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Publications

Journal Submissions (with peer review)

- Daumiller, M.**, & Dresel, M. (in press). Researchers' achievement goals, work stress, and professional development: Results of three studies. *Contemporary Educational Psychology*. doi:10.1016/j.cedpsych.2020.101843. PsyArXiv:3cj5z. 
- Daumiller, M.**, & Dresel, M. (2020). Teaching and research: Specificity and congruence of university faculty achievement goals. *International Journal of Educational Research*, 99. Advanced online publication. doi:10.1016/j.ijer.2019.08.002. 
- Daumiller, M.**, Rinas, R., Olden, D., & Dresel, M. (in press). Academics' motivations in professional training courses: Effects on learning engagement and learning gains. *International Journal of Academic Development*. PsyArXiv:yz2nj 
- Daumiller, M.**, Stupnisky, S., & Janke, S. (2020). Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions [Editorial to a special issue on faculty motivation]. *International Journal of Educational Research*, 20. doi:10.1016/j.ijer.2019.101502. 
- Wisniewski, B., Zierer, K., Dresel, M., & **Daumiller, M.** (in press). Instructional quality assessment by students in secondary education — two-level structure and measurement invariance. *Learning and Instruction*. doi:10.1016/j.learninstruc.2020.101303. 
- Daumiller, M.**, Bieg, S., Dickhäuser, O., & Dresel, M. (2019). Humor in university teaching: Role of teachers' achievement goals and self-efficacy for their use of content-related humor. *Studies in Higher Education*. Advanced online publication. doi:10.1080/03075079.2019.1623772. PsyArXiv:hs8gn. 
- Daumiller, M.**, Dickhäuser, O., & Dresel, M. (2019). University instructors' achievement goals for teaching. *Journal of Educational Psychology*, 111(1), 131–148. doi:10/csd7. PsyArXiv:pbmxy. 
- Daumiller, M.***, & Janke, S.*. (2019). The impact of performance goals on cheating depends on how performance is evaluated. *AERA Open*, 5(4), 1–10. doi:10.1177/2332858419894276. PsyArXiv:drf6k. 
- Daumiller, M.**, & Janke, S. (2019). Effects of performance goals and social norms on academic dishonesty in a test. *British Journal of Educational Psychology*. Advanced online publication. doi:10.1111/bjep.12310. PsyArXiv:c8uzk. 
- Daumiller, M.**, Siegel, S., & Dresel, M. (2019). Construction and validation of a Short Multidisciplinary Research Performance Questionnaire (SMRPQ). *Research Evaluation*. Advanced online publication. doi:10.1093/reseval/rvzo09. 

Note:  open access;  full text can be requested on ResearchGate; * shared first authorship.

- Daumiller, M.**, Stupnisky, R., & Janke, S. (in press). Motivation of higher education faculty [Special Issue]. *International Journal of Educational Research*, 19–20. Retrieved from <https://www.sciencedirect.com/journal/international-journal-of-educational-research/special-issue/109JR1G39BV>.
- Hein, J., **Daumiller, M.**, Janke, S., Dresel, M., & Dickhäuser, O. (2019). How learning time mediates the impact of university scholars' learning goals on professional learning in research and teaching. *Learning and Individual Differences*, 72, 15–25. doi:10.1016/j.lindif.2019.04.002. R^G
- Janke, S., **Daumiller, M.**, & Rudert, S. (2019). Dark pathways to achievement in science: Researchers' achievement goals predict engagement in questionable research practices. *Social Psychological and Personality Science*, 10(6), 783–791. doi:10/csd5. R^G
- Korn, R., Elliot, A., & **Daumiller, M.** (2019). Back to the roots: The 2 x 2 standpoints and standards achievement goal model. *Learning and Individual Differences*, 72, 92–102. doi:10.1016/j.lindif.2019.04.009. R^G
- Benning, K., **Daumiller, M.**, Praetorius, A.-K., Lenke, G., Dickhäuser, O., & Dresel, M. (2018). Evaluation eines Interventionsansatzes zur Verbesserung von Motivation und motivationsförderlichem Unterrichtshandeln von Lehrkräften auf Basis der Zielorientierungstheorie [Evaluation of an intervention approach to improve goal orientations and instructional practices of teachers based on achievement goal theory]. *Unterrichtswissenschaft/Teaching Science*. Advanced online publication. doi:10/cswg R^G
- Daumiller, M.**, & Dresel, M. (2018). Subjective perceptions of the teaching-research nexus and occupational stress at universities. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 50(3), 126–138. doi:10/cwmt. PsyArXiv:a96ph. 🔗
- Daumiller, M.**, & Dresel, M. (2018). Supporting self-regulated learning with digital media using motivational regulation and metacognitive prompts. *Journal of Experimental Education*. Advanced online publication. doi:10/csd9. R^G
- Fritzsche, E., & **Daumiller, M.** (2018). Selbstbezogene Ziele im Zusammenhang mit dem Leisten und Lernen Hochschuldozierender [University instructors' achievement goals and their relationship with performance and learning at work]. *Zeitschrift für Hochschulentwicklung/Journal for Higher Education Development*, 13(1), 129–151. doi:10/csd6 🔗
- Daumiller, M.**, Grassinger, R., Dickhäuser, O., & Dresel, M. (2016). Structure and relationships of university instructors' achievement goals. *Frontiers in Psychology*, 7. doi:10/csd8. 🔗
- Daumiller, M.**, Figas, P., & Dresel, M. (2015). Selbstbezogene Ziele von Dozierenden: Ergebnisse einer Interviewstudie [Achievement goals of university lecturers: Results from an interview study]. *Beiträge zur Hochschulforschung/Contributions to University Research*, 4, 52–64. Retrieved from <http://www.bzh.bayern.de/uploads/media/4-2015-Daumiller-Figas-Dresel.pdf>. 🔗

Journal Articles Under Review or Under Revision

- Bäulke, L., **Daumiller, M.**, & Dresel, M. (2020). *How conscientiousness and neuroticism affect academic procrastinating behavior: Mediated by motivational regulation*. Manuscript submitted for publication.

- Bäulke, L., **Daumiller, M.**, & Dresel, M. (2020). *The role of state and trait motivational regulation for procrastinatory behavior in academic contexts: Insights from two diary studies*. Manuscript submitted for publication.
- Daumiller, M.**, Janke, S., Butler, R., Dickhäuser, O., & Dresel, M. (2020). *Merits and limitations of latent profile approaches to teachers' achievement goals: A multi-study analysis*. Manuscript submitted for publication. PsyArXiv:sp2f8
- Rinas, R., Dresel, M., Hein, J., Janke, S., Dickhäuser, O., & **Daumiller, M.** (2020). *Exploring higher education teachers' achievement goals and emotions: A job demands-resources model approach*. Manuscript submitted for publication.
- Schelp, L., Bipp, T., Gado, S., & **Daumiller, M.** (2020). *Does appraisal behavior by supervisors foster a learning goal-oriented workplace?* Manuscript submitted for publication.
- Bardach, L.* , **Daumiller, M.***, & Lüftenegger, M. (2019). *A joint consideration of academic and social achievement goals: Secondary school students' goal profiles and their relevance*. Manuscript under review.
- Daumiller, M.**, Grassinger, R., Engelschalk, T., & Dresel, M. (2019). *SEEQ-DE: Konstruktion und Überprüfung einer deutschsprachigen Adaption des Instruments „Student Evaluation of Educational Quality“ (Marsh) [SEEQ-DE: Construction and Validation of a German Adaption of the Instrument „Student Evaluation of Educational Quality“ (Marsh)]*. Manuscript in revision.
- Daumiller, M.**, Rinas, R., & Breithecker, J. (2019). *Elite athletes' achievement goals, burnout levels, psychosomatic stress symptoms, and coping strategies*. Manuscript under review.
- Janke, S.* , **Daumiller, M.***, Praetorius, A., Dresel, M., & Dickhäuser, O. (2019). *Was mindert die ungünstige Motivationsentwicklung zu Beginn der Sekundarstufe: Zum Zusammenhang von wahrgenommenem Unterrichtshandeln und Veränderungen in der Zielorientierung von Schülerinnen und Schülern [What Reduces the Adverse Development of Motivation at the Beginning of Secondary Education: Relationship Between Perceived Teaching Practices and Changes in Students' Achievement Goals]*. Manuscript submitted for publication.
- Janke, S., Hein, J., **Daumiller, M.**, Rinas, R., Erdfelder, E., Dresel, M., & Dickhäuser, O. (2019). *Open Access Evaluation: Lehr-Evaluation-Online (LEO) als Instrument zur studentischen Lehrveranstaltungsevaluation [Open Access evaluation: Lecturer-Evaluation-Online (LEO) as a tool for student evaluations of teaching quality]*. Manuscript submitted for publication.
- Kücherer, B., Dresel, M., & **Daumiller, M.** (2019). *Relationship between achievement goals and attention of university instructors in professional training courses*. Manuscript submitted for publication.
- Dickhäuser, O., Janke, S., **Daumiller, M.**, & Dresel, M. (2018). *Goal orientation for teaching: School effects on teachers' motivation*. Manuscript in revision.
- Dresel, M., Fasching, M., Steuer, G., Dickhäuser, O., & **Daumiller, M.** (2018). *From teachers' personal achievement goals to students' perceptions of classroom goal structures: Via student-directed goals and specific instructional practices*. Manuscript in revision.
- Wekerle, C., **Daumiller, M.**, & Kollar, I. (2018). *Using digital technology to promote learning in higher education: Importance of learning activities and their relations to learning outcomes*. Manuscript under review.

Books

Siegel, S., & **Daumiller, M.** (in press). *Wissenschaft und Wahrheit: Ursachen, Folgen und Prävention wissenschaftlichen Fehlverhaltens [Science and Truth: Reasons, Consequences, and Prevention of academic misconduct]*. Opladen, Germany: Barbara Budrich.

Daumiller, M. (2018). *Motivation von Wissenschaftlern in Lehre und Forschung: Struktur, Eigenschaften, Bedingungen und Auswirkungen selbstbezogener Ziele [Motivation of university scholars for teaching and research: Structure, attributes, antecedents, and consequences of achievement goals]*. Wiesbaden, Germany: Springer VS. RG

Work in Collections

Daumiller, M., & Siegel, S. (in press). Wie wollen wir in Zukunft Wissenschaft betreiben? [How do we want to conduct science in the future?] In S. Siegel & M. Daumiller (Eds.), *Wissenschaft und Wahrheit: Ursachen, Folgen und Prävention wissenschaftlichen Fehlverhaltens [Science and Truth: Reasons, Consequences, and Prevention of academic misconduct]*. Opladen, Germany: Barbara Budrich.

Siegel, S., & **Daumiller, M.** (in press). Ist das Vertrauen in die Wissenschaft dahin? – Betrug und Fehlverhalten in der Wissenschaft [Is the trust gone – Fraud and misconduct in science]. In S. Siegel & M. Daumiller (Eds.), *Wissenschaft und Wahrheit: Ursachen, Folgen und Prävention wissenschaftlichen Fehlverhaltens [Science and Truth: Reasons, Consequences, and Prevention of academic misconduct]*. Opladen, Germany: Barbara Budrich.

Daumiller, M. (accepted). Selbstbezogene Ziele und kreatives Denken und Handeln in der Forschung: Relevanz eines prozesszentrierten Ansatzes auf Ebene der einzelnen Forschenden und deren individueller Motivation [Achievement goals and creative thinking and acting in the research domain: Relevance of a process-focused approach on the level of individual researchers and their personal motivations]. In S. Doering-Manteuffel (Ed.), *Augsburger Universitätsreden [Augsburg University Talks]*. Augsburg: Universität Augsburg.

Engelschalk, T., **Daumiller, M.**, Reindl, M., & Dresel, M. (2019). Forschungsmethoden [Research Methods]. In D. Urhahne, M. Dresel, & F. Fischer (Eds.), *Psychologie für den Lehrberuf [Psychology of the teaching profession]* (pp. 531–559). doi:10.1007/978-3-662-55754-9 RG

Daumiller, M. (2018). Motivation von Lehrkräften [Motivation of Teachers]. In S. Bieg & R. Grassinger (Eds.), *Enzyklopädie Erziehungswissenschaft Online [Encyclopedia Educational Sciences Online]* (pp. 1–31). doi:10.3262/EE021180403. PsyArXiv:7envh O

Datasets

Daumiller, M., Rinas, R., Olden, D., & Dresel, M. (2020). *Academics' motivations in professional training courses: Effects on learning engagement and learning gains* [Dataset]. Open Science Framework (OSF). doi:10.17605/osf.io/wes86 O

Daumiller, M., Bieg, S., Dickhäuser, O., & Dresel, M. (2019). *Humor in university teaching: Role of teachers' achievement goals and self-efficacy for their use of content-related humor* [Dataset]. Open Science Framework (OSF). doi:10.17605/osf.io/qzbj8 O

- Daumiller, M.***, & Janke, S.*. (2019). *The impact of performance goals on cheating depends on how performance is evaluated* [Dataset]. Open Science Framework (OSF). doi:10.17605/osf.io/548ry
- Daumiller, M.**, & Janke, S. (2019). *Effects of performance goals and social norms on academic dishonesty in a test* [Dataset]. Open Science Framework (OSF). doi:10.17605/osf.io/3w7ra
- Janke, S., **Daumiller, M.**, & Rudert, S. (2019). *Dark pathways to achievement in science: Researchers' achievement goals predict engagement in questionable research practices* [Dataset]. Open Science Framework (OSF). Retrieved from <https://osf.io/9ut4k/>

Further Papers

- Daumiller, M.**, & Morinaj, J. (2020). *Interview with EARLI Motivation and Emotion SIG 2018 Lifetime Award recipient Simone Volet*. Retrieved from http://motivation-emotion.eu/wp-content/uploads/2020/01/2020_Volet.pdf

Conference Submissions (with peer review)

- Daumiller, M.**, & Janke, S. (2020, April). The impact of performance goals on cheating depends on how performance is evaluated. In M. Daumiller & C. Fong (Chairs), *The “Dark Side” of motivation: Unpacking malleable personal factors associated with academic dishonesty*. Symposium at the 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Daumiller, M.**, Rinas, R., Olden, D., & Dresel, M. (2020, April). *Academics' motivations in professional training courses: Effects on learning engagement and learning gains*. Paper accepted for the 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Janke, S., **Daumiller, M.**, Dickhäuser, O., & Dresel, M. (2020, April). Teachers' working conditions and motivation: School effects on teachers' achievement goalorientations. In P. Richardson (Chair), *Supportive teachers, supportive schools? Antecedents and consequences of teacher motivations*. Symposium at the 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Rinas, R., Dresel, M., & **Daumiller, M.** (2020, April). Higher education teachers' achievement goals and subjective well-being. In N. Hall (Chair), *Emotional well-being in faculty: Construct assessment and motivational antecedents*. Symposium at the 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Daumiller, M.**, Janke, S., Butler, R., Dickhäuser, O., & Dresel, M. (2020, March). *What goal type is your teacher? A broad analysis into the merits and drawbacks of person-centered approaches to teachers' achievement goals*. Potsdam.
- Fett, K., Hirschler, A., Strauß, M., Weißenhorn, S., Dresel, M., & **Daumiller, M.** (2020, March). „Mein Ziel ist es ...“ – Ergebnisse zweier Studien zur Prävalenz und Relevanz selbstbezogener Ziele von frühpädagogischen Fachkräften in Kindertagesstätten [„My goal is it to ...“ – Results of two studies on the prevalence and relevance of pre-kindergarten teachers in nurseries]. Paper accepted for the 8th Convention of the Society for Empirical Educational Research (GEBF), Potsdam.

- Janke, S., & **Daumiller, M.** (2020, March). Prozess oder Ergebnis: Der Effekt von Leistungszielen auf Betrugsverhalten hängt von der Art der Leistungsbewertung ab [Process or Result: The Effect of performance goals on academic dishonesty depends on the type of performance evaluation]. In S. Janke & M. Daumiller (Chairs), *Die Schattenseiten von Motivation: Bedeutung von Zielen für maladaptive Verhalten und Erleben in Bildungskontexten [The dark sides of motivation: Relevance of goals for maladaptive experiences and behaviors in academic contexts]*. Symposium at the 8th Convention of the Society for Empirical Educational Research (GEBF), Potsdam.
- Siegel, S., Kroh, J., & **Daumiller, M.** (2019, November). *SmP – Fall School 2019 „Wege aus der Wissenschaftskrise“ [SmP – Fall School 2019 „Ways out of the Science Crisis“]*. Poster presented on the Speakers Meeting of the German Academic Scholarship Foundation, Köln.
- Daumiller, M.** (2019, October). *Relevance of students' and teachers' motivations for competence development*. Poster presented at the Kick-off-Workshop of the College of Interdisciplinary Educational Research, Kiel.
- Daumiller, M.**, Rinas, R., Olden, D., & Dresel, M. (2019, September). Lernmotivation von Hochschuldozierenden innerhalb in Weiterbildungsveranstaltungen: Effekte selbstbezogener Ziele auf Lernengagement und Lernzuwachs [Learning motivation of higher education teachers within professional training courses: Effects of achievement goals on learning engagement and learning gains]. In J. Hein & M. Daumiller (Chairs), *Prädiktoren von beruflichem Lernen innerhalb und außerhalb der Hochschule [Predictors of professional learning within and outside universities]*. Symposium conducted at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Leipzig.
- Hein, J., Janke, S., **Daumiller, M.**, Dresel, M., & Dickhäuser, O. (2019, September). Berufliches Lernen von Hochschuldozierenden: Replikation der Lernzeit als Mediator im Lernprozess [Professional learning of higher education teachers: Replication of learning time as mediator in the learning process]. In J. Hein & M. Daumiller (Chairs), *Prädiktoren von beruflichem Lernen innerhalb und außerhalb der Hochschule [Predictors of professional learning within and outside universities]*. Symposium conducted at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Leipzig.
- Rinas, R., Dresel, M., & **Daumiller, M.** (2019, September). University teachers' achievement goals and subjective well-being. In M. Daumiller & R. Rinas (Chairs), *Role of motivational factors for explaining variation in teacher well-being*. Symposium conducted at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Leipzig.
- Bäulke, L., **Daumiller, M.**, & Dresel, M. (2019, September). *A diary study on motivational regulation, academic procrastination, and college dropout intentions*. Paper presented at the 18th EARLI Conference, Aachen.
- Daumiller, M.**, Rinas, R., & Dresel, M. (2019, September). *Need satisfaction and achievement goals of university faculty for teaching: A multinational study*. Paper presented at the 18th EARLI Conference, Aachen.

- Greisel, M., & **Daumiller, M.** (2019, September). *Better grades through better planning? Achievement goals, goal planning effort, and exam performance*. Paper presented at the 18th EARLI Conference, Aachen.
- Hein, J., **Daumiller, M.**, Janke, J., Dresel, M., & Dickhäuser, O. (2019, September). *Association of self-efficacy and achievement goals in university lecturers teaching*. Paper presented at the 18th EARLI Conference, Aachen.
- Hein, J., **Daumiller, M.**, Rinas, R., Janke, S., Dresel, M., & Dickhäuser, O. (2019, September). *Lecturers' achievement goals as predictors for the processing and use of student feedback*. Paper presented at the 18th EARLI Conference, Aachen.
- Rinas, R., Dresel, M., & **Daumiller, M.** (2019, September). *University instructors' achievement goals and subjective well-being*. Paper presented at the 18th EARLI Conference, Aachen.
- Siegel, S., & **Daumiller, M.** (2019, September). *Students' and lecturers' attitudes about educational theories*. Paper presented at the 22nd JURE Conference, Aachen, Aachen.
- Siegel, S., & **Daumiller, M.** (2019, September). Theory-related attitudes and beliefs of students and lecturers: Results of a mixed-methods-study. In S. Siegel & M. Daumiller (Chairs), *The role of attitudes and epistemic beliefs for learning and instruction*. Symposium organized at the 18th EARLI Conference, Aachen.
- Bäulke, L., **Daumiller, M.**, & Dresel, M. (2019, July). *At university, you have unlimited opportunity ... to procrastinate. on the relevance of instructional characteristics for academic procrastination in the higher education context*. Paper presented at the 11th Biennial Procrastination Research Conference, Sheffield, England.
- Greisel, M., Bäulke, L., & **Daumiller, M.** (2019, July). *Do university students procrastinate less and perform better in an exam when adopting a process focus?* Paper presented at the 11th Biennial Procrastination Research Conference, Sheffield, England.
- Daumiller, M.**, Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2019, April). *Temporal variability and domain specificity of university instructors' achievement goals and associations with affective experiences*. Paper presented on the 2019 American Educational Research Association (AERA) Annual Meeting, Toronto, Canada. PsyArXiv:p4nhu
- Daumiller, M.**, & Janke, S. (2019, April). *Effects of performance goals and social norms on academic dishonesty in a test*. Paper presented on the 2019 American Educational Research Association (AERA) Annual Meeting, Toronto, Canada. PsyArXiv:c8uzk
- Bäulke, L., **Daumiller, M.**, & Dresel, M. (2019, February). „Heute beim Lernen auf die Prüfung war ich richtig motiviert ... die Fenster zu putzen“: Der Prozess des Prokrastinierens von Studierenden in der Prüfungsphase in Abhängigkeit von ihrer Motivationsregulation [„Preparing for the exam today I have been really motivated ... to clean the windows“: The process of procrastinating in students preparing for exams and the role of their motivational regulation]. In M. Theobald (Chair), *Selbstreguliertes Lernen als Prozess – Längsschnittliche Beschreibung, Vorhersage und Intervention mithilfe von Lerntagebüchern [Self-regulated learning as a process – longitudinal description, prediction, and intervention based on learning diaries]*. Symposium organised at the 7th Convention of the Society for Empirical Educational Research (GEBF), Köln.

- Daumiller, M.**, Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2019, February). Persönliche Ziele von Hochschuldozierenden beim Lehren: Wie stabil und veranstaltungsspezifisch sind sie und wie hängen sie mit dem emotionalen Erleben zusammen? [Achievement goals of higher education teachers: How stable and how session-specific are they and how are they related to their emotions?] In M. Daumiller & S. Janke (Chairs), *Motivation und Emotion von Hochschuldozierenden und ihre Bedeutung für Lehr-Lernprozesse an der Hochschule [Motivation and Emotion of Higher Education Teachers and their Relevance for Teaching and Learning at Universities]*. Symposium organised at the 7th Convention of the Society for Empirical Educational Research (GEBF), Köln. PsyArXiv:p4nhu
- Hein, J., **Daumiller, M.**, Janke, S., Dickhäuser, O., & Dresel, M. (2019, February). Zielorientierungen und situative Ziele als Prädiktoren für das berufliche Lernen von Hochschuldozierenden [Achievement goals and situational goals as predictors of university teachers' professional learning]. In M. Daumiller & S. Janke (Chairs), *Motivation und Emotion von Hochschuldozierenden und ihre Bedeutung für Lehr-Lernprozesse an der Hochschule [Motivation and Emotion of Higher Education Teachers and their Relevance for Teaching and Learning at Universities]*. Symposium organised at the 7th Convention of the Society for Empirical Educational Research (GEBF), Köln.
- Daumiller, M.**, Dresel, M., & Bieg, S. (2018, September). *Humor in der Hochschullehre: Welche Rolle spielen Ziele und Selbstwirksamkeit der Dozierenden? [Humour in Higher Education Teaching: Effects of instructors' achievement goals and self-efficacy]*. Paper presented on the 83rd Meeting of the Working Group for Empirical Pedagogical Research (AEPF), Lüneburg.
- Siegel, S., & **Daumiller, M.** (2018, September). „Was nützen mir diese ganzen Theorien in der Praxis?“. *Ergebnisse einer Mixed-Methods-Studie [„What's the use of all these theories?“. Results of a mixed-method study]*. Paper presented on the 83rd Meeting of the Working Group for Empirical Pedagogical Research (AEPF), Lüneburg.
- Bäulke, L., **Daumiller, M.**, & Dresel, M. (2018, September). Zur Bedeutung von Motivationsregulation für Prokrastinationsverhalten und Intentionen zum Studienabbruch [Relevance auf motivation regulation for procrastinations and drop-out intentions]. In C. Grunschel & M. Dresel (Chairs), *Prokrastination in Alltagssituationen und im Verlauf des Studiums [Procrastination in every-day-situations and the course of studying]*. Symposium at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Beißert, H., Janke, S., & **Daumiller, M.** (2018, September). *Bedeutsamkeit selbstbezogener und schülerbezogener Ziele für das professionelle Handeln von Schullehrkräften: Ergebnisse einer neuentwickelten Skala [Relevance of self-related and student-related goals for the professional behavior of school teachers: Results of a newly developed scale]*. Poster presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Daumiller, M.**, & Dresel, M. (2018, September). *Selbstbezogene Ziele von Wissenschaftler(inne)n in Lehre und Forschung: Trennbarkeit und Zusammenwirken [University instructors' achievement goals for teaching and research: Separability and joint effects]*. Paper presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Hein, J., **Daumiller, M.**, Janke, S., Dresel, M., & Dickhäuser, O. (2018, September). *Mediiert die Lernzeit den positiven Zusammenhang zwischen Lernzielen und Lernergebnissen bei*

- Wissenschaftler(inne)n in Lehre und Forschung? [Does learning time mediate the positive association between learning goals and learning results of university scholars in the teaching and research domain?] Paper presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Janke, S., **Daumiller, M.**, & Rudert, S. (2018, September). *Was motiviert Forschende zu fragwürdigen Forschungspraktiken? Der Einfluss von Zielorientierungen und der dunklen Triade* [What motivates researchers to conduct questionable research practices? Effect of achievement goals and the dark triad]. Paper presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Kücherer, B., Dresel, M., & **Daumiller, M.** (2018, September). *Aufmerksamkeit in hochschuldidaktischen Weiterbildungsveranstaltungen: Erfassung durch ein Beobachtungsverfahren und Zusammenhang mit Persönlichkeitsmerkmalen und Motivation* [Attentiveness in higher education professional training courses: An observational measure and associations with personality and motivation]. Paper presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Siegel, S., & **Daumiller, M.** (2018, September). „Theorien sind sowieso weltfremd und unnützlich!“. *Ergebnisse einer Interviewstudie zur subjektiven Relevanz und Repräsentation erziehungswissenschaftlicher Theorien und deren Zusammenhänge mit der Professionalisierung Studierender* [„Theories are far from reality and useless!“. Results of an interview study on the subjective relevance and representation of educational theories and their associations with the professionalization of university students]. Poster presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Siegel, S., & **Daumiller, M.** (2018, August). “Educational theories are far from reality and totally useless”: Results of an mixed-methods study. Poster presented on the EARLI SIG4 Higher Education Conference, Gießen.
- Siegel, S., & **Daumiller, M.** (2018, August). “Theories are far from reality and totally useless”: Results of an interview study on the subjective relevance and representation of educational theories and their association with the individual professionalization of undergraduate students. Poster presented on the MoSAiK International Conference, Koblenz.
- Siegel, S., & **Daumiller, M.** (2018, July). „Mit den ganzen Theorien kannst du mich jagen“: Ergebnisse einer Mixed-Methods-Studie zur Relevanz, Repräsentanz und Rezeption erziehungswissenschaftlichen Wissens [Results of a Mixed-Methods-Study on the relevance, representation, and reception of knowledge on educational theories]. Poster presented on the 4th Dortmund Symposium of Empirical Educational Science, Dortmund.
- Hein, J., **Daumiller, M.**, Janke, S., & Dickhäuser, O. (2018, July). Too much to do – how workload moderates the association of university scholars’ learning goals and learning gains. In M. Daumiller, S. Siegel, & K. Loderer (Chairs), *Impact of teachers’ motivation and emotion on learning and instruction*. Symposium at the 22nd JURE Conference, Antwerp, Belgium. Retrieved from <https://ub-madoc.bib.uni-mannheim.de/47169/1/JURE-Too%20much%20to%20do%20-%20Hein%2C%20Daumiller%2C%20Janke%2C%20Dresel%20and%20Dickha%CC%88user%282018%29-pdf.pdf>

- Siegel, S., & **Daumiller, M.** (2018, July). "Educational theories are far from reality and totally useless!": Results of a mixed-methods-study. In M. Daumiller, S. Siegel, & K. Loderer (Chairs), *Impact of teachers' motivation and emotion on learning and instruction*. Symposium at the 22nd JURE Conference, Antwerp, Belgium.
- Daumiller, M.**, & Dresel, M. (2018, April). Achievement goals, professional development, and work stress of researchers: Results of three studies. In R. Stupnisky (Chair), *Motivation and emotions of university faculty: Predicting teaching and research performance, stress, and well-being*. Symposium at the 2018 American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Janke, S., **Daumiller, M.**, & Rudert, S. (2018, April). Examining shady paths to research success: Achievement goals and the engagement in questionable research practices. In R. Stupnisky (Chair), *Motivation and emotions of university faculty: Predicting teaching and research performance, stress, and well-being*. Symposium at the 2018 American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Tulis, M., **Daumiller, M.**, & Grassinger, R. (2018, April). Learning from errors in the math class: Associations with students' affective-motivational self-regulation, attributions, and adaptive learning actions. In J. Leighton (Chair), *Being wrong (sometimes): How students' classroom assessment mistakes and learning errors enhance learning and motivation*. Symposium at the 2018 American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Daumiller, M.**, Siegel, S., & Dresel, M. (2018, February). *Forschungsleistung: Fachübergreifende Erfassung und Zusammenhänge mit Einstellungen, Verhalten und Erleben von Wissenschaftler(inne)n [Research performance: Multidisciplinary assessment and relationships with cognition, behavior, and affect of researchers]*. Paper presented at the 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland.
- Hein, J., **Daumiller, M.**, Janke, S., Dresel, M., & Dickhäuser, O. (2018, February). *Moderiert die Arbeitsbelastung den Zusammenhang zwischen Lernzielen und Lernerfolg von Wissenschaftler(inne)n? [Is work load a moderator of the relationship between mastery goals and learning success of university scholars?]* Poster presented at the 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland. Retrieved from https://ub-madoc.bib.uni-mannheim.de/47167/1/Hein%20%20Daumiller%20%20Janke%20%20Dresel%20%26%20Dickh%C3%A4user_GEBF_2018.pdf
- Wekerle, C., **Daumiller, M.**, & Kollar, I. (2018, February). *Effekte der Nutzung digitaler Medien in der Hochschullehre: Was sagen die Studierenden? [Effects of the use of digital media in higher education: What do the students say?]* Paper presented at the 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland.
- Daumiller, M.**, & Dresel, M. (2017, September). Selbstbezogene Ziele von Wissenschaftler(inne)n als Schutz- bzw. Risikofaktor beruflichen Belastungserlebens und Leistung in Lehre und Forschung [Achievement goals of university scholars as protective resp. risk factor of professional stress and achievement in the teaching and research domain]. In M. Daumiller & S. Janke (Chairs), *Motivation von Wissenschaftler(inne)n: Zur Bedeutung selbstbezogener Ziele für Lehre und Forschung [Motivation of university scholars: On the meaning of achievement goals for teaching and research]*. Symposium conducted at the Meeting of the Division Pedago-

- gical Psychology and Developmental Psychology of the German Association of Psychology (DGPS),
- Fritsche, E., & **Daumiller, M.** (2017, September). Welche selbstbezogenen Ziele von Hochschullehrenden gehen mit Lehrqualität, hochschuldidaktischen Weiterbildungen und Selbstwirksamkeit einher? [Which achievement goals of higher education teachers are associated with teaching quality, professional development, and self-efficacy]. In M. Daumiller & S. Janke (Chairs), *Motivation von Wissenschaftler(inne)n: Zur Bedeutung selbstbezogener Ziele für Lehre und Forschung [Motivation of university scholars: On the meaning of achievement goals for teaching and research]*. Symposium conducted at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster.
- Kücherer, B., & **Daumiller, M.** (2017, September). *Selbstbezogene Ziele beeinflussen das Betrugsverhalten: Ergebnisse einer experimentellen Untersuchung [Achievement goals influence cheating behavior: Results of an experiment]*. Poster presented at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster.
- Daumiller, M.**, & Dresel, M. (2017, September). *Teaching quality and stress: Antecedents or outcomes of university instructors' achievement goals?* Paper presented at the 17th EARLI Conference, Tampere, Finland.
- Daumiller, M.**, & Dresel, M. (2017, August). *Causes or consequences? Achievement goals and instructors' teaching quality and professional stress.* Paper presented at the 21st JURE Conference, Tampere, Finland.
- Daumiller, M.**, & Dresel, M. (2017, April). *University instructors' motivation for teaching: Structure and relevance of their achievement goals.* Paper presented on the 2017 American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.
- Daumiller, M.**, & Dresel, M. (2017, March). *Selbstbezogene Ziele und berufliches Lern- und Bildungsverhalten von Forschenden: Ergebnisse zweier Studien [Achievement goals and professional learning and development of researchers: Results of two studies]*. Paper presented at the 5th Convention of the Society for Empirical Educational Research (GEBF), Heidelberg, Germany.
- Daumiller, M.**, & Dresel, M. (2016, September). *Motivation und Lehrqualität: Bedeutung selbstbezogener Ziele Hochschuldozierender [Motivation and teaching quality: Importance of university instructors' achievement goals]*. In A. Baumeister (Ed.), *Lehrqualität und Lehr-evaluation [Teaching Quality und Teaching Evaluation]*. Symposium conducted at the 50th Conference of the German Society for Psychology. Leipzig.
- Daumiller, M.**, & Dresel, M. (2016, August). *University instruction as achievement arena: Structure and relationships of university instructors' achievement goals.* Paper presented on the 15th International Conference on Motivation (ICM), Thessaloniki, Greece.
- Daumiller, M.**, & Dresel, M. (2016, March). *Struktur und Zusammenhänge selbstbezogener Ziele von Universitätsdozentinnen und -dozenten in Lehre und Forschung [Structure and relationships of university instructors' achievement goals in teaching and research]*. Paper presented at the 4th Convention of the Society for Empirical Educational Research (GEBF), Berlin.

- Daumiller, M.,** Grassinger, R., & Dresel, M. (2015, September). *Lehrbezogene Zielorientierungen von Hochschuldozierenden: Struktur und Korrelate [University instructors' achievement goals for teaching: Structure and correlates]*. Paper presented on the 15th Annual Meeting of the Section for Pedagogical Psychology of the German Psychological Association (DGPS), Kassel.
- Daumiller, M.,** & Dresel, M. (2015, August). *Fostering motivational regulation and meta-cognitive control while learning with digital media using SRL prompts*. Paper presented at the Eighth SELF Biennial International Conference, Kiel.
- Daumiller, M.,** Figas, P., & Dresel, M. (2014, September). *Zielorientierungen von Hochschuldozierenden: Ergebnisse einer Interviewstudie [Achievement goals of university instructors: Results of an interview study]*. Poster presented on the 79th Meeting of the Working Group for Empirical Pedagogical Research (AEPF), Hamburg.
- Daumiller, M.,** Grassinger, R., & Dresel, M. (2014, September). *Hochschullehre als Bühnenauftritt oder Lerngelegenheit? Entwicklung eines Instruments zur Messung der Zielorientierungen von Hochschuldozierenden [University instruction as stage act or learning opportunity? Development of an instrument for measuring university instructors' achievement goals]*. Poster presented on the 49th Congress of the Germany Society for Psychology (DGPs), Bochum.

Organised Symposia

- Daumiller, M.,** & Fong, C. (2020). *The "Dark Side" of motivation: Unpacking malleable personal factors associated with academic dishonesty*. Symposium organised at the 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. Presenters: C. Fong, S. Karabenick, M. Daumiller, M. Gonzales, J. Stephens. Discussant: E. Anderman.
- Rosenzweig, E., Koenka, A., & **Daumiller, M.** (2020). *Better mentors: A workshop for early career motivation scholars*. Symposium organised at the 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. Presenters: N. Hall, A. Butz, L. Linnenbrink-Garcia, J. Henderlong Corpus, T. Perez.
- Janke, S., & **Daumiller, M.** (2020). *Die Schattenseiten von Motivation: Bedeutung von Zielen für maladaptives Verhalten und Erleben in Bildungskontexten [The dark sides of motivation: Relevance of goals for maladaptive experiences and behaviors in academic contexts]*. Symposium organised at the 8th Convention of the Society for Empirical Educational Research (GEBF), Potsdam. Presenters: L. Bardach, S. Janke, K. Dreiling, R. Grassinger. Discussant: J. Möller.
- Daumiller, M.,** & Rinas, R. (2019). *Role of motivational factors for explaining variation in teacher well-being*. Symposium organised at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster. Presenters: C. Schüle, R. Rinas, F. Zimmermann, J. Gorges. Discussant: R. Steinmayr.
- Hein, J., & **Daumiller, M.** (2019). *Prädiktoren von beruflichem Lernen innerhalb und außerhalb der Hochschule [Predictors of professional learning within and outside universities]*. Symposium organised at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster. Presenters: J. Hein, J. Decius, M. Hoffmann, M. Daumiller. Discussant: J. Gorges.

- Siegel, S., & **Daumiller, M.** (2019). *The road of attitudes and epistemic beliefs for learning and instruction*. Symposium organized at the 18th EARLI Conference, Aachen. Presenters: S. Dotzel, J. Vivian, S. Siegel, D. Georgiou. Discussant: R. Kordts-Freudinger,
- Daumiller, M.**, & Janke, S. (2019). *Motivation und Emotion von Hochschuldozierenden und ihre Bedeutung für Lehr-Lernprozesse an der Hochschule [Motivation and Emotion of Higher Education Teachers and their Relevance for Teaching and Learning at Universities]*. Symposium organised at the 7th Convention of the Society for Empirical Educational Research (GEBF), Köln. Presenters: J. Hein, B. Jacob, K. Thies, M. Daumiller. Discussant: T. Götz.
- Daumiller, M.**, Siegel, S., & Loderer, K. (2018). *Impact of teachers' motivation and emotion on learning and instruction*. Symposium organised at the 22nd JURE Conference, Antwerp, Belgium. Presenters: S. Siegel, J. Hölzl, L. Bardach, J. Hein. Discussant: M. Vansteenkiste.
- Janke, S., & **Daumiller, M.** (2018). *Von einer Bilanz- zur Prozessperspektive in der Hochschulforschung: Die Bedeutsamkeit psychologischer Faktoren für Studienerfolg und -misserfolg [From a product to a process perspective in higher education research: Significance of psychological factors for academic success and failure]*. Symposium organised at the 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland. Presenters: L. Bülke, L. Bardach, S. Janke, C. Bohndick. Discussant: K.-P. Wild.
- Daumiller, M.**, & Janke, S. (2017). *Motivation von Wissenschaftler(inne)n: Zur Bedeutung selbstbezogener Ziele für Lehre und Forschung [Motivation of university scholars: On the meaning of achievement goals for teaching and research]*. Symposium organised at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster. Presenters: K. Helker, E. Fritzsche, S. Janke, M. Daumiller. Discussant: J. Stiensmeier-Pelster.

Talks

- Daumiller, M.** (2020, February). *Achievement motivation at school and university: Relevance, attributes, and practical implications*. Talk at the Brain and Motivation Research Institute at the University of Korea, Korea, South Korea.
- Daumiller, M.** (2020, February). *The german school system in international comparison*. Talk at the Brain and Motivation Research Institute at the University of Korea, Korea, South Korea.
- Daumiller, M.**, Fett, K., Boehler, A., Crivaro, D., & Dresel, M. (2020, January). *Attitudes towards errors and emotional reactions: A facereading approach*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.** (2019, October). „Wissenschaftskrise“? Prävalenz unlauterer Forschungspraktiken und Relevanz personengebundener Erklärungsansätze [„Research crisis“? Prevalence of questionable research practices and relevance of person based explanatory approaches]. Keynote at the SmP-Fall School „Ways out of the research crisis“, Augsburg.
- Rinas, R., & **Daumiller, M.** (2019, October). *University instructors' learning in professional training courses: How impactful are their achievement motivations?* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

- Janke, S., & **Daumiller, M.** (2019, June). *When and under which circumstances do achievement goals influence dishonest behavior in academia?* Talk at the Small Group Meeting with Allan Wigfield, Mannheim.
- Daumiller, M.**, & Janke, S. (2019, May). *Betrugsverhalten von Studierenden: Unter welchem Umständen führen Performanzziele zu Betrug?* [Academic dishonesty of students: Under which circumstances do performance goals lead to cheating?] Talk at the Psychological Research Colloquium of the PH Weingarten, Weingarten.
- Greisel, M., & **Daumiller, M.** (2019, May). *Is process focus during university students' exam preparation associated with less procrastination and better performance?* Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Rinas, R., & **Daumiller, M.** (2019, May). *University instructors' achievement goals and subjective well-being.* Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Siegel, S., & **Daumiller, M.** (2019, May). *Erfassung theoriebezogener Einstellungen von Lehramtsstudierenden: Erste Ergebnisse einer Onlinestudie* [Assessment of attitudes towards educational theories of teacher trainees: First results of an online study]. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Daumiller, M.**, Rinas, R., & Dresel, M. (2019, April). *Achievement Goals of University Instructors, Professional Learning Behavior, and Teaching Quality: Determinants, Consequences, and Moderators* [talk]. talk, Augsburg.
- Daumiller, M.** (2018, December). *Selbstbezogene Ziele von Lehrenden an Schulen und Hochschulen* [Achievement goals of school and higher education teachers]. Talk at the Teacher Education Colloquium at the University of Vienna, Wien, Austria.
- Siegel, S., & **Daumiller, M.** (2018, December). „... Wie hältst du es mit der Theorie?“. *Ergebnisse einer Mixed-Methods-Studie.* [„... What do you think about theory?“. Results of a mixed-methods study]. Presentation at the Third Research Symposium of the Project „Promoting (Aspiring) Teachers' Professional Competencies in Dealing with Heterogeneity“ (LeHet) at the University of Augsburg, Augsburg.
- Greisel, M., & **Daumiller, M.** (2018, November). *Goals to success: Association of the effort in goal planning with exam performance and goal preferences in university students.* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg. R^G
- Rinas, R., & **Daumiller, M.** (2018, November). *Achievement goals of university instructors and well-being: Comparisons across different countries and university systems.* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.**, & Janke, S. (2018, October). *Academic dishonesty: When and under which circumstances do goals influence cheating of university students and researchers?* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.**, Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2018, July). „Stets motiviert bei der Sache“. *Wie stabil ist der Lernerfolg von Studierenden über die Zeit und Veranstaltungen hinweg und welchen Einfluss haben Ziele und Erwartungen der Dozierenden?* [„Always motivated“: How stable is the learning success of students over time and over courses and what influence have their instructors' goals and expectations?] Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

- Daumiller, M.** (2018, June). *Promovieren mit/ohne Stipendium [Ph.D. with/without Funding]*. Talk at a Information Program of the German Academic Scholarship Foundation, Augsburg.
- Hein, J., Janke, S., Dickhäuser, O., **Daumiller, M.**, & Dresel, M. (2018, June). *Selbstbezogene Ziele von Hochschuldozierenden: Bisherige Befunde, Projektkonzeption und erste Ergebnisse aus einem hochfrequenten Mikrolängsschnitt [Achievement goals of university instructors: Previous findings, project conceptualization, and first results of a high-frequency micro longitudinal study]*. Talk at the Research Colloquium of the Departments of Pedagogical and Educational Psychology at the University of Mannheim, Mannheim.
- Kücherer, B., Dresel, M., & **Daumiller, M.** (2018, June). *Einfluss von Persönlichkeitsmerkmalen und Motivation auf die Aufmerksamkeit von Dozierenden in hochschuldidaktischen Weiterbildungskursen [Influence of personality and motivational factors on the attentiveness of university scholars in higher education courses]*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.**, Gallenmiller, R., Trawin, A., & Janke, S. (2018, May). *Ziele, soziale Normen und Betrugsverhalten: Ergebnisse eines Experiments [Achievement goals, social norms, and cheating behavior: Results of an experiment]*. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Greisel, M., & **Daumiller, M.** (2018, May). *Wer lernt effektiv, wer prokrastiniert? Die Bedeutung von persönlichen Zielen in der Klausurvorbereitung [Who learns effectively, who procrastinates? Importance of achievement goals when studying for exams]*. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg. RG
- Siegel, S., & **Daumiller, M.** (2018, May). „... ach, lass mich mit der ganzen Theorie in Ruhe“: Ein erster Einblick in eine Mixed-Method-Studie [„... leave me alone with all that theory“: First results of a mixed-methods study]. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Daumiller, M.** (2018, January). *Motivation von Wissenschaftler(inne)n: Struktur, Bedingungen sowie lern- und leistungsbezogene Effekte selbstbezogener Ziele [Motivation of university scholars: Structure, antecedents, and achievement related outcomes of university scholars' achievement goals]*. Talk at the Julius-Maximilians-Universität Würzburg, Würzburg.
- Daumiller, M.** (2017, November). *Forschungsleistung von Wissenschaftler(inne)n: Wie kann man sie sinnvoll erfassen und fachübergreifend vergleichen? [Research quality of university scholars: How can it be assessed sensibly and compared interdisciplinary?]* Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Daumiller, M.** (2017, October). *Motivation für Lehre und Forschung: Struktur, Bedingungen sowie lern- und leistungsbezogene Effekte selbstbezogener Ziele von Wissenschaftler(inne)n [Motivation for teaching and research: Structure, antecedents, and achievement related outcomes of university scholars' achievement goals]*. Talk at the University of Mannheim, Mannheim.
- Daumiller, M.** (2017, May). *Motivation von Wissenschaftler(inne)n in Lehre und Forschung: Welche Ziele schützen vor Belastung und welche begünstigen berufliche Leistung? [Motivation of university scholars for teaching and research: Which goals protect from professional stress and which goals are a risk factor?]* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

- Daumiller, M.** (2017, January). *Gute Professoren ... sind selbstverliebt, manipulativ und rücksichtslos? Zum Zusammenhang von Persönlichkeitsmerkmalen und Motivation in der Lehre [Good professors ... are narcissistic, manipulative, and reckless? Investigating the association between personality traits and motivation for teaching]*. Talk at the Scientific Colloquium of the German Academic Scholarship Foundation, Augsburg.
- Daumiller, M.** (2016, November). *University instructors' achievement goals for teaching and research: Structure, antecedents, and consequences of performance goals*. Talk at the Approach-Avoidance Research Group & Social Stress Lab Meeting at the University of Rochester, Rochester, NY.
- Daumiller, M.** (2016, October). *Die Motivation wissenschaftlichen Nachwuchses für Lehre und Forschung: Bedingungen, Zusammenhänge und Auswirkungen [Motivation of upcoming academics for teaching and research: Antecedents, associations, and consequences]*. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Daumiller, M.** (2016, June). *Verbesserung selbstregulierten Lernens in digitalen Medien durch kognitive und motivationale Prompts: Wie interagieren sie und wie wirken sie sich auf Lernerfolg aus? [Supporting self-regulated learning with digital media with cognitive and motivational regulation prompts: How do they interact and how are they related to learning success?]* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.** (2016, May). *Finanzierungsmöglichkeiten in der Promotionsphase [Ways of Funding ones Ph.D. studies]*. Talk at the Information Event of the Graduate School of Humanities and Social Sciences Augsburg (GGS), Augsburg.
- Daumiller, M.** (2016, April). *Motivation in Lehre und Forschung: Struktur, Bedingungen und Effekte selbstbezogener Ziele von Universitätsdozentinnen und -dozenten [Motivation in Instruction and Research: Structure, Antecedents, and Effects of university instructors' achievement goals]*. Talk at the Forum for Doctoral Studies of the German Academic Scholarship Foundation, Berlin.
- Daumiller, M.** (2016, January). *Auf die Motivation kommt es an: Lehre und Forschung von Universitätsdozentinnen und -dozenten [Motivation matters: Teaching and research of university instructors]*. Talk at the Scientific Colloquium of the German Academic Scholarship Foundation, Augsburg.
- Daumiller, M.** (2016, January). *Persönliche Ziele Hochschuldozierender in Lehre und Forschung [Teaching and research related achievement goals of university instructors]*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.** (2014, December). „Überlegen Sie, wo Sie diese Inhalte anwenden könnten“: *Effekte metakognitiver und motivationaler Prompts beim Lernen mit digitalen Medien [„Think about it: Where can you apply this topic“: Effects of meta-cognitive and motivational prompts when learning with digital media]*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M., & Figas, P.** (2014, July). *Pflicht oder Kür: Zielorientierungen von Hochschuldozierenden [Compulsory or secondary: Achievement goals of university instructors]*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

Qualification Works

- Daumiller, M.** (2017). *Motivation von Wissenschaftlerinnen und Wissenschaftlern in Lehre und Forschung: Studien zu Struktur, Bedingungen sowie lern- und leistungsbezogenen Effekten selbstbezogener Ziele* [Motivation of university scholars for teaching and research: Studies about structure, antecedents, and consequences of achievement goals]. Doctoral thesis. Augsburg, Germany: University.
- Daumiller, M.** (2014). *Scaffolding learning with digital media: The potential of metacognitive and motivational prompts*. Unpublished masters thesis. Augsburg: University.
- Daumiller, M.** (2013). *Klassifikation nicht-kompakter Flächen* [Classification of non-compact surfaces]. Unpublished bachelors thesis. Augsburg: University.

Instructor of Further Education Courses

- Daumiller, M.** (2020, February). *The german school system in international comparison*. Workshop at the Brain and Motivation Research Institute, University of Korea, South Korea.
- Daumiller, M., & Greisel, M.** (2020, January). *Fortgeschrittene Datenanalyse mit R* [Advanced data analysis with R]. Workshop in the retreat „Current Topics of Interdisciplinary Educational Research“ in Bernried, Germany.
- Daumiller, M.** (2019, November). *Erfassung und Förderung von Motivation in der Schule* [Assessment and Fostering of Motivation at School]. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2019, October). *Fragwürdige Forschungspraktiken unter der Lupe* [Questionable Research Practices closely examined]. Workshop at the SmP-Fall School „Ways out of the research crisis“, Germany.
- Daumiller, M., & Dresel, M.** (2019, July). *Quantitative Forschungsmethoden* [Quantitative Research Methods]. Multi-day Workshop in the Graduate School Digital Learning at the Ludwig Maximilian University of Munich, Germany.
- Daumiller, M.** (2019, April). *Intelligenz-Struktur-Test I-S-T 2000R* [Intelligence-Structure-Test I-S-T 2000R]. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2019, March). *Intelligenz-Struktur-Test I-S-T 2000R* [Intelligence-Structure-Test I-S-T 2000R]. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M., & Greisel, M.** (2019, February). *Datenanalyse mit R – eigene Datensätze aufbereiten und analysieren: Einführung für Einsteiger*innen und Erfahrungsaustausch für Fortgeschrittene* [Data analysis with R – preparing and analyzing own data: Introduction and exchange of experiences]. Workshop of the Centrum for Teacher Education/Development and Interdisciplinary Educational Research in Augsburg, Germany.
- Daumiller, M., & Dresel, M.** (2019, January). *Academic writing* [Academic Writing]. Workshop in the retreat „Current Topics of Interdisciplinary Educational Research“ in Babenhausen, Germany.

- Kiemer, K., Rosentritt-Brunn, G., & **Daumiller, M.** (2018, December). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.**, & Rosentritt-Brunn, G. (2018, November). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.**, & Rosentritt-Brunn, G. (2018, November). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2018, March). *Intelligenz-Struktur-Test I-S-T 2000R [Intelligence-Structure-Test I-S-T 2000R]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2018, March). *Intelligenz-Struktur-Test I-S-T 2000R [Intelligence-Structure-Test I-S-T 2000R]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2018, March). *Motivationsförderung und -diagnostik: SELLMO und SESSKO [Fostering and diagnosing motivation: SELLMO and SESSKO]*. Advanced training for school counsellors of the State Swabian School Counselling Office in Augsburg, Germany.
- Daumiller, M.**, & Grassinger, R. (2018, March). *Fördermaßnahmen zur Hochbegabung [Support measures for intellectually gifted students]*. Advanced training for school counsellors of the State Swabian School Counselling Office in Augsburg, Germany.
- Siegel, S., Tulis, M., & **Daumiller, M.** (2018, March). *Intelligenz-Struktur-Test I-S-T 2000R [Intelligence-Structure-Test I-S-T 2000R]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.**, & Rosentritt-Brunn, G. (2017, December). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.**, & Rosentritt-Brunn, G. (2017, November). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.**, Drexler, K., & Eckerlein, N. (2017, May). *Motivationsförderung im Unterricht [Enhancing motivation in the classroom]*. Two-Day advanced training commissioned by the middle school Gmund am Tegernsee.
- Daumiller, M.** (2016, October). *Qualitative Inhaltsanalysen und Auswertungsstrategien in der empirischen Bildungsforschung [Qualitative content analyses and evaluation strategies in empirical research]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.

rical research]. Advanced training workshop at the Interdisciplinary Empirical Education Research Symposium (IFEB) in Augsburg.

Daumiller, M., & Rosentritt-Brunn, G. (2016, October). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.

Daumiller, M. (2016, September). *Umgang mit MAXQDA bei der qualitativen Datenanalyse [Using MAXQDA for qualitative data analysis]*. Advanced training workshop at the 11th dgv doctoral conference in Augsburg.

Daumiller, M., & Drexler, K. (2015, November). *Motivation und Lernbereitschaft fördern [Fostering Motivation and Readiness to Learn]*. One-Day advanced training commissioned by the Technical College for Elderly Care of the Diakonie Hochfranken in Hof.