friendships, and future career possibilities."

Selected Publications

Salmela-Aro, K., Upadyaya, K., Hakkarainen, K., Lonka, K., & Alho, K. (2016). The Dark Side of Internet Use: Two longitudinal studies of excessive internet use, depressive symptoms, school burnout and engagement among Finnish early and late adolescents. *Journal of Youth and Adolescence* (early online publication)

Sáinz, M. & Upadyaya, K. (2016). Accuracy and bias in Spanish secondary school students' self-concept of math ability: The influence of gender and parental educational level. *International Journal of Educational Research* 77 26-36

Upadyaya, K., & Salmela-Aro, K. (2015). Development of early vocational behavior: Parallel associations between career engagement and satisfaction. *Journal of Vocational Behavior*, 90, 66-74.

Upadyaya, K., & Eccles, J. (2015). Do teachers' perceptions of children's math and reading related ability and effort predict children's self-concept of ability in math and reading? *Educational Psychology*, 35(1), 110-127.

Katja Upadyaya

Selected Publications (continued)

Salmela-Aro, K., & Upadyaya, K. (2014). School burnout and engagement in the context of demands–resources model. *British journal of educational psychology*, 84(1), 137-151.

Salmela-Aro, K., & Upadyaya, K. (2014). Developmental trajectories of school burnout: Evidence from two longitudinal studies. *Learning and Individual Differences*, 36, 60-68. Upadyaya, K., & Salmela-Aro, K. (2014). Cross-lagged associations between study and work engagement dimensions during young adulthood. *The Journal of Positive Psychology*, 10 (4) 346-358.

Upadyaya, K., & Eccles, J. S. (2014). How Do Teachers' Beliefs Predict Children's Interest in Math From Kindergarten to Sixth Grade? *Merrill-Palmer Quarterly*, 60(4), 403-430.

Upadyaya, K. Salmela-Aro, K. (2013). Development of School Engagement in Association with Academic Success and Well-Being in Varying Social Contexts: A Review of Empirical Research. *European Psychologist*, 18, 136-147.

Upadyaya, K., & Salmela-Aro, K. (2013). Engagement with Studies and Work Trajectories from Post comprehensive School Education to Higher Education and Work. *Emerging Adulthood*, 1 (4) 247-257

Upadyaya, K., Viljaranta, J., Nurmi, J.-E., Lerkkanen, M.-K., & Poikkeus, A.-M. (2012). Cross-lagged relations between preschool teachers' causal attributions and children's interest value and performance in math. *Social Psychology of Education: An International Journal*, 15, 181-206.

Salmela-Aro, K. & Upadyaya, K. (2012). School engagement inventory: Reliability and validity. *European Journal of Psychological Assessment*, 28, 60-67.

Natale, K., Viljaranta, J., Nurmi, J.-E., Lerkkanen, M.-K., & Poikkeus, A.-M. (2009). Cross-lagged associations between kindergarten teachers' causal attributions and children's task motivation and performance in reading. *Educational Psychology*, 29, 603-61

Fellows

Jaana Viljaranta

Joined in 2012



Jaana is a post-doctoral researcher, Academy of Finland, at the Department of Psychology and at the Family Research Centre, University of Jyväskylä, Finland. She completed her PhD in December 2010 in the Finnish Centre of Excellence in Learning and Motivation Research, at the University of Jyväskylä. Her dissertation examined students' learning motivation, especially the role of interest and task values in relation to academic skill development and educational plans. Her research focuses on the development of learning motivation, as well as on the role that teachers and parents play with regard to students' motivation. Jaana's special interests are the developmental changes in student motivation, as well as the role of learning motivation in relation to adolescents' educational and occupational plans and decisions. She is also interested in deploying a person-oriented approach to examine these topics.

Jaana received personal project funding for three years (from September 2013) from Academy of Finland to do research on these topics with title Motivation and Education: an integrative approach. Her current research tries to increase our understanding of the topics mentioned by applying an integrative motivational perspective on education. The main aim is, first, to integrate motivational research by investigating the role of several different aspects of motivation on school achievement and success in educational transitions. The second aim is to integrate the research of the role of motivation at different phases of the school career by investigating students' motivational trajectories from kindergarten to the transitions to secondary education, to further education and to work life. The final aim is to examine the role of these trajectories on school achievement, success in educational transitions and career plans and choices, on the one hand, and on marginalization, on the other. To find answers to the research questions, three longitudinal quantitative data from Finland and Australia will be used.

Testimonial about her experience with Pathways

"My time with the Pathways programme was very rewarding. I had the chance to meet people with huge amounts of expertise and wisdom in the area of youth development. The possibility to discuss and share ideas with these people has given me a lot insight into those challenging, but extremely fascinating questions related to promoting youth's successful pathways to adulthood.

The fellowship also gave me an opportunity to conduct concrete research collaboration with other Pathways fellows. To give an example of this, together with Julia Dietrich and Julia Moeller we have started a Momentary Motivation Study, which aims to examine moment to moment development of university students' task values and expectancies in Germany and in Finland.

Selected Publications

Viljaranta, J., Hirvonen, R., & Aunola, K. (in press). Motivation and academic performance among first-graders: A person-oriented approach. *Learning and Individual Differences*.

Viljaranta, J., Kiuru, N., Lerkkanen, M.-K., Poikkeus, A.-M., & Nurmi, J.-E. (in press). Patterns of word reading skill, interest and self-concept of ability. *Educational Psychology*.

Aunola, K., Viljaranta, J., & Tolvanen, A. (in press). Does Daily Distress Make Parents to Prone to Use Psychologically Controlling Parenting? *International Journal of Behavioral Development*.

Jaana Viljaranta

Selected Publications (continued)

Pesu, L., Viljaranta, J., & Aunola, K. (2016). The role of parents' and teachers' beliefs in children's self-concept development. *Journal of Applied Developmental Psychology*, 44, 63-71.

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, K., Broda, M., Spicer, J., Bruner, J., Moeller, J., Linnansaari, J., Juuti, K., & Viljaranta, J. (2016). Optimal learning moments in science classes: An international study in the U.S. and Finland. *Journal of Research in Science Teaching*, 53, 400-421.

Viljaranta, J., Aunola, K., Mullola, S., Virkkala, J., Hirvonen, R., Pakarinen, E., & Nurmi, J.-E. (2015). The role of temperament on children's skill development: Teachers' Interaction Styles as Mediators. *Child Development*, 86, 1191-1209.

Viljaranta, J., Lazarides, R., Aunola, K., Rääkkönen, E., & Nurmi, J.-E. (2015). The role of parental beliefs in the development of students' task values from grade 7 to grade 9. *International Journal of Gender, Science and Technology*, 7, 297-317.

Aunola, K., Ruusunen, A.-K., Viljaranta, J., & Nurmi, J.-E. (2015). Parental affection and psychological control as mediators between parents' depressive symptoms and child distress. *Journal of Family Issues*, 36, 1022-1042.

Linnansaari, J., Viljaranta, J., Juuti, K., Lavonen, J., & Salmela-Aro, K. (2015). Finnish Students' Engagement in Science Lessons. *NorDiNa: Nordic Studies in Science Education*, 11, 192-206.

Viljaranta, J., Tolvanen, A., Aunola, K., & Nurmi, J.-E. (2014). The Developmental Dynamics between interest, self-concept of ability, and academic performance. *Scandinavian Journal of Educational Research*, 58 (6): 734-756

Aunola, K., Tolvanen, A., Viljaranta, J. and Nurmi, J.-E. (2013). Psychological control in daily parent-child interactions increases children's negative emotions. *Journal of Family Psychology*, 27 (3): 453-462.

Aunola, K., Viljaranta, J., Lehtinen, E., and Nurmi, J.-E. (2013). The role of maternal support of competence, autonomy and relatedness in children's interests and mastery orientation. *Learning and Individual Differences*, 25, 171-177.

Kiuru, N., Aunola, K., Torppa, M., Lerkkanen, M.-K., Poikkeus, A.-M., Niemi, P., Viljaranta, J., Lyyra, A.-L., Leskinen, E., Tolvanen, A. and Nurmi, J.-E. (2012). The role of parenting styles and teacher interactional styles in children's reading and spelling development. *Journal of School Psychology*, 50 (6), 799-823.

Upadaya, K., Viljaranta, J., Nurmi, J.-E., Lerkkanen, M.-K., & Poikkeus, A.-M. (2012). Cross-lagged relations between preschool teachers' causal attributions and children's interest value and performance in math. *Social Psychology of Education: An International Journal*, 15, 181-206.

Fellows

Ming-Te Wang

Joined in 2010



Ming-Te is an Associate Professor of Psychology and Education and Research Scientist at Learning Research and Development Center (LRDC) at the University Of Pittsburgh. He holds joint appointments in the School of Education, Department of Psychology, and Learning Research and Development Center. Ming-Te is a developmental psychologist whose research interests focus on child and adolescent development. He received his doctorate in developmental psychology from Harvard University. His current research focuses on (1) the non- cognitive factors (e.g., grit, inhibitory control, emotion regulation, growth mindset) and learning, (2) the impact of school climate and family socialization on students' motivational beliefs and engagement, (3) the effects of multiple ecological systems on the behavioral, social, and emotional development of youth from diverse socioeconomic and cultural backgrounds, and (4) the impact of schoolbased interventions targeting children's academic skills and developmental problems. His work is noteworthy in that it emphasizes the interplay of developmental processes across both academic and social domains in adolescence, and situates these processes within school, family, peer, and community ecological contexts. Since obtaining his doctoral degree, he has achieved several notable early career research contribution awards that signify the excellence of his scholarship. These awards include Outstanding Early Career Research Award from American Educational Research Association (AERA), Society of Research on Child Development (SRCD), and Association for Psychological Science (APS), Faculty Early Career Development Program Award from National Science Foundation, and Richard E. Snow Research Contribution Award from American Psychological Association.

Testimonial about her experience with Pathways

The Pathways training has enhanced my appreciation of interdisciplinary and comparative approaches to the study of positive youth development and extended my international perspectives for addressing developmental questions. I continue to collaborate closely with several Pathways mentors and fellows since my postdoctoral training (e.g., Katariina Salmela-Aro, Angela Chow).

Selected Publications

Wang, M. T., & Degol, J. (forthcoming). A Review of the Definition, Measurement, and Impact on Student Outcomes. *Educational Psychology Review*. *Educational Psychology Review*.

Wang, M. T., & Eccles, J. S. (2016). Multilevel predictors of math classroom climate: A comparison study of student and teacher perceptions. *Journal of Research on Adolescence* (early online publication).

Wang, M. T., Hill, N., & Hofkens, T (2016). Parental involvement and African American and European American adolescents' academic, behavioral, and emotional development in secondary school. *Child Development* (early online publication)

Hill, N. E., & Wang, M. T. (2016). From middle school to college: Developing aspirations, promoting engagement, and indirect pathways from parenting to post high school enrollment. *Developmental Psychology* (early online publication)

Wang, M. T., Degol, J., & Ye, F. (2015). Math achievement is important, but task values are critical, too: Examining the intellectual and motivational factors leading to gender disparities in STEM careers. *Frontiers in Psychology*.

Fellows

Ming-Te Wang

Selected Publications (continued)

Wang, M. T., Chow, A., *Hofkens, T., & Salmela-Aro, K. (2015). The trajectories of student emotional engagement and school burnout with academic and psychological development: Findings from Finnish adolescents. *Learning and Instruction*, 36, 57-65.

Wang, M. T., & Degol, J. (2014). Staying engaged: Knowledge and research needs in student engagement. *Child Development Perspectives*, 8, 137-143

Wang, M. T., & Kenny, S. (2014). Parental physical discipline and adolescent adjustment: Bi-directionality and the moderation effect of child ethnicity and parental warmth. *Journal of Abnormal Child Psychology*, 42, 717-730.

Wang, M. T., & Kenny, S. (2014). Longitudinal links between fathers' and mothers' harsh verbal discipline and adolescents' conduct problems and depressive symptoms. *Child Development*, 85, 908-923.

Wang, M. T., & *Sheikh-Khalil, S. (2014). Does parental involvement matter for adolescent achievement and mental health in high school? *Child Development*, 85, 610-625.

Wang, M. T., & Fredricks, J. (2014). The reciprocal links between school engagement and youth problem behavior during adolescence. *Child Development*, 85, 722-737.

Wang, M. T., & *Degol, J. (2014). Motivational pathways to STEM career choices: Using expectancy-value perspective to understand individual and gender differences in STEM fields. *Developmental Review*, 33, 304-340.

Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

Wang, M. T., & Peck, S. (2013). Adolescent educational success and mental health vary across school engagement profiles. *Developmental Psychology*, 49, 1266-1276.

Wang, M. T., Eccles, J. S., & Kenny, S. (2013). Not lack of ability but more choice: Individual and gender differences in STEM career choice. *Psychological Science*, 24, 770-775.

Wang, M. T., Brinkworth, M. E., & Eccles, J. S. (2013). The moderation effect of teacher-student relationship on the association between adolescents' self-regulation ability, family conflict, and developmental problems. *Developmental Psychology*, 49, 690-705.

Wang, M. T., & Huguley, J. (2012). The buffering role of racial socialization from parents on the association between racial discrimination and adolescents' educational outcomes. *Child Development*, 83, 1716-1731.

Wang, M. T. (2012). Educational and career interests in math: A longitudinal examination of the links between perceived classroom environment, motivational beliefs, and interests. *Developmental Psychology*, 48, 1643-165

Principle Investigators

Lars Bergman

Jacque Eccles

Katariina Salmela-Aro

Barbara Schneider

Ingrid Schoon

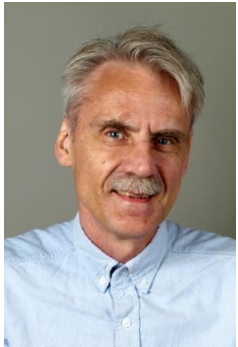
Rainer K. Silbereisen

Ulrich Trautwein



Principle Investigators

Lars Bergman



Lars Berman is professor emeritus in longitudinal methodology and research strategy at the Department of Psychology, Stockholm University. He is also the former head of the Stockholm Laboratory for Developmental Science and the longitudinal research programme, Individual Development and Adaptation (IDA).

Testimonial about his experience with Pathways

It has been a very rewarding experience for me to be part of Pathways with its focus on international postdoctoral training. The mix of leading researchers within different areas and of bright young junior researchers engaging in a well structured program has led to excellent outcomes in terms of both publications and network building. I truly believe Pathways has contributed much to the growth of the involved young researchers and has helped them to find and develop a career trajectory within their field of interest that is both rewarding for themselves and that promises great contributions to the scientific community. On my part, I have also experienced important spin-off effects of Pathways on our own research in Sweden. It has been inspired by my and my junior researchers participation in Pathways, for instance our studies of the long-term effects of high/low IQ on educational and vocational outcomes.

Summary of recent work

The PATHWAYS work in Stockholm has focused on the long-term development of children with high IQ. It is included as a part within a research project led by myself and financed by the Swedish Royal Academy of Sciences. Håkan Andersson, the Stockholm PATHWAYS Fellow, has been working on a paper on the importance of a high competence profile for career development. A special issue has been accepted for publication in *Research in Human Development* and one article within the issue will be the paper Håkan is working on. Another PATHWAYS Fellow, Martin Obschonka, is using our IDA data base for studying entrepreneurship. Håkan Andersson is also working on a series of other publications that concern developmental issues related to PATHWAYS.

As a mentor within PATHWAYS

My role as a mentor has mainly been guiding and working with Håkan Andersson as well as providing Martin Obschonka with our IDA data and discussing the planning of the paper based on these data.

Principle 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 UCI, where she directs four large-scale longitudinal studies on youth development which are used by the Pathways Fellows in comparative studies.

Testimonial about his experience with Pathways

I can remember the dinner at which the idea for PATHWAYS was born. It was at the Marbach Castle during a conference focused on successful transitions from adolescence to adulthood, organized by Ingrid Schoon. Ingrid Schoon, Kata Samelo-Aro, Barbara Schneider, and I were discussing the implications of what we had learned at the conference for future research. I had been involved with LIFE, the interdisciplinary, international PhD training program initiated by Paul Baltes at the Max Planck Institute for Human Development in Berlin, for several years. Because I had found this experience very enriching for both the faculty and the students, I suggested that we should initiate a similar but more focused international postdoctoral training. It was clear from the ongoing meeting that there many rigorous longitudinal data sets emerging in Europe and the USA that could be used to study this life transition. In addition, the world-wide recession was putting severe stresses on the cohorts that were in the midst of this particular transition at this historical moment, making it an opportune time to create an integrated, systematic, international research training program. Leaders in the Jacobs Foundation agreed and provided a major part of the funding we needed to launch this initiative. I have to say that PATHWAYS succeeded beyond my post optimistic dreams. Participating in this program has been one of the most personally and professionally enriching experiences in my entire career. I feel very honored to have been able to follow this pathway with my colleagues and outstanding young professionals.

For an update of current activities, please see:

http://www.faculty.uci.edu/profile.cfm?faculty_id=5971

Principle Investigators

Katariina Salmela-Aro



Katariina Salmela-Aro is Professor of Psychology at the University of Jyväskylä, Finland; Visiting Professor at the UCL Institute of Education, London, UK and School of Education, Michigan State University, US; and Research Director in the Cicero Learning, University of Helsinki. She is directing several projects funded by the Academy of Finland: FinEdu longitudinal study, Mind-the-Gap, GAPS, Biofuture and LEAD studies. Furthermore, she is co-directing the PIRE project together with Barbara Schneider and Jari Lavonen using Experience Sampling by smartphones to examine STEM engagement funded by the NSF and Academy of Finland; Mind-the-Gap and GAPS projects study 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.

Prof. Salmela-Aro is 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, Anxiety, Stress and Coping and is consulting editor in Developmental Psychology. In Finland she received the second place in the Minna Canth Academy Professor Award. She is a founding member of a new Strategic funding Council in Finland with the annual budget of 54 milj.

Testimonial about her experience with Pathways

Pathways has been really important highlight in my career. In Finland we did not have previous experience of interdisciplinary and international post-doctoral programs. Pathways was really special as the fellows came from different countries. Pathways created a new model to Finnish science and career development for the next generation of outstanding scholars. Mentoring these fellows has really been a privilege and our collaboration continues. The career pathways that have so far opened up to our fellows are impressive and more are coming. Having played a role in their development was very satisfying for me, and actually represents a high point in my own career as scientist. Pathways also created outstanding international network with the other PIs which continues as we have received support from the NSF and Academy of Finland.

For an update of current activities, please see:

[https://tuhat.helsinki.fi/portal/en/persons/katariina-salmelaaro\(611cc6e3-d941-4696-a25a-b41d5873428b\).html](https://tuhat.helsinki.fi/portal/en/persons/katariina-salmelaaro(611cc6e3-d941-4696-a25a-b41d5873428b).html)

Principle 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. Dr. Schneider is the principle investigator of the College Ambition Program (CAP), a study that tests a model for promoting a STEM college-going culture in 15 high schools that encourages adolescents to pursue STEM majors in college and occupations in these fields. Most recently she is the recipient of a NSF international award to study how to increase science engagement and learning in chemistry and physics high school classrooms in conjunction with the University of Helsinki. Her research focuses on how the social contexts of schools and families influence the academic and social well-being of adolescents as they move into adulthood.

Professor Schneider has published 15 books and over 100 articles and reports on family, social context of schooling, and sociology of knowledge. She received her Ph.D. from Northwestern University. She is the past President of the American Educational Research Association, a fellow of the American Association for the Advancement of Science as well as the National Academy of Education.

Testimonial about his experience with Pathways

One of the most satisfying aspects of being a scholar is the opportunity to collaborate with colleagues who share a vision of the challenges in understanding the interrelationships between human development and the contexts in which lives are shaped by social systems such as families, communities, and other institutions. Pathways provided me with one of those enriching collaborative experiences, where our interdisciplinary perspectives and work with multiple, international, longitudinal datasets were brought to bear for examining many of the problems facing today's young people. Our ideas came to fruition through the efforts of our gifted Pathways fellows as they studied, analyzed, and published articles, chapters, policy reports and built a strong presence in social media. As these professionals have taken their place in the academy, policy arena, and research centers and laboratories, the legacy of our early vision is being realized. Their successes remind us of how important it is to support the development of young scholars in research activities that are interdisciplinary and multinational. I am proud and appreciative of having been part of the founding and conduct of the Pathway's initiative.

For an update of current activities, please see:

<https://education.msu.edu/search/Formview.aspx?email=bschneid%40msu.edu>

Principle Investigators

Ingrid Schoon



Ingrid Schoon is Professor of Human Development and Social Policy at University College London, Institute of Education and Research Director of the Department of Social Science. She is Co-Principal Investigator of the ESRC funded Centre for the Study of Learning and Life Chances in Knowledge Economies and Societies (LLaSES). Since 2014 she has also been appointed as a Research Professor at the Wissenschaftszentrum, Berlin (WZB) where she is conducting research on the 'Transition to Adulthood'.

Her research interests are focused on the study of risk and resilience, especially during the transition from dependent childhood to independent adulthood, and regarding social and gender equalities in attainment, health and well-being. She uses a developmental-contextual approach, examining interactions between individual and context and how these develop over time. Her work spans the fields of psychology, sociology and education, and is based on longitudinal evidence using quantitative national representative data, such as the British cohort studies. Her publications include over 100 scholarly articles, a monograph on 'Risk and Resilience', and several edited books, including co-edited volumes (with Jacquelynne Eccles) on 'Gender Differences in Aspirations and Attainment' and (with Rainer K. Silbereisen) on 'Pathways to Adulthood', bringing together research by leading experts and fellows from the Pathways Program, investigating how social inequality, individual motivation and social change make a difference to young people as they negotiate their transitions to adulthood.

Testimonial about his experience with Pathways

Throughout my career I always enjoyed the opportunity to bring together staff and students from different countries and to engage in collaborative interactions and exchange, learning from each other about different challenges and opportunities. Together with Jacque Eccles, Katariina Salmela-Aro and Barbara Schneider we discussed and planned such an initiative, with the view to expand our knowledge and understanding of productive youth development based on robust empirical evidence and a strong theoretical and foundation. We envisaged a program involving an interdisciplinary team of experts in developmental science, providing mentoring and training to the next generation of researchers, offering access to and guidance in the use of high quality data and facilitating collaboration and exchange within global networks. To my great delight we could secure alliances with leading experts in their field, creating a European-American network. Without the support from the dedicated Principal Investigators the program would have been impossible to run. Moreover, in 2008 we gained the backing from the Jacobs Foundation who provided the funding for such an enterprise, and we could benefit from the wise stewardship of Simon Sommer and Gelgia Fetz. In Clare Sullivan we found a highly skilled and efficient program administrator who organised our regular meetings and workshops and kept track of the many achievements of our fellows. It was a tremendous pleasure to work with our highly motivated and engaged group of fellows and to support and witness their progress and development, tackling many of the issues faced by young people in the transition to independent adulthood themselves. Their successes in establishing their careers in academia, in government positions and in business are remarkable, highlighting the tremendous returns to a vision of interdisciplinary and multinational collaboration and exchange. Most impressively they showed their continued support to the PATHWAYS program by taking on a mentoring role for subsequent generations of PATHWAYS fellows and early career postdoctoral researchers. They are now training the third generation of scientists through their teaching and research activities with outreach to Australia, Canada, Africa and South America.

For an update of current activities, please see:

<https://iris.ucl.ac.uk/iris/browse/profile?upi=ISCHO87>

Principle Investigators

Rainer K. Silbereisen



Rainer K. Silbereisen was Professor and Head of the Department of Developmental Psychology at Jena, Director of the Center for Applied Developmental Science (CADS), and Professor of Human Development and Family Studies at the Pennsylvania State University (USA). Since early 2017 he has emeritus status at the University of Jena. He is Fellow of the American Psychological Association, the Association of Psychological Science, the International Society for the Study of Behavioural Development, and Member of the European Academy of Sciences (London). He was Editor of the International Journal of Behavioral Development, the journal European Psychologist, and 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.

Testimonial about his experience with Pathways

From early on in my career, I have been involved in structured training and fellowship programs for young scientists, always extramurally funded, interdisciplinary beyond psychology, and with an international outreach. It started many years ago with one of the first such doctoral programs in my field in Germany, and later on beyond the PhD we have been targeting postdoctoral fellows in new programs. I was always struck by the attractions I could take part in, like a wonderful faculty of creative senior scientists and highly talented young people aiming at new heights in their development. Above all commonalities across several such programs, Pathways is special because of the European-American collaboration on all levels, and due to its focus on challenges of the young generation in the transition from education to starting a career. New scientific answers are required because of the in part detrimental, in part constructive role of social change at the beginning of the 21st century. Our fellows came from various personal and disciplinary backgrounds, and this enabled the group to develop a comprehensive view on conditions and processes. They experienced their progress in translating societal challenges into scientific endeavors, and that lead them into many fruitful collaborations within the group, with and without the mentoring faculty. We were privileged to observe the development of a new generation of social and behavioral scientists with a particular emphasis on societal issues of our times. The career pathways that have opened up to our fellows are impressive – many have already gained tenured positions in universities, research facilities, and government departments. Having played a role in their development was very satisfying for me, and actually represents a high point in my own career as scientist.

For an update of current activities, please see:

<http://www.rainersilbereisen.de/>

Principle Investigators

Ulrich Trautwein



Professor Trautwein is Professor of Education Sciences at the University of Tübingen. He is the director of the Hector Research Institute of Education Sciences and Psychology which is a research institute within the Tübingen University. Professor Trautwein is also director of the LEAD Graduate School & Research Network, which is financed by the Excellence Initiative of the German Federal and State Governments. Furthermore, Trautwein is the head of the Baden-Württemberg Network of Education Sciences which is financed by the Baden-Württemberg Foundation. Since 2015, Trautwein is speaker of the scientific advisory board of the National Ministry of Education and the Standing Committee of the State Ministries of Education. Since 2017, Trautwein chairs the scientific advisory board of the ministry of education in the State of Baden-Württemberg. Trautwein serves as member of the editorial board of several high impact journals.

Testimonial about his experience with Pathways

Pathways is a unique program for post-doctoral researchers that has yielded very close collaborative efforts across countries and a high number of publications in top journals. I have always enjoyed the innovative spirit of the program and have learned a lot. The combination of (a) the definition of a shared research topic, (b) a set of international researchers at the post-doctoral level with great expertise, and (c) the emphasis on interdisciplinary, independent work by the post-doctoral researchers can serve as a blueprint for similar post-doctoral programs in the future.

Summary of recent work

Trautwein's main research interests include educational transitions, teacher competencies and teaching quality, and the effects of different learning environments on student achievement, self-concept, interest and personality development. He is directing 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 involved in a number of large interventions studies in the context of motivation in mathematics (MoMa study), self-regulation skills, historical competencies, and enrichment programs for the gifted.

Because Trautwein has become particularly interested in interdisciplinary research endeavors, he has been involved in several projects at the intersection between several disciplines (including education, psychology, computer science, sociology, linguistics, and history education) over the last years. As part of this work, Trautwein has organized a number of workshops/retreats and has been successful in securing funding for interdisciplinary research.

For an update of current activities, please see:

<http://www.uni-tuebingen.de/fakultaeten/wirtschafts-und-sozialwissenschaftliche-fakultaet/faecher/hector-institut-fuer-empirische-bildungsforschung/personal/trautwein-ulrich-prof-dr.html>



PATHWAYS 15th Workshop, Goodenough College, London, March 2





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

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