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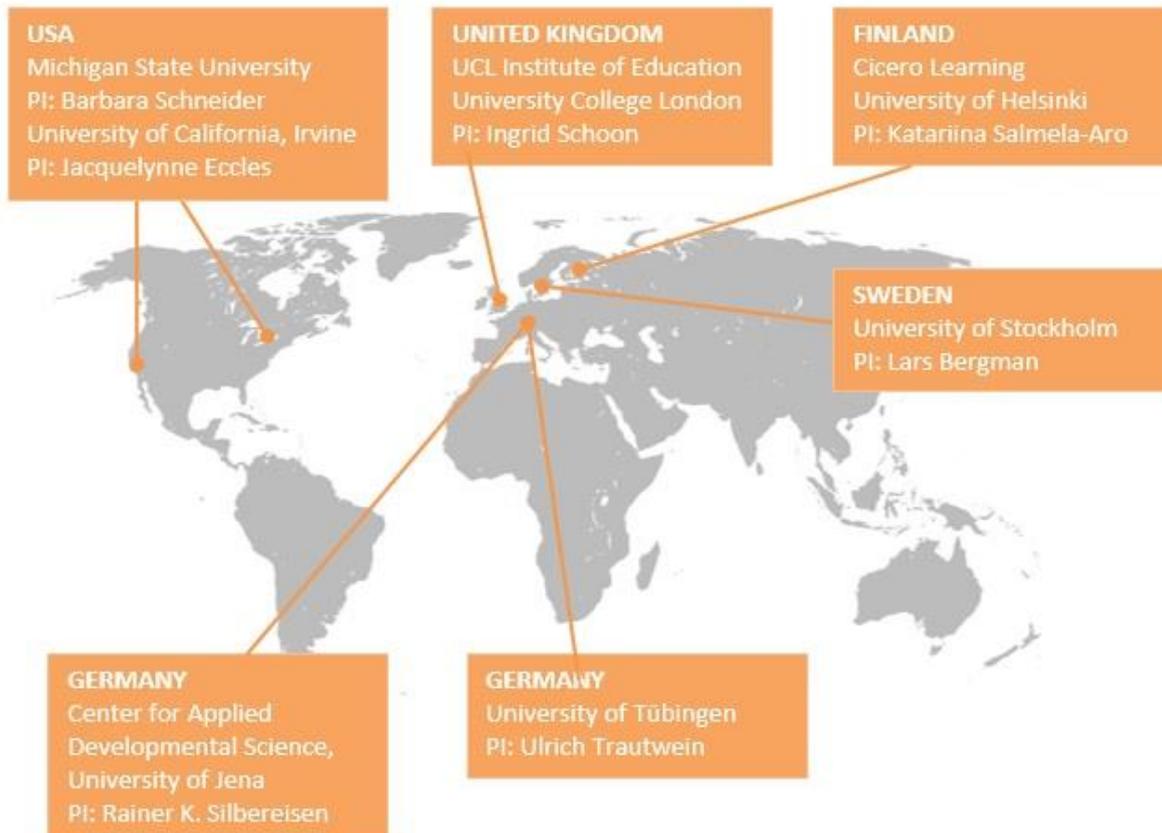
INTRODUCTION

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.



PATHWAYS PROGRAMME ACTIVITIES

Programme Activities 2015/2016

During 2015 we recruited the last cohort of new Fellows. In June 2015 Hanna Gaspard began her Fellowship at the University of Tübingen, in August 2015 Terry Ng-Knight started his Fellowship at the UCL Institute of Education and in November 2015 Soobin Kim joined the College of Education at Michigan State University. Our alumni are taking on a more leading role in providing mentorship to new Fellows, building on the established PATHWAYS networks. They train new Fellows themselves and involve current Fellows in dissemination activities at conferences and resulting publications, and in preparing grant applications. In this annual report we thus include statements of our alumni about their experiences within the PATHWAYS programme, illustrating how the mentorship programme contributed to their career development as well as continued collaboration with Fellows and PIs. What comes across strongly is that the programme has facilitated international and interdisciplinary research and network building, fostering a new generation of social scientist who will carry the spirit of PATHWAYS, i.e. the commitment to improving the situation of young people, into the future and to the global stage. Moreover, it paved the way to a range of career progressions, involving tenured professorships at university, leading positions in the civil service and at independent think tanks, as well as the foundation of independent consultancy companies demonstrating manifestation of entrepreneurship and the diversity of possible pathways to success.

As a whole the PATHWAYS Programme 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 2016) the Fellows published 6 books, 90 book chapters, 293 papers with 30 currently in press and another 43 submitted for review. During 2015/16 our current cohort of Fellows published 12 papers in learned journals (including high impact publications in *Developmental Psychology*, *Journal of Personality and Social Psychology*, *American Educational Research Journal*, *AERA open*, *European Sociological Review*, *Research in Human Development*, *Journal of Vocational Behavior*, and others), 4 papers are currently in press, 16 papers have been submitted and are under review. Moreover, 3 book chapters have been published. The current Fellows gave 30 paper presentations at national and international conferences and have organized 4 symposia at the SLLS conference in Dublin (October 2015), the ISSBD conference in Vilnius (July 2016), the ICP Congress in Yokohama (July 2016), and the EARA conference in Cadiz (September 2016). In addition, John Jerrim organised an international conference on 'Education Inequality in an International Context' with co-funding from the British Academy and the OECD, involving PATHWAYS fellows as well as post-doctoral fellows from other institutions. The meeting was held at the British Academy in March 2016. It was very well attended and a big success academically, leading to new collaborations and networks.

PATHWAYS PROGRAMME ACTIVITIES

Meetings and exchanges between Fellows, alumni and PIs are facilitated through our bi-annual workshops which took place during this year's funding period at the University of Irvine, California in December 2015 and Goodenough College, London in March 2016. The workshops provided training and mentoring to enhance exposure to diverse approaches in the study of positive youth development, stimulate debates with colleagues from different disciplines and foster international and interdisciplinary exchange of ideas and concepts.

Programme activities also involved a number of visits of Fellows to the research labs of the PIs, enabling capacity building and exchange, as well as co-ordination of joint research projects. For example, Barbara Schneider in collaboration with Katariina Salmela-Aro has secured funding for collaborative research on 'Crafting optimal learning in science environments', Katariina Salmela-Aro hosted two workshops at the Universities of Helsinki, and Ulrich Trautwein organised an international meeting at the University of Tübingen. These active collaborations and exchange enable the Fellows to get hands-on experiences of working in different labs and in different cultural settings.

Moreover, a number of Fellows were successful in gaining independent research funding in highly competitive settings. For example, Hanna Gaspard was successful in securing a Fellowship for Leading Early Career Researchers by the Baden-Württemberg Stiftung for a project on: 'Promoting Value Beliefs in Mathematics Classrooms', Richard Göllner was awarded a grant from the Baden-Württemberg Science Education Network for a project on 'Student's emotional well-being and its impact on educational processes during the school-work transition', Maria Pavlova received funding from the German Research Foundation for a project on the 'Psychosocial benefits of civic and political participation across the life span and in a European comparison', and Florencia Sortheix was awarded funding from the Finnish Work Environment Fund for a project on the development of work values.

Research conducted by the Fellows is reported in our biannual issue of the Pathways newsletter, the PATHFINDER. Issue number 11 (March 2016) focused on studies examining variations in the transition to adulthood. Jake Anders (UCL Institute of Education) reported on his research comparing transition experiences among four cohorts of young people born in 1958, 1970, 1980 and 1990 respectively, asking how transitions have changed over the past 30 years. Mark Lyons-Amos (also UCL Institute of Education) reported findings from a study using data collected for the British Household Panel Survey and Understanding Society, comparing fertility transitions among women before and after the 2008 Great Recession. PATHFINDER. Issue number 12 (September 2016) focuses on how to improve motivation to participate in STEM subjects. Hanna Gaspard (University of Tübingen) reported on a low-cost intervention to improve motivation to study mathematics in secondary school, and Soobin Kim (Michigan State University) reported findings from a study examining racial differences in math course taking and the associated achievement gap, using data from the US Education Longitudinal Study.

PATHWAYS TESTIMONIALS

“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.”

Håkan Andersson

“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. Finally, I learned about the content and discussions taking place around issues of youth development from an international perspective during my time as a Pathways fellow.

My time as a Pathways fellow has helped to shape my current career work and future agenda in numerous ways. I have been able to take a leading role at my University and Center around issues of internationalization as a result of working with an international group of scholars from Pathways. In my current role, I am responsible for working with all of the different academic units within our University. The Pathways programme has helped prepare me for this role because it is a multi-disciplinary team. As a result of my experiences, I can now approach a single issue from multiple perspectives. Finally, my work on Pathways has helped prepare me to be a leader for data management and getting quality data that can help inform and decide.”

Justin Bruner

“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 professor position. My collaborations with my Pathways colleagues continues even 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 1 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.”

Jenna Cambria

“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 Fellowship at the OECD in Paris for 3 months in autumn 2015, an opportunity that I heard about through John Jerrim).”

Anna K Chmielewski

“Pathways has played a very important role in my research and career development. It allowed me to have two years focusing only on my research. I was supervised by a team of top scholars who always provided valuable and constructive suggestions to my research. My primary mentor, Prof. Katariina Salmela-Aro from the University of Jyväskylä, Finland, was attentive, communicative, and extremely supportive. Not only did she give helpful feedback to my work, she also offered constant emotional support to me. Moreover, I was provided with opportunities to collaborate with a group of international postdoctoral fellows who shared similar research interests through Pathways. Many of them now become my long-term collaborators. The training I received and the collaborator network I developed through Pathways has equipped me with a very solid foundation in my research career development. I particularly enjoyed the meetings organized by Pathways. In these meetings, all the Pathways researchers gathered together to share their latest work, provide feedback to each other, and develop further collaborative work. Indeed, I recently participated in the March 2016 Pathways meeting. In the meeting, I had the chance to discuss our ongoing work with my collaborators and to explore collaboration opportunities with some postdoctoral fellows I met in the meeting.”

Angela Chow

“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.”

Elizabeth Covay

“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.”

Anna-Lena Dicke

“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 Sortheix, 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.”

Julia Dietrich

“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 forums.

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.”

Kathryn Duckworth

“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.”

Dylan Kneale

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

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

Clemens Lechner

“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).”

Sointu Leikas

“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.”

Mark Lyons-Amos

“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

“From 2010 to 2012 I was a Pathways post-doctoral research fellow at the University of Tübingen, Germany under the mentorship of Professor Ulrich Trautwein. My time as a fellow was critical in my development as a researcher and in shaping my growing interest in youth development. From a career perspective, my fellowship resulted in high quality publications in leading international journals. Furthermore, the mentorship from Ulrich and the other leading international scholars that were part of the programme helped me develop the research tools needed to produce world class research and an understanding of the complexities of youth development. Indeed, several years after my fellowship I continue to work with Pathways colleagues on publications and acknowledge Jacob’s support in such publications.

On a personal level, the programme developed a passion in me for the challenges that young people, particularly disadvantaged young people, face as they leave school and enter further education or the labour force. This passion has continued to shape my research as I am now working in this area of youth development. This includes conducting research on the post-school educational opportunities and outcomes of Australia’s Indigenous populations, one of the most disadvantaged groups in Australia. While I have focused much of my recent research on youth in Australia, the Pathways programme has taught me the importance of understanding youth development in an international context. As such, I am currently part of a research team that is contrasting the role of academic self-concept on achievement in Arabic countries with the experiences of youth in Anglo countries.

Taken together, the Pathways programme provided me with a passion for research focused on understanding the challenges that youth today face as they enter adulthood. Further, the mentorship has helped me develop critical research skills that have made me a valuable member in research teams outside of my Pathways experience. Nevertheless, the networks I developed during this time have allowed me to continue doing important research from an international perspective. I am truly grateful for my time in the Pathways programme. I am a far better researcher today than I was or imagined I could be before entering the programme.”

Philip Parker

“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.”

Nicola Pensiero

“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. 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.

Thanks in part to outstanding support from the Pathways programme and the Jacobs Foundation, I am pleased to have had such an exciting period of research. With respect to publications, several manuscripts were developed and appeared in press during my tenure as a Pathways Fellow. I had a solo-authored article accepted this spring in *Teachers College Record*: “Perceptions and Resilience in Underrepresented Students’ Pathways to College.” Another manuscript on which I was first author was published in a Pathways-to-careers-oriented special issue of *Developmental Psychology* in December 2012. Additionally, five solo-authored book chapters were accepted and either published or in press. One of these, a substantial chapter in the new *Handbook of Social Psychology* entitled “Socialization in Childhood and Adolescence,” was published in May 2013 and has already been viewed or read from my academia.edu and ResearchGate websites over 7,400 times to date, from over two dozen countries.”

Lara Perez-Felkner

“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.”

Jaime Puccioni

“During my Pathways fellowship, I worked with prof. Katariina Salmela-Aro and other colleagues in Finland. We used Finnish twin datasets to study genetic and environmental influences in goal-related behaviours and well-being in older women and young people. The time with Pathways consolidated my contacts with the twin researchers and twin registry in Finland, and lead to some further publications using twin datasets. It also made possible to meet and exchange ideas with researchers working on motivational aspects of young adulthood at the University College London (for instance prof. Ingrid Schoon). Although the focus of my current work is on ageing, socioeconomic factors and dementia rather than young adulthood, I find the contacts I made very useful. I have plans to develop economic analysis related to several life course topics, some of which may be done in collaboration with people who I got to know within the Pathways network. My collaboration with Katariina Salmela-Aro has continued up to data on investigating a number of topics, including young people’s goals, school burnout and school engagement, and randomized controlled trials on fear of child birth and therapy methods. Some of these have already been published and some are in progress or in planning stage.”

Sanna Read

“During my time in Pathways, I analysed longitudinal large scale data representing different cultural cohorts in Finland and England. In my fellowship and afterwards, I uncovered that transferring to vocational education or employment at the school-to-work transition in England was associated with becoming mentally healthier (Symonds, Dietrich, Chow & Salmela-Aro, 2016), that different trajectories of emotional disengagement with learning in England all led to similar developmental outcomes (Symonds, Schoon & Salmela-Aro, in press), and how valuing and commitment to education and work developed from adolescence to young adulthood across different educational and work pathways in Finland (in preparation with Ingrid Schoon and Katariina Salmela-Aro).

My experience in Pathways has been integral to my career development. Becoming a Pathways fellow awarded me a network of likeminded colleagues to research and present with, and provided me with experience and advanced training in advanced statistical methods for analysing longitudinal large scale and national cohort data. Being in the Pathways programme was a unique opportunity to work full time and in depth, with skilled researchers from across the world on the same subject area; with the Pathways meetings being especially valuable for establishing and developing those collaborations. The mentorship I received on Pathways was also vital for my career, as there I received valuable feedback on my work, support from my mentor for my job and grant applications, and opportunities for further professional development through my mentor’s network.”

Jennifer Symonds

“My fellowship in the Pathways Programme had an important impact on my scientific and personal development. Not only did I profit from the collaboration with an international selection of great young investigators but also from the contact with outstanding senior researchers in the field. In addition, the fellowship gave me the opportunity to publish some of the core publications that were considered as crucial to granting me the *venia legendi* in psychology at the Faculty of Arts of the University of Zurich. My experience was probably different from those fellows that joined Pathways later, when the programme has already been established and there was a larger group of fellows to collaborate with. Still, being able to witness the process of setting up this group and contributing to the development of standards and procedures was an outstanding experience in my academic career. 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 research and profited from each other’s expertise. This very much broadened my horizon and my way to approach scientific problems. I am sure that my experience during the fellowship will help me to succeed at my next position at the IEA, which investigates similar topics that turned out relevant in the Pathways group, such as engagement and disengagement with (educational) goals, the role of contexts, educational achievement, and transitions in adolescence and young adulthood.”

Martin Tomasik

“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 fellow Hanna Gaspard from the University of Tübingen. My current Academy of Finland project includes a research visit to the University of Tübingen and, thus, the collaboration continues. In fact, 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 also working with several Pathways alumni fellows, for example, Jaana Viljaranta, Julia Moeller, and Florencia Sortheix. 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, most importantly, learning.”

Heta Tuominen-Soini

“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.”

Katja Upadyaya

“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.”

Jaana Viljaranta

PATHWAYS PROFILES

Post-doctoral fellows

Jake Anders
Hanna Gaspard
Richard Göllner
Soobin Kim
Terry Ng-Knight
Maria Pavlova
Nayssan Safavian
Florencia Sortheix

Alumni

Håkan Andersson
Julie Ashby
Meeta Banerjee
Miia Bask
Justin Bruner
Jenna Cambria
Anna Katyn Chmielewski
Angela Chow
Elizabeth Covay
Anna-Lena Dicke
Julia Dietrich

Kathryn Duckworth
John Jerrim
Dylan Kneale
Clemens Lechner
Sointu Leikas
Mark Lyons-Amos
Julia Moeller
Martin Obschonka
Philip Parker
Nicola Pensiero
Lara Perez-Felkner

Jaime Puccioni
Sanna Read
Jennifer Symonds
Martin Tomasik
Yi-Miau Tsai
Heta Tuominen-Soini
Justina Judy Spicer
Katja Upadyaya
Jaana Viljaranta
Ming-Te Wang

Principal investigators

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



Post-doctoral Fellows

Jake Anders



Jake Anders is Senior Research Associate in the Department of Learning and Leadership at UCL Institute of Education, University College London. Prior to this he was a Research Fellow at the National Institute of Economic and Social Research, particularly working on projects in the fields of education, training and skills; social mobility; and policy evaluation.

Jake's research seeks to understand the causes and consequence of educational inequality, including transitions into the labour market, and to evaluate policies and programmes aiming to reduce this inequality. He completed his PhD in Economics of Education at the UCL Institute of Education with his doctoral research focusing particularly on various aspects of socio-economic inequality in access to Higher Education in England.

Research Plan

Jake has been awarded a prestigious Nuffield Foundation grant to develop his doctoral research with a focus on subject choices at age 14 and their implication for access to university. This grant ends in December 2016 and Jake is currently finalising a number of outputs and dissemination activities from this work. His involvement in the Pathways programme has allowed Jake to develop some international comparative work with other fellow and alumni in the programme which will add value to the outputs for this project.

Jake's new role in the Department of Learning and Leadership involves an increased focus on the importance of early years and primary education. He is currently developing a proposed project to examine trends in global primary curricula over the past ten years using internationally comparative data. It is hoped that this will bring important insights on policy changes in this area and how these are linked to pupil performance.

Other ongoing projects include involvement in a number of randomised controlled trials in schools across England testing interventions on Improving Working Memory and using research tools to improve language in early years settings. Jake is also leading the evaluation of a trial looking at the impact of a programme to develop teachers' use of formative assessment.

Publications

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

Jerrim, J., Anders, J., Chmielewski, A. K., & Parker, P. (2016) Private schooling,

Post-doctoral Fellows

Jake Anders

educational transitions and early labour market outcomes: the role of primary and secondary effects. *European Sociological Review* 32,1, 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*, 45, 6, 1156-1175.

Anders, J. & Micklewright, J. (2015) Teenagers' expectations of applying to university: how do they change? *Education Sciences*, 5, 4, 281-305.

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

Anders, J., Jerrim, J., & McCulloch, A. (R&R) How much progress do children in Shanghai make over one academic year? Evidence from PISA.

Book Chapter

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.

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

Dissemination

Incentivising specific combinations of subjects: does it make any difference to access to university? Oxford University Department of Education QuantHub Seminar Series, November 2016.

The role of schools in explaining individuals' subject choice at age 14 (part of a symposium on "The determinants of subject 'choice' and its role in determining future academic pathways"). SLLS Annual Conference, October 2016.

Private School Advantage in Pay Growth Among Early Entrants to High-Status Graduate Jobs. APPAM International Conference, June 2016.

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

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

Post-doctoral Fellows

Jake Anders

Media

Quoted in Economist Intelligence Unit's report "Meeting the Sustainable Development Goals"

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

www.suttontrust.com/researcharchive/private-pay-progression/

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

Grants

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

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

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

Awards

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

Post-doctoral Fellows

Hanna Gaspard



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

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

Research Plan

During the next year, Hanna will continue to investigate the development of students' motivation in regular classrooms and targeted interventions to promote students' motivation. To investigate the processes at play, she will draw on different methodological approaches, including longitudinal studies over several years, intensive longitudinal assessments over a few weeks, and field experiments in the school context. This research will be conducted in cooperation with Pathways members from the US and Finland.

Publications

Gaspard, H., Dicke, A.-L., Flunger, B., Häfner, I., Brisson, B. M., Trautwein, U., & Nagengast, B. (in press). Side effects of motivational interventions? Effects of a motivational intervention in math classrooms on motivation in verbal domains. *AERA Open*.

Guo, J., Nagengast, B., Marsh, Herbert W., Kelava, A., Gaspard, H., Brandt, H., Cambria, J., Flunger, B., Dicke, A.-L., Häfner, I., Brisson, B. M., & Trautwein, U. (2016). Probing the unique contributions of self-concept, task values and their interactions using multiple value facets and multiple academic outcomes. *AERA Open*, 2, 1-20.

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

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

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

Post-doctoral Fellows

Hanna Gaspard

Gaspard, H., Häfner, I., Trautwein, U., & Nagengast, B. (revise and resubmit). Assessing task values in five subjects during secondary school: Measurement structure and mean level differences across age, gender, and academic subject. *Contemporary Educational Psychology*.

Häfner, I., Flunger, B., Dicke, A.-L., Gaspard, H., Brisson, B., Nagengast, B. & Trautwein, U. (revise and resubmit). The role of family characteristics for students' academic outcomes: A person-centered approach. *Child Development*.

Häfner, I., Flunger, B., Dicke, A.-L., Gaspard, H., Brisson, B., Nagengast, B. & Trautwein, U. (under review). Robin Hood effects on motivation in math: Family background moderates the effects of relevance interventions. *Developmental Psychology*.

Book Chapters

Gaspard, H. (in press). Wie unterscheiden sich Mädchen und Jungen in ihren Wertüberzeugungen für Mathematik und wie können Wertüberzeugungen im Mathematikunterricht gezielt gefördert werden? [How do girls' and boys' value beliefs about mathematics differ and how can value beliefs be promoted in mathematics classrooms?] In R. Motzer (Hrsg). *Mathematik und Gender. Berichte und Beiträge des Arbeitskreises Frauen und Mathematik [Mathematics and gender. Reports and contributions of the interest group Women and Mathematics]*. Hildesheim: Franzbecker Verlag.

Nagengast, B., Trautwein, U., Warren, C., Bildstein, I., Gaspard, H. & Häfner, I. (in press). Motivationsförderung im Mathematikunterricht [Promoting motivation in mathematics classrooms]. In D. Smolka (Hrsg.) *Schüler motivieren [Motivating students]*.

Dissemination

Organized Symposia

Trautwein, U. & Gaspard, H. (2016, August). Promoting student motivation with utility value interventions. Invited symposium at the International Conference on Motivation. Thessaloniki, Greece.

Gaspard, H. (2016, March). Entwicklung von Motivation für verschiedene Schulfächer: Herausforderungen für die Forschung und Lösungsansätze [Development of motivation for different school subjects: Challenges for research and possible solutions]. Symposium at the 4th Conference of the Gesellschaft für Empirische Bildungsforschung (GEBF). Berlin, Germany.

Conference Presentation

Gaspard, H., Brisson, B. M., Häfner, I., Dicke, A.-L., Flunger, B., Nagengast, B., & Trautwein, U. (2016, August). Fostering ninth grade students' value beliefs for mathematics with a utility-value intervention in the classroom. Paper accepted to be presented at the International Conference on Motivation. Thessaloniki, Greece.

Post-doctoral Fellows

Hanna Gaspard

Gaspard, H., Häfner, I., Trautwein, U. & Nagengast, B. (2016, July). Patterns of self-concept, subjective task values and effort in five subjects over secondary school. Paper accepted to be presented at the 24th Biennial Meeting of the International Society for the Study of Behavioural Development. Vilnius, Lithuania.

Gaspard, H., Dicke, A.-L., Flunger, B., Brisson, B.M., Häfner, I., Nagengast, B. & Trautwein, U. (2016, April). Fostering students' value beliefs for mathematics with a relevance intervention in the classroom. Paper presented at the Annual Meeting of the AERA. Washington, DC.

Nagengast, B., Gaspard, H., Häfner, I. & Trautwein, U. (2016, April). Patterns of subjective task values and cost in five subjects over secondary school. Paper presented at the Annual Meeting of the AERA. Washington, DC.

Gaspard, H., Häfner, I., Trautwein, U. & Nagengast, B. (2016, March). Erfassung von Wertüberzeugungen in fünf Schulfächern über die Sekundarschulzeit: Faktorenstruktur und Mittelwertsunterschiede [Assessing value beliefs in five subjects over secondary school: Factor structure and mean differences]. Paper presented at the 4th GEBF Conference. Berlin, Germany.

Gaspard, H., Häfner, I., Trautwein, U. & Nagengast, B. (2015, December). Assessing task values in five subjects over secondary school: Measurement structure and mean-level differences. Poster presented at the Pathways 14th International Workshop. Laguna Beach, California.

Gaspard, H., Dicke, A.-L., Flunger, B., Brisson, B. M., Häfner, I., Trautwein, U., & Nagengast, B. (2015, September). Nebenwirkungen von fachspezifischen Motivationsinterventionen? Effekte einer Intervention in Mathematik auf die Motivation in sprachlichen Fächern [Side effects of subject specific motivational interventions? Effects of an intervention in mathematics on motivation in verbal subjects]. Paper presented at the 15th Conference of the Educational Psychology Section of the German Psychological Society. Kassel, Germany.

Gaspard, H., Dicke, A.-L., Flunger, B., Brisson, B. M., Häfner, I., Trautwein, U., & Nagengast, B. (2015, August). Adverse or desired side effects of STEM interventions? Effects of a motivational math intervention on motivation in verbal domains. Paper presented at the SELF Conference. Kiel, Germany.

Grants

Intramural Research Grant (2016) LEAD Graduate School & Research Network: Effects of a gender stereotyped math television show on girls' and boys' motivation, attitudes and achievement in math" (Eike Wille, Hanna Gaspard, 5.900 €)

Travel grant of the German Academic Exchange Service (2016) for participation at the Annual Meeting of the American Educational Research Association (AERA)

Post-doctoral Fellows

Hanna Gaspard

Postdoctoral Fellowship for Leading Early Career Researchers by the Baden-Württemberg Stiftung, Project: "Promoting Value Beliefs in Mathematics Classrooms" 2016 – 2018 (110.000 Euro)

Awards

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

Post-doctoral Fellows

Richard Göllner



Richard is a post-doctoral researcher at the Hector Research Institute of Education Sciences and Psychology in Tübingen. 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).

Research Plan

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.

Publications

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

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

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

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, 255-261.

Post-doctoral Fellows

Richard Göllner

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

Kohler, B. & Göllner, R. (2013). Differences in time-on-task: A Within and Between Classroom Perspective. *Unterrichtswissenschaft*, 41, 363-380.

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.

Dissemination

Göllner, R., Wagner, W., Meurers, D., & Trautwein, U. (2016, March). Student ratings of instructional quality: The impact of linguistic item features on psychometric properties in 5th and 8th grade. Paper presented at the annual conference of the Association of Empirical Educational Research. Berlin, Germany.

Göllner, R., Spengler, M., & Hill, P. (2016, July). How does personality develop across the adolescence and what are the driving forces? Symposia at the European Conference on Personality (ECP18). Timisoara, Romania.

Göllner, R., Damian, R.I., Spengler, M., Rose, N., Trautwein, U., & Roberts, B.R. (2016, July). Is Doing Your Homework Associated with Becoming More Conscientiousness? Paper presented at the European Conference on Personality (ECP18). Timisoara, Romania.

Göllner, R., Wagner, W., Klieme, E., Meurers, D., & Trautwein, U., Students' Perceptions of Teacher's Instructional Practices: When Questions Unintentionally Shape the Answers. Vortrag auf der 3. Fachtagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Bochum, Deutschland, 13 March 2015

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

Grants

Science Education Network (Baden-Württemberg Stiftung) "Student's emotional well-being and its impact on educational processes during the school-work transition (2016-2017), together with Sina Müller, Katharina Allgaier, and Tobias Renner (University of Tübingen)

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

Post-doctoral Fellows

Richard Göllner

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

Post-doctoral Fellows

Soobin Kim



Soobin Kim is a Postdoctoral Research Fellow at Office of Hannah Chair in College of Education in Michigan State University. He joined Pathways in November 2015. Soobin completed his PhD in Economics at 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; evaluating the heterogeneous effects of Michigan Merit Curriculum (MMC) policy on course-taking patterns and achievements as well as education attainment conditional on student background and school capacity; and studying the racial differences in course taking pattern and achievement among high school students and how the differences change over school years.

Research Plan

Current project aims are to evaluate the effect of Michigan Merit Curriculum (MMC), which increased graduation requirements for high school students, on math course-taking, test scores, and college attendance. MMC was announced in 2006 and stricter graduation requirements apply to the class of 2011. To properly evaluate the policy impacts, transcripts and school course-catalogs will be cleaned for the analysis. The analysis further investigates the heterogeneous effects by students' prior performance before entering high school and school backgrounds. Students from low SES schools benefited from taking more rigorous math courses but how the changes in course-taking pattern were reflected in achievement is questionable. At the same time students who are well prepared for high school math courses are less likely to be affected by the policy.

In many schools, MMC increased the proportion of taking rigorous math courses and the peer composition of the math classroom. The policy also increased the demand for math teachers and many school hired new math teachers, which are expected to change the overall teacher quality. Next project focuses on the changes in classroom peer composition and teacher experience and quality, and explores how the changes are related to student outcomes.

Next project studies the return to take advanced math courses and how the return was changed by the policy. For example, taking an additional year of advanced algebra is associated with a predicted increase in earnings by approximately 8%. The project examines the MMC impacts on probability of taking rigorous math courses and the relationship with achievements.

Recent Publications

Kim, S. (submitted) Intergenerational Earnings Mobility in Korea, *Journal of Asian Economics*

Kim, S. (submitted) College Enrollment over the Business Cycle: The Role of Supply Constraints, *Economics of Education Review*

Post-doctoral Fellows

Soobin Kim

Kim, S. (submitted) Racial Differences in Course-taking and Achievement Gap, *American Educational Research Journal*

Dissemination

Kim, S., Wallsworth, G., Xu, R., Frank, K., Schneider, B. The Impact of Michigan Merti Curriculum on High School Math Course Taking. Presentations given at:

- AEFPP (Association for Education Finance and Policy), Denver, March 2016
- MEA (Midwest Economics Association), Chicago, April 2016
- AERA (American Educational Research Association), Washington DC, April 2016

Post-doctoral Fellows

Terry Ng-Knight



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

Research Plan

During the next year Terry will continue to examine the development of children's self-regulation using a number of longitudinal datasets. This includes investigating the association between parental background and children's self-control in large population representative studies from the UK. He is also collaborating with Pathways colleagues at the University of Tübingen to investigate factors associated with the personality development, for example, exploring the role of motivation as a mechanism underlying the development of self-control and conscientiousness. In addition to this, Terry is working with mentor and PI Ingrid Schoon on projects exploring the codevelopment of aspirations and effort during the transition from school to university.

Recent Publications

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.

Neal, S., Rice, F., Ng-Knight, T., Riglin, L., & Frederickson, N. (2016). Exploring the longitudinal association between interventions to support the transition to secondary school and child anxiety. *Journal of Adolescence*, *50*, 31-43.

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

Ng-Knight, T., Shelton, K. H., Frederickson, N., McManus, I. C., and Rice, F. (submitted). Examining the risk and protective factors associated with successful functioning during the first year secondary school.

Post-doctoral Fellows

Maria Pavlova



Maria joined the Pathways programme in October 2014. She completed her PhD in psychology at the Moscow State University, Russia, in 2006 and her habilitation in psychology at the University of Jena, Germany, in 2014. Currently, she is a research associate at the Center for Applied Developmental Science (CADS) at the University of Jena, working with Prof. Rainer K. Silbereisen. Maria's research interests revolve around psychology of civic and political engagement, life-course processes of cumulative advantage and disadvantage, the interplay between paid work and volunteering, and the impact of social change on individual psychosocial adjustment and development. At Pathways, she has collaborated with Florencia Sortheix 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. In autumn 2016, she will start working independently as a Principal Investigator in a 3-year project on the benefits of civic engagement across the life span, which received funding from the German Research Foundation (DFG).

Reflection on my time 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.

Back to the scientific benefits: together with Clemens Lechner, I visited Helsinki in April 2015, which resulted in two collaborative projects on the predictors of youth civic engagement. In one (in collaboration with Rainer K. Silbereisen, Mette Ranta, and Katariina Salmela-Aro), we showed that warm and supportive parenting may hinder, rather than foster, offspring's civic engagement. This study was meanwhile accepted in the *Journal of Youth and Adolescence* and has received some media attention. It turned out to be an invaluable opportunity to replicate and extend our previous findings from Germany in a different cultural context and to come one step further in understanding the mechanisms behind these seemingly counterintuitive effects. In another project (together with Clemens Lechner, Florencia Sortheix, and Katariina Salmela-Aro), we found that the negative effects of low parental socioeconomic status on offspring's civic engagement are partly mediated by extrinsic work values, that is, by young people putting value on material rewards and security in paid work. This study provided an important insight into the psychological pathways that link family SES to offspring's civic engagement. I am truly grateful for my time with Pathways and would like to thank everyone – my co-authors, all fellows, and all senior researchers."

Post-doctoral Fellows

Maria Pavlova

Publications

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* (early online publication)

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.

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

* Equal contributions.

Book Chapters

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

Dissemination

Organized symposium

Pavlova, M. K. (2016, July). *Factors hindering youth civic engagement*. Oral symposium to be conducted at the 24th Biennial Meeting of the International Society for the Study of Behavioral Development, Vilnius, Lithuania.

Conference presentations

Körner, A., Lechner, C. M., Pavlova, M. K., & Silbereisen, R. K. (2016, July). *Goal Engagement in Coping With Occupational Uncertainty Predicts Favorable Career-Related Outcomes*. Paper to be presented at the symposium "Developmental Regulation in Education and Employment Transitions" (Chairs: Ingrid Schoon, Katariina Salmela-Aro) at the 24th Biennial Meeting of the International Society for

Post-doctoral Fellows

Maria Pavlova

the Study of Behavioral Development, Vilnius, Lithuania.

Pavlova, M. K. (2016, July). *Continuous Employment Produces Cumulative Advantage in Psychosocial Outcomes, Whereas Continuous Unemployment Produces Cumulative Disadvantage*. Paper to be presented at the XXXI International Congress of Psychology, Yokohama, Japan.

Pavlova, M. K. (2016, September). *Cumulative Advantage and Disadvantage in the Working Life: Psychosocial Consequences of Continuous Employment vs. Long-Term Unemployment*. Paper to be presented at the 50th Congress of the German Psychological Society, Leipzig, Germany.

Pavlova, M. K., Silbereisen, R. K., Ranta, M., & Salmela-Aro, K. (2016, July). *Can Warm and Supportive Parenting Discourage Civic Engagement? Puzzling Questions Leading to Puzzling Answers*. Paper to be presented at the symposium "Factors Hindering Youth Civic Engagement" (Chair: Maria K. Pavlova) at the 24th Biennial Meeting of the International Society for the Study of Behavioral Development, Vilnius, Lithuania.

Pavlova, M. K., Silbereisen, R. K., Ranta, M., & Salmela-Aro, K. (2016, September). *Kann elterliche Wärme und Unterstützung zu geringerem bürgerschaftlichem Engagement bei jungen Erwachsenen führen? [Can Warm and Supportive Parenting Lead to a Lower Civic Engagement in Young Adults?]* Paper to be presented at the symposium "Familiäre Einflüsse auf die Entwicklung politischer Einstellungen und Verhaltensweisen" (Chairs: Katharina Eckstein, Burkhard Gniewosz, and Horst Biedermann) at the 50th Congress of the German Psychological Society, Leipzig, Germany.

Pavlova, M. K., Silbereisen, R. K., Ranta, M., & Salmela-Aro, K. (2016, July). *Positive Parenting Is Not a Cure-All: Evidence for Its Negative Effects on Civic Engagement in the Transition to Adulthood*. Paper to be presented at the XXXI International Congress of Psychology, Yokohama, Japan.

Sortheix, F. M., Lechner, C. M., Pavlova, M. K., Silbereisen, R. K., & Salmela-Aro, K. (2016, July). *Extrinsic Work Values Partly Explain the Detrimental Effect of Low Family SES on Civic Engagement During the Transition to Adulthood*. Paper to be presented at the symposium "Factors Hindering Youth Civic Engagement" (Chair: Maria K. Pavlova) at the 24th Biennial Meeting of the International Society for the Study of Behavioral Development, Vilnius, Lithuania.

Pavlova, M. K., Körner, A., & Silbereisen, R. K. (2015, September). *Family, Friends, and Community: Their Significance for Civic Participation across the Life Span*. Paper presented at the XVII European Conference on Developmental Psychology, Braga, Portugal.

Post-doctoral Fellows

Maria Pavlova

Media Coverage

Pavlova et al.'s article in *Journal of Youth and Adolescence*: Does home comfort promote complacency? (Science Daily, 04.06.2016, Phys. Org., 05.06.2016)

Elternliebe macht Jugendliche nicht mitfühlender (Spiegel Online, 04.07.2016)

Erziehung: Zu viel Nestwärme macht träge (Tagesspiegel, 05.07.2016)

Wissenschaft: Forscher: Viel Nestwärme kann träge machen (ZEIT Online, FOCUS Online, BILD, Die Welt, Frankfurter Rundschau, Süddeutsche Zeitung, RTL Online, and many other outlets, 04.07.2016)

Radio interviews for MDR Thüringen and Detector.fm (Forschungsquartett)

Grants/Awards

Research grant for the project "Psychosocial benefits of civic and political participation across the life span and in a European comparison: Who gains what from which activities, and why?" (36 months), funded by the German Research Foundation (DFG) €297,010 project funding + €65,300 programme allowance

Travel grant for attendance at the XXXI International Congress of Psychology, July 24 – 29, Yokohama, Japan, granted by the DAAD

Post-doctoral Fellows

Nayssan Safavian



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

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

Research Plan

Nayssan is serving as the Project Manager and Scientist on a recently awarded National Science Foundation three year project, *Hispanics in the STEM Pipeline: Foundations of Persistence from Middle School to STEM Careers* (Principal Investigator, Dr. Jacquelynne Eccles and Co-Principal Investigators, Drs. AnneMarie Conley and Stuart Karabenick) to examine 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 PI Eccles and colleagues, they will examine the links between these constructs assessed in secondary school and post high school educational and occupational choices and persistence. This will include assessing the links between students' experiences in math classrooms, immediate over-the-year changes (motivational beliefs, college and career aspirations) and long-term outcomes (college and occupational choices). The study will also contribute to the further refinement Achievement Goal Theory (AGT) and Expectancy-Value Theory (EVT), documenting their association with Hispanic youth's STEM-related educational and occupational persistence.

Publications

Johnson, M., & Safavian, N. (in press) What is cost and is it always a bad thing? Furthering the discussion concerning college-aged students' perceived costs for academics. *Journal of Cognitive Education and Psychology*.

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

Post-doctoral Fellows

Nayssan Safavian

Dissemination

Safavian, N., Lam, A. C., Lauermaann, 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). *An examination of the associations between traditional gender role beliefs and occupational attainment*. 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.

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

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

Post-doctoral Fellows

Florencia Sortheix



Florencia is a post-doctoral researcher at the Institute of Behavioral Sciences (Psychology), University of Helsinki and at the Department of Psychology, University of Jyväskylä, Finland.

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

Research Plan

Florencia will continue working on the topic of personal and work values and expand it in relation to minorities and immigration. She will also be involved in projects related developing interventions to promote youth well-being, applying for Academy of Finland 3-year post-doctoral project funding in September 2016. Using FinEdu and Mind the Gap Finnish datasets Florencia will analyze developmental precursors of social engagement with out-group members, and attitudes towards immigrants (new variables included in 2016 data collection). Using European Social Survey data and a cross-cultural focus she plans to study these research questions: Did immigration flows in European countries influence the value individuals place on Universalism (tolerance, equality, social justice)? What is the role of values and identification with regional groups or wider European groups on attitudes towards immigration? Furthermore, in collaboration with mentor and PI Katariina Salmela-Aro, Florencia is involved in the project Own Path (Oma Linja) lead by Prof. Jukka Vuori. This is a school intervention aiming at increasing positive attitudes towards diversity and career preparedness. They are going to apply for funding for a larger European project titled: Promoting Youth Mental Health and Wellbeing in Europe through the development of social and emotional skills for school, work and social progress. This is for the next call Horizon 2020: Promoting mental health and wellbeing in the young.

Publications

Silver-Kuhalampi, M., Figueiredo, A., Sortheix, F. & Fontaine, J. (2015). Humiliated self, bad self or bad behavior? The relations between moral emotional appraisals and moral motivation. *Journal of Moral Education* 44, 2, 213-231

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

Post-doctoral Fellows

Florencia Sortheix

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

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

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

Sortheix, F. M., Olakivi, A., & Helkama, K. (2013) Values, Life Events and Health: A study in a rural Finnish community. *Journal of Community and Applied Social Psychology*, *23*, 331–346.

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.

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).

Lechner, C. M., Sortheix, F. M., & Salmela-Aro, K. (submitted) The Development of Work Values in the Transition to Adulthood: A Two-Country Longitudinal Study, *Journal of Vocational Behavior*.

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.

Chow, A. , Sortheix, F.M., & Salmela-Aro, K. (in preparation) Continuity in motivation from school to work: intrinsic task values and work values.

Post-doctoral Fellows

Florencia Sortheix

Book chapters

Salmela-Aro, K., Sortheix, F. M. & Ranta, M. (2016). Emerging Adulthood in Finland In: *Emerging Adulthood in a European Context*. Žukauskienė, R. (Ed.). Abingdon, Oxon; New York, NY: Psychology Press, p. 138-153.

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

Dissemination

Organised Symposia

European Association of Research on Adolescence, September, 2016, Symposium

The Development of Motivation in the Transition to Adulthood: Task Values, Work Values, and Well-being. Chair: Dr. Florencia M. Sortheix

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

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

Presentations

Sortheix, F. M., & Masuda, A. Work values on job satisfaction across-countries: a multi-level perspective. Paper presented at the *International Conference on Cross-Cultural Psychology*, Reims, France (July 2014).

Sortheix, F.M. Career values and work engagement: what is the role of job characteristics? Poster presented at the *International Conference on Motivation (ICM)*, Helsinki (June 2014).

Grants/Awards

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

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

Alumni

Håkan Andersson



Fellowship 2012 – 2013

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.

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., and 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

Book Chapters

Dietrich, J., Andersson, H., and Salmela-Aro, K. (2014). Developmental psychologists' perspective on pathways through school and beyond. In P. Blanchard, F. Bühlmann, and J.-A. Gauthier (Eds.). *Advances in sequence analysis: Methods, theories and applications, Vol. 2*: 129-150, Springer.

Alumni

Julie Ashby



Fellowship 2009 – 2011

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. Her MSc research focused on the appointment of women to risky or precarious leadership positions in a legal context. Her PhD research, which was funded by the ESRC, explores the role of (a) occupational group membership and identity, and (b) occupational taxpaying norms and values in taxpaying behaviour and attitudes. Overall, the thesis highlights the subtleties surrounding the relationship between identity and taxpaying norms and values in influencing taxpaying behaviour and attitudes. It builds a strong case for the development of an approach to taxpaying behaviour and attitudes that marries traditional variables (e.g., deterrence) with social and cultural ones (in particular, occupational identity and taxpaying culture). At a practical level, the thesis speaks to current 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.

The Fellowship has influenced Julie's 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 her Pathways Fellowship, Julie worked as a Research Fellow at the European Centre for Environment & Human Health at the Royal Cornwall Hospital, Truro

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), 350-360.

Alumni

Julie Ashby

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

Book Chapters

Webley, P. & Ashby, J. S. (2010). The economic psychology of value added tax compliance. In J. Alm, J. Martinez-Vazquez & B. Torgler (Eds.), *Developing Alternative Frameworks for Explaining Tax Compliance*. Routledge

Dissemination during Fellowship

Ashby, J. S. (September 2010). The role of career aspiration and ambition in predicting adult social status and earnings. *International Conference of the Society for Longitudinal and Life Course Studies* in Cambridge

Ashby, J. S. (May 2010). Save now, save later? Linkages between saving behaviour in adolescence and adulthood. *The 12th Biennial Conference of the European Association for Research on Adolescence*. Vilnius, Lithuania.

Alumni

Meeta Banerjee



Fellowship 2012 – 2015

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 as 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.

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

Publications

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

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

Alumni

Meeta Banerjee

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

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

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

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

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

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

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

Book Chapters

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

Dissemination during Fellowship

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

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

Alumni

Meeta Banerjee

Peck, S., Malanchuk, O., Banerjee, M. & Eccles, J.S. (2015, March). Parent racial/ethnic socialization predicts youth racial/ethnic identity in suboptimal socialization contexts. Poster presented at the Society for Research on Child Development in Philadelphia, PA.

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

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

Eccles, J.S., Wang, M., Tsai, Y.M. & Banerjee, M. (2014, April). Gender segregation across the sciences. In J. Robinson & S. Lubienski (chairs) Factors influencing female participation in STEM fields: New insights from longitudinal data. Paper presented at the American Education Research Association, Philadelphia, PA.

Banerjee, M., Malanchuk, O., Wittrup, A., Lucaj, L. & Eccles, J.S. (2014, March). Exploring the intersections of race and gender in socialization processes related to STEM in African American and European American youth. Poster presented at the Society for Research on Adolescence, Austin, TX.

Banerjee, M., Malanchuk, O., Peck, S. & Eccles, J.S. (2013, August). The impact of racial discrimination and racial socialization on mental health in African Americans. Poster presented at the American Psychological Association, Honolulu, HI.

Banerjee, M. & Eccles, J.S. (2013, July). Parenting warmth and academic socialization as predictors of academic achievement in children. Poster presented at the American Psychological Association, Honolulu, HI.

Williams, A., Banerjee, M., Lambouths, D., & Rowley, S. (2013, May). The impact of parents' racial identity on involvement in children's education. Poster presentation at the Association for Psychological Science (APS), Washington, DC.

Grants

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

Alumni

Miia Bask



Fellowship 2009 – 2011

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 September 2012 she held a research position at Department of Sociology, the University of Bergen, Norway. Currently she is a senior researcher at Norwegian Social Research (NOVA)

Publications

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 (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; 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.

Book Chapters

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. In I. Schoon, & J.S. Eccles *Gender Differences in Aspirations and Attainment A Life Course Perspective*. Cambridge University Press.

Media

Paper on 'Increasing Inequality in Social Exclusion Occurrence: The Case of Sweden during 1979-2003, which was published in *Social Indicators Research* was featured in *Svenska Dagbladet*, a leading Swedish newspaper, in the editorial section on July 15, 2010.

Alumni

Justin Bruner



Fellowship 2014 – 2015

Dr. Justin Bruner is a Teaching and Learning Consultant for the Center for Excellence in Teaching and Learning at Central Michigan University in the Academic Effectiveness unit. He assists faculty across the disciplines with effective course design or redesign, development and evaluation of instructional strategies, and materials that are functional, informative, and consistent with sound instructional design principles. In addition, he supports academic departments and units in the exploration and development of innovative teaching and learning strategies and resources. He also assists with planning, developing and facilitating faculty development workshops, webinars, and department-specific programs in the areas of instructional design and in the use of instructional technology tools.

In his current work, Dr. Bruner is helping to lead an all campus, cohort-based, intensive program for faculty on Active Learning strategies to help promote more engaging teaching practices at the University. He is also helping to lead the Faculty Learning Communities (FLC) at Central Michigan, holding workshops across the country at the remote campus sites, managing the collection and dissemination of the data for the Center, and facilitating a weekly teaching and learning newsletter for faculty.

Dr. Bruner has a strong passion around issues of internationalization having worked extensively in course design, programs, and instruction for international students. His research has been presented in multiple countries and also has a heavy international component. Additionally, Dr. Bruner works on issues of equity in education, specifically disadvantaged student populations, promoting effective and engaging teaching practices, and helping instructors develop a teaching identity.

Prior to his position, Dr. Bruner was a research associate in the Office of the Hannah Chair in the College of Education at Michigan State University and joined the Pathways programme in October, 2014 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

Alumni

Justin Bruner

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.

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

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

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

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

Dissemination

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

Lavonen, J. Bruner, J., Linnansaari, J., Juuti, J., Salmela-Aro, K., & Schneider, B. (2015). Which scientific practices have an impact on student engagement in science learning in Finland and United States? 2016 SAARMSTE Conference, Pretoria South Africa.

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

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

Grants

Teaching Enhanced Active Learning (TEAL) Academy – Central Michigan University

Faculty Learning Communities (FLC) - Central Michigan University

Internationalizing the curriculum – Central Michigan University

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

Alumni

Jenna Cambria



Fellowship 2013 – 2015

Jenna is an Assistant Professor of Educational Psychology in Educational Statistics and Research Methods at the University of Arkansas that began in January of 2016. Prior to this she was a Postdoctoral Scholar at the Hector Research Institute of Education Sciences and Psychology, University of Tübingen in the Pathways Program. Her research interests focus on the facilitators and barriers of motivation for STEM. Jenna presented and published several papers on the area of motivation, including a paper in *Developmental Review* that has been cited over 185 times.

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

Publications

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

Cambria, J., Brandt, H., Nagengast, B., & Trautwein, U. (under review). Frame of reference effects of peer achievement on students' values in mathematics and English. *ZDM Mathematics Education*.

*First two authors have shared first authorship.

Book Chapter

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

Dissemination

Cambria, J., Brandt, H., Wille, E., Nagengast, B., Trautwein, U. (2016). *The effect of class average achievement on girls' interest in STEM vocations*. to be presented at the 2016 annual meeting of the American Educational Research Association, Thessaloniki, Greece.

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

Alumni

Anna K Chmielewski



Fellowship 2012 – 2014

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

Anna was a post-doctoral fellow in the Pathways programme from September 2012 – June 2014 and was based at Michigan State University working with Prof. Barbara Schneider at the College of Education. She began her current tenure-track assistant professorship in July 2014.

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).

Recent Publications

Chmielewski, A.K. and S.F. Reardon. (2016). "Patterns of Cross-National Variation in the Association between Income and Academic Achievement." *AERA Open* 2(3): 1-27.

Jerrim, J., P. Parker, A.K. Chmielewski, and J. Anders. (2015). "Private Schooling, Educational Transitions and Early Labour Market Outcomes: Evidence from Three Anglophone Countries" *European Sociological Review* 32(2): 280-294.

Jerrim, J., A.K. Chmielewski, and P. Parker. (2015). "Socioeconomic Inequality in Access to High Status Colleges: A Cross-Country Comparison." *Research in Social Stratification and Mobility* 42: 20-32.

Chmielewski, A.K. (2014). "An International Comparison of Achievement Inequality in Within- and Between-School Tracking Systems." *American Journal of Education* 120(3): 293-324.

Chmielewski, A.K., H. Dumont, and U. Trautwein. (2013). "Tracking Effects Depend on Tracking Type: An International Comparison of Mathematics Self-Concept." *American Educational Research Journal* 50(5): 925-957.

Alumni

Anna K Chmielewski

Book Chapters

Chmielewski, A.K., K. Mundy and J.P. Farrell. (forthcoming). "International Indicators and Assessments: Issues for Teachers." To be published in *Comparative and International Education: Issues for Teachers*, 2nd Edition, edited by K. Bickmore, K. Mundy, R. Hayhoe, C. Manion and R. Read.

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

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

Chmielewski, A.K. and C. Savage. (2015). "Socioeconomic Segregation Between Schools in the US and Latin America, 1970-2012." Pp. 394-423 in *Land and the City: Proceedings of the 2014 Land Policy Conference*, edited by George McCarthy, Gregory Ingram and Samuel Moody. Cambridge, MA: Lincoln Institute of Land Policy.

Awards

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

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

Alumni

Angela Chow



Fellowship 2009 – 2011

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. 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. Angela's work is noteworthy in that it emphasizes the interplay of developmental processes in education, occupation, and mental health across the lifespan, and situates these processes within school, family, and community contexts.

Publications

Symonds, J. E., Dietrich, J., Chow, A., & Salmela-Aro, K. (in press). Mental Health Improves After Transition From Comprehensive School to Vocational Education or Employment In England: A National Cohort Study. *Developmental Psychology*.

Chow, A., Galambos, N. L., & Krahn, H. J. (in press). Do early work values matter for mid-life career and life satisfaction? Cascading effects across 25 Years. *International Journal of Behavioral Development*.

Krahn, H. J. & Chow, A. (in press). Explaining the career scarring effects of youth unemployment. *The Canadian Journal of Sociology*.

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.

Lauermann, F. Chow, A., & Eccles, J. S. (2015). Differential effects of adolescents' expectancy and value beliefs about Math and English on math/science-related and human services-related career plans. *International Journal of Gender, Science and Technology*, 7, 205-228.

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. [*equal second authorship]

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.

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.

Alumni

Angela Chow

Ranta, M., Chow, A., & Salmela-Aro, K. (2013). Trajectories of life satisfaction and the financial situation in the transition to adulthood. *Longitudinal and Life Course Studies*, 4, 57-77.

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.

Chow, A., Wang, M. T., Eccles, J. S. & Salmela-Aro, K. (submitted). Who wants to have a career in science? The roles of family characteristics in childhood and science motivation trajectories in adolescence.

Chow, A., Miller, G. E., Chen, E., Mandhane P. J., Turvey, S. E., Elliott, S. J., Becker, A. B., Subbarao, P., CHILD Study Investigators, Sears, M. R., Kozyrskyj, A. L. (submitted). Trajectories of depressive symptoms and perceived stress from pregnancy to postnatal period: A developmental psychopathological perspective.

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

Wang, M. T.*, Chow, A.*, & Eccles, J. S. (submitted). Science motivation trajectories and educational outcomes in secondary school. [*equal first authorship]

Chow, A., Galambos, N. L., & Krahn, H. J. (submitted). Do early work values matter for mid-life career and life satisfaction? Cascading effects across 25 Years.

Chow, A., Kiuru, N., Parker, P., Eccles, J. S., & Salmela-Aro, K. (submitted). Peer selection, deselection and socialization processes of task values in adolescent friendship networks: Do they work differently across school subjects?

Krahn, H. J. & Chow, A. (submitted). Explaining the career scarring effects of youth unemployment.

Symonds, J. E., Dietrich, J., Chow, A., & Salmela-Aro, K. (submitted). Adolescent mental health development across two age-graded transitions in Finland.

Symonds, J. E., Chow, A., Dietrich, J., & Salmela-Aro, K. (submitted). Transition from compulsory schooling in Finland and England: An international comparison of effects on adolescent mental health.

Book Chapters

Chow, A., & Salmela-Aro, K. (2014). Does priority matter? Gendered patterns of task values across subject domains (pp. 247-265). In I. Schoon & J. S. Eccles (Eds.). *Gender differences in aspirations and attainment: A life course perspective*. Cambridge: Cambridge University Press.

Alumni

Angela Chow

Dissemination during Fellowship

Krahn, H. K., Chow, A., Galambos, N. L., & Johnson, M. D. (2015, October). Social and environmental concerns from adolescence to midlife: A 25 year longitudinal study. Paper to be presented at the 2015 *Conference of the Society for Longitudinal and Life Course Studies*, Dublin, Ireland.

Chow, A., Galambos, N. L., & Krahn, H. K. (2014, July). Do work values matter? Effects of work values at age 18 on career and life satisfaction 25 years later. Poster presented at the 2014 Biennial Meeting of the *International Society for the Study of Behavioural Development*, Shanghai, China.

Chow, A., Wang, M. T., Hofkens, T., & Salmela-Aro, K. (2014, June). Developmental trajectories of emotional engagement and disengagement in school among Finnish adolescents. Poster presented at the 2014 *International Conference on Motivation*, Helsinki, Finland.

Chow, A., Kiuru, N., Parker, P., Eccles, J. S., & Salmela-Aro, K. (2014, April). The role of peers in adolescents' task values: Disentangling peer selection, deselection and socialization processes. Paper presented at the 2014 *Annual Meeting of the American Educational Research Association*, Philadelphia, U.S.

Chow, A., Krahn, H. K., & Galambos, N. L. (2012, July). Work value trajectories in emerging adulthood: Does unemployment matter? Poster presented at the 2012 Biennial Meeting of the *International Society for the Study of Behavioural Development*, Edmonton, Canada.

Chow, A., Eccles, J. S., & Salmela-Aro, K. (2012, July). Priority patterns of task values across subjects and aspirations to physical and IT-related science fields. Paper presented at the 2012 Biennial Meeting of the *International Society for the Study of Behavioural Development*, Edmonton, Canada.

Ranta, M., Punamäki, R.-L., Chow, A., & Salmela-Aro, K. (2011, Oct). The economic stress model in young adulthood: The mediating role of social relationships. Paper presented at the 2011 Conference of the *Society for Longitudinal and Life Course Studies*, Bielefeld, Germany.

Ranta, M., Chow, A., Punamäki, R.-L., & Salmela-Aro, K. (2010, Oct). A successful transition to adulthood: Adolescents' financial status and well-being trajectories. Paper presented at the 2010 Biennial Meeting of *Life History Research Society*, Montréal, Canada.

Chow, A. & Salmela-Aro, K. (May 2010). Changing patterns of task-values among adolescents across the transition to post-compulsory education. Invited symposium PATHWAYS - Productive Youth Development. 12th Biennial Conference of the *European Association for Research on Adolescence (EARA, 2010)*, Vilnius, Lithuania.

Chow, A & Salmela-Aro, K (2009, Oct). *Motivation, well-Being and transition among Finnish youth: A longitudinal study*. Paper presented at the *International Seminar on Work Transitions and Well-Being*, Helsinki, Finland.

Alumni

Angela Chow

Media

“Researching Career Development of Young People in Canada. Chinese Female Scholar Won a Government Fellowship.” Sing Tao Daily. 12th Oct, 2011.

Awards/Grants

2011 Banting Postdoctoral Fellowship, Social Sciences and Humanities Research Council, Canada (Oct, 2011 – Jan 2014, granted CAD 140,000)

2011 Research Grant, Office of the Vice-President (Research), University of Alberta, Canada (granted CAD 20,000)

2011 Research Grant, Faculty of Arts, University of Alberta, Canada (granted CAD 3,000)

2010 Research Grant, Helsinki Collegium for Advanced Studies, University of Helsinki, Finland

2010 Chancellor’s Travel Grant, University of Helsinki, Finland

2010 Visiting Grant, National Opinion Research Center, University of Chicago, US

Alumni

Elizabeth Covay-Minor



Fellowship 2012 – 2014

Elizabeth is Assistant Professor in the Educational Leadership Program in the National College of Education at National Louis University, Chicago. She joined the Pathways programme in October 2012 where 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 and began the program coordinator for the Administration and Supervision Program in 2015. Her research interests include inequality in student access to, returns to, and experiences in opportunities to learn with particular focus on the classroom 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.

Publications

Covay Minor, E., Desimone, L., Caines, J., & Hochberg, E. (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, E. (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, E., Desimone, L., Phillips, KJR & Spencer, K. (2015) A New Look at the Opportunity to Learn Gap across Race and Income. *American Journal of Education*, 121 (2): 241-269

Covay Minor, E. (2014). Student Race and Differences in Teacher Perceptions of Student Academic Ability. *Teachers College Record* 117(1).

Covay Minor, E., Porter, A.C., Murphy, J., Goldring, E.B., Cravens, X., & Elliott, S.N. (2014). A known group analysis validity study of the Vanderbilt Assessment of Leadership in Education in US elementary and secondary Schools. *Educational Assessment, Evaluation, and Accountability*, 26: 29-48

Alumni

Elizabeth Covay-Minor

Covay Minor, E., Porter, AC, Murphy, J., Goldring, E. & Elliott, SN. A Test-Retest Analysis of The Vanderbilt Assessment for Leadership in Education. (Under Review)

Covay Minor, E. The Differential Effects of Instruction on Achievement. (In preparation)

Covay Minor, E, Saw, G., Frank, K., Schneider, B. and Obenauf, K. Teacher Mobility and Contextual Forces: The Case of Michigan High Schools. (In preparation)

Desimone, L., Phillips, KJR, Covay Minor, E., Spencer, K., & Stuckey, D. Can a Conceptual/Advanced versus Procedural/Basic Approach to Mathematics Instruction Influence the Racial/Ethnic and Socio-Economic Achievement Gap in Elementary School? (In preparation)

Phillips, K.J.R., Spencer, K., Covay, E., and Desimone, L.. (In Progress). Can Schools Really Make a Difference? Exploring School Conditions and Processes as a Moderator of Achievement Gaps.

Dissemination during Fellowship

Covay Minor, E. Differential Effects of Instruction on Achievement: Mathematical Quality of Instruction presented at the *American Sociological Association Annual Meeting*, San Francisco, CA (August 2014).

Covay Minor, E., G. Saw, K. Frank, B. Schneider, & K. Obenauf. Teacher Mobility and External Contextual Factors: The Case of Michigan High Schools, presented at the *American Sociological Association Annual Meeting*, San Francisco, CA (August 2014).

Covay Minor, E. Teacher Mobility and External Contextual Factors: The Case of Michigan High Schools presented at the *Michigan Educational Research Association Annual Spring Conference*, Bath, Michigan (May 2014).

Covay Minor, E. Differential Effects of Instruction on Achievement: Mathematical Quality of Instruction invited poster session Excellence in Education Research: Early Career Scholars and Their Work at the *American Educational Research Association Annual Conference*, Philadelphia, PA (2014).

Desimone, L., K.J.R. Phillips, E. Covay Minor, K. Spencer, & D. Stuckey. The Difference Effects of Math Instruction by Race and Income. Presented at the *American Educational Research Association Annual Conference*, Philadelphia, PA (2014).

Covay Minor, E., L. Desimone, & J. Caines. Explaining Differential Effects of Teacher Professional Development: The Role of Teacher Content Knowledge. Presented at the *American Educational Research Association Annual Conference*, Philadelphia, PA (2014).

Alumni

Elizabeth Covay-Minor

Covay Minor, E., G. Saw, K. Frank, & B. Schneider. 2014. Teacher Mobility and External Contextual Factors: The Case of Michigan High Schools. Presented at the *American Educational Research Association Annual Conference* Philadelphia, PA (2014).

Covay Minor, E. Race and Income Group Differences in Experiences of Teacher Effectiveness. Presented at the *Midwest Sociology of Education Conference*, Madison, WI, and (November 2013).

Covay Minor, E. A Known Group Analysis Study of the Vanderbilt Assessment of Leadership in Education. Presented at the *American Educational Research Association Annual Conference*, San Francisco, CA (April 2013).

Covay Minor, E. Classroom Composition and Racial Differences in Opportunities to Learn. Presented at Sociology of Education Association Annual Conference, Pacific Grove, CA (February 2013).

Grants

Measuring Effective Teaching (MET) Early Career Research Grant (\$25,000), ICPSR and the National Academy of Education, March 2013-March 2014

Media

Casey, M. 2014, June 19. "Want to succeed in business? Then play high school sports." [Quoted by Author]. *Fortune Magazine*. <http://fortune.com/2014/06/19/high-school-sports-business-cornell-job-market/>

Alumni

Anna-Lena Dicke



Fellowship 2012 – 2014

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.

Recent 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*.

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.

Alumni

Anna-Lena Dicke

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

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

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.

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

Dicke, A.-L., Lüdtke, O., Trautwein, U., Nagy, G., & Nagy, N. (2012). Judging students' achievement goal orientations: Are teacher ratings accurate? *Learning and Individual Differences*, 22 (6), 844-849

Frenzel, A. C., Pekrun, R., Dicke, A.-L., & Götz, T. (2012). Beyond quantitative decline: Conceptual shifts in adolescents' development of interest in mathematics. *Developmental Psychology*, 48 (4), 1069-1082

Alumni

Anna-Lena Dicke

Book Chapters

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

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

Dicke, A.-L., Safavian, N., Banerjee, M. & Eccles, J.S. (forthcoming) Gender differences in occupational values, aspirations and choices: A historical perspective on the pursuit of STEM-related careers. In: E.A. Marshall & J.E. Symonds (Eds.). *Young Adult Development at the School-to-Work Transition: International Pathways and Processes*.

Hulleman, C.S., Thoman, D.B., Dicke, A.-L. & Harackiewicz, J. (forthcoming) The Promotion and Development of Interest: The Importance of Perceived Values. In: P. A. O'Keefe & J. M. Harackiewicz (Eds.), *The Psychological Science of Interest: Exploring Its Functions, Forms, and Formation*.

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

Trautwein, U., Nagengast, B., Marsh, H. W., Gaspard, H., Dicke, A.-L., Lüdtke, O., et al. (2013). Expectancy-value theory revisited: From expectancy-value theory to expectancy-values theory? In D. M. McInerney, H. W. Marsh, R. G. Craven & F. Guay (Eds.), *Theory Driving Research: New wave perspectives on self-processes and human development* (pp. 233-249). Charlotte, NC: Information Age Publishing.

Dissemination

Dicke, A.-L., & Eccles, J.S. (2016). *Acknowledging Reciprocity: The Interrelations of Teacher Support, Grades and Student Motivation over time*. Poster presented to the Annual meeting of the American Educational Research Association, Washington, DC.

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

Hulleman, C., Dicke, A. L., Kosovich, J. & Thoman, D. (2016). *Perceived norms and their associations with students' value perceptions*. Poster presented to the Annual Meeting of the Society for Personality and Social Psychology, San Diego, California.

Alumni

Anna-Lena Dicke

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

Dicke, A.-L., Gaspard, H., Häfner, I., Schreier, B., Flunger, B., Nagengast, B. & Trautwein, U. (April 2014). Increasing students' subjective task value in mathematics: Applying utility value interventions in the classroom setting. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, Pennsylvania, USA.

Dicke, A.-L., Nagengast, B., Nagy, G., & Trautwein, U. (April 2013). Differential effects of a supportive student-teacher relationship on student engagement. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, California, USA. 12th International Conference of Motivation (ICM), Frankfurt, Germany, 28-30 August, 2012. *Mandatory course enrollment and its influence on interest.* (Paper presented) [Dicke, A.-L., Trautwein, U., Nagengast, B. and Wagner, W.]

Annual Meeting of the American Educational Research Association (AERA), San Francisco, California, USA, (April 2012). *Differential effects of a supportive student-teacher relationship on student engagement.* (Poster presented).

Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada, (April 2012). *The assessment of teacher support and its relation to student interest.* (Poster presented).

Grants

Travel Award of the Special Interest Group "Motivation in Education" at the 2013 Annual Meeting of American Educational Research Association (AERA)

Alumni

Julia Dietrich



Fellowship 2011 – 2012

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.

Publications

Dreer, B., Dietrich, J., & Kracke, B. (in press). From in-service teacher development to school improvement: Factors of learning transfer in teacher education. *Teacher Development*.

Marttinen, E., Dietrich, J., & Salmela-Aro, K. (2016). Dark shadows of rumination: Finnish young adults' identity profiles, personal goals and concerns. *Journal of Adolescence*, 47, 185-196.

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.

Taskinen, P. H., Dietrich, J., & Kracke, B. (2016). The role of parental values and child-specific expectations in the science motivation and achievement of adolescent girls and boys. *International Journal of Gender, Science and Technology*, 8, 103-123.

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.

Silinskas, G., Dietrich, J., Pakarinen, E., Kiuru, N., Aunola, K., Lerkkanen, M.-K., Hirvonen, R., Muotka, J., & Nurmi, J.-E. (2015). Children evoke similar affective and instructional responses from their teachers and mothers. *International Journal of Behavioral Development*, 39, 432-444.

Ranta, M., Dietrich, J., & Salmela-Aro, K. (2014). Career and romantic relationship goals and concerns during emerging adulthood. *Emerging Adulthood*, 2, 17-26.

Reese, G. & Dietrich, J. (2014). I am therefore I do: Group identification and effort for achievement goals. *Social Sciences*, 3, 941-947.

Schindler, I., Dietrich, J., & Berg, C. A. (2014). Why collaborate with close others when choosing a college major? *Journal of Educational and Developmental Psychology*, 4, 128-142.

Alumni

Julia Dietrich

Tynkkynen, L., Dietrich, J., & Salmela-Aro, K. (2014). Career goal-related success expectations across two educational transitions: A 7-year longitudinal study. *European Journal of Developmental Psychology, 11*, 356-372.

Dietrich, J., Lichtwarck-Aschoff, A., & Kracke, B. (2013). Deciding on a college major: Commitment trajectories, career exploration, and academic well-being. *Diskurs Kindheits- und Jugendforschung, 8*, 305-318.

Dietrich, J., & Salmela-Aro, K. (2013). Parental involvement and adolescents' career goal pursuit during the post-school transition. *Journal of Adolescence, 36*, 121-128.

Dietrich, J., Shulman, S., & Nurmi, J.-E. (2013). Goal pursuit in young adulthood: The role of personality and motivation in goal appraisal trajectories across 6 years. *Journal of Research in Personality, 47*, 728-737.

Sortheix, F., Dietrich, J., Chow, A., & Salmela-Aro, K. (2013). Career values and engagement in the transition from education to work. *Journal of Vocational Behavior, 83*, 466-475.

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

Dietrich, J., Jokisaari, M., & Nurmi, J.-E. (2012). Work-related goal appraisals and stress during the transition from education to work. *Journal of Vocational Behavior, 80*, 82-92.

Dietrich, J. & Kracke, B. (2011). Brief report: Cross-informant ratings of self- and other-regulation at career transitions in adolescence. *Journal of Adolescence, 34*, 1097-1101.

Dietrich, J., Kracke, B., & Nurmi, J.-E. (2011). Parents' role in adolescents' decision on a college major: A weekly diary study. *Journal of Vocational Behavior, 79*, 134-144.

Book Chapters

Dietrich, J., Parker, P.D., & Salmela-Aro, K. (forthcoming) .Phase-Adequate Engagement during Transitions from Education to Work. In: I. Schoon & R. K. Silbereisen (Eds.). *Pathways to Adulthood: Social inequalities, structure and agency and social change*.

Dietrich, J. (in press). Methoden der Veränderungsmessung [Methods for the assessment of change]. In B. Kracke & P. Noack (Eds.), *Handbuch Entwicklungs- und Erziehungspsychologie*. Heidelberg: Springer.

Dietrich, J., & Salmela-Aro, K. (2015). Emerging adults and work: A model of phase-adequate engagement. In J. J. Arnett (Ed.), *Oxford Handbook of Emerging Adulthood* (pp. 334-345). New York: Oxford University Press.

Alumni

Julia Dietrich

Moeller, J., Eccles, J. S., Salmela-Aro, K., Dietrich, J., Schneider, B., & Grassinger, R. (2015). Passion and motivation. In J. D. Wright (Ed.), *International Encyclopedia of the Social and Behavioral Sciences (2nd edition, Vol 17)* (pp. 570–576). Oxford: Elsevier.

Dietrich, J., Andersson, H., & Salmela-Aro, K. (2014). Developmental psychologists' perspective on pathways through school and beyond. In P. Blanchard, F. Bühlmann, & J.-A. Gauthier (Eds.), *Advances in sequence analysis: Methods, theories and applications* (pp. 129-150). New York: Springer.

Dissemination during Fellowship

Dietrich, J., Kracke, B., & Noack, P. Co-Regulating the Post-High School Transition: Adolescents and Their Parents. Paper presented at the *23rd Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)*, Shanghai, China. (July 2014).

Dietrich, J., Noack, P., & Kracke, B. Motivation at School as an Antecedent of Adolescent Career Development. Paper presented at the *23rd Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)*, Shanghai, China (July 2014).

Dietrich, J. Adolescents' and Parents' Math-Related Motivational Beliefs and Adolescents' Preferences for Science Careers. Paper presented at the *2nd Gender & STEM Network Conference*, Berlin, Germany (July 2014).

Dietrich, J., Dicke, A.-L., Kracke, B., & Noack, P. (2014, June). Classroom effects on students' motivational development. Paper presented at the *International Conference on Motivation (ICM)*, Helsinki, Finland.

Dietrich, J., Andersson, H., Tsai, Y.-M., & Salmela-Aro, K. Self-determined goal pursuit and motivational experience. Paper presented at the *International Conference on Motivation (ICM)*, Helsinki, Finland (June 2014).

Dietrich, J., Tynkkynen, L., & Salmela-Aro, K. Angemessenes Engagement beim Übergang von der Schule zur nachschulischen Ausbildung. Paper presented at the *2nd Meeting of the German Society for Empirical Educational Research (GEBF)*, Frankfurt, Germany (March 2014)

Dietrich, J., Kracke, B., & Noack, P. Entwicklung von Schulengagement nach dem Eintritt in die Sekundarstufe. Paper presented at the *14th Conference of the Educational Psychology Section of the German Psychological Society (DGPs)*, Hildesheim, Germany (September 2013).

Alumni

Julia Dietrich

Dietrich, J., Nurmi, J.-E., & Jokisaari, M. Wohlbefinden und phasenadäquates berufliches Engagement als Ressourcen für den Berufseinstieg. Paper presented at the 21st Conference of the *Developmental Psychology Section of the German Psychological Society (DGPs)*, Saarbrücken, Germany (September 2013).

ISSBD conference in Edmonton (July 2012): Symposium on “The 'what' and the 'how' of Career Choices: The Role of Motivation at the Post-school Transition” and talk: Pursuit of Career Goals in Secondary School and Beyond (paper presentation)

DGPs Conference (German Psychological Society) in Bielefeld (September 2012): Persönliche Ziele in der Berufswahl: Jugendliche am Übergang Schule – Ausbildung/Studium (paper presentation)

Dietrich, J. & Salmela-Aro, K. (2011, August). Pursuit of career goals in secondary school and beyond: The role of school engagement and burnout. Paper presented at the *European Conference for Developmental Psychology*, Bergen, Norway.

Grants/Awards

A grant from the Developmental Section of the German Psychological Society for organizing a methodological workshop, entitled “Innovative methods for the analysis of change and development”, September 2011.

Margret and Paul Baltes Award 2011 of the Developmental Section of the German Psychological Society for her dissertation, entitled “Adolescents’ and parents’ developmental regulation during the transition from school to higher education”.

Alumni

Kathryn Duckworth (Isdale)



Fellowship 2009 – 2012

Kathryn is currently Director of her own consultancy company, QER Consulting. She is also Honorary Research Fellow at the Education and Skills Development (ESD) Research Programme at the 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.

Now based in Cape Town, Kathryn founded QER Consulting which specialises in the analysis of large-scale survey and administrative datasets and has recently been awarded an Honorary Research Fellowship at the Human Sciences Research Council.

Kathryn's research interests lie in exploring educational transitions across the lifecycle 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.

Publications

Davis-Kean, P.E., Duckworth, K., Susperreguy, M. I., & Chen, M. (submitted). The Developmental of Maths Skills in Middle Childhood: The mediating roles of self-concept.

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.

Alumni

Kathryn Duckworth

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.

Schoon, I. & Duckworth, K. (2010). Leaving school early – and making it! Evidence from two British Birth Cohorts. *European Psychologist*, 15(4), 283-292.

Schoon, I., Hope, S., Ross, A. & Duckworth, K. (2010). Family hardship and children's development: the early years. *Longitudinal and Life Course Studies*, 1(3), 209-222.

Book chapters

Isdale, K., Reddy, V., Zuze, T.L., Winnaar, L. (in preparation). *Post-compulsory educational transitions in the South African Youth Panel Study*. In A. Marshall & J. Symonds (Eds.), *Young Adult Transitions to Work*. Oxford University Press: Oxford.

Isdale, K., Reddy, V., Zuze, T.L., Winnaar, L. (in preparation). Understanding educational pathways in the South African Youth Panel Study. In M. Rogan (Eds), *Post-schooling educational trajectories and the labour market in South Africa*.

Duncan, G.J., Bergman, L., Duckworth, K., Kokko, K., Lyyra, A-L., Metzger, M., Pulkkinen, L. & Simonton, S. (2012). The Role of Child Skills and Behaviors in the Intergenerational Transmission of Inequality: A Cross-National Study. In J. Ermisch, M. Jäntti, & T. Smeeding & (Eds.), *From Parents to Children: The Intergenerational Transmission of Advantage*. Russell Sage Foundation: New York.

Alumni

Kathryn Duckworth

Working Papers

Duckworth, K., Duncan, G.J., Kokko, K., Lyyra, A-L., Metzger, M. & Simonton (2012). *The relative importance of adolescent skills and behaviors for adult earnings: A cross-national study*. Department of Quantitative Social Science Working Paper 2012-03. London: Institute of Education, University of London.

Reports

Isdale, K., Reddy, V., Zuze, T.L., Winnaar, L. (2016, in preparation). *The good, the bad, and the ugly: Youth transitions over five years in SAYPS*. Pretoria: HSRC.

Isdale, K., Reddy, V., Zuze, T.L., Winnaar, L. (2016, forthcoming). *Smooth, staggered or stopped? Educational transitions in the South African Youth Panel Study*. Pretoria: HSRC.

Duckworth, K. & Cara, O. (2012). *The relationship between adult learning and wellbeing: Evidence from the 1958 National Child Development Study (Research Report)*. London: Department for Business, Innovation and Skills.

Crawford, C., Duckworth, K., Vignoles, A. & Wyness, G. (2011). *Young people's education and labour market choices aged 16 to 19*. Centre for Analysis of Youth Transitions: London.

Ross, A., Duckworth, K., Smith, D.J., Wyness, G. & Schoon, I. (2011). *Prevention and Reduction: A review of strategies for intervening early to prevent or reduce youth crime and anti-social behaviour*. Centre for Analysis of Youth Transitions: London.

Dissemination during Fellowship

Duckworth, K. & Schoon, I. (July 2012). Social mobility and entrepreneurship in the UK: Evidence from the 1958 and 1970 cohort studies. Roundtable on Social Mobility: House of Commons, London.

Duckworth, K. (April, 2012). The educational and occupational experiences of London's youth: Evidence from the LSYPE. London Consultative Group, Institute of Education.

Duckworth, K. (February, 2012). An overview of the LSYPE and what we've learnt about young people's participation. Presentation to Her Majesty's Treasury.

Duckworth, K. (February, 2012). Beating the odds: The impact of economic recession on young people in the UK. Anglo-Finnish Conference on Transitions to Adulthood. Finnish Institute, London. 15 February, 2012.

Duckworth, K. & Schoon, I. (September, 2011). Who becomes an entrepreneur? Early life experiences as predictors of entrepreneurship. Society for Life Course and Longitudinal Studies: Biennial Meeting · Bielefeld, Germany. September 26 - 28, 2011.

Alumni

Kathryn Duckworth

Duckworth, K. & Schoon, I. (April, 2011). Leaving school early – and making it! Evidence from two British Birth Cohorts. Society for Research on Child Development: Biennial Meeting · Montreal, Canada. March 31 - April 2, 2011.

Duckworth, K. & Schoon, I. (March, 2011). Who becomes an entrepreneur? Early life experiences as predictors of entrepreneurship. Society for Research on Child Development: Biennial Meeting · Montreal, Canada. March 31 - April 2, 2011.

Duckworth, K. & Schoon, I. (October, 2010). Who becomes an entrepreneur? Early life experiences as predictors of entrepreneurship. Anglo-Finnish Conference on Young People's Transition to the Work Place. Finnish Institute, London. 25 – 26 October, 2010.

Duckworth, K. (July, 2010). An examination of gender differences in early academic attainment: A snapshot from the UK over the last forty years. PATHWAYS to Adulthood International Conference: Institute of Education, London. 12 – 13 July, 2010.

Media

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

www.education.gov.uk/inthenews/speeches/a00211545/schools-minister-nick-gibb-speaks-at-the-acme-conference

www.telegraph.co.uk/education/educationnews/9390294/Schools-Minister-rote-learning-vital-to-boost-maths-skills.html

“Getting on with business: Entrepreneurship and social mobility”. Speech by Chuka Umunna, MP, Shadow Business Secretary. Westminster, 26th June 2012.

www.labour.org.uk/chuka-umunna-speech-to-hub-westminster,2012-06-26

Alumni

John Jerrim



Fellowship 2012 – 2015

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

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

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 (TSTSL) 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.

Jerrim, J., Chmielewski, A. K., & Parker, P. (2015). Socioeconomic inequality in access to high-status colleges: A cross-country comparison. *Research in Social Stratification and Mobility*, 42, 20-32.

Jerrim, J., Vignoles, A., Lingam, R., & Friend, A. (2015). The socio-economic gradient in children's reading skills and the role of genetics. *British Educational Research Journal*, 41 (1), 6-29.

Alumni

John Jerrim

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

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

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

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.

Alumni

John Jerrim

Book chapters

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

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

Jerrim, J. and Schoon, I. (2014) 'Do children want to become scientists? A comparison of gender differences in adolescents' attitudes, expectations and academic skill across 29 countries.' In J. Eccles and I. Schoon (Eds) *Gender Differences in Aspirations and Attainment: A Life Course Perspective*, Cambridge: Cambridge University Press.

Jerrim, J. and Schoon, I. (2014) 'Do children want to become scientists? A comparison of gender differences in adolescents' attitudes, expectations and academic skill across 29 countries.' In J. Eccles and I. Schoon (eds) *Gender Differences in Aspirations and Attainment: A Life Course Perspective*, Cambridge: Cambridge University Press.

Jerrim, J. and Micklewright, J. (2012) 'Parental socio-economic status and children's cognitive achievement at ages 9 and 15: how do the links vary across countries?', in J. Ermisch, M. Jantti and R. Erikson (eds) *Inequality from Childhood to Adulthood: A Cross-National Perspective on the Transmission of Advantage*, New York: Russell Sage Foundation

Jerrim, J. and Micklewright, J. (2011) 'Children's cognitive ability and parents' education: distinguishing the impact of mothers and fathers', in T. Smeeding, R. Erikson and M. Jantti (eds) *Persistence, Privilege and Parenting: The Comparative Study of Intergenerational Mobility*, New York: Russell Sage Foundation.

Dissemination during Fellowship

October 2013. OECD meeting in Bucharest, Romania. International meeting discussing the TALIS 2013 report for England.

November 2013. Access to elite higher education institutions. Presentation at the Sutton Trust conference. (<http://www.suttontrust.com/news/events/advancing-access-and-admissions-summit/programme/>)

November 2013. Social mobility and the Child Poverty Commission. Presentation on educational trajectories and genetics. (<http://www.bristol.ac.uk/cmpo/events/2013/socialmobility/conferenceprogramme.pdf>)

Alumni

John Jerrim

November 2013. OECD. Meeting to discuss the link between income inequality and intergenerational mobility.

December 2013. Education Select Committee. Oral evidence on socio-economic disadvantage and educational attainment from PISA.

December 2013. Education Select Committee. Written evidence on socio-economic disadvantage and educational attainment from PISA.

December 2013. Education Media Centre. Education and genetics – media briefing.

February 2014. Socio-economic differences in educational attainment. Invited seminar in Portcullis House by Frank Field MP.

February 2014. Social mobility and education. All Souls meeting, Oxford.

March – May 2014. Secondment to the Organisation for Economic Co-operation and Development (OECD). Paris.

June 2014. Speaker at the Education Endowment Foundation evaluator's conference.

July 2014. Keynote Speaker at the Government Statistical Service annual conference

Grants/Awards

Principal Investigator

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

ESRC Future Research Leaders. '*Family background, educational attainment and labour market outcomes: a cross-national comparison.*' £284,318. November 2013 – November 2016.

Education Endowment Foundation. '*Maths Mastery in secondary schools: A randomized control trial.*' £123,454. December 2012 – December 2017.

ESRC Post-doctoral Fellowship. '*Labour market and educational expectations of adolescents and young adults.*' £107,407. November 2011 – October 2012.

Education Endowment Foundation. '*Chess in Schools and Communities: A randomised control trial.*' £80,338. March 2013 – September 2017.

OECD. '*Thomas J. Alexander fellowship.*' £37,605. January 2014 – December 2014.

The Sutton Trust. '*SES gaps in children's reading skills.*' £10,000. January 2010 – July 2013.

Alumni

John Jerrim

British Academy small grant. '*University access amongst disadvantaged children: a cross-country comparison.*' £7,010. April 2012 – October 2013.

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

Co- Investigator

Education Endowment Foundation. '*Maths Mastery in primary schools: A randomized control trial.*' £208,794. 2012 – 2014.

Department for Education. '*Teaching and Learning International Survey (TALIS) 2013 report for England.*' £174,475. 2011 – 2015.

Education Endowment Foundation. '*Learner Response System: A randomised control trial.*' £49,835. 2013 – 2017.

Education Endowment Foundation. '*Early Language Learning: A randomised control trial.*' £36,191. 2013 – 2014.

ESRC prize for 'Outstanding Early Career Impact' (£10,000).

Awarded prize for the 'best presentation' at the British Educational Research Association Early Career Researcher conference 2012.

Media

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

The Telegraph (front page):

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

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

The Guardian – Editorial, 'Overhauling exams: lessons in nostalgia'. 17th September 2012. Accessed 17/12/12 from www.guardian.co.uk/global/2012/sep/17/overhauling-exams-lessons-in-nostalgia-editorial#start-of-comments

BBC News website, 'No evidence for England's schools falling behind'. 7th December 2011. Accessed 17/12/12 from www.bbc.co.uk/news/education-16054654

The Guardian, 'Top of the flops: has England really tumbled down school league tables?' 7th December 2011. Accessed 17/12/12 from www.guardian.co.uk/education/mortarboard/2011/dec/07/schools-michaelgove

Alumni

John Jerrim

The London Evening Standard, 'No evidence of pupil exam decline'. 7th December 2011. Accessed 18/12/12 from www.standard.co.uk/news/headlines/no-evidence-of-pupil-exam-decline-6375735.html

The New Statesman, 'The Tories' manipulation of education statistics'. 30th July 2012. Accessed 17/12/12 from www.newstatesman.com/blogs/politics/2012/07/tories-manipulation-education-statistics?quicktabs_most_read=01

The Times Educational Supplement, 'Gove accused of building upon shaky PISA foundations'. 11th November 2012. Accessed 18/12/12 from www.tes.co.uk/article.aspx?storycode=6298801

Report Magazine, 'A world of ideas'. January 2013. Accessed 17/01/13 from www.atl.org.uk/publications-and-resources/report/2013/2013-january-international-comparisons.asp

The Huffington Post, 'England's poor performance rubbished'. 7th December 2011. Accessed 17/12/12 from www.huffingtonpost.co.uk/2011/12/07/englands-poor-pisa-performance-rubbished_n_1133451.html

Wales Online, 'Education experts call for changes after Wales suffers in PISA assessment'. 7th January 2012. Accessed 18/12/12 from www.walesonline.co.uk/news/education-news/2012/01/07/education-experts-call-for-changes-after-wales-suffers-in-pisa-assesment-91466-30074746/

Times Educational Supplement, 'Can our schools raise their standards by emulating high achieving systems abroad?'. 9th March 2012. Accessed 17/12/12 from europe.nextbook.com/nxteu/tsl/TES_STEM_20120309/index.php?startid=5

The Daily Post, 'Still lessons to be learnt from flawed PISA'. 10th January 2012. Accessed 18/12/12 from www.dailypost.co.uk/news/local-north-wales-news/cardiff-news/2012/01/10/still-lessons-to-be-learnt-from-flawed-pisa-says-professor-55578-30090180/

The New Statesman, 'How Michael Gove manipulated education statistics'. 8th November 2012. Accessed 18/12/12 from www.newstatesman.com/politics/2012/11/how-michael-gove-manipulated-education-statistics

The Guardian - Editorial, 'Michael Gove: failing the test'. 21st June 2012. Accessed 17/12/12 from www.guardian.co.uk/commentisfree/2012/jun/21/michael-gove-test-editorial

BBC News, 'Bright pupils from poor backgrounds lag two years behind rich'. 29th June 2012. Accessed 17/01/2013 from www.bbc.co.uk/news/education-18644830

The Guardian, 'Rich, bright students still ahead'. 29th June 2012. Accessed 18/12/12 from www.guardian.co.uk/uk/feedarticle/10312571

The Daily Telegraph, 'Poor pupils two years behind wealthier class mates at 15'. 29th June 2012. Accessed 18/12/12 from www.telegraph.co.uk/education/educationnews/9362870/Poor-pupils-two-years-behind-wealthier-classmates-at-15.html

The Financial Times, 'Unemployment set to impede social mobility'. 29th June 2012. Accessed 18/12/12 from www.ft.com/cms/s/0/3eabaab0-c12f-11e1-8179-00144feabdc0.html

Alumni

John Jerrim

The Huffington Post, 'Rich children two years ahead of poorer classmates, IoE survey finds'. 29th June 2012. Accessed 18/12/12 from

www.huffingtonpost.co.uk/2012/06/29/rich-children-two-years-ahead-poorer-classmates_n_1636701.html

The London Evening Standard, 'Rich, bright students still ahead'. 29th June 2012.

Accessed 18/12/12 from www.standard.co.uk/panewsfeeds/rich-bright-students-still-ahead-7897451.html

Teaching Times, 'Huge gap in reading scores between bright children in top and bottom social groups'. 29th June 2012. Accessed 17/12/12 from

www.teachingtimes.com/news/gap-top-bottom-social-groups.htm

The National Literacy Trust, 'Clever pupils from disadvantaged households two years behind wealthier peers in reading'. 4th July 2012. Accessed 18/12/12 from

www.literacytrust.org.uk/news/4730_clever_pupils_from_disadvantaged_households_two_years_behind_wealthier_peers_in_reading

The Times Educational Supplement - Letters, 'Grappling with the attainment gap'. 6th July 2012. Accessed 18/12/12 from

www.tes.co.uk/article.aspx?storycode=6259988

Glasgow Herald, 'Poverty gap teaching appeal'. 8th July 2012. Accessed 18/12/12

from www.heraldscotland.com/news/education/poverty-gap-teaching-appeal.18048578

The Times Educational Supplement Pro, 'Achievement gap is wide even at the top'. 10th August 2012. Accessed 18/12/12 from

www.tes.co.uk/article.aspx?storyCode=6266890

BBC Radio – Interview with Victoria Derbyshire, 29th June 2012. Available from

www.bbc.co.uk/iplayer/episode/b01k75f2/Victoria_Derbyshire_29_06_2012/ 1hr 8mins

The Times Higher Education Supplement, 'Report highlights access benefit for children of graduates'. 14th December 2012. Accessed 18/12/12 from

www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=422138&c=1

The Huffington Post, 'Chance of attending university still influenced by parents' education'. 14th December 2012. Accessed 18/12/12 from

www.huffingtonpost.co.uk/2012/12/14/parents-still-influence-university-chance_n_2298821.html

The Daily Express, 'Parents influence uni chances'. 14th December 2012. Accessed

18/12/12 from www.express.co.uk/posts/view/364697/Parents-influence-uni-chances

The BBC website www.bbc.co.uk/news/education-21535055

Telegraph: Bright secondary school pupils two years behind peers in the Far East

(page lead) www.telegraph.co.uk/education/educationnews/9885577/Bright-pupils-falling-two-years-behind-peers-in-Far-East.html

The Times: Cleverest maths pupils 'fall behind children in Far East' (page lead) – available only to subscribers

Alumni

John Jerrim

Daily Mail: English pupils two years behind the Chinese in maths by the age of 16 (page lead) www.dailymail.co.uk/news/article-2282577/English-pupils-years-Chinese-maths-age-16.html?ito=feeds-newsxml

Independent: Maths pupils trail those in the Far East

www.independent.co.uk/news/education/education-news/english-pupils-two-years-behind-asian-peers-in-maths-8505821.html

Financial Times: Bright pupils behind Asian peers in maths, study finds – subscribers only

Sun: Brainiest kids trail to Orient success

www.thesun.co.uk/sol/homepage/news/politics/4807080/Brainiest-kids-in-England-are-TWO-YEARS-behind-their-peers-in-the-Far-East.html

The Press Association also produced a report on the findings which was carried by

The Guardian: Star maths pupils in England two years behind Asian peers by age 16 www.guardian.co.uk/education/2013/feb/22/maths-pupils-england-behind-chinese

The Guardian/Observer www.guardian.co.uk/commentisfree/2013/feb/22/league-tables-pupils-behind-maths

TES www.tes.co.uk/article.aspx?storycode=6320366

Evening Standard: Maths results gap 'widens with age'

www.standard.co.uk/panewsfeeds/maths-results-gap-widens-with-age-8506173.html

Wales online: Maths results gap 'widens with age' www.walesonline.co.uk/news/uk-news/2013/02/22/maths-results-gap-widens-with-age-91466-32858567/

Caernarfon Herald: Maths results gap 'widens with age'

www.caernarfonherald.co.uk/caernarfon-county-news/uk-world-news/2013/02/22/maths-results-gap-widens-with-age-88817-32858571/

Engineering and Technology Magazine: UK maths students two years behind foreign rivals eandt.theiet.org/news/2013/feb/maths-students.cfm

Web India: 16-year-old English pupils two years behind Chinese counterparts in maths news.webindia123.com/news/Articles/World/20130222/2161104.html

Asian Scientist: 16-Year-Old English Kids Two Years behind Asian Peers, Study www.asianscientist.com/academia/16-year-english-kids-two-years-behind-asian-peers-2013/

Bay Ledger: Maths students in England lag behind Asian peers

www.blz.com/news/2013/02/22/Maths_students_England_behind_Asian_ef9b.html

Today Online (Singapore): Star maths pupils in England two years behind Asian peers by age 16 www.todayonline.com/world/europe/star-maths-pupils-england-two-years-behind-asian-peers-age-16-study

India Vision: A 16-year-old English pupils two years behind Chinese counterparts in maths www.indiavision.com/news/article/international/399930/a-16yearold-english-pupils-two-years-behind-chinese-counterparts-in-maths/#ixzz2Lul5ymtF

Alumni

John Jerrim

Schools minister Liz Truss on the *Spectator* magazine website. Our brightest children are falling behind their peers in other countries

blogs.spectator.co.uk/coffeehouse/2013/02/our-brightest-children-are-falling-behind-their-peers-in-other-countries/

The Labour Party Labour: This report shows Michael Gove has the wrong priorities – Brennan

www.politicshome.com/uk/article/72776/this_report_shows_michael_gove_has_the_wrong_priorities_brennan.html

The Daily Telegraph: British school boys suffer most from wealth gap

www.telegraph.co.uk/education/educationnews/10173926/Poor-boys-two-and-a-half-years-behind-wealthy-peers.html

BBC News Online: Class divide in boys reading skills seen in PISA scores

www.bbc.co.uk/news/education-23271555

Times Educational Supplement: Literacy – Poverty can set the brightest back by three years www.tes.co.uk/article.aspx?storycode=6343243

The Guardian: Clever but poor boys “are 30 months behind richer peers in reading”

www.theguardian.com/education/2013/jul/12/education-poverty-clever-pupils-reading-gap

Daily Mirror: Bright poor pupils 2years behind rich [www.mirror.co.uk/news/uk-](http://www.mirror.co.uk/news/uk-news/bright-poor-boys-lag-two-and-a-half-2046354)

[news/bright-poor-boys-lag-two-and-a-half-2046354](http://www.mirror.co.uk/news/uk-news/bright-poor-boys-lag-two-and-a-half-2046354)

The Scotsman: Literacy gap between rich and poor pupils “a worrying trend”

www.scotsman.com/news/education/3-year-reading-gap-between-rich-and-poor-pupils-1-2998847

Sky News online: Clever boys losing out due to wealth divide (also on numerous local radio stations) news.sky.com/story/1114728/clever-boys-losing-out-due-to-wealth-divide

Evening Standard Online: Worrying gap between bright boys

www.standard.co.uk/panewsfeeds/worrying-gap-between-bright-boys-8704169.html

Yorkshire Post: Worrying gap between brightest boys

Western Morning News: Report – worrying gap between brightest boys

Daily Mirror website: Bright, poor boys lag two and a half years behind classmates from richer homes in reading www.mirror.co.uk/news/uk-news/bright-poor-boys-lag-two-and-a-half-2046354

[two-and-a-half-2046354](http://www.mirror.co.uk/news/uk-news/bright-poor-boys-lag-two-and-a-half-2046354)

Shropshire Live: Class divide for boys’ reading

Northern Echo: Poor lag behind in reading

Radio 4: PISA – global education tables tested

www.bbc.co.uk/iplayer/episode/b03j9mx2/PISA_Global_Education_Tables_Testeds/

The Sunday Times: Students off to cheap US

www.thesundaytimes.co.uk/sto/news/uk_news/Education/article1338672.ece

The Daily Mirror: Working class teenagers being kept out of top universities

www.mirror.co.uk/news/uk-news/working-class-teenagers-being-kept-out-2785447

Alumni

John Jerrim

The Guardian: Working-class students shun top universities, says study

www.theguardian.com/education/2013/nov/13/working-class-students-shun-top-universities

BBC: Poor pupils with good grades 'miss top universities'

www.bbc.co.uk/news/education-24917394

The Daily Telegraph: Access to top universities 'still linked to family income'

www.telegraph.co.uk/education/universityeducation/10444863/Access-to-top-universities-still-linked-to-family-income.html

Times Higher Education: Access gap 'not completely explained by grades'

www.timeshighereducation.co.uk/news/access-gap-not-completely-explained-by-grades/2008993.article

Huffington Post: Working class teens shun top universities, study suggests US

institutions are cheaper http://www.huffingtonpost.co.uk/2013/11/13/working-class-teens-shun-university_n_4265202.html

The New York Times: Measuring the wealth effect in education

http://www.nytimes.com/2013/12/02/world/europe/measuring-the-wealth-effect-in-education.html?hpw&rref=education&_r=0

BBC News 24: Live interview regarding PISA 2012 results for the UK

BBC Online: OECD 'debunks myth' that poor will fail at school

<http://www.bbc.co.uk/news/education-26015532>

Voice of Russia: No link between genes and reading ability

http://voiceofrussia.com/uk/news/2014_04_30/No-link-between-genes-and-reading-ability-study-6469/

CNBC: Asian countries dominate global education ranking

www.cnn.com/id/101654608

BBC Online: UK shifts to graduate economy, but worry over skills gap

www.bbc.co.uk/news/education-29086591

Alumni

Dylan Kneale



Fellowship 2009 - 2010

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

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 adolescents: a mixed methods systematic review. *The Cochrane Library*.

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

Alumni

Dylan Kneale

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

Book Chapters

Lupton, R & Kneale, D. (2012) "Neighbourhood Effects on Teenage Parenthood" in *Neighbourhood Effects*, edited by Martin D and VanHaam M. Dordrecht: Springer

Kneale, D. (2009) "Early Parenthood: Definition and Prediction in two British Cohorts." in *Fertility, Living Arrangements, Care and Mobility*, edited by J. Stillwell, E. Coast, and D. Kneale. Dordrecht: Springer.

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

Selected Reports and Working Papers

Kneale, D., Patalay, P., Khatwa, M., Stansfield, C., Fitzsimons, E., & Thomas, J. (2016). Piloting and producing a map of Millennium Cohort Study Data usage: Where are data underutilised and where is granularity lost?. London: EPPI-Centre, UCL Institute of Education.

Rees, R., Stokes, G., Stansfield, C., Oliver, E., Kneale, D., & Thomas, J. (2016). Prevalence of mental health disorders in adult minority ethnic populations in England: A systematic review. London, UK: EPPI-Centre, Social Science Research Unit, UCL Institute of Education.

Brunton, V. J., Caird, J., Kneale, D., Thomas, J., & Richardson, M. (2016). Review 2: Community engagement for health via coalitions, collaborations and partnerships: a systematic review and meta-analysis. London UK: NICE.

Kneale, D. (2012). Is social exclusion still important for older people?. London: International Longevity Centre-UK.

Kneale, D. (2011). Establishing the Extra in Extra Care: Perspectives from three extra care housing providers. London: International Longevity Centre-UK.

Alumni

Dylan Kneale

Jenkins, A., Tunstall, R., Kneale, D., & Lupton, R. (2011). Growing up in social housing in the new millennium: housing, neighbourhoods, and early outcomes for children born in 2000 ((CASE Research Report, LSE).). London: Centre for Analysis of Social Exclusion (CASE), LSE.

Kneale, D., Lupton, R., Obolenskaya, P., & Wiggins, R. D. (2010). A cross-cohort description of young people's housing experience in Britain over 30 years: an application of Sequence Analysis.

Jenkins, A., Kneale, D., Lupton, R., & Tunstall, R. (2010). Teenage Housing Tenure and Neighbourhoods and the Links with Adult Outcomes: Evidence from the 1970 Cohort Study ((CASE Report).). London: Centre for Analysis of Social Exclusion (CASE), LSE.

Dissemination (during fellowship)

Kneale, D., Wiggins, R. & Lupton, R. (9th September, 2009) A cross-cohort comparison to examine changing patterns in leaving the parental home in Britain across three decades (1974-2004), *Royal Statistical Society Annual Conference*. Edinburgh, UK

Schoon I, Kneale D, Jager J & Duckworth K (13th March, 2010) Becoming Adults in the UK: Early socialisation and role configurations. *Society for Research on Adolescence Biennial Conference*, Philadelphia, USA.

Kneale, D., & Sigle-Rushton, W. (16th April, 2010). Social Housing and the Transition to Adulthood: a cross-cohort comparison, *Population Association of America Annual Conference*. Dallas, USA.

Kneale, D., & Sigle-Rushton, W. (3rd September, 2010). Social Housing and the Transition to Adulthood: a cross-cohort comparison, *European Population Conference*, Vienna

Alumni

Clemens Lechner



Fellowship 2014 – 2015

Dr. Clemens M. 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 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*, and *Psychological Assessment*.

As a developmental psychologist and sociologist by training, Clemens is interested in the interplay between personality and context in shaping individual development. In his current research, he explores linkages between education and personality development using recent large-scale educational datasets. The main question guiding this research is what educational factors foster the development of desirable personality traits; and how personality traits, in turn, shape educational decisions and success in youth.

Publications

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

Lechner, C. M., Tomasik, M. J., & Silbereisen, R. K. (under revision). *Preparing for uncertain careers: How youth deal with growing occupational uncertainties before the education-to-work transition*.

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

Lechner, C. M., Pavlova, M. K., Sortheix, F., & 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?*

Lechner, C. M., & Weingarten, S. (submitted). *The well-being costs of contextual and individual unemployment: Examining the protective effects of religiousness in 91 European regions*.

Lechner, C. M., Sortheix, F., Trautwein, U. & Salmela-Aro, K. (submitted). *The Development of Work Values in the Transition to Adulthood: A Two-Country Study*.

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

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

Alumni

Clemens Lechner

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

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

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

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

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

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

Lechner, C. M., 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.

Book Chapters

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

Dissemination during Fellowship

Lechner, C. M., & Obschonka, M., & Silbereisen, R. K. (2016, July). *Who reaps the benefits of social change? Personality and its socioecological boundaries*. Paper presented at the 31st International Congress of Psychology, Yokohama, Japan

Lechner, C. M., & Sortheix, F., Obschonka, M., & Salmela-Aro, K. (2016, July). *Work Values as Predictors of Young Adults' Entrepreneurial and Leadership Intentions*. Paper presented at the 31st International Congress of Psychology, Yokohama, Japan

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

Alumni

Clemens Lechner

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

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

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

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

Media

There was some international media coverage of Clemens 2015 study on religious attendance as a buffer against adverse unemployment effects:

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

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

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

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

Alumni

Sointu Leikas



Fellowship 2012 – 2014

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 personality and social psychology. She has studied the relative and interactive effects of personality and situation on behaviour, moderators of personality behaviour relations, and personality perception. Her future research will focus on the behavioural phenomenology of social competence, as well as personality and situation effects on social competence.

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*.

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

Grants

Project funding from Academy of Finland (250,000 euros)
University of Helsinki 3-year grant (126 000 euros)

Alumni

Mark Lyons-Amos



Fellowship 2013 -2015

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

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

Publications

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

Schoon I. & Lyons-Amos, M. (in press). 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*

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)

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

Alumni

Mark Lyons-Amos

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

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

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

Book Chapters

Mturi, A.J, G.N. Osuafor and M.J. Lyons-Amos (2014) The mismatch between contraceptive use and fertility in sub-Saharan Africa in *Fertility diversity and its future prospects in Africa* Edwin Mellen

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

Alumni

Mark Lyons-Amos

Lyons-Amos, M.J. and Schoon I. (forthcoming). Employment and Family Transitions in the UK: Trends before and after the Great Recession in I.Schoon & J.Bynner (Eds.). Young People's Development and the Great Recession: Uncertain Transitions and Precarious Futures

Reports

Lyons-Amos, M.J., McGowan, T. (eds.) (2015) Multilevel models for cross-national comparisons: The association between individual & national-level characteristics in fertility & partnership, *Southampton, GB, University of Southampton, 30pp. (ESRC Centre for Population Change Working Papers, 71).*

Dissemination during Fellowship

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

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

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

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

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

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

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

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

Alumni

Julia Moeller



Fellowship 2013 – 2015

Dr. Julia Moeller is a postdoctoral associate at the Yale Center for Emotional Intelligence / the Yale Child Study Center.

She studied Psychology at the Free University of Berlin and completed her Ph.D. in Psychology at the University of Erfurt, Germany. Her summa cum laude dissertation investigated passion for activities in relation to situational and personality characteristics.

In 2013, Julia joined the Pathways Program and started working as a post-doctoral researcher with Professor Katariina Salmela-Aro and Professor Jari Lavonen at the University of Helsinki, Finland. In this bi-national project, Julia mainly studied situational student engagement and anxiety in STEM subjects with experience sampling methods.

In 2015, Julia joined the Yale Center for Emotional Intelligence, where she works with her mentors Zorana Ivcevic and Professor Marc Brackett. The team studies emotions in academic and work settings, and currently examines relations between students' emotions and their academic and social experiences in a sample of 21,000 US high school students.

Overall, Julia's research bridges topics of the psychology of motivation, development, and personality and focuses on learning-related emotions and motivation. Her studies disentangle trait and state determinants of emotions and of the motivation to approach, engage and persist in activities. Julia is particularly interested in situations and individuals where positive and negative experiences occur together. For example, she found that state anxiety occurs together with positive emotions in some situations and individuals (Moeller, Salmela-Aro, Lavonen, & Schneider, 2015). She also examined co-occurring positive and negative emotions in experiences of passion and student engagement (Moeller, Keiner, & Grassinger, 2015; Salmela-Aro, Moeller, Schneider, Spicer, & Lavonen, 2016). Recently, Julia has examined co-occurrences of positive and negative emotions with co-occurrence network analyses (Moeller, Ivcevic, Brackett, & White (under review). Furthermore, Julia explores methodological particularities of measuring and analyzing intensive longitudinal data (Moeller, 2015; Moeller, Keiner, et al., 2015; Moeller, Salmela-Aro, et al., 2015).

As a Pathways alumnus, Julia continues collaborations with other Pathways members. For instance, she studies situational measures of task values together with Dr. Julia Dietrich, University of Jena, Germany, and Dr. Jaana Viljaranta, University of Jyväskylä, Finland (Dietrich, Viljaranta, Moeller, & Kracke, under review). She further collaborates with the Pathways Professors Jacquelynne Eccles (University of California, Irvine), and Katariina Salmela-Aro (Universities of Jyväskylä and Helsinki), as well as with Professor Martin Obschonka (University of Saarbrücken, Germany).

Alumni

Julia Moeller

Publications

Moeller, J. (2015). A word on standardization in longitudinal studies: don't. *Frontiers in Psychology*, 6(1389).

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*, 1(3), 131-150.

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), 229-254.

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.

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.

Moeller, J., Dietrich, J., Eccles, J. S., & Schneider, B. (revise and resubmit). On the variability and long-term stability of passion: A long-term experience sampling method approach. *Manuscript submitted for publication*.

Dietrich, J., Viljaranta, J., Moeller, J., & Kracke, B. (revise and resubmit). Expectancy and value as in-the-moment predictors of students' effort. *Manuscript submitted for publication*.

Moeller, J., Ivcevic, Z., & White, A., & Brackett, M. A. (under review). Structure of emotions revisited: Examining intra-individual co-occurrences of positive and negative emotions with network analysis. *Manuscript submitted for publication*.

White, A., Pringle, Z., Moeller, J., & Brackett, M. A. (under review). Emotions and school experiences of LGBTQ high school students. *Manuscript submitted for publication*.

Brackett, M., Ivcevic, Z., Moeller, J., & White, A. (under review). Emotions matter: High school students' feelings and their relation to important school experiences. *Manuscript submitted for publication*.

Ketonen, E., Dietrich, J., Moeller, J., Salmela-Aro, K., & Lonka, K. (in prep.). The influence of autonomous and controlled daily goals on positive and negative emotional states: An experience sampling method approach. *Manuscript in preparation*.

Dissertation Articles

Moeller, J. & Grassinger, R. (2014a). A review of passion concepts and their overlaps with commitment: Opening a can of worms. In: J. Moeller (2014). *Passion as concept of the psychology of motivation. Conceptualization, assessment, inter-individual variability and long-term stability* (pp. 13-52). Dissertation published online at <http://www.db-thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf>

Alumni

Julia Moeller

Moeller, J. & Grassinger, R. (2014b): Measuring passion and commitment with one joint scale: psychometric properties and validity of the com.pass scale. In: J. Moeller (2014). *Passion as concept of the psychology of motivation. Conceptualization, assessment, inter-individual variability and long-term stability* (pp. 53-110).

Dissertation published online at [http://www.db-](http://www.db-thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf)

[thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf](http://www.db-thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf)

Moeller, J., Keiner, M. & Wächter, D. (2014). A disposition for passion? Linking passionate approach motivation to facets of extraversion and non-substance related dependency. In: J. Moeller (2014). *Passion as concept of the psychology of motivation. Conceptualization, assessment, inter-individual variability and long-term stability* (pp. 111-157).

Dissertation published online at [http://www.db-](http://www.db-thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf)

[thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf](http://www.db-thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf)

Moeller, J., Dietrich, J., Eccles, J. S., & Schneider, B. (2014). On the variability and long-term stability of passion: A long-term experience sampling method approach. In: J. Moeller (2014). *Passion as concept of the psychology of motivation. Conceptualization, assessment, inter-individual variability and long-term stability* (pp. 158-177).

Dissertation published online at [http://www.db-](http://www.db-thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf)

[thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf](http://www.db-thueringen.de/servlets/DerivateServlet/Derivate-29036/DissJuliaMoeller.pdf)

Book chapters

Moeller, J., Eccles, J.S., Salmela-Aro, K., Dietrich, J., Schneider, B., Grassinger, R. (2015). Passion and motivation. In: James D. Wright (editor-in-chief), *International 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. (2014). The contribution of passion and commitment to the explanation of motivation and persistence in deliberate practice: Reviewing theoretical conceptualization and empirical evidence. In: Wolfensberger, M. V. C., Drayer, L., & Volker, J. J. M. (Eds.). *Pursuit of Excellence in a Networked Society – Theoretical and Practical Approaches* (pp. 57-66). Münster: Waxmann.

Drayer, L., Wolfensberger, M., & Moeller, J. (2014). Evoking excellence with special undergraduate programs: A German - Dutch comparison. In: Wolfensberger, M. V. C., Drayer, L., & Volker, J. J. M. (Eds.). *Pursuit of Excellence in a Networked Society – Theoretical and Practical Approaches* (pp. 225-332). Münster: Waxmann.

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

Dissemination during Fellowship

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

*Moeller, J., Keiner, M., & Grassinger, R. (2015). Two sides of the same coin: Are the Dual Types of Passion Types in the Sense of Distinct Subgroups of Individuals?

Alumni

Julia Moeller

Eighth SELF Biennial International Conference, 20th-24th August, Kiel, Germany.

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

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

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

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

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

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

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

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

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

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

Alumni

Julia Moeller

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

Alumni

Martin Obschonka



Fellowship 2011 – 2013

Martin is Assistant Professor of Entrepreneurship and Innovation Psychology at Saarland University, Germany. He also continues his affiliation with Jena University as research associate studying the development of entrepreneurial spirit and psychological aspects of new venture creation. Currently, is also Interim Professor of Management (OB/Entrepreneurship) at Trier University, Germany. He was a Pathways Fellow from January 2011 to December 2012 and then a research fellow at the Department of Developmental Psychology at the University of Jena, Germany.

Martin's research interests lie in the fields of entrepreneurship, vocational development, economic psychology, work psychology, and social change. For example, he studies biopsychosocial aspects behind entrepreneurial behaviour and success. Martin is particularly interested in the interplay between biologically-based propensities such as the basic personality structure, characteristic adaptations such as competence growth across adolescence and adulthood, and relevant contextual factors involving proximal and distal environments, including social change at the macro level and cultural characteristics. Further, he is interested in psychological aspects of regions (e.g., an entrepreneurial regional culture) and how they relate to the economic performance of regions and to economic historical patterns. He also has an interest in research on social and economic change at the macro-level (e.g., globalisation, technological progress) and its concrete everyday implications in the work context.

Martin has started a new department in his new role at Saarland University, Germany, in collaboration with the local Institute of Psychology and the Business Startup Center. The new department's mission is to foster research, research-based practice, and teaching in the field of entrepreneurship and economic psychology at Saarland University. His new work involves supervision of doctoral students, lectures and seminars in the fields of entrepreneurship and work and organisational psychology, interdisciplinary research together with economists, geographers, and historians, and the implementation of a new campus-wide entrepreneurship education program.

Further, Martin has assumed two Associate Editor positions: for Small Business Economics, a leading international entrepreneurship journal, and for In-Mind, a German online journal devoted to the translation and application of psychological science.

Alumni

Martin Obschonka

He received two grants, one for a research project on the development of balanced skills of entrepreneurs (Jacobs Foundation) and one for the study of regional cultural differences with regard to entrepreneurial behaviour (Thyssen Foundation). Martin collaborates with research groups from Finland (Katariina Salmela-Aro), UK (Ingrid Schoon, Peter Jason Rentfrow), USA (Barbara Schneider, Jacque Eccles, Sam Gosling, David Audretsch), and Germany (Rainer Silbereisen, Michael Stützer). In the balanced skills project, they investigate the jack-of-all-trades-hypothesis of entrepreneurship, according to which variety in skills and experiences is a crucial determinant of entrepreneurship and entrepreneurial success. They investigate longitudinal data from Finland, the UK and the US, thereby drawing from the established Pathways network. One central aim of the project is to inform education programs aiming to foster entrepreneurial mindsets and the next generation of successful entrepreneurs. In the regional culture project, they utilize large datasets from the US and the UK to examine economic theories predicting an interplay between regional cultural differences on the one side, and regional differences in knowledge and creativity resources on the other in the prediction of regional differences in entrepreneurship, economic performance, and innovation. Martin collaborates with renowned researchers from the University of Texas at Austin (Sam Gosling), University of Cambridge (Peter Jason Rentfrow), and Indiana University (David Audretsch). They also investigate the role of historical economic patterns (e.g., mining) in the emergence of a regional entrepreneurial culture.

Publications

Audretsch, D. B., Obschonka, M., Gosling, S. D., & Potter, J. (in press). A new perspective on entrepreneurial regions: Linking cultural identity with latent and manifest entrepreneurship. *Small Business Economics*.

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)*.

Huyghe, A., Knockaert, M., & Obschonka, M., (2016). Unraveling the “passion orchestra” in academia. *Journal of Business Venturing*, 31, 344-364.

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.

Alumni

Martin Obschonka

Minola, T., Criaco, G., Obschonka, M. (2016). Age, culture, and self-employment motivation. *Small Business Economics*, 46(2), 187-213.

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.

Block, J. H., Fisch, C. O., Lau, J., Obschonka, M., & Presse, A. (2016). Who prefers working in a family firm? An exploratory study of individuals' organizational preferences across 40 countries. *Journal of Family Business Strategy*, 7, 65-74.

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)

Stuetzer, M., Obschonka, M., Brixy, U., Sternberg, R., & Cantner, U. (2014). Regional characteristics, opportunity perception and entrepreneurial activities. *Small Business Economics*, 42, 221-244.

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.

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Martin Obschonka

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Alumni

Martin Obschonka

Obschonka, M., Pavlova, M., & Schmitt-Rodermund, E., & Silbereisen, R. K. (in press). A tour with Fred Vondracek to hotspots of occupational development. In Ferreira, J. A., Reitzle, M., & Santos, E. (eds.), *Development in context. Festschrift for Fred Vondracek*. University of Coimbra Press.

Obschonka, M. (2013). Entrepreneurship as 21st century skill: Taking a developmental perspective. In Coetzee, M. (Ed.). *Psycho-social career meta-capacities: Dynamics of contemporary career development* (pp. 293-306). Amsterdam: Springer.

Dissemination during Fellowship

2014 Babson College Entrepreneurship Research Conference, 06/2013, London, Ontario, Canada: Obschonka, M., Stuetzer, M., Golsing, S. D., Rentfrow, P. J. & Potter, J. The Great Recession of 2008-2009 and regional entrepreneurship: Identifying cultural resilience factors?.

2014 Babson College Entrepreneurship Research Conference, 06/2013, London, Ontario, Canada: Huyghe, A., Knockaert, M., & Obschonka, M. Spin-off versus start-up intentions: A tale of two passions.

28th International Congress of Applied Psychology (ICAP), 07/2014, Paris, France: Obschonka, M. & Silbereisen, R. K. (Conveners): Invited Symposium Advances in the Developmental Science of Entrepreneurship under the auspices of IUPsyS

28th International Congress of Applied Psychology (ICAP), 07/2014, Paris, France: Obschonka, M. & Silbereisen, R. K. Early precursors of entrepreneurship: Prosocial and antisocial aspects.

30th International Congress of Psychology (ICP) 2012 (July 2012), Cape Town, South Africa: Obschonka, M., & Silbereisen, R. K. "The interplay between positive and negative individual-level effects of social and political change". (Talk)

Babson College Entrepreneurship Research Conference (June 2012), Fort Worth, TX, USA: Obschonka, M., Schmitt-Rodermund, E., Silbereisen, R. K., Gosling, S. D., & Potter, J. "Towards a geography of entrepreneurial personality".

Babson College Entrepreneurship Research Conference (June 2012), Fort Worth, TX, USA: Stuetzer, M., Obschonka, M., & Schmitt-Rodermund, E. "Balanced skills among nascent entrepreneurs".

European Association of Work and Organisational Psychology (EAWOP) Small Group Meeting "Advances in the Psychology of Entrepreneurship" (June 2012), Sheffield, UK: Obschonka, M., Stuetzer, M., & Goethner, M. "An entrepreneurial Big Five profile matters, but why?"

Alumni

Martin Obschonka

Obschonka, M., Silbereisen, R. K., & Schmitt-Rodermund, E. (July 2011), Entrepreneurialism as Key Competence for Tomorrow's World of Work: Main Results from an Interdisciplinary PhD Thesis on Entrepreneurial Development. 12th European Congress of Psychology (ECP), Istanbul, Turkey.

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Stuetzer, M., Obschonka, M., Brixy, U., Sternberg, R., & Cantner, U. (October 2010) Examining the black box between stimulating regions and individual entrepreneurship. 4th Global Entrepreneurship Monitor Research Conference. Global entrepreneurship, innovation, and economic development, Imperial College London, UK:

Media

Obschonka, M. (2015). Die "dunkle Seite" der Talentierten [The "dark side" of talent]. *In-Mind: de.in-mind.org/article/die-dunkle-seite-der-talentierten*

Research covered by national and international media, including radio broadcasts (e.g., MDR Info, BR, Radio RSH, Landeswelle Thüringen), television (e.g., Bloomberg TV) and print and *online* media (e.g., *Berliner Morgenpost*, *Berliner Zeitung*, *Blick.ch*, *Bloomberg Businessweek*, *Delmagyar.hu*, *DerStandard.at*, *Die Welt*, *Express.be*, *Focus.de*, *Folha de S. Paulo*, *Fortune*, *Foxbusiness.com*, *Frankfurter Rundschau*, *Gehirn&Geist*, *Hamburger Abendblatt*, *Handelsblatt*, *Hannoversche Allgemeine Zeitung*, *Ingenieur.de*, *Impluse - Das Unternehmerge Magazin*, *Inc. Magazine*, *Industrial Engineer Magazine*, *Kieler Nachrichten*, *Kölner Stadt-Anzeiger*, *Libertyinvestor.com*, *LuzernerZeitung.ch*, *ManagerSeminare*, *Men's Health*, *Merkur-online.de*, *MSN.com*, *N-TV.de*, *Neue Ruhr Zeitung*, *NU.nl*, *Ostthüringer Zeitung*, *Ostsee-Zeitung*, *Popular Science*, *Psychology Today*, *Report Psychologie*, *Saarbrücker Zeitung*, *Spiegel Online*, *Stern.de*, *Suedostschweiz.ch*, *Tagesspiegel*, *The Atlantic*, *The Huffington Post*, *TheWeek.com*, *Thüringische Landeszeitung*, *VeckansAffärer.se*, *Westdeutsche Allgemeine Zeitung*, *Westfälische Rundschau*, *Wirtschaftsblatt.at*, *Yahoo.com*)

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Alumni

Martin Obschonka

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- www.spiegel.de/karriere/berufsleben/firmengruender-die-dunklen-seiten-des-unternehmergeists-a-915178.html
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Grants/Awards

2013 Research Grant, Jacobs Foundation, Zürich, Switzerland; 28k Euro

2014 Research Grant, Fritz Thyssen Foundation, Cologne, Germany: 25k Euro

Alumni

Philip Parker



Fellowship 2010 – 2012

Philip is currently a Research Fellow 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 research fellow at the Institute for Positive Psychology and Education (IPPE) at the Australian Catholic University. Philip's research uses large longitudinal databases from Australia, the US, UK, Switzerland, Germany, and Finland where he focuses on career pathways, personality, and well-being issues related to youths' transition from school to work or further education.

In February 2013 Philip was awarded funding by the Australian government for a 3 year project: "Making Australia internationally competitive: driving educational attainment by academic motivation, self-concept, engagement and aspirations", collaborating with Herbert Marsh, Alex Morin. This project extends and tests predictions from motivation theory about educational choice and attainment, using multiple large national/international databases and new statistical models. This will result in better strategies to meet government targets of increasing tertiary enrolments, particularly for disadvantaged students.

In November 2013, Philip won the prestigious Discovery Early Career Researcher Award from the Australian Research Council. His research is entitled, "Closing the Disadvantaged Gap: Self-Beliefs and Task Value as Drivers of Educational Choices During the Post High School Transition".

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.

Publications

Ciarrochi, J., Parker, P.D., Sahdra, B., Marshall, S., Jackson, C., Gloster, A., Heaven, P. (Accepted September 2015). The development of compulsive internet use and mental health: A four year study of adolescence. *Developmental Psychology*.

Alumni

Philip Parker

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Alumni

Philip Parker

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Alumni

Philip Parker

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Alumni

Philip Parker

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Books

Craven, R.G. Morin, A.J.S., Parker, P.D., Tracey, D. (2015). *International Advances in Education: Inclusive Education for Students with Intellectual Disabilities (Vol. 9)*. Information Age Press.

Book Chapters

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

Marsh, H.W., Parker, P.D., & Craven, R.G. (in press). Dimensional Comparison Theory: An extension of the Internal/External Frame of Reference Model. In F. Guay, H.W. Marsh, D.M. McInerney, & R.G. Craven (Eds). *Self-concept, motivation and identity: Underpinning success with research and practice*. Information Age Press

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Bodkin-Andrews, G., Craven, R.G., Parker, P.D., Kaur, G., Yeung, A.J.S. (2013). Motivational cognitions and behaviours for metropolitan Aboriginal and non-Aboriginal Australian students: Assessing the relations between motivation and school engagement. In G.A. Liem & A.B.I. Bernardo (Eds.). *Advancing cross-cultural perspectives on educational psychology: A festschrift for Dennis McInerney*. Information Age Press.

Parker, P.D., Martin, A.J., Dickie, T. (2013). Occupational Well-being and Motivation of Those in the Helping Profession. In A.C. Michalso (Ed), *Encyclopedia of Life Research*, Dordrecht: Springer.

Parker, P.D., Nagy, P.D., Trautwein, U., & Lüdtke, O. (2014) The Internal/External frame of Reference as Predictors of Career Aspirations and University Majors. In J. Eccles & I. Schoon (Eds.) *Gender Differences in Aspirations and Attainment: A Life Course Perspective*. Cambridge University Press.

Parker, P., Dowson, M., & McInerney, D. (2007). Standards for Quantitative Research in Diverse Sociocultural Contexts. In D. McInerney, S. Van Etten, & M. Dowson (Eds.). *Standards in Education*. Information Age Press.

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Alumni

Philip Parker

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Dissemination during Fellowship

Parker, P.D. (23rd September, 2010). *Predicting Career Aspirations and University Majors from Academic Ability and Self-concept: A longitudinal Application of the Internal/External Frame of Reference Model*. Society for Longitudinal and Life Course Studies International Conference Clare College, Cambridge, England: 22-24 September 2010.

Parker, P.D. (31st March, 2011). Chair: *A Multi-Nation Study of Career Aspirations and the Internal/External Frame of Reference*. Society for Research in Child Development Conference, Montreal, Canada: 31st March 2011.

Parker, P.D. (31st March, 2011). *Math and English Achievement and Self-Concept as Predictors of University Major and Career Aspirations in Germany*. Society for Research in Child Development Conference, Montreal, Canada: 31st March 2011.

Parker, P.D. & Salmela-Aro, K. (2010) Developmental Models of School Burnout. Presented at The 5th EARLI SIG 14 Learning and Professional Development Conference, Diversity in Vocational and Professional Education and Training.

Parker, P.D., Nagy, P.D., Trautwein, U., & Lüdtke, O. (2010) The Internal/External frame of Reference as Predictors of Career Aspirations and University Majors. Society for Longitudinal and Life Course Studies Conference, Developments and Challenges in Longitudinal Studies from Childhood

Awards/Grants

Discovery Early Career Researcher Award from the Australian Research Council (November 2013)

NHMRC Partnership Grant (2016) \$1.3Million (APP1114281). Evidence-based physical activity promotion in primary schools: Improving children's health through sustainable partnerships

ARC Linkage Grant (2016) \$264,000 (LP160100332). A Randomised Control Trial of an Education Reengagement Program for At-risk Youth

ARC Linkage Grant (2016) \$455,000 (LP160101056). School Principals' Diminishing Well-Being: What Makes A Positive Difference

Alumni

Nicola Pensiero



Fellowship 2013 – 2015

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.

Publications

Liu, Y., Green, A., & Pensiero, N. (2016). Expansion of Higher Education and Inequality of Opportunities: A Cross-national Analysis. *Journal of Higher Education Policy and Management*, 38 (3), 242-263

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* (early online publication)

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

Pensiero, N. (2011). Parent-child cultivation and children's cognitive and attitudinal outcomes from a longitudinal perspective. *Child indicators research*, 4, 413-437.

Alumni

Nicola Pensiero

Book Chapters

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

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

Reports

Meierkord, A., Donlevy, D., Green, A. D., Pensiero, N., Herrera, F., (2016) Educational Attainment and Basic Competences of Young Adults in Europe. *European Commission*.

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

Dissemination during Fellowship

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

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

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

N. Pensiero & I. Schoon, Social inequalities in educational attainment between 1970 and 1990 in the UK. The changing impact of parents' social class, social status and education, and family income. *American Education Association meeting*, Philadelphia (April 2014).

Grants

Out-of-school-time programmes: an evaluation of their effectiveness using the Longitudinal Study of Young People in England (LSYPE). Nuffield Foundation grant.

Reforming higher education to make it more inclusive and responsive, A. Green, N. Pensiero, G. Henseke, Ecorys. Funded by European Commission: Education and Culture.

Alumni

Lara Perez-Felkner



Fellowship 2010 – 2012

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. Most recently, she became a Senior Research Associate of FSU's Center for Postsecondary Success.

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.

Dr. Perez-Felkner teaches graduate courses in Sociology of Education, Sociology of Higher Education, and Outcomes of Higher Education, and Applied Regression. She is currently examining how institutional and regional contexts influence the gender gap in engineering and computer science fields, using US and Cambodian national data. In 2013, she was a Visiting Scholar at the Center for Khmer Studies, conducting 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.

Publications

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*.

Alumni

Lara Perez-Felkner

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.

Book chapters

Perez-Felkner, L. (2015). Achievement Differences and Gender. In R. Gunstone (Ed.), *Encyclopedia of Science Education*. (pp. 9-10): Springer Netherlands

Perez-Felkner, L. (2015). Attitude Differences and Gender. In R. Gunstone (Ed.), *Encyclopedia of Science Education* (pp. 93-94): Springer Netherlands

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). Occupational Aspirations/Expectations. In J. W. Ainsworth & G. J. Golson (Eds.), *Sociology of education: An A-to-Z guide* (Vol. 15, pp. 543-545). Thousand Oaks, CA: SAGE Publications.

Perez-Felkner, L. (2013). Racial inequality: Returns to educational investments. In J. W. Ainsworth & G. J. Golson (Eds.), *Sociology of education: An A-to-Z guide* (Vol. 18, pp. 638-640). Thousand Oaks, CA: SAGE Publications. doi: <http://dx.doi.org/10.4135/9781452276151.n333>

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.

Perez-Felkner, L., Hedberg, E. C., & Schneider, B. (2011). The Changing Landscape for Educational Opportunity: Enhancing the Public Option for Black Youth. In D. Slaughter-Defoe, H. Stevenson, E. Arrington & D. J. Johnson (Eds.), *Black Educational Choice: Assessing the Private and Public Alternatives to Traditional K-12 Public Schools* (pp. 234-354). Santa Barbara, CA: Praeger Press. See also APA link.

Schneider, B. L., Ford, T., & Perez-Felkner, L. (2010). Social Networks and the Education of Children and Youth. In P. Peterson, E. Baker & B. McGaw (Eds.), *International Encyclopedia of Education* (pp. 705-711). Oxford: Elsevier.

Dissemination during Fellowship

Perez-Felkner, L. (2012) "Viewing their Potential through the Actions of Others: Underrepresented Minorities and the Path to College." *American Sociological Association Annual Meeting*, Denver, CO.

Alumni

Lara Perez-Felkner

Perez-Felkner, L., McDonald, S., and Schneider, B. (2012) "Gendered Differences in Engagement and Pathways to STEM Careers." *American Educational Research Association Annual Meeting*, Vancouver, Canada.

Perez-Felkner, L., Hedberg, E.C., and Schneider, B. (2011) "Has the Expansion of Public School Choice Enhanced the Preparedness of Black Youth for STEM Careers?" *American Educational Research Association Annual Meeting*, New Orleans, LA.

Perez-Felkner, L. (2011) "Resilience in Pathways to Four-Year College Degrees: Perceived Regard and School Reform." *American Educational Research Association Annual Meeting*, New Orleans, LA.

Perez-Felkner, L., Grogan, E., McDonald, S. and Schneider, B. (2011) "Gendered Differences in Aligned Ambitions: High School Experiences and Pursuit of Postsecondary Opportunities in Science, Technology, Engineering, and Mathematics (STEM) Majors." *American Educational Research Association Annual Meeting*, New Orleans, LA.

Perez-Felkner, L., Schneider, B., and McDonald, S. (2011) "Gender Differences in Motivational and Cognitive Abilities: The Role of Engagement in Transitioning to STEM Careers." *The 12th European Congress of Psychology*. Istanbul, Turkey.

Perez-Felkner, L., McDonald, S. and Schneider, B. (2011) "What Happens to High-Achieving Females after High School? Gender and Persistence on the Postsecondary STEM Pipeline." *American Sociological Association Annual Meeting*, Las Vegas, NV.

Perez-Felkner, L., Hedberg, E.C., and Schneider, B. (2011) "The Changing Landscape for Educational Opportunity: Enhancing the Public Option for Black Youth." *American Sociological Association Annual Meeting*, Las Vegas, NV.

Perez-Felkner, L. (2010) "The Role of Perceived Regard: Students' Transitions to College in the Context of Public School Reform." *American Sociological Association Annual Meeting*, Atlanta, GA.

Invited Presentations

Perez-Felkner, L., Hedberg, E.C., and Schneider, B. (2011) "The Changing Landscape for Educational Opportunity: Enhancing the Public Option for Black Youth." *Midwest Sociological Society Meeting*, St. Louis, MO. March.

Perez-Felkner, L., McDonald, S. and Schneider, B. (2011) "What Happens to High-Achieving Females after High School? Gender and Persistence on the Postsecondary STEM Pipeline." *Demography Workshop, Population Research Centers*, NORC at The University of Chicago. Chicago, IL. February.

Awards

Alumni

Lara Perez-Felkner

Awardee, Supervisor/Mentor Award, Hardee Center and the Higher Education Program, Florida State University (2016).

Finalist, Robert M. Gagne Research Award, Florida State University (2015).

Awardee, Transformation Through Teaching Award, Florida State University (2014).

Semi-finalist, NaED-Spencer Postdoctoral Fellowship Program (2012).

Grants

Perez-Felkner, L. C. (2014–2014). Is the Gender Gap in STEM Culturally-Specific? Choosing Scientific and Other Career Fields in Cambodia. Funded by Florida State University College of Education Council on Research in Education (CORE) Travel Award. Total award \$620.

Perez-Felkner, L. C. (May 2013–Jul 2013). Comparing Gendered Differences in U.S. and Cambodian Students' Participation in STEM Career Fields. Funded by FSU Center for Research and Creativity. (Proposal #2162). Total award \$20,000.

Perez-Felkner, L. C. (2013–2015). Seed Grant. Funded by Center for Higher Education Research, Teaching, and Innovation (CHERTI). Total award \$15,700.

Perez-Felkner, L. C. (2013–2014). Provost's Faculty Travel Grant. Funded by Florida State University. Total award \$1,000.

Perez-Felkner, L. C. (Sep 2012–Aug 2014). GSE/RES: Enhancing the Rigor of Evidence on Gendered Dif. Funded by NORC at the University of Chicago. (5849-FSU). Total award \$50,000.

Schneider, B., & Perez-Felkner, L. C. (2012–2015). NSF GSE/RES: Enhancing the Rigor of Evidence on Gendered Differences in STEM Persistence: Female and Male College Students' Subjective Experiences in Engineering and Computer Science. Funded by National Science Foundation. (1232139). Total award \$523,333.

Perez-Felkner, L. C. (2011–2013). AERA Research Grant: The Role of Perceived Regard on the College Persistence of Underrepresented Minorities. Funded by American Educational Research Association. Total award \$32,665.

Media

2015: Press release coverage of *Teachers College Record* article "Perceptions and Resilience in Underrepresented Students' Pathways to College":

- Cited in "ICYMI: Florida Education News in Review, Week of Sept 13," by Jeffrey S. Solocheck, *Tampa Bay Times* (9/19/15).
- *FSU News*, September 15, 2015: "Researcher: Social support in schools is key to student success." See also *FSU EdNews* press release. Reproduced in *Newswise*, *FL Lambda Rail*, *The Indian Eye*, *NZ Health Tec*, *Global News Connect*, *Technology.org*

Alumni

Lara Perez-Felkner

- *Capital Soup*, September 16, 2015: “FSU Researcher: Social support in schools is key to student success.”

2015: WXTL-TV ABC 27 Interview on STEM Education. In north Florida/south Georgia, watch @abc27 TV, Aug 20 between 615 & 7am

2015: Coverage of “Perceived mathematical ability under challenge: a longitudinal perspective on sex segregation among STEM degree fields”:

- *Learning & the Brain*, November 15, 2015, by Ashle Bailey-Gilreath: “The Problem with Believing in Innate Talent.”
- *ABC News 27*, August 20, 2015, interview by Kellie Bartoli: “*Tech Smart: Bridging the Gender Gap.*”
- *Big Think*, June 9, 2015, by Dustin Petzold: “Girls Underestimate Their STEM Aptitude, Boys Overestimate.” Reproduced in Democratic Underground.
- *EurekaAlert!/AAAS*, June 9, 2015: “Misperception discourages girls from studying math-intensive science, shows study.” Reproduced in the following websites: Communications of the Association for Computing Machinery, Florida State 24/7, Jersey Tribune, Lab Manager, Newswise, NZHealthTec.com, Phys.org, Science Codex, ScienceDaily, and Women in Academia Report.
- *FSU EdNews*, June 11, 2015: “FSU study receives local, national and international attention.”
- *FSU News*, July 8, 2015, by Joseph Zeballos: “Misconception discourages girls from studying STEM fields, FSU study finds.”
- *Hookii*, June 17, 2015, by Steve Diamond. Donne e scienza: è un problema di mentalità e percezione di sé [EN].
- *Medical Daily*, June 9, 2015, by Kristin Magaldi: “Women in Science: Poor Self-Perceived Ability in Math Leads to Less Female Scientists, STEM Subjects.”
- *Metronews* (France), June 11, 2015, by Elodie Christmas – “Idée reçue n°24 : les filles sont moins bonnes en maths que les garçons”
- *Motherboard*, June 9, 2015, by Victoria Turk: “How Misperceptions About Math Contribute to the Science Gender Gap.”
- *Pharmacy Times*, June 30, 2015, by Corey Allikas: “Growth Mindset” Could Encourage More Women in Science, Math Fields.”
- *Science 2.0*, June 10, 2015, by News Staff: “Why Some Girls Don’t Study Math-Intensive Science.” Reproduced on Pakistan Affairs.
- *Tallahassee Democrat*, June 9, 2015: “Study: Math fears discourage girls from STEM fields.” Reprinted in TLH Page 3C June 10 2015.

Alumni

Lara Perez-Felkner

- *Tendencias21* (Spain) June 11, 2015, by Yaiza Martínez. “Una percepción errónea aleja a las mujeres de la ciencia”. Reproduced in *Investigacion y Desarrollo*.
- *The Conversation*, June 9, 2015, by David Miller: “Beliefs about innate talent may dissuade students from STEM.” Reproduced on IFL Science! blog, Phys.org, and World Economic Forum.
- *US News and World Report*, July 10, 2015, by David Miller: “Fostering a Growth Mindset Is Key to Teaching STEM.”

Alumni

Jaime Puccioni



Fellowship 2012 - 2013

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.

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*.

Dissemination during Fellowship

American Educational Research Association conference, San Francisco, August, 2013. *Academic socialization and the transition to school: Parents' conceptions of school readiness, practices, and children's academic achievement*. (Paper presented).

American Sociological Association conference, New York, August, 2103. *Inequality in noncognitive skills and cumulative disadvantage*. (Paper presented).

Alumni

Sanna Read



Fellowship 2008 - 2009

Sanna is a Research Fellow at the London School of Economics. She joined the Pathways network in August 2009. Previously, she has been working on research projects on fertility history, social networks, health, and living arrangements in old age at the Centre for Population Studies, London School of Hygiene and Tropical Medicine and a project on social and political trust at the University of Surrey. Before moving to England, she was an Associate Professor at the University of Jonkoping, Sweden. Her work was part of an international research programme on older twins, including collaborators from Pennsylvania State University, and several universities in Sweden and Finland. Sanna has extensive experience in structural equation modelling. She has used a number of longitudinal and multivariate methods in large population samples, including twin, family and household samples in the UK, Sweden and Finland.

Sanna's work within Pathways focussed on investigating the genetic and environmental influences on personal goals and whether these influences are shared with genetic components of personality traits. Genetic and environmental effects on educational and occupational aspirations was investigated in the context of individual, family and neighbourhood characteristics using data from the Finnish Twin Cohort studies.

Publications

Salmela-Aro, K., Read, S., Vuoksima, E., Korhonen, T., Dick, D.M., Kaprio, J., & Rose, R.J. (2014). Depressive Symptoms and Career-Related Goal Appraisals: Genetic and Environmental Correlations and Interactions. *Twin Research and Human Genetics* 17 (4) 236-43

Salmela-Aro, K., Read, S., Korhonen, T., Vuoksima, E., Rose, R. J. & Kaprio, J. (2012). Young Adults' Developmental Task-Related Goals Modify the Association between Self-Focused Goals and Depressive Symptoms. *Applied Psychology: Health and Well-Being*, 4, 106–125.

Salmela-Aro, K., Read, S., Nurmi, J.E., Vuoksima, E., Siltala, M., Dick, D.M., Pulkkinen, L. Kaprio, J. & Rose, R.J. (2012). Personal goals and personality traits among young adults: Genetic and environmental effects. *Journal of Research in Personality*, 46, 248-257.

Salmela-Aro, K., Read, S., Nurmi, J.-E., Koskenvuo, M., Kaprio, J., & Rantanen, T. (2009). Personal goals of elderly female twins: genetic and environmental effects. *European Psychologist*, 14, 160-167.

Alumni

Justina Judy Spicer



Fellowship 2014-2015

Justina is a Researcher at the College of Education, Michigan State University. She completed her PhD in Educational Policy from Michigan State with a specialization in the economics of education. Her dissertation examined student engagement in science classrooms using several datasets. Her research interests include the study of student learning experiences and teacher instructional practices. Justina is continuing her research along the lines of student engagement and looking for new ways to apply digital ESM technology in education.

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.

Book Chapters

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

Alumni

Justina Judy Spicer

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

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

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

Dissemination during Fellowship

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

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

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

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

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

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

Grants

AERA Dissertation Grant (\$20,000)

Alumni

Jennifer Symonds



Fellowship 2010 – 2011

Jennifer has recently become Lecturer in Education at the School of Education, University College Dublin. She is an educational researcher and social developmental psychologist, who is interested in how educational engagement and wellbeing develop within educational settings and across educational transitions, during the first 24 years of life. Jennifer focuses on the internal temporal dynamics of engagement and wellbeing, and their connection to individual differences, culture and context. She observes and tests how these dynamics play out in relation to school structures including school size, year group and academic group organisation, student-teacher ratios, timetables, calendars, curriculum and pedagogy. There, Jennifer considers the sociohistorical roots of school structures and their propensity for change. Jennifer's research goals are youth-centred and her central aim is to provide evidence that can be used to inform conversations about how to redesign education systems to promote student engagement, wellbeing and subsequent life chances.

Jennifer completed her PhD in Educational Research at the Faculty of Education, University of Cambridge, in 2010, within the Psychology and Education group. She has supported and led UK national projects on youth mental health, well-being, identity and educational engagement, for the Nuffield and Paul Hamlyn Foundations. In the USA, Jennifer supervised doctoral students studying cultural and cross-cultural psychology online at the Chicago School of Professional Psychology. In addition, Jennifer has held postdoctoral fellowships at Trinity College Dublin, the University of Bristol and the University of Helsinki, during which she worked on issues of educational engagement, work-readiness and mental health. Beforehand, Jennifer was an English Literature and Language teacher in UK middle and secondary schools.

Publications

Symonds, J., Salmela-Aro, K. & Schoon, I. (*in press*). Developmental trajectories of emotional disengagement from schoolwork and their longitudinal associations in England. *British Educational Research Journal*.

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. doi: 10.1037/a0040118

Symonds, J. & Hargreaves, L. (2016). Emotional and motivational engagement at school transition: A qualitative stage-environment fit study. *Journal of Early Adolescence*. 36(1), 54-85.

Symonds, J. (2014). The international measurement of school perceptions: school environment, school climate and student attitudes. *International Psychology Bulletin*, 18(2-3), 72-74.

Alumni

Jennifer Symonds

Symonds, J. & Galton, M. (2014). Moving to the next school at age 10-14 years: An international review of psychological development at school transition. *Review of Education*, 2(1), 1-27.

Symonds, J. & Hagell, A. (2011). Adolescents and the organization of their school time: A review of changes over recent decades in England. *Educational Review*, 63(3), 291-312.

Symonds, J. & Gorard, S. (2010). Death of mixed methods? Or the rebirth of research as a craft. *Educational Research and Evaluation*, 23(2), 121-136.

Symonds, J. (2008). Developmentally appropriate research methods for use with child and adolescent participants. *Building Research Capacity*, 14(January), 4-7.

Symonds, J. (2008). Educating pupils as active participants. *Research in Education*, 80(1), 63-74.

Symonds, J. (2007). Year 11 pupils' education and employment possible selves: the methodological challenges of comparing representational constructs. *Educate*, 7(1), 18-26.

Symonds, J. & Levin, M. (under review) Turning an idea into a PhD research proposal in eight steps, *The Journal of Continuing Higher Education*.

Symonds, J., Schoon, I. & Salmela-Aro, K. (in preparation) Youths' school and work engagement in Finland: the development of task-values across two life-course transitions.

Symonds, J. & Polek, E. (in preparation) There's (dis)engagement everywhere: early adolescents' person-oriented profiles of engagement with learning and school and their predictors in Ireland.

Symonds, J. & O'Sullivan, C. (in preparation) Supporting young adults' pathways to employment: work readiness competencies, assessment and enhancement in Ireland and the United Kingdom.

Books

Marshall, A. & Symonds, J. (Eds). (in preparation). *The development of young adults at the school-to-work transition*. Edited book proposal invited by Oxford University Press.

Symonds, J. (Expected 2017). *Staying engaged in education: how to develop educational resilience in all students and schools*. Book commissioned by Routledge Education.

Symonds, J. (2015). *Understanding school transition: what happens to children and how to help them*. London: Routledge. ISBN: 978-0-415-67663-2

Alumni

Jennifer Symonds

Gray, J., Galton, M., McLaughlin, C., Clarke, B. & Symonds, J. (2011). *The supportive school: wellbeing and the young adolescent*. Newcastle Upon Tyne. Cambridge Scholars Publishing. ISBN: 978-1443832090

Book Chapters

Symonds, J., Hargreaves, J & Long, M. (in press). Children's musical identities at school transition. In R. MacDonald, D. Hargreaves & D. Miell (Eds.). *Oxford handbook of musical identities*. London: Oxford University Press.

Symonds, J., Galton, M. & Hargreaves, L. (2014). Emerging gender differences at puberty and school transition: Consistency of findings across era and place. In I. Schoon & J. Eccles (Eds.) *Gender differences in aspirations and attainment* (pp. 101-122). London: Cambridge University Press. ISBN: 9781107645196

Hagell, A., Aldridge, J., Meier, P., Millar, T., Symonds, J., & Donmall, M. (2012). Trends in adolescent substance use and their implications for understanding trends in mental health. In A. Hagell (Ed.), *Changing adolescence: social trends and mental health* (pp. 27-46). Bristol: The Policy Press. ISBN: 9781447301042

Hagell, A., Peck, S., Zarrett, N., Giménez-Nadal, J. I., & Symonds, J. (2012). Trends in adolescent time use in the United Kingdom. In A. Hagell (Ed.), *Changing adolescence: social trends and mental health* (pp. 27-46). Bristol: The Policy Press. ISBN: 9781447301042

Reports

Symonds, J., Long, M. & Hargreaves, J. (2011). *Changing key: adolescents' views on their musical development across the primary to secondary school transition*. London: The Paul Hamlyn Foundation.

Deakin Crick, R., Jelf, H., Symonds, J., Ren, K. Patton, A. & Grushka, K. (2010) *Learning futures evaluation report*. University of Bristol.

Symonds, J. (2010). *Are middle schools better for early adolescent development than transition into secondary school? A study of two school environments*. National Middle Schools' Forum. www.middleschools.org.uk/research.php

MacBeath, J., Frost, D., Pedder, D., Frost, R., with Hill, V., Gaiteri, T., Symonds, J., Farrimond, S. & Ranger, J. (2008) *The influence and participation of children and young people in their learning (IpiL) project*. University of Cambridge.

Dissemination during Fellowship

Symonds, J.; Schoon, I. & Salmela-Aro, K. (2011). How does the development of adolescents' school motivation affect their university expectations and later participation?, *European Society of Developmental Psychology*, Bergen, Norway, August 23-27.

Alumni

Jennifer Symonds

Grants

The Paul Hamlyn Foundation - £25,000 for Changing Key, a longitudinal study of adolescents' musical identity development at the primary to secondary school transition (March 2010 to September 2011)

Alumni

Martin Tomasik



Fellowship 2008 – 2012

Martin is currently a *Privatdozent* (PD) at the Faculty of Arts, University of Zurich and Habilitation and *venia legendi* in psychology 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, 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. Based on the notion of ever-changing dynamics of gains and losses across the life-span, he investigated the role of age-graded differences in the propensity to engage with or to disengage from age-typical developmental tasks.

Between November 2015 and August 2016, Martin was working as a Visiting Professor in Developmental and Educational Psychology at the University of Kiel in Germany. The University of Kiel is one of Germany's leading institutions for educational assessment and contacts with colleagues working in the field helped him to develop the idea to study engagement and disengagement in the context of educational trajectories of youth.

In September 2016, Martin will start a tenured position as an Assistant Professor at the Institute for Educational Assessment (IEA) at the University of Zurich. The IEA comprises an interdisciplinary research team specialized in educational assessment and political consulting. It is the largest institute of this kind in Switzerland and was, for instance, responsible for the last national implementations of the PISA studies in the country. Martin will primarily have scientific duties at the IEA and be responsible for the communication of the results to both the scientific community and the public audience.

Publications

Weichold, K., & Tomasik, M. J., Silbereisen, R. K., & Spaeth, M. (in press). 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*.

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

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.

Alumni

Martin Tomasik

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 religiosity 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., & Pinguart, M. (2010). Individuals negotiating demands of social and economic change: A control theoretical approach. *European Psychologist*, *15*, 246-259.

Silbereisen, R. K., & Tomasik, M. J. (2010). Human behaviour in response to social change: A guide for the special section. *European Psychologist*, *15*, 243-245.

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.

Silbereisen, R. K., & Tomasik, M. J. (2010). Development as action in changing contexts: Perspectives from six countries. *Historical Social Research*, *35*, 57-75.

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.

Alumni

Martin Tomasik

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.

Tomasik, M. J., Hardy, S. A., Haase, C. M., & Heckhausen, J. (2009). Adaptive adjustment of vocational aspirations among German youths during the transition from school to work. *Journal of Vocational Behavior, 74*, 38-46.

Silbereisen, R. K., & Tomasik, M. J. (2008). Berlin - Warsaw - Jena: A journey with Glen H. Elder through sites of social change. *Research in Human Development, 5*, 244-258.

Haase, C. M., & Tomasik, M. J., & Silbereisen, R. K. (2008). Correlates of premature behavioural autonomy in late adolescence and young adulthood. *European Psychologist, 13*, 255-266.

Tesch-Römer, C., Motel-Klingebiel, A., & Tomasik, M. J. (2008). Gender differences in subjective well-being: Comparing societies with respect to gender equality. *Social Indicators Research, 85*, 329-349.

Wurm, S., Tomasik, M. J., & Tesch-Römer, C. (2008). Serious health events and their impact on changes in subjective health: The role of age and a positive view on aging. *European Journal of Ageing, 5*, 117-127.

Special Sections

Silbereisen, R. K., & Tomasik, M. J. (Eds.). (2010). Changing contexts - changing individuals: Psychological approaches to social, economic, and political change. [Special section]. *European Psychologist, 15*(4).

Silbereisen, R. K., & Tomasik, M. J. (Eds.). (2010). Transitions – transformations: Trajectories of social, economic and political change after communism. Personality development and social change [Special section]. *Historical Social Research, 35*(2).

Books

Tomasik, M. J. (2010). Developmental barriers and the benefits of disengagement. Berlin, Germany: Logos.

Book Chapters

Tomasik, M. J. (in press). Eine positive Sicht des Alterns. In L. Bormans (Hrsg.), *Hoffnung: The world book of hope*. Köln, Germany: DuMont.

Tomasik, M. J. (in press). The benefits of a positive view on ageing. In L. Bormans (Ed.), *The world book of hope*. Tielt, Belgium:

Silbereisen, R. K., & Tomasik, M. J. (in press). Social and economic change: Psychological challenges for individuals. In J. D. Wright (Ed.), *International encyclopedia of social and behavioral sciences* (2nd ed.). Oxford, United Kingdom: Elsevier.

Alumni

Martin Tomasik

Tomasik, M. J., & Silbereisen, R. K. (2014). Political context and social change. In A. C. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 4868-4874). Dordrecht, Netherlands: Springer.

Silbereisen, R. K., Tomasik, M. J., & Reitzle, M. (2012). Sozialer Wandel und subjektives Wohlbefinden: Die Rolle von Anforderungen, Bewältigung, Ressourcen und Kontexten [Social change and subjective well-being: The role of demands, coping, resources, and contexts]. In E. Holtmann & H. Best (Eds.), *Aufbruch der entsicherten Gesellschaft: Deutschland nach der Wiedervereinigung* (pp. 305-327). Frankfurt am Main, Germany: Campus.

Tomasik, M. J., & Silbereisen, R. K. (2011). Adolescence and globalization. In B. B. Brown & M. Prinstein (Eds.), *Encyclopedia of adolescence* (Vol 2., pp. 109-118). San Diego, CA: Academic Press.

Silbereisen, R. K., & Tomasik, M. J. (2011). Psychosocial functioning in the context of social, economic, and political change. In X. Chen & K. H. Rubin (Eds.), *Socioemotional development in cultural context* (pp. 305-331) New York: Guilford Press.

Silbereisen, R. K., Pinquart, M., & Tomasik, M. J. (2010). Demands of social change and psychosocial adjustment: Results from the Jena study. In R. K. Silbereisen & X. Chen (Eds.),

Dissemination during Fellowship

Tomasik, M. J., & Silbereisen, R. K. (2010, November). *Demands of social change in different niches and regions of Germany*. Paper presented at the *Polish Academy of Sciences International Scientific Meeting* from the Totalitarianism towards Democracy in Central-Eastern Europe: Contributions of Political Psychology to Understanding of the Transformation Process in the Region, Warszawa, Poland.

Salmela-Aro, K., & Tomasik, M. J. (2010, May). *Knowing when to let go at the entrance to university: Beneficial effects of compensatory secondary control after failure*. Paper presented at the 3rd Annual Meeting of the Society for the Study of Motivation, Boston, MA, United States.

Wurm, S., Tomasik, M. J., Schüz, B., & Tesch-Römer, C. (2009, September). *Is health behaviour a question of age? On the meaning of individual views on ageing*. Presentation at the 23rd Conference of the European Health Psychology Society "From Knowledge to Interventions", Pisa, Italy.

Tomasik, M. J., & Silbereisen, R. K. (2009, August). *Cross-sectional and longitudinal findings on the benefits of secondary control striving in times of social change*. Poster presented at the XIV European Conference on Developmental Psychology, Vilnius, Lithuania.

Tomasik, M. J., & Silbereisen, R. K. (2009, July). *Longitudinal findings on the benefits of disengagement from unattainable demands in times of social change*. Poster presented at the 11th European Conference of Psychology, Oslo, Norway.

Alumni

Martin Tomasik

Tomasik, M. J. (2009, June). *Individuelle und gesellschaftliche Chancen des Scheiterns* [Individual and societal chances of failing]. Präsentation in der Abschlußrunde des Wettbewerbs für den Deutschen Studienpreis der Körberstiftung im Wissenschaftszentrum Berlin für Sozialforschung, Berlin, Germany.

Blumenthal, A., & Tomasik, M. J. (2008, October). *Facilitating the school-to-work transition by means of a skills promoting intervention program: Results from a first process evaluation*. Poster presented at the 11th International Institute on Developmental Science at the Friedrich Schiller University, Jena, Germany.

Schindler, I., & Tomasik, M. J. (2008, October). *Life choices well made: How control strategies relate to career and partner decision processes*. Poster presented at the 11th International Institute on Developmental Science at the Friedrich Schiller University, Jena, Germany.

Alumni

Yi-Miau Tsai



Fellowship 2009-2012

Biography

Yi-Miau Tsai is a Research Investigator at the Gender & Achievement Research Program at the University of Michigan. She joined the Pathways programme in March 2009, based at the University of Michigan. She received her doctorate from the Faculty of Psychology, Humboldt University in Berlin in February 2008. She trained as a developmental and educational psychologist, focusing on learning 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 current research focuses on achievement motivation and goals and the context and cultural effects on motivation. She is also interested in research in learning and instruction.

Publications

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.

Dissemination during Fellowship

Tsai, Y. -M., & Eccles, J. S. (March/April, 2011). Mathematics, the only critical filter? Predicting adolescents career aspiration with self-concept and ability in multiple domains. Paper presented at the biennial meeting of the *Society for Research in Child Development*, Montreal, Quebec, Canada.

Tsai, Y. -M., & Eccles, J. S. (March/April, 2011). Changed Career Aspiration during transition to adulthood: The role of family background and parenting characteristics. Paper presented at the biennial meeting of the *Society for Research in Child Development*, Montreal, Quebec, Canada.

Katja Upadaya, Yi-Miau Tsai, & Kaisa Aunola. (Aug 2011) How teachers' daily attributions and perceptions of success predict children's success and performance during the first grade of primary school? Poster at *EARLI conference*

Alumni

Yi-Miau Tsai

Tsai, Y. -M., & Upadyaya K. M. (Aug/Sep, 2011). How teachers explain children's success and failure? Comparison between ability attribution and other causes. Poster presented at *European Association of Research on Learning and Instruction*, Exeter, UK.

Lay, K.-L., Chang, T.-C., & Tsai, Y.-M. (March/April, 2011). The vulnerability of Chinese adolescents holding the incremental view of intelligence: The effect of the entity view of effort. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Montreal, Quebec, Canada.

Alumni

Heta Tuominen-Soini



Fellowship 2012 – 2015

Heta Tuominen-Soini is a postdoctoral researcher based at the Institute of Behavioural Sciences, University of Helsinki, Finland. She joined the Pathways programme in December 2012. She has been involved in the Finnish Educational Transitions (FinEdu) Study (wiredminds.fi/projects/finedu/), led by Katariina Salmela-Aro, from its onset in 2003 up to 2016. Currently, she is also involved in the Mind the Gap -project (wiredminds.fi/projects/mind-the-gap/).

She has published papers in leading journals such as *Developmental Psychology*, *Learning and Instruction*, *Contemporary Educational Psychology*, and *Learning and Individual Differences* and presented her research at international conferences including the EARLI Conference for Research on Learning and Instruction, the International Conference on Motivation, the European Conference on Developmental Psychology, and the International SELF Research Conference. She has acted as a referee for the following scientific journals: *Journal of Educational Psychology*; *Learning and Instruction*; *European Psychologist*; *Learning and Individual Differences*; *AERA Open*; *Journal of Experimental Education*; *European Journal of Psychological Assessment*; *The Spanish Journal of Psychology*; *Anxiety, Stress, & Coping*; and *NMI-Bulletin*. In addition, Heta teaches at the Institute of Behavioural Sciences, University of Helsinki, and supervising several doctoral students and students working on their Master's theses. 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 (the highest-ranking doctor) at the Conferment Ceremony of the Faculty of Philosophy, University of Helsinki.

Heta is interested in exploring the relationships between student motivation and well-being. 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 will link the study of motivation with well-being and explore both during a phase of life that is full of age-graded developmental tasks, transitions, challenges, demands, and possibilities.

She received a three-year Postdoctoral Researcher funding for her project "*Will I learn? Will I succeed? Will I cope? Young people's diverse motivational trajectories and their relations to educational paths and well-being*" from the Academy of Finland's Research Council for Culture and Society (September 2015 – August 2018). This study will examine individual differences in and developmental trajectories of motivation among adolescents and young adults and their associations with socio-emotional well-being and long-term educational outcomes. The aim of the study is threefold: The first aim is to investigate the development of achievement goal orientation profiles during the transition from primary to secondary school and the transition from school to work as well as the adaptiveness

Alumni

Heta Tuominen-Soini

of the profiles in terms of academic and well-being outcomes. The second aim is to examine how students' subject-specific goal orientations, task values and costs combine, how these patterns fluctuate, and how they relate to academic achievement, educational aspirations, and well-being. The third aim is to explore how students, teachers, and actors in student welfare experience and describe students' motivation, school engagement, and well-being in order to clarify which factors promote or hinder motivation and well-being. Three extensive longitudinal data sets (e.g., FinEdu and Mind the Gap), which cover all the major educational transitions of Finnish youth and the transition from school to work, will be used supplemented with interview data. Both variable- and person-centred analytical methods will be utilized. The benefit of person-centred method here is the potential to identify at-risk students. Both shorter-term and longer-term time-spans as well as within-system and across-transition designs will be included. Several theoretical frameworks will be applied, with the aim of getting a more profound grasp of the complex interactions among motivation, engagement, affect, and achievement and to better understand students' motivation to learn. The understanding yielded will be important for developing student counselling and welfare services, and interventions to enhance young people's motivation and well-being.

Publications

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

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

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

Niemivirta, M., Pulkka, A.-T., Tapola, A., & Tuominen-Soini, H. (2013). Tavoiteorientaatioprofiilit ja niiden yhteys tilannekohtaiseen motivaatioon ja päättelytehtävässä suoriutumiseen [Achievement goal orientation profiles and their relations to task-specific motivation and performance]. *Kasvatus [The Finnish Journal of Education]*, *44*, 533–547.

Tuominen-Soini, H. (2013). Opiskelumotivaation ja hyvinvoinnin yhteydet sekä kehitys nuoruudessa [The relations and development of student motivation and well-being during adolescence]. *Kasvatus [The Finnish Journal of Education]*, *44*, 555–561.

Flunger, B., Marttinen, E., Tuominen-Soini, H., & Salmela-Aro, K. (revision under review). *How do young adults orchestrate their multiple goals? Associations of achievement goal orientations with identity formation and goal appraisals.*

Alumni

Heta Tuominen-Soini

Lazarides, R., Tuominen-Soini, H., Viljaranta, J., Ranta, M., & Salmela-Aro, K. (submitted). *Adolescents' preparedness and motivation across the transition to post-comprehensive education.*

Tuominen-Soini, H., Niemivirta, M., Lonka, K., & Salmela-Aro, K. (manuscript in preparation). *Stability and change in goal orientation profiles across the transition from elementary to secondary school.*

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

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

Varonen, A., Hietajärvi, L., Tuominen-Soini, H., Salmela-Aro, K., Hakkarainen, K., & Lonka, K. (manuscript in preparation). *Opiskelumotivaation yhteys koulutustavoitteisiin ja koulumenestykseen kuudesluokkalaisilla oppilailla.*

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

Book Chapters

Tuominen-Soini, H., Viljaranta, J., & Salmela-Aro, K. (forthcoming). Young Finns' motivational pathways and relations to well-being and educational aspirations. In I. Schoon & R. K. Silbereisen (Eds.), *Pathways to Adulthood: Social inequalities, structure and agency and social change.*

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

Salmela-Aro, K., & Tuominen-Soini, H. (2013). Koulu-uupumuksesta innostukseen? [From school burnout to school engagement?]. In J. Reivinen, & L. Vähäkylä (Eds.), *Ketä kiinnostaa? Lasten ja nuorten hyvinvointi ja syrjäytyminen* (pp. 242–254). Academy of Finland. Helsinki: Gaudeamus.

Reports

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

Alumni

Heta Tuominen-Soini

Dissemination during Fellowship

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2015). *Lukiolaisten tavoiteorientaatioprofiilit ja niiden yhteys perfektionismiin ja koulumenestykseen*. Paper presented at the Annual Conference of the Finnish Educational Research Association (FERA), 19–20 November, Vaasa, Finland.

Niemivirta, M., Pulkka, A.-T., Tapola, A., & Tuominen-Soini, H. (2015). *Perfektionismi opiskeluun liittyvän motivaation, tavoitteiden ja suoritusten ennustajana*. Paper presented at the Annual Conference of the Finnish Educational Research Association (FERA), 19–20 November, Vaasa, Finland.

Pulkka, A.-T., Tuominen-Soini, H., & Niemivirta, M. (2015). *Perfektionismin ja motivaation yhteydet korkeakouluopiskelijoilla*. Paper presented at the Annual Conference of the Finnish Educational Research Association (FERA), 19–20 November, Vaasa, Finland.

Nuutila, K., Tuominen-Soini, H., & Niemivirta, M. (2015). *Ala-asteen oppilaiden kiinnostuksen, onnistumisenodotuksen ja osaamisen kehityksellinen dynamiikka*. Paper presented at the Annual Conference of the Finnish Educational Research Association (FERA), 19–20 November, Vaasa, Finland.

Tuominen-Soini, H., & Salmela-Aro, K. Math- and English-related achievement goal orientation profiles and their associations to task values and academic well-being. Paper presented at the *8th SELF Biennial International Conference*, Kiel, Germany (August 2015).

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

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

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

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

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

Alumni

Heta Tuominen-Soini

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

Salmela-Aro, K., & Tuominen-Soini, H. Engagement and burnout profiles during the third decade of life. Paper presented at *the Challenges in the Third Decade of Life in the 21st Century Conference*, Hannover, Germany (June 2014).

Tuominen-Soini, H., & Salmela-Aro, K. Students' math-specific achievement goal orientation profiles: Relations to value beliefs about math and school engagement, burnout, and perfectionism. Paper presented at the *International Conference on Motivation*, Helsinki, Finland (June 2014).

Hietajärvi, L., Tuominen-Soini, H., Hakkarainen, K., Lonka, K., Makkonen, J., & Salmela-Aro, K. Profiles of 6th-graders socio-digital participation - associations to academic achievement, engagement and burnout. Paper presented at the *International Conference on Motivation*, Helsinki, Finland (June 2014).

Tuominen-Soini, H., & Salmela-Aro, K. Vocational school students' engagement and burnout profiles and their relations to motivation and discontinuing studying. Paper presented at the *Annual Conference of the Finnish Educational Research Association (FERA)*, Jyväskylä, Finland (November 2013).

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. Students' multiple goals: A review of studies examining achievement goal orientation profiles. Paper presented at the *15th Biennial EARLI Conference*, München, Germany (August 2013).

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. Student motivation and well-being: Achievement goal orientation profiles and academic and socio-emotional outcomes. Paper presented at the *Annual Conference of the Finnish Educational Research Association (FERA)*, Helsinki, Finland (November 2012).

Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. Finnish students' achievement goal orientations and academic well-being during an educational transition: A longitudinal person-centered approach. Paper presented at the *International Conference on Motivation*, Frankfurt am Main, Germany (August 2012).

Tuominen-Soini, H. Nuorten opiskelumotivaatio ja hyvinvointi: Tavoiteorientaatioprofiilit, niiden ajallinen pysyvyys ja erot sosio-emotionaalisessa hyvinvoinnissa. Paper presented at the *Psykologia 2012 conference*, Turku, Finland (August 2012).

Media

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

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

Alumni

Heta Tuominen-Soini

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

www.helsinki.fi/behav/uutisarkisto/2015/uutinen-27-04-2015.htm

Interview, Yle Oppiminen, Näkökulmia positiiviseen psykologiaan, "Mistä löytää motivaatio, jos opiskelu ei voisi vähempää kiinnostaa?", oppiminen.yle.fi/psykologia-ihmissuhteet/nakokulmia-positiiviseen-psykologiaan/mista-loytaa-motivaatio-opiskelu-ei-voisi-vahempaa

Grants

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

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

Awards

Primus Doctor (the highest-ranking doctor), The Conferment Ceremony of the Faculty of Philosophy, University of Helsinki, 22–24 May, 2014

Alumni

Katja Upadyaya



Fellowship 2009 – 2012

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.

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.

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.

Alumni

Katja Upadyaya

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*, 603-619.

Book Chapters

Upadyaya, K., & Eccles, J. S. (2014). 3 Gender differences in teachers' perceptions and children's ability self-concepts. In I. Schoon & J.S.Eccles (Eds.) *Gender Differences in Aspirations and Attainment: A Life Course Perspective*, Cambridge University Press

Dissemination during Fellowship

Upadyaya, K. & Salmela-Aro, K. (2011). From school to work: Development of schoolwork engagement. 15th European Conference on Developmental Psychology, 26.8. 2011, Bergen, Norway.

Upadyaya, K. & Eccles, J. S. (2011). How teachers' perceptions impact children's interest in math across the primary school years? European Congress of Psychology, 6.7.2011, Istanbul, Turkey.

Upadyaya, K. (2010). How teachers' perceive students' success in different countries? Visiting scholars' presentation and Faculty of Education seminar, 25.11.2010, Monash University, Melbourne, Australia.

Alumni

Katja Upadyaya

Upadyaya, K., Vida, M., & Eccles, J. E. (2010). How teachers' perceptions of innate abilities and effort contribute to children's motivation across the primary school years? Australian Association for Research in Education (AARE) conference, 29.11.2010, Melbourne, Australia.

Upadyaya, K. & Salmela-Aro, K. (2010). Structure of adolescents' school engagement, relation to burn out, antecedents and consequences. Australian Association for Research in Education (AARE) conference, 30.11.2010, Melbourne, Australia.

Poster presentations

Upadyaya, K., Mägi, K., & Kikas, E. (2011). How Teachers' Ability and Effort Beliefs Predict Children's Task Avoidant Behavior and Performance? Society for Research in Child Development (SRCD) 2011 Biennial Meeting, 31.3.2011, Montreal, Canada.

Upadyaya, K., Vida, M., & Eccles, J. E. (2011). Teachers' perceptions of innate ability and effort and the development of children's interest values. Society for Research in Child Development (SRCD) 2011 Biennial Meeting, 1.4.2011, Montreal, Canada.

Natale, K. & Salmela-Aro, K. (May 2010). Adolescents' school engagement, burnout, and depressive symptoms. Paper presented at the 12th Biennial Conference of the European Association for Research on Adolescence, Vilnius, Lithuania.

Natale, K., Vida, M., & Eccles, J. S. (March 2010). How teachers' beliefs of ability and effort predict children's self-concept of ability in math and reading? Poster presented at the Society for Research on Adolescence (SRA) 13th biennial meeting, Philadelphia, U.S.A.

Natale, K., Viljaranta, J., Lerkkanen, M.-K., Poikkeus, A.-M., & Nurmi, J.-E. (2009). Teachers' causal attributions and children's interest in math. XIV European Conference on Developmental Psychology, 20.8.2009, Vilnius, Lithuania

Awards

Jacobs Foundation fellowship award for excellent young researcher in August 2011

Alumni

Jaana Viljaranta



Fellowship 2012 – 2013

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.

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*.

Alumni

Jaana Viljaranta

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.

Alumni

Jaana Viljaranta

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.

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.

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*, 603-619.

Book Chapters

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

Lazarides, R., Harackiewicz, J., Canning, E., Pesu, L. & Viljaranta, J. (2015). The role of parents in students' motivational beliefs and values. In Rubie-Davis, C. M., Stephens, J. M. & Watson, P. (Eds.), *The Routledge International Handbook of Social Psychology of the Classroom* (pp. 53-66). London, England: Routledge.

Dissemination during Fellowship

Viljaranta, J., Hirvonen, R., & Aunola, K. (2014). Motivation and academic skill development among first-graders: A person-oriented approach. *International Conference on Motivation 2014*, 13.6.2014, Helsinki, Finland.

Moeller, J., Viljaranta J. H., Schneider, B., Salmela-Aro K., Lavonen J., & Linnansaari, J. (2014). Alignment of momentary task values and momentary competence beliefs in different experience sampling method studies. *International Conference on Motivation*, 12.6. 2014, Helsinki, Finland.

Linnansaari, J., Viljaranta, J., Juuti, K. Lavonen, J. & Salmela-Aro, K. (2014). Students' situational Engagement in Finnish Science Classrooms. *Nordic Research Symposium on Science Education (NFSUN)*. 4th – 6th June 2014,

K. & Viljaranta, J. (2014). What Do Ninth-Grade Students See, Think and Do in Science Lessons? *Nordic Research Symposium on Science Education (NFSUN)*. 4th – 6th June 2014, Helsinki, Finland.

Viljaranta, J., Rääkkönen, E., Aunola, K., Nurmi, J.-E., & Lerkkanen, M.-K. (2014). The role of academic performance, self-concept of ability, and gender in adolescents' educational plans in Finland. *AERA 2014 Annual meeting*. Philadelphia, United States, 5.4.2014

Alumni

Jaana Viljaranta

Silinskas, G., Viljaranta, J., Hirvonen, R., Nurmi, J.-E., Pakarinen, E., Lerkkanen, M.-K., & Poikkeus A.-M. (2013). Parental homework assistance and children's motivational behavior. *Annual Conference of the Finnish Educational Research Association (FERA)*. Jyväskylä, Finland, 21.11.2013.

Viljaranta, J. (2013). Motivation and skill development. *EDUKO Conference*. Tallinn, Estonia, 7.11.2013

Hirvonen, R., Aunola, K., Alatupa, S., Viljaranta, J., & Nurmi J.-E (2013). The role of temperament in children's task-avoidant behaviours in achievement situations. *15th Biennial Conference Earli 2013*. München, Saksa, 27.8.2013

Pesu, L., Watt, H. M. G., Viljaranta, J., Aunola, K. (2014). The development of talent perceptions across grades 7-9 and the role of perceived parental beliefs. *International Conference on motivation 2014*. Helsinki, Finland. 13.6.2014. Poster presented.

Lavonen, J., Salmela-Aro, K., Schneider, B., Bruner, J., Judy, J., Linnansaari, J., Moeller, J., Juuti, K., Viljaranta, J., & Broda, M. (2014). Using smartphones to collect in the moment data of the student experience. *Science Across Virtual Institutes - meeting*. Helsinki, Finland, 10.6.2014 Poster presented.

Linnansaari, J., Viljaranta, J., Juuti, K., Lavonen J., & Salmela-Aro, K. (2013). Measuring students' engagement by using smart phones. *Annual Conference of the Finnish Educational Research Association (FERA)*. Jyväskylä, Finland, 21.11.2013. Poster presented.

Media

The following papers received large media attention both nationally in Finland and internationally.

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.

- www.radiojyvaskyla.fi/uutiset-ja-haastattelut/haastava-oppilas-hyotyy-rajoista/41/4282
- www.ess.fi/uutiset/kotimaa/2015/12/28/haastava-temperamentti-voi-haitata-koulumenestysta---opettajan-pelisilmalla-iso-merkitys

Alumni

Jaana Viljaranta

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.

- www.sciencedaily.com/releases/2013/03/130322090748.htm
www.family-ethics.com/2013/03/parent-induces-guilt-child-shows.html
- www.femalenetwork.com/family-parenting/-guilt-inducing-parenting-may-cause-children-distress
- www.vau.fi/Perhe/Kasvatus/Aidille-tulee-paha-mieli/
- m.iltalehti.fi/perhe/2013032116813213_pr.shtml
- www.tiede.fi/uutiset/5001/syllistava_kasvatus_ahdistaa_lasta_
- www.ksml.fi/uutiset/kotimaa/tutkimus-syllistava-kasvatus-herattaa-lapsissa-kiukkua/1311176
- www.vaukirja.fi/Lapset-ja-lukeminen/Ajankohtaista/Syllisyyden-kokemukset-tarpeettomia-lasten-kasvatuksessa/

Grants

Project funding from Academy of Finland (2013 – 2016) - Motivation and Education: an integrative approach (250,000 euros)

Alumni

Ming-Te Wang



Fellowship 2010-2011

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 School of Education. 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, personality) 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 school- and family-based interventions targeting children's academic skills and developmental problems. His research interests lie in achievement motivation and engagement, non-cognitive factors and learning, school climate, family socialization, risk and resilience, prevention and intervention, racial socialization and racial identity development, social and emotional development, STEM career development, behavioral problems and mental health, transition from childhood to adolescence to adulthood.

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*.
- 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

Alumni

Ming-Te Wang

- 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, 1643-1657.
- Wang, M. T. & Eccles, J. S. (2012). Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child Development*, 83, 877-895.
- Wang, M. T., & Eccles, J. S. (2012). Adolescent behavioral, emotional, and cognitive engagement trajectories in school and their differential relations to educational success. *Journal of Research on Adolescence*, 22, 31-39.

Alumni

Ming-Te Wang

Wang, M. T., & Dishion, T. J. (2012). The trajectories of adolescents' perceptions of school climate, deviant peer affiliation, and behavioral problems during the middle school years. *Journal of Research on Adolescence*, 22, 40-53.

Gehlbach, H., Brinkworth, M. E., & Wang, M. T. (2012). The social perspective taking process: What motivates individuals to take another's perspective? *Teachers College Record*, 114, 1-29.

Wang, M. T., Willett, J. B., & Eccles, J. S. (2011). The assessment of school engagement: Examining dimensionality and measurement invariance across gender and race/ethnicity. *Journal of School Psychology*, 49, 465-480.

Wang, M. T., Dishion, T. J., Stormshak, E. A., & Willett, J. B. (2011). Trajectories of family management practices and early adolescence behavioral outcomes in middle school. *Developmental Psychology*, 47, 1324-1341. ***Winner 2012 AERA Outstanding Research Paper Award***

Wang, M. T., Selman, R. L., Dishion, T. J., & Stormshak, E. A. (2010). A tobit regression analysis of the covariation between middle school students' perceived school climate and behavioral problems. *Journal of Research on Adolescence*, 20, 274-286.

Wang, M. T., & Holcombe, R. (2010). Adolescents' perceptions of classroom environment, school engagement, and academic achievement. *American Educational Research Journal*, 47, 633-662. ***Top 3 Most-Read Articles in 2011 & 2012***

Book Chapters

Wang, M. T., & *Kenny, S. (2014). Individual and gender differences in personal aptitudes and motivational beliefs for the achievement in and commitment to math and science fields. In I. Schoon, & J. Eccles (Eds.), *Gender and Career Pathways: A Life Span Perspective*. Cambridge University Press.

Eccles, J. S., & Wang, M. T. (2012). So what is student engagement anyway: Commentary on Section I. In S. Christenson, A. L. Reschy, & C. Wylie (Eds.), *Handbook of Research on Student Engagement*. Springer.

Dissemination during Fellowship

Wang, M. T. (2011, April). *Longitudinal trajectories of three dimensions of school engagement during adolescence*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Wang, M. T. (2011, March). *From a multidimensional and longitudinal perspective to re-examine students' engagement and achievement in school*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal.

Wang, M. T., Dishion, T. J., & Willett, J. B. (2010, August). *Trajectories of Family Management Practices and Early Adolescent Behavioral Outcomes in Middle School*. Paper presented at the annual meeting of the American Psychological Association, Santiago. **awarded Division 7: Developmental Psychology's Best Graduate Student Paper.*

Alumni

Ming-Te Wang

Invited Talks

Wang, M. T. (2010). Engaged or not engaged: School environment support and student engagement during adolescence. Department of Human Development, University of Maryland, College Park MD.

Wang, M. T. (2010). The classroom engagement framework: Conceptualizing and developing a tool for research and practice. School of Education, University of Virginia, Charlottesville VA.

Wang, M. T. (2011). School engagement as a protective factor for youth at risk for substance use and mental health. School of Education, Tufts University, Somerville MA.

Wang, M. T. (2011). Engaged or not engaged: School environment support and student engagement during adolescence. Psychology Department, University of Pittsburgh, Pittsburgh PA.

Wang, M. T. (2011). Developmental dynamics of student engagement across contexts and cultures. Survey Research Center, University of Michigan, Ann Arbor MI.

Grants

Principal Investigator "Assessing Student Engagement in Math and Science in Middle School: Classroom, Family, and Peer Effects on Engagement" National Science Foundation. Period of Support: 2013 – 2017. \$399,999

Co-Principal Investigator (with J. Eccles (PI) & B. Schneider (Co-PI), "Tracing and Linking Psychological and Contextual Factors to STEM Careers." National Science Foundation. Period of Support: 07/01/11-01/30/15. \$1,749,436.

Co-Principal Investigator (with J. Eccles (PI)) "Beyond Achievement: Understanding Female Interest in Science and Mathematics." National Science Foundation. Period of Support: 09/01/12-08/30/14. \$717,265.

Principal Investigator, "Parent Socialization and School Engagement as a Mechanism of Resilience for Adolescent Development." National Institutes of Health/NIDA. Period Support: 03/01/2013-02/28/2015. \$155,500.

Principal Investigator, "Understanding Individual and Ethnic Differences in Educational and Developmental Pathways." National Institutes of Health/NICHHD. Period Support: 01/01/2013-12/31/2014. \$155,500.

Principal Investigator, "Assessing Student Engagement in Math and Science in Middle School: Classroom, Family, and Peer Effects on Engagement." National Science Foundation. Period Support: 09/01/2013-08/30/2016. \$400,000.

Principal Investigator, "School Engagement and Positive Youth Development." National Institute of Health. Period Support: 01/01/2015-12/30/2016. \$450,000.

Principal Investigator, "The Direct and Indirect Effects of Classroom Structure and Processes on Students' Engagement and Achievement." The Spencer Foundation. Period of Support: 03/01/11-08/30/12. \$40,000.

Alumni

Ming-Te Wang

Principal Investigator, "School Climate Support for Academic, Behavioral, and Psychological Adjustment during Middle School Years: A Cross-Cultural Comparison Study." The Jacobs Foundation. Period of Support: 09/01/10-08/30/11. \$50,000.

Awards

Outstanding Early Career Research Contribution Award, Society of Research on Child Development (2015)

Steven Manners Faculty Research Award, University Center for Social and Urban Research, University of Pittsburgh (2013)

Outstanding Early Career Research Award in Division E, American Educational Research Association (2012)

Principal Investigators

Jacque Eccles



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

Summary of recent work and mentoring activities

This year I have continued to mentor and work with Anna-Lena Dicke and Nayssan Safavian. We have continued work on both the CAB and MSALT data sets, looking at the predictors of career choice, educational attainment, and other occupational outcomes. One of our goals was to develop a more comprehensive coding system for STEM related fields. The current coding systems (e.g., O'NET), as well as many studies supposedly documenting gender differences in entry into STEM fields, have a very male and professional level bias. As a result, female participation in the health and medical sciences are not counted as STEM participation and the decision of more working class individuals to enter technical skilled labor jobs are not counted as STEM participation. Using our more comprehensive coding system, we are finding much less evidence of a general under-representation of females in STEM fields. Instead we are documenting distinct gendered patterns of participation across the many STEM fields with females being over-represented in the biological and health related fields at all professional levels and males being over-represented in the engineering, technology and computer fields at all professional levels. Furthermore, the gendered pattern is mediated primarily by sex differences in occupational values, not confidence in one's math ability or mindset beliefs, with females reporting greater interest in jobs that allow one to directly help and work with others than males. Endorsement of this occupational value explains the gendered pattern of occupational choices, as well as within sex variations in the choice of various STEM related occupational fields.

We are also finding that the likelihood of going into a high professional level STEM field increases, the earlier in childhood one states a preference for STEM related careers. This is not true for other occupations. Thus, interventions designed to increase entry into STEM fields need of focus more on the late elementary and early secondary school years.

We have also begun preparing for the longitudinal follow-up of the CAMP data set. This is a study of the educational beliefs and performance of low-income Hispanic and Southeast Asian immigrant adolescents in Southern California. The students are now in their mid 20s. We are assessing the links between earlier motivation-related beliefs and subsequent educational and occupational attainment in these two understudied immigrant populations. We have an NSF grant to find and resurvey 1500 of these individuals and to intensively interview 150 of them about their educational and occupational experiences with a particular focus on experiences of discrimination and prejudice.

Principal Investigators

Jacque Eccles

Finally, we have been preparing research grant proposals for NSF and IES to do Utility Interventions in university physics and chemistry introductory courses designed to increase persistence among Underrepresented and First Generation college students.

Principal 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 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, Positive mind 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 project studies 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 was 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.

Summary of recent work, mentoring activities and visits

First, together with Professor Barbara Schneider we were awarded the first exclusive education research multi-million dollar grant from a competitive international program at the National Science Foundation in collaboration with the Academy of Finland. This international grant supports a five-year research study on student engagement in secondary schools in Finland and the U.S. The study will test the impact of new units in chemistry and physics (that reflect the new science standards in the U.S. and Finland) on student academic, social, and emotional learning. The grant also involves students, teachers, science educators, and policy leaders in a series of exchanges between the U.S. and Finland, to determine how Finland supports and encourages teacher professionalism and what lessons can be learned for improving teacher education programs within the U.S. and across the globe. Barbara has been able to visit us several times with her team and we have been visiting MSU.

Second, the team in Helsinki has been actively collaborating on the topic of Civic engagement with Marsha Pavlova who visited us in May 2016 and we published a joint paper.

Principal Investigators

Katariina Salmela-Aro

Third, we have been working with values and value change first with the previous fellow Angela Chow and now more recently with Pathways fellow Clement and Florencia. Besides FinEdu data we also used Tosca data in collaboration with Ulrich Trautwein.

Fourth we have been working with the Jacque Eccles theory with Heta and Jaana and we have had Hanna Gaspard to visit us. Jacque Eccles is to visit in August.

With Pathways alumnus Jennifer Symonds and PI Ingrid Schoon we have been analyzing engagement and disengagement during critical educational transition in England. In addition we have been analyzing our Mind-the-Gap data with Pathways alumnus Katja Upadyaya and revealed both dark and bright sides of internet use.

In addition, with Katja Upadyaya, we have been working on engagement and burnout trajectories.

Pathways alumnus Martin Obshonka visited us and we have been working with the 21st century skills.

Finally, Pathways alumnus Philip Parker visited us and we are now working with his student Giesi Guo as the second generation fellow.

This year Katariina has mentored Florencia Sorthiex, Heta Tuominen-Soini and Jaana Viljaranta. She has also had additional visits from other Pathways alumni, Julia Dietrich, Anna Katyn Chimelski, Clemens Lechner and Julia Moeller.

Principal Investigators

Barbara Schneider



Barbara Schneider is the John A. Hannah Chair and University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. 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.

Summary of recent work

PIRE: Crafting Optimal Learning in Science Environments This project seeks to enhance engagement in secondary science classrooms by measuring the effect of a project-based intervention. Teachers will participate in developing a projects-based science unit with experts at Michigan State University. Partnering with schools in Finland, this research project will use smart phone technology to measure the emotional and intellectual engagement of students using newly developed project-based science units. (National Science Foundation, PI-award \$3,602,431: 2015-2020.)

Forming Better STEM Career Trajectories: Sustaining and Scaling-up CAP. Study aimed at testing whether the College Ambition Program (CAP) can be made sustainable with school personnel (science and mathematics teachers) in order to allow for scale-up and an objective third party evaluation. CAP is an intervention intended to promote a high school-wide college-going culture in which all students are provided resources that encourage postsecondary attendance with a special emphasis on STEM. (National Science Foundation, PI-award \$1,732,086: 2013-2016.)

Title I Technical Assistance Grant, College Ambition Program (CAP). This collaboration with the Michigan Department of Education (MDE) is part of the State Board of Education's initiative to eliminate the achievement gap between African-American males and the highest performing student group. (Michigan Association of Intermediate School Administrators (MAISA) and MDE, PI-award, \$444,768: 2013-2014, \$187,006: 2015-2016.)

Mentoring activities

This past year Prof. Schneider has mentored one Fellow: Soobin Kim. Soobin Kim graduated in Economics and will continue as a Pathways Fellow investigating inequality in schooling for different groups of students using international and national longitudinal databases.

Principal Investigators

Ingrid Schoon



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

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

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

Summary of recent work

In her recent work she is developing a socio-ecological model of agency, examining transactions between structure and agency, their interlinkages and combined effect in shaping skill formation and the transition from school to work. Using evidence from longitudinal data she studies the formation of socio-emotional skills, and potential compensatory processes enabling children and young people from disadvantaged background to 'beat the odds'.

Mentoring activities within PATHWAYS

This past year Prof. Schoon is mentor to Terry Ng-Knight who is based at UCL, and is collaborating with a number of past and current Fellows, as for example Jake Anders, Richard Göllner, Clemens Lechner, John Jerrim, Mark Lyons-Amos, Phil Parker, Maria Pavlova, Nicola Pensiero, and Jennifer Symonds.

Principal Investigators

Rainer K. Silbereisen



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

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

Summary of recent work

In pursuing his longer term research interests, Prof. Silbereisen was involved in research and publications on civic participation across ages and cultures. He carried out funded workshops on disasters and was involved in an attempt to pool knowledge to stem losses from disasters, published in *Nature*. His research on psychosocial consequences of uncertainties rooted in social change addressed national comparisons of the role of personal resources such as religiosity, and the function of coping with uncertainties for well-being. Of particular interest was the moderating role of opportunities in the larger political-administrative context, demonstrating the advantage of an environment-minded psychological science. Further research topics were personality and entrepreneurship in historical perspective, comparative studies on migration and acculturation, and aging processes. In practically all cases strong collaborations with current and past Pathways fellows were essential. Some publications in reputed journals received high visibility in public media. Furthermore he has been involved in funded research on scenarios for a possible political unification of the Korean peninsula, and supported with advice and a sponsored workshop the formation of an International Council of Developmental Science Societies.

Mentoring activities within PATHWAYS

Against the backdrop of his international mentoring activities, Prof. Silbereisen has been mentor for a number of past and current Pathways fellows, such as Dr. Maria Pavlova and Dr. Clemens Lechner.

Principal 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. Trautwein serves as member of the editorial board of several high impact journals.

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, 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.

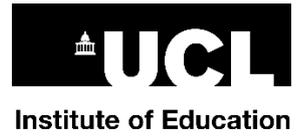
Mentoring Activities

This year Prof. Trautwein mentored Hanna Gaspard and Richard Göllner.



PATHWAYS 15th Workshop, Goodenough College, London, March 2016





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

PATHWAYS TO ADULTHOOD

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