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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 stakeholders about how to equip young people for mastering the challenges of growing up in a changing social context.

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

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

A ‘Virtual Institute Approach’ has been adopted, not limiting activities to one physical location, but pooling the expertise of several partner institutions that are connected by shared research interests, projects and existing collaborations. The administrative core is based at the Institute of Education at the University of London, but many of the PATHWAYS’ activities occur at the participating sites. There are regular joint workshops and conferences, bringing together scholars from around the globe, facilitating international networking and exchange.
Programme Activities 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.
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 Katarina Salmela-Aro has secured funding for collaborative research on ‘Crafting optimal learning in science environments’, Katarina 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 Soretheix 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.
“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 Prof 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. Katarina 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. Katarina 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 research 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 Kataariina Salmela-Aro. Not only did I collaborate with Kataariina 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 (Florence 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 data set 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
Miaa 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 disseminations 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

Post-doctoral Fellows

Jake Anders


**Book Chapter**


**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.


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”

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


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


Hanna Gaspard


**Book Chapters**


**Dissemination**

**Organized Symposia**


**Conference Presentation**

Hanna Gaspard


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.
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


Post-doctoral Fellows

Richard Göllner


Dissemination


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


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

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*

Post-doctoral Fellows

Soobin Kim


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:
- AEFP (Association for Education Finance and Policy), Denver, March 2016
- MEA (Midwest Economics Association), Chicago, April 2016
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 continuing 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. & 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.
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 Katarina 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 Katarina 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 Katarina 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 Katarina 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)


* Equal contributions.


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


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

Dissemination
Organized symposium

Conference presentations
Post-doctoral Fellows

Maria Pavlova

the Study of Behavioral Development, Vilnius, Lithuania.


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
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

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

Nayssan Safavian

**Dissemination**


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 Katarina 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


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


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


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

Florence Sortheix

Book chapters


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


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. 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


Book Chapters

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


Alumni

Julie Ashby


**Book Chapters**


**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*

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 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 Metta 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**


Alumni

Meet Banerjee


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


**Book Chapters**


**Dissemination during Fellowship**


Alumni

Meeta Banerjee


Grants

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


Book Chapters


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. Katriinna 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

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

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


Dissemination


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


*First two authors have shared first authorship.

Book Chapter


Dissemination


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


Alumni

Anna K Chmielewski

Book Chapters


Awards

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


Alumni

Angela Chow


Book Chapters

Alumni

Angela Chow

Dissemination during Fellowship


Alumni

Angela Chow

Media

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


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)


Dissemination during Fellowship


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**

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


Alumni

Anna-Lena Dicke


Book Chapters


Dissemination


Alumni

Anna-Lena Dicke


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


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.


Alumni

Julia Dietrich


Book Chapters


Alumni

Julia Dietrich


Dissemination during Fellowship


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).


Julia Dietrich


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


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

Publications


Alumni

Kathryn Duckworth


Book chapters


Alumni

Kathryn Duckworth

Working Papers

Reports


Dissemination during Fellowship


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.


Alumni

Kathryn Duckworth


Media


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.

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


Alumni

John Jerrim


Alumni

John Jerrim

Book chapters


Dissemination during Fellowship


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.


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.


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


Grants/Awards

Principal Investigator


Alumni

John Jerrim

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


Co-Investigator


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


Media


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


Alumni

John Jerrim


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

Alumni

John Jerrim


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

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

CNBC: Asian countries dominate global education ranking
www.cnbc.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


Alumni
Dylan Kneale


Books

Book Chapters


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.


Alumni

Dylan Kneale


Dissemination (during fellowship)


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


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.


**Book Chapters**


**Dissemination during Fellowship**


Alumni

Clemens Lechner


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


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

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


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 in not new, although the recession has accelerated existing trends. Preliminary findings were presented at the 2015 PAA conference.

Publications
Alumni

Mark Lyons-Amos


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

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

**Book Chapters**


Alumni

Mark Lyons-Amos


Reports

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 ‘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


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?
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 Katarina 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 Bracket. 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 Katarina Salmela-Aro (Universities of Jyväskylä and Helsinki), as well as with Professor Martin Obschonka (University of Saarbrücken, Germany).
Publications


Dissertation Articles


**Book chapters**


**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 Jerim, Pathways alumni Phil Parker, Julia Dietrich, and Jaana Viljaranta, Pathways P.I. Katarina 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?
Eighth SELF Biennial International Conference, 20th-24th August, Kiel, Germany.


Alumni

Julia Moeller

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 (Katarina 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


**Book Chapters**

Alumni

Martin Obschonka


Dissemination during Fellowship


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


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


- www.theatlanticcities.com/jobs-and-economy/2013/05/search-entrepreneurial-personalities-specific-places/5572/
- www.welt.de/wirtschaft/article116699159/Unterneheregeist-muesste-man-haben.html
- smallbusiness.foxbusiness.com/entrepreneurs/2013/06/06/entrepreneur-usa-where-most-business-owners-come-from/
- news.menshealth.com/steal-the-entrepreneurial-spirit/2013/06/15/
Alumni

Martin Obschonka

- www.popsci.com/science/article/2013-08/study-finds-teenage-entrepreneurs-are-antisocial-trouble-makers
- www.spiegel.de/karriere/berufsleben/firmengruender-die-dunklen-seiten-des-unternehmergeists-a-915178.html
- www.businessweek.com/articles/2013-08-09/kids-who-get-in-trouble-grow-up-to-be-entrepreneurs
- finance.fortune.cnn.com/2013/08/14/most-likely-to-start-a-business-try-antisocial-teens/

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


Alumni

Philip Parker


Books


Book Chapters


Alumni

Philip Parker


Dissemination during Fellowship


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

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


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


Reports


Dissemination during Fellowship


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


Grants

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


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.”

Alumni

Lara Perez-Felkner


**Book chapters**


**Dissemination during Fellowship**

Alumni

Lara Perez-Felkner


Invited Presentations


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


Media

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


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”:

- *FSU EdNews*, June 11, 2015: “FSU study receives local, national and international attention.”
- *Metronews* (France), June 11, 2015, by Elodie Christmas – “Idée reçue n°24 : les filles sont moins bonnes en maths que les garçons”
Alumni

Lara Perez-Felkner


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


Dissemination during Fellowship


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


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


Book Chapters

Alumni

Justina Judy Spicer


**Dissemination during Fellowship**


**Grants**

AERA Dissertation Grant ($20,000)
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


Alumni

Jennifer Symonds


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


Books


Alumni

Jennifer Symonds


**Book Chapters**


**Reports**


**Dissemination during Fellowship**

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


Alumni

Martin Tomasik


Special Sections


Books


Book Chapters


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**


Alumni

Martin Tomasik


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.
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


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.


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.
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.
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


Book Chapters


Reports
Alumni

Heta Tuominen-Soini

Dissemination during Fellowship


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).


Heta Tuominen-Soini


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).


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

Interview, Yle Oppiminen, Näkökulmia positiiviseen psykologiaan, ”Mistä löytää motivaatio, jos opiskelu ei voisi vähempää kiinnostaa?”, oppiminen.yle.fi/psykologia-ihmissuhteet/nakokulmia-postiiviseen-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
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 to study 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


Alumni
Katja Upadyaya


Book Chapters

Dissemination during Fellowship


Alumni
Katja Upadyaya


Poster presentations


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


Alumni

Jaana Viljaranta


Alumni

Jaana Viljaranta


**Book Chapters**


**Dissemination during Fellowship**


Alumni

Jaana Viljaranta


Media

The following papers received large media attention both nationally in Finland and internationally.


- www.radiojyvaskyla.fi/uutiset-ja-haastattelut/haastava-oppilas-hyotyrajoista/41/4282
Alumni

Jaana Viljaranta


- www.sciencedaily.com/releases/2013/03/130322090748.htm
- www.family-ethics.com/2013/03/parent-induces-guilt-child-shows.html
- www.vau.fi/Perhe/Kasvatus/Aidille-tulee-paha-mieli/
- m.iltalehti.fi/perhe/2013032116813213_pr.shtml
- www.tiede.fi/uutiset/5001/syylistava_kasvatus_ahdistaa_lasta_
- www.ksml.fi/uutiset/kotimaa/tutkimus-syylistava-kasvatus-herattaa-lapsissa-kiukkua/1311176
- www.vaukirja.fi/Lapset-ja-lukeminen/Ajankohtaista/Syyllisyyden-kokemukset-tarpeettomia-lasten-kasvatussessa/

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


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


Alumni

Ming-Te Wang


**Book Chapters**


**Dissemination during Fellowship**


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

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, “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)
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.
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.
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.
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.
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.

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