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

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

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

A 'Virtual Institute Approach' has been adopted, not limiting activities to one physical location, but pooling the expertise of several partner institutions that are connected by shared research interests, projects and existing collaborations. The administrative core is based at the Institute of Education at the University of London, but many of the PATHWAYS’ activities occur at the participating sites. There are regular joint workshops and conferences, bringing together scholars from around the globe, facilitating international networking and exchange.
Programme Activities 2014/15

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

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

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

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

The closer collaboration also involved a number of visits between the research labs enabling capacity building and exchange, as well as collaboration in joint research projects. For example Katarina Salmela-Aro organised a bi-lateral exchange between Fellows at the Universities of Helsinki and Jena, and is engaged in a collaborative project with Barbara Schneider on ‘Engagement in STEM learning and careers through the use of innovative learning activities (EAGER)’, funded by the National Science Foundation. These active collaborations and exchanges enable the Fellows to get hands-on experiences of working in different labs and different cultural settings.
Programme Dissemination 2014/15


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

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

It is also of note that the work of our Fellows is already recognized by international organizations: both John Jerrim and Katyn Chmielewski have been awarded the prestigious OECD Thomas J. Alexander fellowship which involves them spending some time at the OECD in Paris. The fellowships are awarded to researchers recognized for their contribution to improvements in education quality and equity. Moreover, in 2015 John Jerrim received the Rising Star Engagement Award from the British Academy. This inaugural award of £15,000 is given to distinguished early career scholars to actively engage other young researchers in career development. John will use his award money to organize an international PATHWAYS workshop in collaboration with the OECD and the British Academy. The event will be held from 14-17 March 2016 in London with the aim to spurn international collaborative research.
Programme Dissemination 2014/15

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

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

Principal investigators
Jacque Eccles
Katarina Salmela-Aro
Barbara Schneider
Ingrid Schoon
Rainer Silbereisen
Ulrich Trautwein
Jake Anders is a Research Fellow in the Employment Group at the National Institute of Economic and Social Research, particularly working on projects in the fields of education, training and skills; social mobility; and policy evaluation. He completed his PhD in Economics of Education at the UCL Institute of Education, University College London in 2015, where he is now an Honorary Research Associate.

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

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

**Recent Publications**

Post-doctoral Fellows

Jake Anders


Book Chapter

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

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

Media
From the paper: Anders, J. Does socioeconomic background affect pay growth among early entrants to high-status jobs? - NIESR Discussion Paper No. 453 (August 2015). The Sutton Trust (report funders) produced a summary paper: www.suttontrust.com/researcharchive/private-pay-progression/ This paper generated substantial media coverage including: in print in the Times, Daily Telegraph (page 1), Independent, i newspaper, Guardian, Daily Mail and Daily Mirror. It was a front page story in the Yorkshire Post and was covered on Sky News, BBC Radio 4 and BBC Radio 1 morning news bulletins and LBC Radio. It was also covered by the Press Association and BBC News online

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


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

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

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

Justin Bruner

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

Recent Publications


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

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

Dissemination


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


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

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

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

**Research Plan**

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

**Publications**


**Awards**

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

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

Recent Publications


Post-doctoral Fellows

Richard Göllner

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


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

Post-doctoral Fellows

Clemens Lechner

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

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

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

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

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


Book Chapters

Dissemination

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

Austria: http://derstandard.at/2000016118413/Wer-betet-leidet-weniger-unter-Jobverlust
http://zaman-online.de/ibadeti-terk-etmeyenler-i%C5%9Fini-kaybedince-hayattan-so%C4%9Fumuyor-222847
Terry Ng-Knight

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

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

Recent Publications


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

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


Pathways from maternal depression to children’s academic attainment. In preparation.
Post-doctoral Fellows

Maria Pavlova

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

Research Plan

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

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

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

Maria Pavlova

Recent Publications
* Equal contributions.

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


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


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

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

**Recent Publications**

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

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

**Dissemination**

Safavian, N., Lam, A. C., Eccles, J. S., Lauermann, F., & Banerjee, M.  
An examination of the associations between gender and STEM-related aspirations.  

Florencia Sortheix

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

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

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

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

Recent Publications


Post-doctoral Fellows

Florencia Sortheix


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


**Book Chapters**


**Dissemination**

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


**Grants**

Ella and Georg Ehrnrooth Foundation (2015) 22,000 euros
The Finnish Work Environment Fund (2016) 26,000 euros
Meeta Banerjee was a Fellow in the Pathways programme based at the University of Michigan, USA. Prior to joining Pathways, Meeta received her Ph.D. in Ecological-Community Psychology from Michigan State University. Her dissertation investigated the moderating relationship between racial-ethnic socialization and exposure to community violence on the academic and psychosocial outcomes of African American college students. Her area of research focuses on parenting practices and their links to youth’s positive developmental outcomes. In particular, Meeta investigates how racial-ethnic socialization is protective for ethnic minority youth in the United States with regards to different contexts (i.e., discrimination, violence, poverty). During her time at Pathways Metta worked with data from the Maryland Adolescent Development in Contexts Study (MADICS) to examine how racial-ethnic socialization and racial discrimination is associated with psychosocial outcomes in African American families. Furthermore, she explores if there are parallels to her findings utilizing the Longitudinal Study of Young People in England (LSYPE). Meeta is a recipient of a National Institutes of Health Minority Training Grant, which was awarded for 2014 and will continue to December 2015. In September 2014, she joined University of California, Irvine as a research specialist in the School of Education. In January 2016, she will be joining California State University-Northridge as in a tenure-track Assistant Professor position in the Psychology department.

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

Recent Publications

Alumni

Meeta Banerjee


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


Book Chapters


Dissemination


Alumni

Meeta Banerjee


Grants
Training Grant 2014-2015: Research Supplement to Promote Diversity in Health-Related Research, National Institute of Child Health and Human Development, $128,684
Jenna is a Postdoctoral Scholar at the Hector Research Institute of Education Sciences and Psychology, University of Tübingen. Her research interests focus on the facilitators and barriers of motivation for STEM. Her doctoral research focused on students’ motivation for informational text reading. This research also has larger societal implications. If we are able to understand more deeply how to foster engagement for text comprehension, we can better prepare our students because students who are able to consume information will be better adjusted to the changing demands of the community and workforce. Jenna presented and published several papers on the area of motivation, including a paper in Developmental Review that has been cited over 185 times.

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

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

**Beyond the Fellowship**

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

**Recent Publications**

Alumni

Jenna Cambria


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


Book Chapter

Dissemination
Anna K Chmielewski

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

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

Beyond the Fellowship

In July 2014, Anna began a new position as assistant professor of Educational Leadership and Policy at the Ontario Institute for Studies in Education (OISE) of the University of Toronto. She designed and taught new graduate courses in quantitative methods and international educational equity. In December 2014, she was invited by the UNESCO Education For All Global Monitoring Report to write and present a memo along with Prof. Yossi Shavit at UNESCO headquarters, in which they gave recommendations on the measurement of educational inequality. In June 2015, an article with Pathways alumni John Jerrim and Phil Parker on socioeconomic inequality in access to high status colleges was published in Research in Social Stratification and Mobility and covered in the Times Higher Education. In February 2015, Anna was awarded a Thomas J. Alexander fellowship from the Organisation for Economic Co-operation and Development (OECD). As part of this award, she will spend three months in autumn 2015 on-site at OECD headquarters working on a study of trends in inequality in educational outcomes for adults in the 1930-1990 birth cohorts. In April 2015, Anna was also awarded a Connaught New Researcher grant from the University of Toronto, and was also a collaborator on Prof. Scott Davies’ successful grant from the Canada Foundation for Innovation, which will fund a new data lab at OISE for the housing and analysis of large scale datasets for the study of educational equity and the training of graduate students.
In spring 2015, Anna was invited to co-teach a workshop at the annual meetings of both the American Educational Research Association and the Comparative and International Education Society on using hierarchical linear modelling with international large-scale assessment data. She also presented research at two conferences: the International conference on “How do education systems shape educational inequalities?” at the University of Luxembourg and the annual meeting of the American Sociological Association. In August 2015, Anna was invited by Pathways PI Katarina Salmela-Aro to visit her lab at the University of Helsinki, where Anna’s research on changes in socioeconomic achievement gaps in international comparison between 1964-2012 were presented and to begin a new project with Prof. Salmela-Aro, studying recent changes in socioeconomic segregation between schools in historically equitable countries (Finland, other Nordic countries and Canada).

Recent Publications


Book Chapters


Awards

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

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

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

Anna-Lena Dicke

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

Recent Publications


Alumni

Anna-Lena Dicke


Book Chapters


Dissemination

Alumni

John Jerrim

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

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

Beyond the Fellowship

Since the end of his fellowship, John has been promoted to Reader (Associate Professor) in Educational and Social Statistics at UCL. He now has over 15 published papers and three book chapter. Recently, John completed a secondment to the OECD, living in Paris for 3 months, working with the PISA team. He is currently finishing off a 3 year 'Future Research Leaders’ grant awarded by the OECD. Recently John was given the British Academy 'Rising Star Engagement Award’ and is organising a conference in collaboration with Pathways and the OECD in March 2016. Throughout the rest of 2015 and 2016, John will be writing the PISA 2015 national PISA report for England, Wales and Northern Ireland. His work has also continued to receive significant media coverage, including front page headlines on a leading English newspaper (the daily telegraph), articles in the Economist, and a blog on the Conversation with over 200,000 views.'

Recent Publications


Revise and resubmit

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

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


Papers under review
Jerrim, J. and Choi, A. ‘The use (and misuse) of PISA in guiding policy reform: the case of Spain’ Comparative Education
Jerrim, J. ‘PISA 2012: How do results for the paper and computer tests compare?’ Assessment in Education: Principles, Policy & Practice

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

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


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

Book chapters
Alumni

John Jerrim


Media


Grants/Awards


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

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

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

Mark Lyons-Amos

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

Recent Publications


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


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

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

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

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

Alumni

Mark Lyons-Amos

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

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


Book Chapters


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

Dissemination

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


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

Mark Lyons-Amos


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

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

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

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

Julia Moeller

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

Recent Publications

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

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


Book Chapters
Alumni

Julia Moeller


Dissemination

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


Alumni

Julia Moeller


Alumni

Nicola Pensiero

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

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

Beyond the Fellowship

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

Recent Publications

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

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

Alumni

Nicola Pensiero


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


Dissemination


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

Justina Judy Spicer

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

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

Recent Publications


Book Chapters


**Dissemination**


**Grants**

AERA Dissertation Grant ($20,000)
Heta Tuominen-Soini is a postdoctoral researcher based at the Institute of Behavioural Sciences, University of Helsinki, Finland. She joined the Pathways programme in December 2012. She has been involved in the Finnish Educational Transitions (FinEdu) Study (http://wiredminds.fi/projects/finedu/), led by Katariina Salmela-Aro, from its onset in 2003 up to 2015. Currently, she is also involved in the Mind the Gap - project (http://wiredminds.fi/projects/mind-the-gap/).

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

Beyond the Fellowship

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


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

Book Chapters

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

Reports

Dissemination

Alumni

Heta Tuominen-Soini


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

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

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

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

Interview, Yle Oppiminen, Näkökulmia positiiviseen psykologiaan, “Mistä löytää motivaatio, jos opiskelu ei voisi vähempää kiinnostaa?”,
Principal Investigators

Jacque Eccles

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

Summary of recent work

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

Mentoring activities within PATHWAYS
Prof. Eccles’ mentoring activities include continuing to work with Meeta Banarjee, Anna-Lena Dicke and Nayssan Safavian. Together with Anna-Lena and Nayssan Prof. Eccles put together a six million dollar grant in collaboration with scholars at the University of Montana, California State at San Diego, and Fort Lewis College in Colorado to do interventions in college Physics and chemistry courses. The interventions aim to increase the utility value students attach to these subject areas and, as a result, to increase their performance in the courses and the likelihood that they will continue taking more STEM courses. The intervention is based on her Expectancy-value model of achievement motivation. The proposal was submitted to the U.S. Department of education.
Katariina Salmela-Aro is Professor of Psychology at the University of Jyväskylä, Finland; Visiting Professor at Cicero Learning, University of Helsinki and at the UCL Institute of Education, London, UK; and Research Director in the Helsinki Collegium for Advanced Studies. She is directing several projects funded by the Academy of Finland: FinEdu longitudinal study, Positive mind and LEAD studies. Furthermore, she is co-directing the EAGER project together with Barbara Schneider and Jari Lavonen using Experience Sampling by smartphones to examine STEM engagement; and the Mind-the-Gap project together with professors Lonka, Hakkarainen and Alho studying digital natives’ engagement, i.e., children and adolescents who have, from the beginning of their lives, been socialized to use socio-digital technologies. She has received several large scale grants from the Academy of Finland to study youth motivation, engagement and burnout.

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

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

**Mentoring Post-docs and visits**

This year Prof. Salmela-Aro continued to mentor Julia Moeller, Heta Tuominen-Soini and Florencia Sortheix. She also organized for Pathways fellows from other institutions to visit Helsinki and collaborate with their international colleagues including Clemens Lechner and Maria Pavlova visited from Jena University. Further, she hosted Pathways alumni Martin Obshonka, Anna Katyn Chmielewskii and Philip Parker. Prof. Salmela-Aro still collaborates with other alumni, Angela Chow, Jennifer Symonds and Julia Dietrich. Earlier this year she visited Jacque Eccles for three months at Irvine and has a joint large scale project with Barbara Schneider from NSF.
Barbara Schneider is the John A. Hannah Chair and University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. Her research and teaching focus on understanding how the social contexts of schools and families influence the academic and social well-being of adolescents as they move into adulthood, with a particular emphasis on improving educational opportunities for students with limited economic and social resources. Dr. Schneider is the principle investigator of the College Ambition Program (CAP), a study that tests a model to create a STEM college-going culture in thirteen high schools that encourage adolescents to pursue STEM majors in college and occupations in these fields.

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

Summary of recent work

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

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

Mentoring activities

This past year Prof. Schneider has mentored three Fellows: Justina Judy Spicer, Justin Bruner and Anna Chmielewski. Both Anna and Justina were offered and accepted tenure track positions. Justin Bruner will continue as a Pathways Fellow working between Finland and the U.S.
Ingrid Schoon is Professor of Human Development and Social Policy at the Institute of Education, University of London, and is Research Director of the Department of Quantitative Social Science. She is director of the international post-doctoral Fellowship programme Pathways to Adulthood (funded by the Jacobs Foundation), is Co-Principal Investigator of the ESRC funded Centre for the Study of Learning and Life Chances in Knowledge Economies and Societies (Llakes). Since July 2014 she is Research Professor at the Wissenschaftszentrum, Berlin (WZB) where she is conducting research on the ‘Transition to Adulthood’. She is also Visiting Professor at the Royal Netherlands Academy of the Arts and Science, and since 2014 a member of the Scientific Advisory Panel for the International Social Science Council (ISSC).

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

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

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

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

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

This year Prof. Schoon continued to mentor Mark Lyons-Amos and Jake Anders and collaborate with alumni John Jerrim, Nicola Pensiero, as well as Philip Parker (Western Australia), Jenifer Symonds (Boston), Anna Kaytn Chmielewski (Toronto) and Martin Obshonka (Saarbrücken). Since August 2015 she is mentoring Terry Ng-Knight who joined her team at the UCL Institute of Education. She is currently planning collaborative projects with Florecia Sortheix at the University of Helsinki, and Clemens Lechner and Maria Pavlova from the University of Jena. In September 2015 she has organized a Pathway symposium at the SLLS conference in Dublin.
Rainer K. Silbereisen is Research Professor of Developmental Psychology and Director of the Center for Applied Developmental Science (CADS) at the University of Jena (Germany). He was Professor and Head of the Department of Developmental Psychology at Jena, and Adjunct Professor of Human Development and Family Studies at the Pennsylvania State University (USA). He is Fellow of the American Psychological Association and Member of the European Academy of Sciences (London). He was Editor of the International Journal of Behavioural Development and of the journal European Psychologist, and is now editor of the International Journal of Psychology.

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

Summary of recent work
Prof. Silbereisen organized two Pathways symposiums this year together with Pathways Fellows:
SRCD European theme meeting in Prague (23-25 October 2014). Pathways Symposium on the ‘Effects of economic hardship on youth development in Germany and Poland’ organized by Martin Tomasik and Rainer K. Silbereisen
Invited Pathways symposium at the ECP conference in Milan (7-10 July 2015) organized by Martin Obschonka and Rainer Silbereisen: Advances in socio-ecological psychology: How do psychological variables interact with objective features of places, cities, and regions in the process of psychological adaptation?

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

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

Ulrich Trautwein

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

Summary of recent work

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

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

As a mentor within PATHWAYS

This year Prof. Trautwein mentored Richard Göllner and Jenna Cambria. Richard will continue his research at Tubingen and Jenna has recently taken up a position as Assistant Professor of Educational Psychology at the University of Arkansas. He has just taken on a new Pathways Fellow, Hanna Gaspard, who he will mentor next year.
PATHWAYS 13th Workshop, Marbach Castle, Germany, November 2014
The mission of the Pathways to Adulthood Programme is to stimulate innovative, interdisciplinary, and comparative research of productive youth development.

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