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INTRODUCTION

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

PATHWAYS Fellows in collaboration with their mentors investigate the antecedents, processes, and long-term outcomes of youth transitions, as well as the factors and processes promoting human competences, especially among young people deemed to be at-risk. Training and mentoring is provided to the Fellows to enhance understanding of diverse approaches to the study of productive youth development and to engage in constructive debates with colleagues from different disciplines. The Programme helps to foster international and interdisciplinary research and exchange of ideas, in order 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 but many of 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.



Figure 1:
PATHWAYS network:
Countries,
Institutions, PIs

PATHWAYS TO ADULTHOOD: TOWARDS A UNIFYING FRAMEWORK OF INVESTIGATION

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Salmela-Aro, K.;
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Eccles, J.,
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Trautwein, U.
& Bergman, L.



One of the first activities of the PATHWAYS team had been the formulation of an integrative, interdisciplinary framework for the study of productive youth development to guide the activities of the PATHWAYS network (see Schoon et al., 2009). Our conceptual framework takes into account the multiple influences on young people's lives, ranging from macroeconomic conditions, institutional structures, social background, gender, and ethnicity, as well as individual resources (such as ability, motivation and aspirations) and support provided by significant others such as parents, teachers, or peers. Our approach is inspired by four sources: a.) the transactional theory of human development with its emphasis on multiple interacting spheres of influence (Bronfenbrenner, 1989, 1995; Bronfenbrenner & Ceci, 1994); b.) life course theory with its focus on the temporal dimension and the notion of control cycles as linkage between change on the macrolevel and individual adaptation (Elder, 1998, 1985); c.) theories of life-span developmental regulation (Baltes, 1997; Salmela-Aro, 2009, 2010) and control striving (Heckhausen & Schulz, 1995); and d.) the theory of stage x environment fit (Eccles & Midgley, 1989). These four cornerstones led us to a comprehensive developmental-contextual model of productive youth development, which forms the blueprint for the research conducted by the Fellows of the PATHWAYS Programme.

The developmental-contextual model differentiates between characteristics of the individual, the family, social networks, and institutional contacts, such as teachers or employers. Interactions between these key players are shaped by their embeddedness in varied neighbourhoods and communities, institutional regulations, and social policies, which in turn are influenced by the wider socio-historical and cultural context. Notably the varied spheres do not exist in isolation, but are inter-related and mutually interdependent. Furthermore, the developing individual is not passively exposed to external forces, but actively shapes the context which in turn influences him or her. The developmental-contextual perspective provides a heuristic framework for understanding how multiple levels of influence contribute to individual development and adjustment in a changing context.

The explicit developmental approach emphasizes that any point in the life span has to be understood as the consequence of past experience and as the launch pad for subsequent experiences and conditions. For example, early adjustment patterns influence later adjustment, and early experiences and the meanings attached to them are carried forward into consequent situations. Yet, life-long development may also involve processes that do not originate at birth or early childhood but in later periods. Substantial and enduring change in development often occurs during transition periods, such as entry into school, work, or family formation (Elder 1998). The evidence of 'turning points' in human lives illustrate the potential for plasticity and change that can occur across the whole life path (Lerner, 1996), and will also be a key topic for the investigations of our Fellows. There is, for example, evidence that changing direction regarding one's choice of education and opting for a different career path can have beneficial effects, possibly induced by "knifing off" constraining contexts through moving out of an area or other radical change of opportunities (Tomasik, in press; Tomasik & Salmela-Aro, submitted; Tomasik, Silbereisen & Heckhausen, in press). Furthermore, young people can turn around an initially problematic transition, such as early school leaving (Schoon & Duckworth, in press) or early parenthood (Schoon & Polek, in press) by using 'reserve capacities' build up earlier in life, as well as contemporary sources of support.

First Evidence

Throughout the academic year 2009/10 the PATHWAYS Fellows and PIs were engaged in a number of dissemination activities, as reflected in submitted and published journal articles and book chapters, presentations at national and international conferences and workshops, policy contributions and media coverage, as well as the publication of PATHFINDER, the biannual newsletter of our network.

During the 2010 PATHWAYS workshop, which took place at Helsinki Collegium for Advanced Studies, the Fellows specified the developmental-contextual model of productive youth development in more detail (see Figure 2), focusing in particular on the antecedents and contextual moderators enabling young people to engage in salient transition demands, such as subject and school choice, career planning, and preparation for the transition to independent adult life.

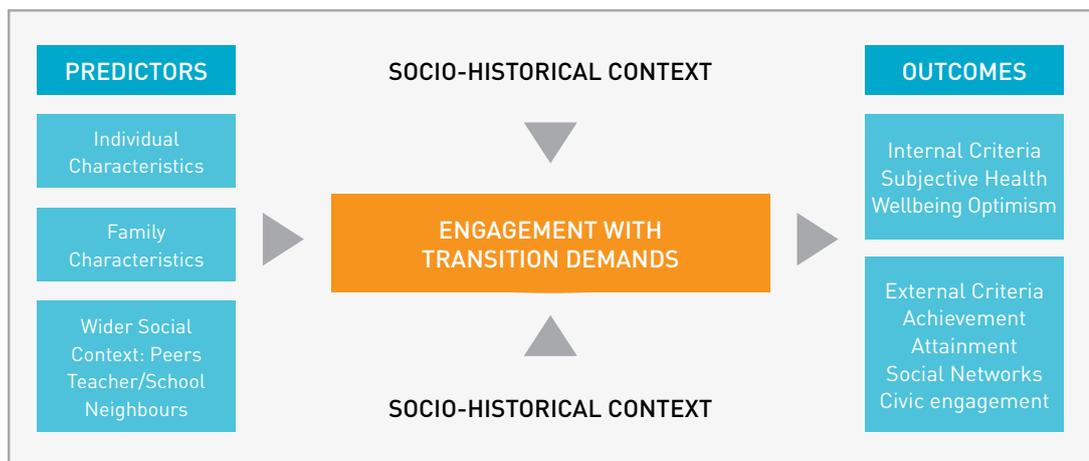


Figure 2:
Predictors, correlates
and outcomes of
engagement with
transition demands

Engagement with Transition Demands

The developing individual has to master and negotiate different transitions that represent benchmarks of adaptation in different domains expected at specific developmental periods. Every developmental period has its own developmental challenges resulting from specific constellations of biological changes, role transitions, and common life events (Erikson, 1959; Havighurst, 1948/1972; Heckhausen, 1999; Levinson, 1986). For example, adolescents are expected to make decisions regarding education and employment transitions, and are also making the step into committed and stable relationships outside the family of origin. Mastering these developmental demands is considered in many studies as a measure of adaptive functioning (Masten & O'Dougherty Wright, 2009). The criteria used to identify adaptive functioning are however culturally determined and can differ between developmental and historical contexts (Schoon & Silbereisen, 2009). For example, while 30 years ago the majority of young people in the UK left school at compulsory minimum school leaving age to enter full-time employment, today nearly all 16-year-olds aspire to continue in further or higher education (Schneider & Stevenson, 1999; Schoon, 2010). The identification of positive adjustment is thus tied to normative judgments relating to particular outcomes in particular contexts, and can comprise aspects of internal or external adaptation, or both (Masten & O'Dougherty Wright, 2009).

Evidence from the research of the PATHWAYS Fellows has shown that transition demands are changing in a changing socio-historical context (Kneale & Sigle-Rushton, submitted; Kneale et al, in preparation; Schoon, Kneale, Jager & Duckworth, 2010) and that the effects of major societal trends are directly experienced by individuals (Tomasik & Silbereisen, 2009). For example, most young people today are pursuing further education, delay the step into family formation and parenthood as well as the step into independent living (as shown in the work by Dylan Kneale). However, social change does not affect all young people in the same way, and there is a polarization into fast versus slow transitions, i.e. between those who follow the traditional pattern of leaving school early, finding employment, and making the step into independent living and family formation in their early 20s, and those who delay the assumption of adult roles, sometimes even until their early to mid 30's (Kneale et al, in preparation; Schoon, Kneale, Jager & Duckworth, 2010). Those young people who encountered problems in establishing themselves in the labour market (this accounts for both men and women and for those on the fast as well as the slow track into adulthood) are at greatest of risk of not coping effectively with ensuing developmental demands. However, not having the financial resources alone seems less a decisive factor than the combination of lacking income and lacking support from a committed other, such as a spouse (Bask, 2010; Schoon & Polek, in press; Tomasik & Silbereisen, 2009).

The findings illustrate the interdependence of transition demands in a person's life, as well as the importance of social relationships in supporting effective adaptation. The work by Miia Bask, for example, showed that adjustment problems tend to accumulate over time, bringing with them increased risk of social exclusion, threat of violence, and welfare dependence (Bask, 2010; Bask, in press). Her work also indicates a vicious cycle of intergenerational transmission of disadvantage, highlighting the role of early childhood experiences as an important factor for interventions, in addition to experiences during crucial transition periods.

Protective Factors and Processes

The work of the PATHWAYS Fellows furthermore addressed potential factors and processes enabling young people to beat the odds and to negotiate transition demands effectively even in the face of adversity. Among the potential protective factors identified by the PATHWAYS Fellows are individual capabilities, education experiences, support from parents and teachers, as well as characteristics of neighbourhoods and regional structures.

A key topic among the Fellows concerned the role of motivation and aspirations of young people in shaping transition experiences. The work by Julie Ashby could demonstrate the predictive power of teenage aspirations and ambition value in predicting financial independence in adulthood (Ashby & Schoon, in press; Ashby, Schoon & Webley, in press). The role of young people's hopes and aspirations for the future was also identified as key factor shaping education transitions (Natale & Salmela-Aro, 2010; Parker & Salmela-Aro, submitted; Salmela-Aro, 2010; Schoon & Duckworth, in press) as well as the timing of parenthood (Kneale, 2010; Kneale et al, submitted) in addition and above social background factors.

Young people's aspiration for the future as well as their engagement in education, in turn, are predicted by their academic achievements (Ashby & Schoon, in press; Tomasik & Salmela-Aro, submitted), whether they believe in their own abilities (Parker, Nagy, Trautwein & Lüdtke, submitted), their task values (Chow & Salmela-Aro, in press; Chow, Eccles & Salmela-Aro, submitted; Chow, Kiuru & Salmela-Aro, in preparation; Tsai & Eccles, in preparation), their self regulation skills (Duckworth & Schoon, 2010), control strategies (Schindler & Tomasik, 2010), as well as encouragement from parents (Ashby & Schoon, in press; Kneale, 2010; Natale, Chen & Eccles, in preparation; Sabates, Duckworth & Feinstein, in press; Sabates & Duckworth, 2010; Schoon, Hope, Ross & Duckworth, 2010; Schoon & Polek, in press; Tsai & Eccles, in preparation), teacher's perception of children's ability (Natale, Vida & Eccles, in preparation) and facilities within the school, i.e. use of computers in math classes (Chow, Salmela-Aro & Schneider, in preparation). Furthermore the work of the Fellows highlighted the role of neighbourhood characteristics in influencing 'risky' transitions, such as early parenthood (Lupton & Kneale, in press; Kneale et al. submitted), and regional variations in coping with transition demands (Tomasik, Silbereisen & Pinquart, in press). Contextual characteristics also play a role in determining whether engagement or disengagement with transition demands is more adaptive (Tomasik, in press; Tomasik, Silbereisen & Heckhausen, in press). In sum, the match between available individual and social resources and what seemingly is expected within different contexts is experienced as either a healthy challenge or a painful stressor and influences coping strategies as well as subsequent levels of adjustment.

Conclusion

The studies of the PATHWAYS Fellows have addressed some of the multiple influences shaping transition experiences of young people in a changing social context. Promoting productive youth development requires a holistic approach with appropriately designed interventions operating on multiple levels to enable sustained development and effective functioning even in the face of adversity. Gaining a better understanding of changing transition demands and of the factors and processes promoting positive development in different contexts is a vital step for creating opportunities in communities and institutions within which young people can flourish. Future research of the PATHWAYS Fellows will examine these factors in more detail and expand the comparative aspect of the analysis.

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RESEARCH PROFILES

Principal Investigators 15

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Principal Investigators

Lars R. Bergman



Lars Bergman is professor in longitudinal methodology and research strategy at the Department of Psychology, Stockholm University. He also is the head of the Stockholm Laboratory for Developmental Science and the IDA longitudinal research program. During the past academic year Prof. Bergman taught a methodological workshop on person-centered methods at the PATHWAYS meeting in London (December 2009), focusing on potential research questions of the PATHWAYS Fellows. He has collaborated with Katariina Salmela-Aro and her PATHWAYS postdoctoral fellow Miia Bask, both based at the University of Helsinki. They carried out collaborative research, using Finnish data as well as data from the IDA study to examine gendered expectations regarding educational and occupational outcomes in middle adulthood.

Plans for future collaborative PATHWAYS work include collaboration with other PATHWAYS researchers, for example Ingrid Schoon and her team in London, to gain a better understanding of the talent reserve and the role of recurrent education in picking up "wasted talents". Among other research directions, this is an area that is well aligned to plans to appoint a PATHWAYS post doctoral fellow at Stockholm University in the near future.

Furthermore, Prof. Bergman is a member of the Collaborative for the Analysis of Pathways from Childhood to Adulthood (CAPCA), organised by the University of Michigan, which has offered the opportunity for exchange of findings and ideas between the CAPCA team and the Fellows and PIs of the PATHWAYS programme.

Selected conference activities

Invited keynote speaker at the 14th European Conference on Developmental Psychology (ECDP), August 18-22, 2009 in Vilnius, Lithuania. "Methodological challenges for Developmental Psychology"

Invited keynote speaker at the biannual meeting of the Methodologist and Psychometrician Section of the German Psychological Association, Bielefeld, September 12, 2009. "The person-oriented approach: Foundation and methodological consequences."

Publications

Bergman, L. R. (2009). Mediation and causality at the individual level. *Integrative Psychological and Behavioral Science* 43(3), 248-252.

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Principal Investigators

Jacque Eccles



Prof. Eccles is actively engaged in collaborative research within the PATHWAYS programme. She is currently supervising two PATHWAYS Fellows at the University of Michigan (Ming-Te Wang and Yi-Miau Tsai) and collaborates closely with two other PATHWAYS Fellows: Julie Ashby (based in London) and Philip Parker (based in Tübingen, Germany). She is also working with two PATHWAY affiliated post-doctoral scholars: Katja Natale, a Finnish post-doc based in Michigan, and Angela Chow who is currently moving from the University of Helsinki to the University of Chicago. Finally, Prof. Eccles is doing collaborative research with Prof. Salmela-Aro, Prof. Schneider, and Prof. Schoon.

During the summer 2010 Prof. Eccles has spent three months in London working with Ingrid Schoon and Julie Ashby, as well as other researchers at the Institute of Education on projects directly related to PATHWAYS. This visit was funded by a World Scholar Award made by the Institute of Education, in recognition of Prof. Eccles' outstanding contributions to research related to education.

The PATHWAYS collaborative research projects conducted by Prof. Eccles focus primarily on topics related to the individual and socio-contextual factors related to the formation and development of occupational aspirations, career planning and choices. On the one hand, she and her colleagues investigate career and educational pathways as a result of individual agentic choices, which are influenced by multi-dimensional and hierarchically-structured values and expectancies. On the other hand, her work also emphasises social background, educational grouping and gender, attempting to understand how these different influences motivate behavior manifested under socio-contextual constraints.

Prof. Eccles gave invited presentations in the UK, Finland and the US. She was the key note speaker at the PATHWAYS international conference on gender differences in aspirations and attainment conference in London (July 2010) and at the Rocky Mountain Psychological Association Meeting in Denver, Colorado (April 2010). She has been the editor of the *Journal of Adolescence* research, and is currently the editor of *Developmental Psychology*. She serves on several grant review boards for AERA and NSF, as well as several advisory committees for various grants and organizations.

Publications

Papers

- Bouchey, H. A. Shoulberg, E. K., Jodl, K. A., & Eccles, J. S. (2010). Longitudinal links between older sibling features and younger siblings' academic adjustment during early adolescence. *Journal of Educational Psychology*, 102(1), 197-211.
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Books and Book Chapters

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School to Work: Globalization, Individualization,
and Patterns of Diversity*. (pp.243-264). New York:
Cambridge University Press

Principal Investigators

Katariina Salmela-Aro



Prof. Salmela-Aro is mentoring one PATHWAYS post-doctoral fellow, Dr. Miia Bask, and two associate Fellows. She is also supervising eight graduate students, and is involved in active collaboration with the PIs and Fellows of the other PATHWAYS teams. The PATHWAYS team at Helsinki University has generated a number of outputs reflecting the special focus of the network. A special issue has been edited for the *European Psychologist*, entitled 'Youth development in Europe: Transitions and identities' (Katariina Salmela-Aro in collaboration with Ingrid Schoon); several papers have been published, and a chapter has been written for the *Encyclopaedia of Adolescence*. Prof. Salmela-Aro has given several presentations and invited symposiums, including a PATHWAYS focused symposium at the EARA conference in Vilnius in May 2010. She has also co-organized the PATHWAYS spring 2010 workshop in Helsinki. Her work has been influential in shaping educational policy issues in Finland.

Prof. Salmela-Aro is currently collaborating with the Academy of Finland Skidi-Kids and Work & Well-being programmes. She is Associate Editor of *European Psychologist*, Consulting Editor of *Developmental Psychology* and on the Editorial Board of the *European Journal of Developmental Psychology*. Over the last year she has presented papers at several conferences in Europe, US and Africa.

Policy Contributions

Prof. Salmela-Aro has collaborated with the Finnish Ministry of Education on issues such as school-related burnout and school transitions. She has also created psychometric tests for the study of school burnout and school engagement to be used by the Finnish school health care team, vocational schools and universities. Her tests are now widely used in all educational levels in Finland. Furthermore, she has created two intervention programmes: 'Towards Work Life' and 'Successful Senior' to promote successful career engagement and to prevent burnout and depressive symptoms.

Media coverage

The work of the Helsinki team has been the topic of several media presentations on school burnout and engagement.

Publications

Papers

- Chow, A. & Salmela-Aro, K. (in press). Task-values across subject domains: A gender comparison using a person-centred approach. *International Journal of Behavioral Development*.
- Kiuru, N., Burk, W., Laursen, B., Nurmi, J.-E. & Salmela-Aro, K. (in press). Pressure to drink but not to smoke: Disentangling selection and socialization in adolescent friendship networks and peer groups. *Journal of Adolescence*.
- Laursen, B., Bukowski, W., Kiuru, N., Nurmi, J.-E. & Salmela-Aro, K. (in press). Opposites Detract: Middle School Peer Group Antipathies. *Journal of Experimental Child Psychology*.
- Nurmi, J. E., Salmela-Aro, K. & Aunola, K. (2009). Personal goal appraisals vary across both individuals and goal contents. *Personality and Individual Differences*, 47(5), 498-503.
- Salmela-Aro, K. (2009). Personal goals and well-being during critical life transitions: The 4 C's – channeling, choice, co-agency and compensation. *Advances in Life Course Research*, 14, 63-73.
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- Salmela-Aro, K., Kiuru, N., Leskinen, E., & Nurmi, J. E. (2009). School burnout inventory: Reliability and validity. *European Journal of Psychological Assessment*, 25(1), 48-57.
- Salmela-Aro, K., Nurmi, J. E., Saisto, T., & Halmesmaki, E. Spousal support for personal goals and relationship satisfaction among women during the transition to parenthood. *International Journal of Behavioral Development*, 34(3), 229-237.
- Salmela-Aro, K., Read, S., Nurmi, J. E., Koskenvuo, M., Kaprio, J., & Rantanen, T. (2009). Personal goals of older female twins genetic and environmental effects. *European Psychologist*, 14(2), 160-167.
- Salmela-Aro, K., Savolainen, H. & Holopainen, L. (2009). Depressive symptoms and school burnout during adolescence: Evidence from two cross-lagged longitudinal studies. *Journal of Youth and Adolescence*, 38(10), 1316-1327.
- Salmela-Aro, K. & Schoon, I. (2009). Youth development in Europe transitions and identities. *European Psychologist*, 14(4), 372-375.
- Salmela-Aro, K., Tolvanen, A. & Nurmi, J. E. (2009). Achievement strategies during university studies predict early career burnout and engagement. *Journal of Vocational Behavior*, 75(2), 162-172.
- Salmela-Aro, K. & Tynkkynen, L. (2009). Trajectories of life satisfaction across the transition to post-compulsory education: Do adolescents follow different pathways? *Journal of Youth and Adolescence*, 39(8), 870-881.
- Salmela-Aro, K., Tynkkynen, L & Vuori (in press). Parents' work burnout and adolescents' school burnout: Are they shared. *European Journal of Developmental Psychology*.
- Tuominen-Soini, H., Salmela-Aro, K., Niemivirta, M. (in press) Stability and Change in Achievement Goal Orientations: A Person-Centered Approach. *Contemporary Educational Psychology*.
- Tynkkynen, L., Nurmi, J. E. & Salmela-Aro, K. (2010). Career goal-related social ties during two educational transitions: Antecedents and consequences. *Journal of Vocational Behavior*, 76(3), 448-457.
- Vasalampi, K., Salmela-Aro, K. & Nurmi, J. E. (2009). Adolescents' self-concordance, school engagement, and burnout predict their educational trajectories. *European Psychologist*, 14(4), 332-341.
- Viljaranta, J., Nurmi, J. E., Aunola, K. & Salmela-Aro, K. (2009). The role of task values in adolescents' educational tracks: A person-oriented approach. *Journal of Research on Adolescence*, 19(4), 786-798.
- Book chapters**
- Salmela-Aro (in press) Stages of Adolescence. *Encyclopedia of Adolescence*. Elsevier.
- Salmela-Aro, K. Personal goals and well-being: How do young people navigate their lives? In Schulman, S. & Nurmi, J. E. (Eds) (2010). The role of goals in navigating individual lives during emerging adulthood. *New Directions for Child and Adolescent Development*, 130, 13-26.
- Salmela-Aro, K. (2009). School-related burnout during educational tracks: Antecedents and consequences. In: Schoon, I. and Silbereisen, R. K. (Eds.), *Transitions from School to Work: Globalization, Individualization, and Patterns of Diversity*. (pp.293-311). New York: Cambridge University Press

Principal Investigators

Barbara Schneider



During the last academic year Prof. Schneider's has been working with the PATHWAYS associate fellow Angela Chow, who is based at Helsinki University. Dr. Chow travelled to NORC at the University of Chicago to collaborate with Prof. Schneider on several research projects, and they have jointly written a paper entitled How Computers Are Used in Math classes? Exploring the Associations Between Computer Usage, Interest, Self-Concept and Achievement. In addition, Prof. Schneider has been working with and is mentoring Lara Perz-Felkner, a postdoctoral fellow at NORC at the University of Chicago. Prof. Schneider and Dr. Perez-Felkner have written a paper for the PATHWAY international conference on Gender Differences in Aspirations and Attainment, entitled: "Gendered Differences in Aligned Ambitions: High School Experiences and Pursuit of Postsecondary Opportunities in STEM Majors. Prof. Schneider is also a member of the Centre for the Analysis of Pathways from Childhood to Adulthood (CAPCA) which aims to stimulate innovative, interdisciplinary analyses and interpretations of existing longitudinal datasets bearing on pathways through human development.

In relation to her work with aligned ambitions and pursuit of postsecondary opportunities in STEM majors, Prof. Schneider has spent part of the last year preparing the launch of the College Ambition Program (CAP), an initiative funded by the National Science Foundation. CAP is a whole-school intervention and research study that tests a model for promoting a STEM college-going culture in high schools.

Prof. Schneider is currently collaborating with the Alfred P. Sloan Foundation in New York, The National Science Foundation, and the Institute of Education Sciences in the U.S. Department of Education. She is the principal investigator of the Center for Advancing Research and Communication in STEM (ARC), an interdisciplinary academic research centre funded by the National Science Foundation.

This year Prof. Schneider has also received a grant entitled the Michigan Collaboration on Education Research (MCER) to evaluate the impact of the Michigan Merit Curriculum on high school graduation rates and postsecondary attendance in the state of Michigan. She is the co-principal director of this grant awarded from the Institute of Education at the U.S. Department of Education. Finally, she also received a grant from the Alfred P. Sloan Foundation to conduct an impact evaluation of their program on Workplace Flexibility.

In 2009 Prof. Schneider was selected as a Fellow of the American Educational Research Association and appointed to the ICPSR Council Members Board in 2010. She is currently serving as a Technical Advisor to NCES and IES Review Panels and is a Board Member of Society for Research on Educational Effectiveness. In addition she gave presentations at several national and international conferences.

Policy Contributions

Prof. Schneider participated in the July 2010 Funders Meeting for the Alfred P. Sloan Foundation and was also a participant of the W.K. Kellogg Education Knowledge Repository

Media coverage and other communication activities

Prof. Schneider's research was covered in two MSU Today news stories:

- October, 2009. MSU Program Aims to Boost Interest in Technical Careers, <http://news.msu.edu/story/> MSU Today.
- April, 2010. U-M, MSU to study education reforms with \$5.9 million grant. <http://news.msu.edu/story/> MSU Today

Publications

Papers

Crosnoe, R. & Schneider, B. (forthcoming). Social capital, information, and socioeconomic disparities in math coursework. *American Journal of Education*.

Schneider, B. Keesler, V. & Morlock, L. (2010)
The effects of family on children's learning and socialization. *The nature of learning: Using research to inspire*. Paris, France: OECD.

Books

Christensen, K. & Schneider, B. (Eds.). (2010). *Workplace flexibility: Realigning 20th century jobs for a 21st century workforce*. Ithaca, NY: Cornell University Press.

Book Chapters

Jones, N. & Schneider, B. (2009). The influence of aspirations on educational and occupational outcomes. In A. Furlong (Ed.), *International Handbook of Youth and Young Adulthood*. Oxford, UK: Routledge.

Offer, S. & Schneider, B. (2010). Multitasking among working families: A strategy for dealing with the time squeeze. In K. Christensen & B. Schneider (Eds.), *Workplace flexibility: Realigning 20th century jobs to 21st century workers* (pp. 43-56). Ithaca, NY: Cornell University Press

Schneider, B. (2009). Challenges of transitioning into adulthood. In: Schoon, I. and Silbereisen, RK (Eds.), *Transitions from School to Work: Globalization, Individualization, and Patterns of Diversity*. (pp.265-290). New York: Cambridge University Press

Principal Investigators

Ingrid Schoon



Prof. Ingrid Schoon is the Director of the PATHWAYS international Fellowship programme, and Research Director of the Centre for the Study of Youth Transitions (CAYT) funded by the UK Department for Education. During the last academic year she has organised two PATHWAYS workshops in London and in Helsinki, as well as an international PATHWAYS conference on gender differences in aspirations and attainment, which was held at the Institute of Education in London. She is currently mentoring one PATHWAYS Fellow: Julie Ashby, two associate Fellows: Kathryn Duckworth and Dylan Kneale, as well as three other post doctoral researchers. Her research is focused on variations in transitions from dependent childhood to independent adulthood, in particular the study of transitions from school to work, the study of risk and resilience and how to overcome potentially adverse circumstances, the realisation of individual potential and agentic life planning.

During the past year, PATHWAYS related research activities involved collaboration with colleagues at the Universities of Michigan, Jena, Tübingen, Helsinki, and Stockholm. Furthermore Prof. Schoon is project leader for the Centre for the Study of Learning and Lifechances in the Knowledge Economies (Llakes), funded by the Economic and Social Research Council (ESRC). Her work for the Llakes Center is done in collaboration with Andy Green, Lorna Unwin, and Karen Evans (all at the Institute of Education), and Martin Weale (Bank of England). Her work for the Centre for the Analysis of Youth Transitions comprises interdisciplinary collaboration with the Institute for Fiscal Studies (Paul Johnson and Alissa Goodman), the National Centre for Social Research (Carli Lessof and Andy Ross), and colleagues from the IoE (Anna Vignoles). Together with Barbara Maughan (Institute of Psychiatry) she has received funding from the Nuffield Foundation for a project on Wellbeing in children, and together with Leslie Gutman (IoE) and Ricardo Sabbates (University of Essex) she is collaborating on an ESRC funded project on Uncertain Career Aspirations.

Advisory Roles and Policy Contributions

Prof. Schoon has provided advise to the UK Cabinet Office and the Prime Ministers Strategy Unit, the Social Exclusion Task Force, the DCSF (Department for Children, Schools, and Families), and Department for Work and Pensions. She has served on the Expert Learning Panel on children's well-being for a joint seminar between nef (the new economics foundation) and Action for Children Member; and the Learning and Skills Development Agency (LSDA). She is also a Member of the ESRC Scientific Advisory Committee for the British Birth Cohort Studies.

Dissemination and Media Coverage

Research by Prof. Schoon and her team has resulted in publications of journal articles, book chapters, reports, and a co-edited book with Prof. Rainer Silbereisen on 'Transitions from School to Work'. She has given invited papers at conferences in Germany and the UK, the WHO symposium on Health Assets for Young People's Wellbeing in Seville (Spain), and was key note speaker at two international conferences at the University of Helsinki in Finland and the University of Cluj in Romania.

A radio interview on the long term consequences of teenage job aspirations with BBC4 has been broadcasted in March 2010 (<http://news.bbc.co.uk/1/hi/magazine/8512576.stm>), and her research on resilience in children was the subject of a front page article in the Guardian and a Radio 4 Today programme interview. The study has also attracted the interest of ABC News' Nightline programme, one of the big television networks in the United States.

Publications

Papers

- Schoon, I. & Duckworth, K. (in press). Leaving school early – and making it! Evidence from two British Birth Cohorts. *European Psychologist*.
- Schoon, I & Polek, E. (in press). Teenage career aspirations and adult career attainment: The role of gender, social background and general cognitive ability. *International Journal of Behavioural Development*.
- Schoon, I. Hope, S. Ross, A. & Duckworth, K. (2010). Family hardship and children's development: the early years. *Longitudinal and Life Course Studies*, 1(3), pp. 209-222
- Duckworth, K. & Schoon, I (2010). Progress and attainment during primary school: the roles of literacy, numeracy and self-regulation . *Longitudinal and Life Course Studies*, 1(3), pp. 223-240
- Schoon, I. (2010). Childhood cognitive ability and adult academic attainment: evidence from three British cohort studies. *Longitudinal and Life Course Studies*, 1(3), pp. 241-258
- Schoon, I. Parsons, S. Rush, R. & Law, J. (2010). Children's language ability and psychosocial development: A twenty-nine year follow-up study. *Pediatrics*, 126: 73-80
- Schoon, I. Parsons, S. Rush, R. & Law, J. (2010). Childhood language skills and adult literacy: a twenty-nine year follow-up study. *Pediatrics*, 125: 459-466
- Schoon, I. Cheng, H. Gale, C. R. Batty, G. D. & Deary, I. J. (2010). Social status, cognitive ability, and educational attainment as predictors of liberal social attitudes and political trust. *Intelligence*, 38: 144-150.
- Schoon, I. (2010). Planning for the future. Changing education expectations in three British cohorts. *Historical Social Research*, 35(2): 99-119
- Salmela-Aro, K. & Schoon, I. (2009). Youth Development in Europe: Transitions and Identities. Special Issue. *European Psychologist*, 14(4), 372-375.
- Evans, G. W. Ricciuti, H. N. Hope, S. Schoon, I. Bradley, R. H. Corwyn, R. F. et al. (2009). Crowding and cognitive development. The mediating role of maternal responsiveness among 36-month-old children. *Environment and Behavior*, 42(1), 135-148.
- Parsons, S. Schoon, I. Rush, R. & Law, J. (2009). Long-term outcomes for children with early language problems: Beating the odds. *Children and Society*, 10.1111/j.1099-0860.2009.00274.
- Ross, A. Schoon, I. Martin, P. & Sacker, A. (2009). Family and Nonfamily Role Configurations in Two British Cohorts. *Journal of Marriage and the Family*, 71(1), 1-14.

Books

- Schoon, I. & Silbereisen, R. K. (Eds.) (2009). *Transitions from School to Work: Globalisation, Individualisation, and Patterns of Diversity*. New York: Cambridge University Press

Book chapters

- Schoon, I. (2010). Becoming adult: the persisting importance of class and gender. In: J. Scott, R. Crompton & C. Lyonette : *Gender Inequalities in the 21st Century. New Barriers and Continuing Constraints*. (pp. 19-39) Cheltenham: Edgar Elgar
- Schoon, I. Cheng, H. & Jones, E. (2010). Resilience in children's development: early influences. In: K. Hansen, S. Dex & H. Joshi (Eds.). *Children of the 21st Century*. Bristol: Polity Press
- Schoon, I. (2010). Social change and transition experiences among young adults in Britain. In R. K. Silbereisen & X. Chen (Eds.), *Social change and human development: concepts and results* (pp. 245-270). London: Sage.
- Schoon, I. (2009). High hopes in a changing world: social disadvantage, educational aspirations, and occupational attainment in three British Cohort Studies. In C. Raffo, A. Dyson, H. Gunter, D. Hall, L. Jones & A. Kalambouka (Eds.), *Education and poverty in affluent countries* (pp.97-110). London: Routledge.
- Schoon, I. Ross, A. & Martin, P. (2009). Sequences, patterns and variations in the assumption of work and family related roles: Evidence from two British Birth Cohorts. In: I. Schoon & R. K. Silbereisen (Eds.). *Transitions from School to Work. Globalisation, Individualisation, and Patterns of Diversity*. (pp. 219-242). Cambridge: Cambridge University Press

Research Reports

- Schoon, I. (2009). Measuring Social Competencies. Berlin: Council for Social and Economic Data (RatSWD). Working paper 58. http://www.ratswd.de/download/RatSWD_WP_2009/RatSWD_WP_58.pdf.
- Schoon I. & Polek E. (February, 2009). Pathways to economic and psychological well-being among teenage mothers in Great Britain: GeNet Newsletter nr 4.
- Evans, K. Schoon, I. & Weale, M. (2010). Life chances, learning and the dynamics of risk throughout the life course. LLAKES Research Paper No9. <http://www.llakes.org/wp-content/uploads/2010/08/Q.-Life-Chances-Learning-and-the-Dynamics-of-Risk-throughout-the-Life-Course.pdf>

Principal Investigators

Rainer K. Silbereisen



During the past year, the PATHWAYS related research group at the Center for Applied Developmental Science (CADS), University of Jena, Germany, has been very engaged in international collaborations. Our research conducted within the Collaborative Research Centre (SFB 580) on "Social Developments in Post-Socialistic Societies" lead to a replication by a team at the Warsaw School of Social Science (SWPS). Further, parts of the research protocol were replicated by researchers at the University of Rome, and we have a collaboration on these topics with Canadian (University of Western Ontario) and Chinese (Beijing Normal University and Peking University) researchers. The common denominator is extending our East/West German comparisons on individual development and social change to other countries under the pressure of globalization, with a special emphasis on within-country regional variation in socioeconomic opportunities for people's psychosocial development. A new study is underway in Ghana. This expansion and enrichment of our program by senior researchers, post-doctoral, and doctoral fellows has been a consequence of the collaboration with the PATHWAYS sites, particularly London, Helsinki, and Michigan. Other research lines at the CADS also profited from this background: social and psychological antecedents of the transition to entrepreneurship and venture creation, and cross-national comparison in acculturation among immigrants at transitions in childhood and youth.

Prof. Silbereisen has been mentoring Dr. Martin Tomasik, the current PATHWAYS fellow at the University of Jena, and other post-doctoral and doctoral fellows through his role as Co-PI in the Graduate College Human Behavior in Social and Economic Change (GSBC), also at the University of Jena. The research resulted in various publications and papers submitted to international outlets. Prof. Silbereisen's research lead to numerous invitations for keynote addresses held at international congresses in Europe, the US, China, Australia, and South America.

In appreciation of his scientific contributions to the solving of serious societal problems of our times, Prof. Silbereisen was awarded the Franz-Emanuel-Weinert Prize of the German Psychological Society (DGPs) in 2010. He is the President of the International Union of Psychological Science, and until recently was the Editor of the *European Psychologist* and Associate Editor of the *American Psychologist*; and serves in various publication boards of international publications.

Policy Contributions

Prof. Silbereisen and his team participated in the development of a new online platform of the German Federal Agency for Civic Education (BPB), comprising a broad selection of information on "Long Ways to German Unification." The official launch happened at a press conference in August in Berlin. The platform addresses the public, journalists, and scientists. As an offshoot of activities during the International Congress of Psychology 2008, Prof. Silbereisen, with the support of the Jacobs Foundation, was active in identifying new opportunities for the promotion of growth and fulfillment in old age. The product of joint work with renowned experts was the Berlin Declaration on the Quality of Life of Older Adults. It was published in the *International Journal of Psychology* 2009, Vol. 44(1):79-80, the *European Psychologist* 2009, Vol. 14(1):90-91, the *European Journal of Ageing*, 2009, Vol. 6(1):49-50, and in the *Zeitschrift für Gerontologie und Geriatrie*, 2009, Vol. 42:163-164.

It has also appeared on various websites, such as http://www.milde-marketing.de/html/icp_berlin_and and <http://www.hogrefe.com/?mod=journals&action=1&id=15&uid=255>. Another outlet for improving the public awareness about the potential of social and behavioral sciences was a contribution to the World Social Science Report of the UNESCO. The core was to demonstrate how these disciplines need to coalesce in order to reveal the pathways by which social change affects the people. Such insights are required when planning social policies with the aim to ease burdens of social change and make benefits equitable.

Media Coverage

Prof. Silbereisen chairs the international research consortium "Migration and Societal Integration", funded by the German Federal Ministry for Education and Research. Projects from various social and behavioural sciences are included. The results were presented at a press conference in Berlin in March 2010, with a special emphasis on biographical transitions and their effects on psychosocial development of natives, immigrants, and ethnic minorities. From May through June 2010 the results of the SFB 580 research were shown in an exhibition in the parliament building of the federal state of Lower Saxony. It received a lot of media coverage, and further exhibitions are planned. Our results on individual responses to societal change and its effects on social and personality development were included. The research is funded by the German National Science Foundation (DFG). An innovative project on the causes of a decline in civic participation received public attention already in the planning stage because it relates regional indicators of socioeconomic jeopardy to lacking developmental assets that, in turn, reduce interest and activity in sharing civic responsibility.

Publications

Papers

- Haase, C. M. & Silbereisen, R. K. (in press). Effects of positive affect on risk perceptions in adolescence and young adulthood. *Journal of Adolescence*.
- Obschonka, M. Silbereisen, R. K. & Schmitt-Rodermund, E. (in press). Entrepreneurial intentions as developmental outcome. *Journal of Vocational Behavior*.
- Pinquart, M. & Silbereisen, R. K. (in press). Entwicklung des Umweltbewusstseins über die Lebensspanne. *Umweltpsychologie*.
- Pinquart, M. Silbereisen, R.K. & Grümer, S. (in press). Perceived demands of social change and depressive symptoms in adolescents from different educational tracks. *Youth and Society*.
- Pinquart, M. Stotzka, C. & Silbereisen, R. K. (in press). Ambivalence in decisions about childbearing. *Journal of Reproductive and Infant Psychology*.
- Pavlova, M. K., Haase, C. M., & Silbereisen, R. K. (in press). Early, on-time, and late behavioural autonomy in adolescence: Psychosocial correlates in young and middle adulthood. *Journal of Adolescence*.
- Silbereisen, R. K. & Tomasik, M. J. (in press). Human behaviour in response to social change: A guide for the special section. *European Psychologist*.
- Titzmann, P. F., Silbereisen, R. K., Mesch, G. & Schmitt-Rodermund, E. (in press). Migration-specific hassles among adolescent immigrants from the former Soviet Union in Germany and Israel. *Journal of Cross-Cultural Psychology*.
- Tomasik, M. J., Silbereisen, R. K., & Pinquart, M. (in press). Individuals negotiating demands of social change: A control theoretical approach. *European Psychologist*.
- Tomasik, M. J. Silbereisen, R. K. & Heckhausen, J. (in press). Is it adaptive to disengage from demands of social change? Adjustment to developmental barriers in opportunity-deprived regions. *Motivation and Emotion*.

- Pinquart, M. & Silbereisen, R. K. (2010). Patterns of fulfilment in the domains of work, intimate relationship, and leisure. *Applied Research in Quality of Life*, 5, 147-164.
- Pinquart, M. Silbereisen, R. K. & Körner, A. (2009). Do associations between perceived social change, coping, and psychological well-being vary by regional economic conditions? Evidence from Germany. *European Psychologist*, 14, 207-219.
- Pinquart, M. Silbereisen, R. K. & Körner, A. (2010). Coping with family demands under difficult economic conditions: Associations with depressive symptoms. *Swiss Journal of Psychology*, 69, 53-63.
- Silbereisen, R. K. & Tomasik, M. J. (2010). Development as action in changing contexts: Perspectives from six countries. *Historical Social Research*, 35, 57-75.
- Spaeth, M. Weichold, K. Silbereisen, R.K. & Wiesner, M. (2010). Examining the differential effectiveness of a life-skills program (IPSY) on alcohol use trajectories in early adolescence. *Journal of Consulting and Clinical Psychology*, 78, 334-348.
- Books**
Silbereisen, R. K. & Chen, X. (2010). *Social change and human development: Concepts and results*. London: SAGE Publications.
- Book Chapters**
Pinquart, M. & Silbereisen, R. K. (in press). Youth in Europe. In M. H. Bornstein (ed.), *Handbook of cross-cultural developmental science*. Hove, UK: Psychology Press/Taylor & Francis.
- Silbereisen, R. K. & Tomasik, M. J. (in press). Psychosocial functioning in the context of social, economic, and political change. In X. Chen & K. H. Rubin (Eds.), *Socioemotional development in cultural context*. New York: Guilford Press.
- Pinquart, M. & Silbereisen, R. K. (2010). Demands of social change in Germany as reflected by self-referential temporal comparisons. In O. Kapella, C. Rille-Pfeiffer, M. Rupp, M. & N. F. Schneider (eds.), *Family diversity* (pp. 253-266). Opladen, Germany: Barbara Budrich Publishers.
- Research Reports**
Silbereisen, R. K. & Tomasik, M. J. (submitted). Mapping demands of social change. *LLAKES Research Paper*.
- Other Publications**
Silbereisen, R. K. & Tomasik, M. J. (Eds.). (in press). Changing contexts - changing individuals: Psychological approaches to social, economic, and political change. [Special section]. *European Psychologist*, 15(4).
- Best, H., Bluhm, K. Fritsch, M. & Silbereisen, R. K. (2010). Transitions – transformations: Trajectories of social, economic and political change after communism [Special issue]. *Historical Social Research*, 35(2).
- Silbereisen, R. K. Ritchie, P. & Overmier, B. (2010). Psychology at the vortex of convergence and divergence: The case of social change. In United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Social Science Council (ISSC) (Eds.), *World social science report: Knowledge divides* (pp. 213-217). Paris, France: UNESCO Publishing.

Principal Investigators

Ulrich Trautwein



Prof. Ulrich Trautwein is currently professor at the Institute for Educational Science, at the University of Tübingen. The last academic year has been dominated by a number of significant and productive international research collaborations. Importantly, many of these have been a direct result of Prof. Trautwein's involvement with the PATHWAYS program, including several new collaborations with the University of Helsinki, the Institute of Education, the University College London, the University of Jena, and the University of Michigan. These collaborations have resulted in publications that have either been submitted or will be submitted in the next few months. Furthermore, our ongoing Transformation of the Secondary School System and Academic Careers (TOSCA) research program has not only resulted in a number of publications this year but has also had direct policy implications and has been covered extensively in the German print media.

Prof. Trautwein is mentoring Philip Parker the PATHWAYS post-doctoral fellow based at the University of Tübingen. He is also working with a PhD student of Professor Katariina Salmela-Aro, who will work on a three month collaborative project.

Prof. Trautwein is on the editorial board of Learning & Instruction. He is also editing a series on diagnostic tests for use in schools.

Policy Contributions

Prof. Trautwein is member of or advisor to several committees that deal with education, youth and young adults, and transition periods. He was recently appointed by the Baden-Württemberg state minister for education as a member of a high-impact committee on social inequality in education and ways to overcome them. Furthermore, he served as a committee member in a panel of the German Psychological Association to improve the visibility of psychological research in the public domain.

Media coverage

Research on the second cohort of the TOSCA project (TOSCA-Repeat) has resulted in several important findings and publications that have been featured in several media outlets including two major newspapers (Frankfurter Allgemeine Zeitung and the Süddeutsche Zeitung) as well as the weekly Die Zeit. In addition, Die Zeit featured a short interview with Prof. Trautwein on the work he and his team are currently conducting assessing the reform of the university track school system in Germany.

Publications

Papers

- Dettmers, S. Trautwein, U. Lüdtke, O. Kunter, M. & Baumert, J. (2010). Homework works if homework quality is high: Using multilevel modelling to predict the development of achievement in mathematics. *Journal of Educational Psychology*, 102, 467-482.
- Nagy, G. Watt, H. M. G. Eccles, J. S. Trautwein, U. & Lüdtke, O. (2010). The development of students' mathematics self-concept in relation to gender: Different countries, different trajectories? *Journal of Research on Adolescence*, 20, 482-506.
- Nagy, G. Trautwein, U. & Lüdtke, O. (2010). The structure of vocational interests in Germany: Different methodologies, different conclusions. *Journal of Vocational Behavior*, 76, 153-169.
- Marsh, H. W. Lüdtke, O. Muthén, B. Asparouhov, T. Morin, A. J. S. Trautwein, U. & Nagengast, B. (in press). A new look at the big-five factor structure through exploratory structural equation modeling. *Psychological Assessment*.

Books

Trautwein, U., Neumann, M. Nagy, G. Lüdtke, O. & Maaz, K. (Hrsg.). (2010). *Schulleistungen von Abiturienten: Die neu geordnete gymnasiale Oberstufe auf dem Prüfstand*. Wiesbaden: VS-Verlag für Sozialwissenschaften. Educational Psychology, 102, 467-482.

Book Chapters

Dettmers, S. Trautwein, U. Neumann, M., & Lüdtke, O. (2010). Aspekte von Wissenschaftspropädeutik. In U. Trautwein, M. Neumann, G. Nagy, O. Lüdtke & K. Maaz (Hrsg.), *Schulleistungen von Abiturienten: Die neu geordnete gymnasiale Oberstufe auf dem Prüfstand* (S. 243-266). Wiesbaden: VS-Verlag für Sozialwissenschaften.

Jonkmann, K. Trautwein, U. Nagy, G. & Köller, O. (2010). Fremdsprachenkenntnisse in Englisch vor und nach der Neuordnung der gymnasialen Oberstufe in Baden-Württemberg. In U. Trautwein, M. Neumann, G. Nagy, O. Lüdtke & K. Maaz (Hrsg.), *Schulleistungen von Abiturienten: Die neu geordnete gymnasiale Oberstufe auf dem Prüfstand* (S. 181-214). Wiesbaden: VS-Verlag für Sozialwissenschaften.

Nagy, G. Neumann, M. Trautwein, U. & Lüdtke, O. (2010). Voruniversitäre Mathematikleistungen vor und nach der Neuordnung der gymnasialen Oberstufe in Baden-Württemberg. In U. Trautwein, M. Neumann, G. Nagy, O. Lüdtke & K. Maaz (Hrsg.), *Schulleistungen von Abiturienten: Die neu geordnete gymnasiale Oberstufe auf dem Prüfstand* (S. 147-180). Wiesbaden: VS-Verlag für Sozialwissenschaften.

Neumann, M. Trautwein, U. Nagy, G. Lüdtke, O. & Maaz, K. (2010). Die neu geordnete gymnasiale Oberstufe auf dem Prüfstand: Ein Zwischenresümee. In U. Trautwein, M. Neumann, G. Nagy, O. Lüdtke & K. Maaz (Hrsg.), *Schulleistungen von Abiturienten: Die neu geordnete gymnasiale Oberstufe auf dem Prüfstand* (S. 267-280). Wiesbaden: VS-Verlag für Sozialwissenschaften.

Trautwein, U. Neumann, M. Nagy, G. Lüdtke, O. & Maaz, K. (2010). Institutionelle Reform und individuelle Entwicklung: Hintergrund und Fragestellungen der Studie TOSCA-Repeat. In U. Trautwein, M. Neumann, G. Nagy, O. Lüdtke & K. Maaz (Hrsg.), *Schulleistungen von Abiturienten: Die neu geordnete gymnasiale Oberstufe auf dem Prüfstand* (S. 15-36). Wiesbaden: VS-Verlag für Sozialwissenschaften.

Trautwein, U. Dettmers, S. & Neumann, M. (2010). Die neu geordnete Oberstufe: Die Sicht von Abiturienten, Eltern, Schul- und Fachleitern. In U. Trautwein, M. Neumann, G. Nagy, O. Lüdtke & K. Maaz (Hrsg.), *Schulleistungen von Abiturienten: Die neu geordnete gymnasiale Oberstufe auf dem Prüfstand* (S. 109-126). Wiesbaden: VS-Verlag für Sozialwissenschaften.

Research Reports

The most recent TRAIN research report was recently submitted to the state government of Baden-Württemberg.

Post-doctoral Fellows

Julie Ashby



Fellowship experience

The Fellowship has influenced my research by showing me 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. I plan to continue using existing datasets in the UK and other countries in my future work.

The Fellowship has made it possible for me to meet international experts and colleagues in the field of productive youth development, to learn about their ideas and approaches, and to discuss and exchange ideas. I was also able to develop my statistical skills by learning more about structural equation modelling and doing pathway analysis using the cohort data. The Fellowship has of course also contributed to updating my CV in terms of papers and conference dissemination

Current activities

This academic year two publications have been submitted and are now in press: "Save now, save later?: Linkages between saving behaviour in adolescence and adulthood" with Ingrid Schoon and Paul Webley, is to be published in the *European Psychologist*; the second paper, "Aiming high: The role of aspirations, job ambition and gender in predicting adult social status and earnings" with Ingrid Schoon, is to be published by the *Journal of Vocational Behavior*.

The analysis stage of my third paper with Ingrid Schoon, is a qualitative study exploring the role of teenage career aspirations in shaping career development, wellbeing, and identity in adulthood, using interview data of cohort members at age 50 who look back at their lives. The analysis for the paper is now complete and the manuscript will be submitted during September/October 2010. By November this year I will start a fourth paper, collaborating with Jacquelynne Eccles and Ingrid Schoon. This paper will develop and replicate a model of saving behaviour using a large scale American dataset. Conceptual work on the paper has started when Jacquelynne Eccles was in London during the summer term 2010.

I have presented findings of my research at three international conferences: at the EARA conference in Vilnius, the PATHWAYS conference on gender differences in aspirations and attainment in London, and the conference of the Society for Longitudinal and Life Course Studies (SLLS) in Cambridge, as well as the regular PATHWAYS meetings and workshops. I have also organised a workshop on saving behaviour for the Annual Conference of the Social Research Association (SRA) held at the School of Oriental and African Studies, in London.

Publications

Papers

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

Ashby, J. S. Schoon, I., & Webley (in press). Save now, save later?: Linkages between saving behaviour in adolescence and adulthood. *The European Psychologist*.

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

Book Chapters

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

Dissemination

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

Ashby, J. S. (July 2010). Career success: The role of teenage career aspirations, ambition value and gender in predicting adult social status and earnings. PATHWAYS to Adulthood international conference on gender differences in aspirations and attainment, Institute of Education, London, UK.

Ashby, J. S. (May 2010). Career success: The role of teenage career aspirations, ambition value and gender in predicting adult social status and earnings. PATHWAYS to Adulthood meeting, Helsinki Collegium for Advanced Studies, Finland.

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

Ashby, J. S. (December 2009). Workshop on saving behaviour. Social Research Association Annual Conference, "Moving on up – social mobility and social research", School of Oriental and African Studies, London, UK.

Ashby, J. S. (December 2009). Save now, save later?: Linkages between saving behaviour in adolescence and adulthood. PATHWAYS to Adulthood meeting, Institute of Education, London, UK.

Other communication activities

Julie was asked for advice regarding saving behaviour amongst young people by the British Psychological Society.

Post-doctoral Fellows

Miia Bask



Fellowship experience

As a sociologist, the PATHWAYS programme has given me knowledge and insights about psychology, which was a completely new field to me. I have also learned about new methods and approaches (for instance the person centered approach and sequence analysis).

Current activities

During the last academic year I have mainly been working on two papers, one paper dealing with school dropout and school burnout, and a second paper dealing with parental aspirations and long-term outcomes for children. I have presented these papers at the two PATHWAYS meetings in London and in Helsinki.

Currently I am working on another paper together with Lars Bergman, using the Swedish IDA data to examine gender differences in aspirations and attainment.

Also this year one of my earlier papers was published in *Social Indicators Research* as a lead article. The publication received public attention just a couple of months before the Swedish general election. My results showing the devastating development of social exclusion among single parents and immigrants in Sweden were featured in the editorial section of *Svenska Dagbladet*, which is a leading Swedish newspaper.

I am a referee for *African Journal of Political Science and International Relations*, *European Sociological Review*, *Journal of Public Administration and Policy Research & Social Forces*.

Publications

Papers

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

Bask, M. (in press). Cumulative Disadvantage and Connections between Welfare Problems, *Social Indicators Research*

Bask, M. & Bask, M. (submitted). Inequality Generating Processes and Measurement of the Matthew Effect.

Bask, M. & Salmela-Aro, K. (submitted). School Burnout and Dropout.

Working Papers

Bask, M. & Salmela-Aro, K. Patterns of Disadvantage Accumulation in Youth.

Bask, M. Ferrer-Wreder, L. & Bergman, L. Great Expectations or Gendered Outcomes: Gender, Expectations, and Educational and Occupational Outcomes in Middle Adulthood.

Dissemination

Bask, M. (October 2009) Seminar on Work Transitions and Well-Being. Helsinki, Finland.

Bask, M. (December 2009) PATHWAYS to Adulthood meeting. London, UK.

Bask, M. (May 2010) PATHWAYS to Adulthood meeting. Helsinki, Finland.

Other communication activities

My 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.

Post-doctoral Fellows

Angela Chow



Fellowship experience

Being involved in the PATHWAYS network allows me to be in close contact with a strong team of professors and researchers across the world. The stimulating bi-annual international meetings and workshops organized within the PATHWAYS network provide a chance for me to reflect on current research and generate new ideas through intensive discussion. In addition, in February 2009, I had the privilege to visit the University of Chicago, where I worked with Prof Barbara Schneider and her team for three weeks on a paper focusing on how computers are used in math classes.

Current activities

During the last academic year, I was involved in several studies within the PATHWAYS network, which have led to several publications under the mentorship of Profs. Katariina Salmela-Aro, Jacquelynne Eccles, and Barbara Schneider. Although each paper set out to answer a different set of research questions, there was a common research goal at a broader level: to investigate the roles of students' motivation and their school experiences in shaping their PATHWAYS to adulthood. In the coming year, in addition to motivation, I will expand the scope of my research to other related constructs, such as school engagement.

Publications

Papers

- Chow, A. & Salmela-Aro, K. (in press). Task-values across subject domains: A gender comparison using a person-centred approach. *International Journal of Behavioral Development*.
- Chow, A. J. S. Eccles & Salmela-Aro, K. (submitted). A gender comparison of the longitudinal development of task-values on four subject domains across the transition to post-compulsory education period: a stage-environment fit perspective.
- Chow, A. Salmela-Aro, K & Schneider, B. (in preparation). How computers are used in math classes? Exploring the associations between computer usage, interest, self-concept and achievement
- Chow, A. Kiuru, N. & Salmela-Aro, K. (in preparation). Trajectories of students' task-values in math & science across the transition to post-compulsory education: Do adolescents follow different PATHWAYS.

Books and Book Chapters

- Chow, A. & Salmela-Aro, K. (submitted). Does Priority Matter? Gendered Patterns of Task-Values across Subject Domains

Dissemination

- Chow, A. & Salmela-Aro, K. (May 2010). Changing patterns of task-values among adolescents across the transition to post-compulsory education. Invited symposium PATHWAYS - Productive Youth Development. 12th Biennial Conference of the European Association for Research on Adolescence (EARA, 2010), Vilnius, Lithuania.
- Chow, A & Salmela-Aro, K. (October 2009) Motivation, well-Being and transition among Finnish youth: A longitudinal study. International Seminar on Work Transitions and Well-Being, Helsinki, Finland.

Post-doctoral Fellows

Kathryn Duckworth



Fellowship experience

Being an Associate Fellow of the PATHWAYS programme has afforded my research an invaluable international platform and I have benefitted from the critique and mentoring at the PATHWAYS meetings. I look forward to continuing and further developing my relationships with the PIs and Fellows alike in future research.

Current activities

During the past year my research activities have continued to reflect my broad interests in exploring educational success and transitions through the life course. I have published work from my PhD thesis demonstrating the particular importance of attention and self-regulation skills during primary school and extended my interests in exploring educational success through into secondary school, publishing a paper which examines, across two different cohorts, who leaves school early. I have further developed my interests in investigating the mechanisms through which social adversity affects children's development and the ways in which these processes vary across groups through publications in the Oxford Review of Education and Longitudinal and Life Course Studies.

Work carried out during my Fellowship through my Research Associate status with the Center for the Analysis of PATHWAYS from Childhood to Adulthood (CAPCA), based at the University of Michigan, has also led to an international comparative paper and a chapter in a new Russell Sage Foundation volume on inter-generational mobility. This research brought in \$10K consultancy work and has been further developed into a bid to the National Institute for Health (NIH) in the US, further strengthening my portfolio of international work.

My research has been presented at the PATHWAYS conference in London, the Longview conference in Cambridge and the Society for Research in Child Development conference in Colorado. Three papers in preparation have also been submitted as symposia for next year's SRCD conference in Montreal. In addition to this research, I have made significant contributions to teaching activities at the Institute of Education, marking essays, supervising Masters students on the MA in Early Childhood Studies and the MSc in Policy Analysis and Evaluation, and lecturing on the MA in Economic Value of Education. Ingrid Schoon and I have also developed and had accredited a new module on Theories of the Life Course which we hope to launch alongside existing, complementary taught courses in the near future.

Policy Contributions

At the end of 2009, I was approached by the Prime Minister's Strategy Unit to lead on the evidence base of a project examining the importance of adolescent skill development and the ways in which government can best support a smooth transition to adulthood. This led to a four month secondment position in the Cabinet Office which provided me with invaluable social policy experience and a detailed understanding of how government strategy is developed. This work was integral in the then Department for Children, Schools and Families publication *Aiming High: Three Years On* and related annexes. Building on my own research and this secondment, I was recently asked to carry out a piece of rapid response consultancy work by HM Treasury assessing the impact of potential cuts in the youth sector ahead of the forthcoming Spending Review.

Publications

Papers

- Schoon, I. & Duckworth, K. (in press). Leaving school early – and making it! Evidence from two British Birth Cohorts. *European Psychologist*.
- Sabates, R. Duckworth, K. And Feinstein, L. (in press). The impact of mother's learning on children's academic performance: Evidence from ALSPAC. *British Journal of Education Studies*.
- Duckworth, K. & Schoon, I. (2010). Progress and attainment during primary school: The roles of literacy, numeracy and self-regulation. *Longitudinal and Life Course Studies*, 1(3), 223 - 240.
- Schoon, I. Hope, S., Ross, A. & Duckworth, K. (2010). Family hardship and children's development: the early years. *Longitudinal and Life Course Studies*, 1(3), 209-222
- Sabates, R. and Duckworth, K. (2010). Maternal schooling and children's relative inequalities in developmental outcomes: Evidence from the 1947 School Leaving Age Reform in Britain. *Oxford Review of Education*, 36(4), 1-17.

Books and book chapters

Duncan, G.J. Bergman, L. Duckworth, K. Kokko, K., Lyyra, A-L. Metzger, M. Pulkkinen, L. & Simonton, S. (forthcoming). The Role of Child Skills and Behaviors in the Intergenerational Transmission of Inequality: A Cross-National Study. In M. Jonsson, T. Smeeding & J. Ermisch (Eds.), *Cross-national research on the intergenerational transmission of advantage*. Russell Sage Foundation: New York.

Dissemination

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

Duckworth, K. (11th May, 2010). The role of childhood skills and behaviours in intergenerational mobility. Russell Sage Foundation Conference on Cross-national research on the intergenerational transmission of advantage: London, 11 – 12 May 2010.

Schoon, I. and Duckworth, K. (21st September, 2009). Interstudy potential in life course research. Longview Conference: Cambridge College, Cambridge. September 21-22, 2009.

Post-doctoral Fellows

Dylan Kneale



Fellowship Experience

This year, the Fellowship has allowed me to meet international experts in the field of productive youth development and to engage in constructive dialogue regarding my own work on housing transitions and polarised youth transitions. I have enjoyed attending PATHWAYS meetings and learning about new methods and approaches through the methods training seminars run by PATHWAYS.

Current activities

During the past year my research focused on polarised transitions to parenthood and other markers of adulthood, as well as housing transitions and neighbourhood characteristics. I 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 (BCS). I continued to examine the transition to parenthood by taking an epidemiological approach (in collaboration with Chris Bonnel and other colleagues from the London School of Hygiene and Tropical Medicine and the Institute of Education). A paper based on this work has been submitted for publication. In September I presented a paper with Richard Wiggins (IOE) on the housing experiences of young adults using Sequence Analysis at the Royal Statistical Society conference in Edinburgh, with a working paper being published and another paper being developed from this work. During 2009-2010, I worked on a project examining neighbourhood influences on teenage parenthood with Ruth Lupton from LSE. This work was presented at a conference on neighbourhood effects research in St Andrews in February (UK) and has resulted in a working paper and Springer book chapter currently under review. In another project funded by the UK Homes and Communities Agency that I developed with colleagues from LSE and the IOE, I examined the role of neighbourhoods and housing estates in moderating the effect of growing up in social housing. The report from this work is to be launched in September. In March, I presented collaborative work with Ingrid Schoon on the transition experiences of two British cohorts using Multiple Indicators Multiple Causes Latent Class Analysis (MIMIC-LCA) in the Society for Research on Adolescence Annual Conference in Philadelphia (USA). In April I presented a paper with Wendy Sigle-Rushton (LSE) on the differential transition experiences into adulthood of young people who grew up in Social Housing compared to Owner Occupied housing at the Population Association of America Annual Conference in Dallas. A paper based on this work is also to be presented at the European Population Conference in Vienna and submitted for publication.

As a result of my new work in the Centre for Longitudinal Studies I have also developed new areas of interest, as well as experienced working with the Millennium Cohort Study (MCS). I authored two chapters on Child Health and Parental Health for a report looking at a new wave of data collection of the MCS when the children were aged 7 years. I have also developed a paper on measurement error in income in the MCS to be submitted in September. During 2009-2010, I continued to participate and present in internal Institute of Education seminars, to be an instructor on Quantitative Analysis Masters modules run at the IOE and to mark Masters coursework scripts and exams. I also sat on two interest groups on the future development of the MCS. From October 2010, I will continue as an Associate Fellow of the PATHWAYS programme, being based at the International Longevity Centre, a think tank specialising in exploring demographic change and its consequences. While continuing to research the experiences and implications of different lifecourse transitions, I hope to develop new skills through working closely with policy-makers.

Publications

Papers

- Kneale, D. (2010). Pushy Parents make for later Grandparents: Parents' educational expectations and their children's fertility among two British cohorts. *Longitudinal & Life Course Studies*, 1(2), 137-154.
- Kneale, D. Bonnel, C. Fletcher, A. and Wiggins, R. (submitted). "Distribution of risk of teenage parenthood and implications for public-health strategies: findings from the 1970 British birth cohort."
- Kneale, D. & Sigle-Rushton, W. (submitted). Social Housing and the Transition to Adulthood: a cross-cohort comparison
- Kneale, D. & Hansen, K. (in preparation) Measuring Income in the Millennium Cohort Study: Bands, Units and Groups – does it make a difference?
- Kneale, D. Wiggins, R. Lupton, R. and Obolenskaya, P. (in preparation). A cross-cohort description of young people's housing experience in Britain over 30 years: An application of Sequence Analysis.

Book Chapters

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

Reports and Working Papers

Lupton, R and Kneale, D. (in press). Neighbourhood effects on teenage parenthood: theory, evidence and policy implications. Centre for Analysis of Social Exclusion: London School of Economics, London.

Kneale, D. (in press). "Child Health". in *Millennium Cohort Study 4: Initial Findings*, edited by H. Joshi, K. Hansen, and E. Jones. Centre for Longitudinal Studies: Institute of Education, University of London, London.

Kneale, D. (in press). "Parental Health". in *Millennium Cohort Study 4: Initial Findings*, edited by H. Joshi, K. Hansen, and E. Jones. Centre for Longitudinal Studies: Institute of Education, University of London, London.

Tunstall, R. Lupton, R. Kneale, D., & Jenkins, A. (in press). Neighbourhoods and Social Housing: A longitudinal study. Homes and Communities Agency & Tenants Services Authority, London.

Kneale, D. Wiggins, R. Lupton, R. & Obolenskaya, P. (in press). A cross-cohort description of young people's housing experience in Britain over 30 years: An application of Sequence Analysis. Department of Quantitative Social Science Working Papers, Department of Quantitative Social Science, Institute of Education, University of London

Other Dissemination

Kneale, D. Wiggins, R. & Lupton, R. (9th September, 2009)

A cross-cohort comparison to examine changing patterns in leaving the parental home in Britain across three decades (1974-2004), Royal Statistical Society Annual Conference. Edinburgh, UK

Lupton, R. & Kneale, D. (Feb 4th 2010) Neighbourhood effects on teenage parenthood: theory, evidence and policy: ESRC Neighbourhood Effects Seminar, St Andrews University, UK.

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

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

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

Post-doctoral Fellows

Katja Natale



Fellowship experience

Being an associate fellow within the PATHWAYS programme has given me great opportunities to develop as a postdoctoral researcher. PATHWAYS has provided several high level scientific seminars for its members where it has been possible to connect with other researchers in the same field, sharing knowledge and getting advice for our own ideas, and starting collaborations with other colleagues. This has been very helpful and beneficial for my career as a researcher. In addition, the possibility to meet many top level professors and scientist and to hear their ideas and lectures has been a wonderful experience. These meetings have given many deep insights and ideas for future research, of which some have already resulted in new manuscripts and conference presentations.

PATHWAYS is an unique group of researchers and experts, it has supported my career as a young scientist in establishing cooperation, learning from the top scientists in our fields, in proceeding with my own research and publications, as well as in finding my own place in the world of science.

Current activities

Currently I am working as a visiting postdoctoral researcher at the Research Center for Group Dynamics (RCGD) at the University of Michigan, and continue with my research on teacher-student interaction in the Childhood and Beyond (CAB) study. In addition, I am also continuing research on parents' beliefs and the development of children's academic motivation and performance (MSALT Study). Recently I have also been doing research on adolescents' schoolwork engagement and how this is related to their burn out and motivation (FinEdu Study).

I have also been conducting research on teachers' beliefs and how they predict children's motivational constructs. I am preparing two manuscripts with Prof. Jacquelynne Eccles concerning this topic. Recently we have been preparing a manuscript concerning parents' beliefs and their associations with adolescents' motivation. During this year I have been taking part in research concerning adolescents' schoolwork engagement in Finland and preparing two manuscripts with Prof. Katariina Salmela-Aro, one concerning the validity and reliability of a new schoolwork engagement measure, and one concerning the predictors and consequences of it.

During this academic year I took part in several international seminars and conferences in the U.S.A., England, Finland and Lithuania. One of them was a symposium organised by Prof. Salmela-Aro on "PATHWAYS to productive youth development" at the 12th Biennial Conference of the European Association for Research on Adolescence (EARA) in Vilnius, where several PATHWAYS studies were presented. Recently I joined the panel of reviewers for the Journal 'Educational Psychology'.

In the near future I am looking forward to start some new manuscripts concerning teachers-student and parent-child interaction as well as the development of adolescents' motivation and schoolwork engagement. I am also looking forward to continue my work with international collaborators and starting new project proposals.

Publications

- Natale, K., Viljaranta, J., Nurmi, J.-E., Lerkkanen, M.-K., & Poikkeus, A.-M. (2009). Cross-lagged associations between kindergarten teachers' causal attributions and children's task motivation and performance in reading. *Educational Psychology, 29*, 603-619.
- Natale, K., Vida, M., & Eccles, J.S. (in preparation). Do teachers' perceptions of children's math and reading related ability and effort predict children's self-concept of ability in math and reading?
- Natale, K., Vida, M., & Eccles, J. S. (in preparation). How teachers' perceptions of ability and effort contribute to children's interest in different academic domains?
- Natale, K., Chen K.-H., & Eccles, J. S. (in preparation). Children's academic self-concept and parents' perceptions of children's academic ability across math and english: Cross lag reciprocal effects.
- Salmela-Aro, K. & Natale, K. (in preparation). The study demands-resources model of engagement, burnout and later adaptation.
- Salmela-Aro, K. & Natale, K. (submitted). Schoolwork engagement inventory: Reliability and validity.

Dissemination

- Natale, K. & Salmela-Aro, K. (May 2010). Antecedents and consequences of school engagement. Paper presented at the PATHWAYS to Adulthood workshop, Helsinki, Finland.
- Natale, K. & Salmela-Aro, K. (May 2010). Adolescents' school engagement, burnout, and depressive symptoms. Paper presented at the 12th Biennial Conference of the European Association for Research on Adolescence, Vilnius, Lithuania.
- Natale, K., Vida, M. & Eccles, J. S. (March 2010). How teachers' beliefs of ability and effort predict children's self-concept of ability in math and reading? Poster presented at the Society for Research on Adolescence (SRA) 13th biennial meeting, Philadelphia, U.S.A.

Other communication activities

- Chairperson of the "PATHWAYS –Productive youth development" symposium, The 12th Biennial Conference of the European Association for Research on Adolescence, May 2010, Vilnius, Lithuania.
- Natale, K. (May 2010). Some thoughts and reflections on teachers' beliefs and post doc year abroad. University of Jyväskylä, Center of Excellence on Learning and Motivation Wednesday morning seminar.

Post-doctoral Fellows

Phillip Parker



Fellowship experience

Having recently finished my PhD at the University of Sydney, the PATHWAYS programme has provided me with a very important transition into academic research. In particular, the programme has given me:

- 1 The opportunity to continue my research interests in exploring what makes a successful transition from high-school to university or employment.
- 2 The opportunity to collaborate with leading experts in my field who have invested in my development as a researcher.
- 3 The establishment of a network of like-minded peers interested in youth transitions.
- 4 Access to multi-disciplinary perspectives of youth transitions.
- 5 Opportunities to work on issues of real-world relevance to young people internationally.

Youth transitions, particularly those associated with the assumption of adult roles, are critical to long-term successful development in domains from relationships, to career development, to physical health. As such, research in this area has had important practical implications as well. The PATHWAYS programme has provided me with an opportunity to advance my methodological, theoretical, and practical skills, enabling me to more adequately explore what is important for understanding and promoting successful life transitions. Likewise, the programme is important for building a network of established and leading experts in youth development that is relevant for early career researchers, providing a basis for future collaborative work.

It has been a very important step in my development as a researcher to be a part of the PATHWAYS programme. The mentoring and network opportunities I have gained from the project have placed me in good standing to be able to continue exploring successful transitions from school into adulthood. I aim to continue the work I have started with PATHWAYS on completion of my post-doctoral Fellowship in Australia, the US or here in Europe. I also look forward to continued collaboration with the programme and I hope that my involvement will extend beyond my Fellowship.

Current activities

In addition to my publications, I have had the opportunity through PATHWAYS to submit a symposium on predicting career aspirations in young people. PATHWAYS submissions came from the US, UK, and Germany. I have also had the pleasure of working on collaborative projects currently in development with:

- Katariina Salmela-Aro: We are extending our initial research on the progress of school burnout in young people to exploring whether burnout at school represents a significant risk factor for university and occupational burnout.
- Ingrid Schoon, Jacquelynne Eccles, and Yi-Miau Tsai: We are working on a collaborative project, comparing and contrasting the role of self-concept and achievement in math and verbal subject domains in predicting career aspirations and university majors.

While not directly associated with PATHWAYS, my host university has provided me the opportunity to collaborate with leading experts in personality and educational psychology research on projects of interest to PATHWAYS. These projects include collaboration with:

- Brent Roberts, University of Illinois: We have worked on a project that explored the relationship between personality and relationship quality development across the post-high school transition.
- Herbert Marsh, University of Oxford: We are working on a project that explores the relationships between achievement and self-concept for young people in their final year of high school.

Publications

Papers

- Parker, P. Martin, A. Martinez, C. Marsh, H. & Jackson, S. (2010). Longitudinal approaches to stages of change measurement: Effects on cognitive and behavioural physical activity factors. *Measurement and Evaluation in Counseling and Development* 43 (2) p. 108-120
- Parker, P. Martin, A. Martinez, C. Marsh, H. & Jackson, S. (2010). Stages of change in physical activity: A validation study in late adolescence. *Health Education and Behavior*, 37, 318–329.
- Parker, P. & Martin, A. (in press). Clergy motivation and occupational well-being: Exploring a quadripolar model and its role in predicting burnout and engagement. *Journal of Religion and Health*.
- Parker, P.D. Nagy, G., Trautwein, U. & Lüdtke, O. (submitted). Predicting career aspirations and university majors from academic ability and self-concept: A longitudinal application of the Internal-External Frame of Reference Model.
- Martin, A. Liem, G. Coffey, L. Martinez, C., Parker, P. Marsh, H. & Jackson, S. (in press). What happens to physical activity behavior, motivation, self-concept, and flow after completing school? A longitudinal study. *Journal of Applied Sport Psychology*.
- Parker, P.D. & Salmela-Aro, K. (submitted). Developmental processes in school burnout: A comparison of major developmental models. *Learning and Individual Differences*, (submitted).
- Parker, P.D. Nagy, P.D. Trautwein, U. & Lüdtke, O. (submitted). The Internal/External frame of Reference as predictors of career aspirations and university majors.
- Parker, P.D. Martin, A., Colmar, S. & Liem, P.D. (submitted). Teachers workplace well-being: An exploration of a process model of goal orientation, coping behavior, engagement, and burnout.
- Litalien, D. Lüdtke, O. Parker, P.D. Trautwein, U. (submitted). Autonomous goal regulation predicts subjective well-being in young adults: A two-year longitudinal study. *Motivation and Emotion*.

Working Papers

- Parker, P.D. Trautwein, U. Lüdtke, O. & Roberts, B.W. (in preparation). Personality and relationship quality in the post school transition.
- Parker, P.D. Trautwein, U. Lüdtke, O. & Marsh, H.W. (in preparation). Integrating the Big-Fish-Little-Pond and the Internal/External Frame-of-Reference: A Doubly-Latent Approach.

Dissemination

- Parker, P.D. & Salmela-Aro, K. Developmental models of school burnout. Presented at the 5th EARLI SIG 14 learning and professional development conference, diversity in vocational and professional education and training.
- Parker, P.D. Nagy, P.D. Trautwein, U., & Lüdtke, O. The Internal/External Frame of Reference as predictors of career aspirations and university majors. Society for longitudinal and life course studies conference, developments and challenges in longitudinal studies from childhood

Post-doctoral Fellows

Martin Tomasik



Fellowship experience

During my Fellowship, I have developed the capacity to collaborate in an internationally diverse research group. The Fellowship rendered it possible to focus on writing and publishing original research papers as well as book chapters in scientific outlets that are likely to strengthen the visibility of the network. Through the cooperation with the PIs I learned a lot about all aspects of the research process including various theoretical approaches, design issues and publication strategies. Working on the British Cohort Studies allowed me to learn the strengths of an unique study design.

Current activities

The second year of my Fellowship was dedicated to the publication of research papers that were primarily dealing with individual engagement and disengagement vis-à-vis demands of social change. Beyond the successful publication of a paper based on my dissertation thesis (Tomasik, Silbereisen, & Heckhausen, in press) I have co-authored a more general paper on engagement with developmental transitions (Schindler & Tomasik, 2010), and co-edited two special sections on social change and individual development (Silbereisen & Tomasik, 2010, in press). One special section was published in *Historical Social Research* and included papers that were presented at an international conference in Jena earlier in 2009. The other special section was published in the *European Psychologist* (Tomasik, Silbereisen & Pinquart, in press). I have also collaborated in submitting a research paper at the Center for Learning and Life Chances in Knowledge Economies and Societies at the Institute of Education in London (Silbereisen & Tomasik, submitted).

In terms of collaboration within the PATHWAYS network, one paper on disengagement after failing a university entry exam (Tomasik & Salmela-Aro) was submitted to a high ranking international journal. I intensified the cooperation with Tübingen which resulted in mutual visits and two manuscripts currently in preparation. One manuscript is dealing with the resource perspective on demands of social change (Parker, Tomasik, Trautwein, & Silbereisen, in preparation.), the other one on strategic school choice at the transition to secondary school (Tomasik, Parker, Silbereisen, & Trautwein, in preparation.). Besides journal publications, I have submitted an encyclopedia chapter on Adolescence and Globalization (Tomasik & Silbereisen, submitted.) and a co-authored chapter on Psychosocial Functioning in the Context of Social, Economic, and Political Change (Silbereisen & Tomasik, submitted.), as well as a book covering my dissertation thesis which is in press with a German scientific publisher (Tomasik, in press).

In 2009, I was awarded the Germany Study Prize (Recognition Award) for my doctoral thesis which has received attention in local and national newspapers as well as radio stations and thus has contributed to the popularity of the Jena research group and the network in general.

Publications

Papers

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

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

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

Tomasik, M. J. & Salmela-Aro, K. (submitted). Knowing when to let go at the entrance to university: Beneficial effects of compensatory secondary control after failure. Manuscript submitted for publication.

Tomasik, M. J., Silbereisen, R. K., & Pinquart, M. (in press). Individuals negotiating demands of social change: A control theoretical approach. *European Psychologist*.

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

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

Books and Book Chapters

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

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

Research Reports

Silbereisen, R. K. & Tomasik, M. J. (in press). Mapping demands of social change. *LLAKES Research Paper*.

Other Publications

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

Dissemination

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

Silbereisen, R. K., Tomasik, M., & Grümer, S. (June 2010). Economic pressure and well-being in young and old German adults. "Youth and the Great Recession" of the German Youth Institute. München, Germany.

Tomasik, M. J. & Salmela-Aro, K. (December 2009). Knowing when to let go... Beneficial effects of compensatory secondary control after failure. PATHWAYS to Adulthood Group meeting. Institute of Education, London, United Kingdom.

Tomasik, M. J. & Silbereisen, R. K., (May 2010). Individuals negotiating demands of social change: A control theoretical approach. PATHWAYS to Adulthood meeting. Helsinki Collegium for Advanced Studies, Helsinki, Finland.

Other communication activities

Public Panel Discussion "Scheitern als Chance [Chances of failure]" with Olaf Scholz (former federal minister for work), Ingo Schulze (writer), and Dennis Gutgesell (vice district administrator of Uecker-Randow, Germany) in cooperation with the Körber Foundation, Süddeutsche Zeitung, Deutschlandradio Kultur, Deutschlandfunk and the "Hörsaal" of Dadio Wissen.

Thüringische Landes-Zeitung (14.11.2009). *Jenaer Forscher ausgezeichnet. Dr. Martin Tomasik einer von sieben Zweit-Platzierten*.

Post-doctoral Fellows

Yi-Miau Tsai



Fellowship experience

Being a PATHWAYS fellow, I had excellent mentoring, as well as access to the knowledge and expertise of PIs from the international partner institutions who are leading scientists in the field. I received valuable feedback for each piece of my work. At University of Michigan, I have access to facilities and support from faculty, as well as access to longitudinal data resources, following the lives of young people over time, and statistical consultation from Jacquelyne Eccles and her research team. For example, I attended two advanced statistical training courses which were beneficial for gaining better expertise in analysing and dealing with longitudinal data.

Current activities

During this academic year I have been engaged in research on occupational aspiration and choices. Plans for several future projects have resulted from collaboration with PATHWAYS PIs and fellows, in particular following the PATHWAYS meeting in Helsinki. As an initial result of this collaborative work initiative, two international symposiums have been submitted to the Society of Research on Child Development, for their annual conference to be held in Montreal 2011. Two manuscripts are in preparation and will be submitted for an edited book on gender differences in aspirations and attainment and a special section in *Developmental Psychology*. I have also attended two advanced statistical training courses which were beneficial for dealing with longitudinal, highly dimensional constructs. Finally, I am currently also working on a project of engagement (in collaboration with Barbara Schneider and Angela Chow).

Publications

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

Tsai, Y. -M. & Eccles, J. S. (in preparation). Changed Career Aspiration: The Roles of Family Background and Individual Characteristics.

Tsai, Y. -M. & Eccles, J. S. (in preparation). Science-Related Career Aspiration: Gender differences in the Roles of Expectancy and Value.

Dissemination

Tsai, Y. -M. & Eccles, J. S. (2010, July). Changed Career Aspiration: The Roles of Family Background and Individual Characteristics. Paper presented at the PATHWAYS to Adulthood International Conference, London, UK.

Tsai, Y. -M. & Eccles, J. S. (2010, June). Science-Related Career Aspiration: Gender differences in the Roles of Expectancy and Value. Paper presented at the CDS-TA New Result Workshop, Ann Arbor, USA.





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

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