

List of Publications and Talks

Articles in Journals with Peer Review [73 | as first author: 34]

- Daumiller, M.**, Fritz, T., González Cruz, H., Rudert, S., & Janke, S. (in press). Cheating as a prosocial act? Helping others with academic cheating is related to social goals and cooperative norms. *Assessment and Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2023.2290979>. PsyArXiv: n2jhu. [96%] OA
- Keller, M.[‡], Rinas, R., Janke, S., Dickhäuser, O., Dresel, M., & **Daumiller, M.** (accepted). Intertwining self-efficacy, basic psychological need satisfaction, and emotions in higher education teaching: A micro-longitudinal study. *Social Psychology of Education*. <https://doi.org/10.1007/s11218-024-09888-1>. PsyArXiv: smkw8. [87%] OA
- Meyer, J.* , Scharf, J.* , **Daumiller, M.**** , & Hübner, N.** . (accepted). How values relate to student achievement in upper secondary education: Integrating interdisciplinary perspectives on value beliefs in the school context. *Social Psychology of Education*. <https://doi.org/10.1007/s11218-024-09906-2>. [87%]
- Bardach, L.* , **Daumiller, M.*** , & Lüftenegger, M. (2023). Multiple social and academic achievement goals: Students' goal profiles and their linkages. *The Journal of Experimental Education*, 91(4), 655–675. <https://doi.org/10.1080/00220973.2022.2081959>. [88% | 9 ↗; 3 ↘] RG
- Böheim, R., **Daumiller, M.**, & Seidel, T. (2023). A longitudinal study of student hand-raising: Stability and reciprocal dynamics with cognitive elaboration and academic self-concept. *Journal of Educational Psychology*, 116(2), 297–315. Advanced online publication. <https://doi.org/10.1037/edu0000838>. [99% | 1 ↗; 2 ↘]
- Daumiller, M.**, & Dresel, M. (2023). Temporal dynamics between faculty goals, burnout/ engagement, and performance in teaching and research: A latent change score approach. *Contemporary Educational Psychology*, 72, Article 102124. Advanced online publication. <https://doi.org/10.1016/j.cedpsych.2022.102124>. PsyArXiv: cd49h. [99% | 10 ↗; 2 ↘] OA
- Daumiller, M.**, Fasching, M., Dickhäuser, O., & Dresel, M. (2023). Teachers' achievement goals and their teaching practices: A lesson diary approach. *Teaching and Teacher Education*, 127, Article 104079. Advanced online publication. <https://doi.org/10.1016/j.tate.2023.104079>. PsyArXiv: ks2n8. [96% | 4 ↗; 9 ↘] OA

Note. OA open access. RG full text on ResearchGate.

* shared first authorship, ** shared senior authorship, [‡] first author was a (PhD) student at this time.

In square brackets: Percentile of the journal in the respective field (Scopus) in the relevant year; Amount of citations (↗; google scholar) and Altmetric score (↗), updated: 01.03.2024.

- Daumiller, M.**, Janke, S., Butler, R., Dickhäuser, O., & Dresel, M. (2023). Merits and limitations of latent profile approaches to teachers' achievement goals: A multi-study analysis. *PLoS ONE*, 18(4), Article e0284608. <https://doi.org/10.1371/journal.pone.0284608>. PsyArXiv: sp2f8. [87% | 3 ↗; 4 ↘]
- Daumiller, M.**, Janke, S., Rinas, R., Hein, J., Dickhäuser, O., & Dresel, M. (2023). Different time and context = different goals and emotions? Temporal variability and context specificity of achievement goals for teaching and associations with discrete emotions. *Contemporary Educational Psychology*, 72, Article 102139. Advanced online publication. <https://doi.org/10.1016/j.cedpsych.2022.102139>. PsyArXiv: p4nhu. [99% | 1 ↗; 5 ↘]
- Daumiller, M.**, Rinas, R., & Dresel, M. (2023). Relevance of students' goals for learning engagement and knowledge gains in an online learning course. *Behavioral Sciences*, 13(2), Article 161. <https://doi.org/10.3390/bs13020161>. PsyArXiv: k2z7y. [79% | 3 ↗; 1 ↘]
- Daumiller, M.**, Rinas, R., Schoon, I., & Lüftenerger, M. (2023). How did COVID-19 affect education and what can be learned moving forward? A systematic meta-review of systematic reviews and meta-analyses. *Zeitschrift für Psychologie*, 231(3), 177–191. <https://doi.org/10.1027/2151-2604/a000527>. PsyArXiv: g4smq. [83% | 8 ↗; 1 ↘]
- Daumiller, M.**, & Wisniewski, B. (2023). Learning styles — Why they don't exist but still persist. *In-Mind*, 6(47). <https://www.in-mind.org/article/learning-styles-why-they-dont-exist-but-still-persist> [-]
- Ertl, S., **Daumiller, M.**, Kücherer, B., Furtak, E., Dresel, M., & Hartinger, A. (2023). Supporting intrinsic motivation and learning-friendly attributions in German student-teacher-conferences. *Education 3-13*. Advanced online publication. <https://doi.org/10.1080/03004279.2023.2199775>. [54% | 1 ↗] R^G
- Fritz, T.‡, González Cruz, H., Janke, S., & **Daumiller, M.** (2023). Elucidating the associations between achievement goals and academic dishonesty: A meta-analysis. *Educational Psychology Review*, 35, Article 33. Advanced online publication. <https://doi.org/10.1007/s10648-023-09753-1>. PsychArchives: 5622. [99% | 8 ↗; 3 ↘]
- Grassingher, R., Weiß, K., & **Daumiller, M.** (2023). Motivationale Handlungskonflikte zwischen Sport, Schule und Freizeit: Bedingungsfaktoren und Effekte [Motivational conflicts between sport, school, and leisure time: Antecedents and effects]. *Zeitschrift für Sportpsychologie/Journal of Sports Psychology*, 30(1), 14–21. Advanced online publication. <https://doi.org/10.1026/1612-5010/a000373>. [38%]
- Janke, S., Fritz, T., González Cruz, H., Rudert, S., & **Daumiller, M.** (2023). Entwicklung und Überprüfung einer Kurzskala zur Messung akademischen Betrugsverhaltens im Selbstbericht [Development of a short scale for assessing academic dishonesty] [articlepeer]. *Diagnostica/Diagnostica*, 69(4), 207–217. <https://doi.org/10.1026/0012-1924/a000317>. [36%]
- Lüftenerger, M., **Daumiller, M.**, & Schoon, I. (2023). Navigating the pandemic and future crises: Insights from developmental and educational psychology. *Zeitschrift für Psychologie*, 231(3), 175–176. <https://doi.org/10.1027/2151-2604/a000526>. [83%; 1 ↘] R^G
- Putwain, D., & **Daumiller, M.** (2023). A network analysis of control-value appraisals and classroom-related enjoyment, boredom, and pride. *Education Sciences*, 13(3), Article 239. <https://doi.org/10.3390/educsci13030239>. [71%]

- Rinas, R.‡, Kilz, L., Dresel, M., & **Daumiller, M.** (2023). How university instructors' achievement goals are related to subjective well-being: A cross-lagged panel analysis. *Journal of Educational Psychology*, 115(48), 1141–1157. <https://doi.org/10.1037/edu0000809>. PsyArXiv: 4dyu9. [99% | 1🔗; 2📄]
- Schelp, L.‡, Bipp, T., Gado, S., & **Daumiller, M.** (2023). Fostering learning goals at work: The interplay of dispositional and workplace learning goal orientation and supervisor appraisal behavior. *Psychological Reports*. Advanced online publication. <https://doi.org/10.1177/00332941231198057>. [72%]
- Schwarzenthal, M., **Daumiller, M.**, & Civitillo, S. (2023). Investigating the sources of teacher intercultural self-efficacy: A three-level study using TALIS 2018. *Teaching and Teacher Education*, 126, Article 104070. Advanced online publication. <https://doi.org/10.1016/j.tate.2023.104070>. PsyArXiv: un5zv. [96% | 9🔗; 1📄]
- Theobald, M., Bäulke, L., Bellhäuser, H., Breitwieser, J., Mattes, B., Brod, G., **Daumiller, M.**, Dresel, M., Liborius, P., & Nückles, M. (2023). A multi-study examination of intra-individual feedback loops between competence and value beliefs, procrastination, and goal achievement. *Contemporary Educational Psychology*, Article 102208. Advanced online publication. <https://doi.org/10.1016/j.cedpsych.2023.102208>. [99%]
- Wolff, F., Dresel, M., & **Daumiller, M.** (2023). Dimensional comparisons in the formation of faculty members' research and teaching self-concepts? *Higher Education*. Advanced online publication. <https://doi.org/10.1007/s10734-023-01010-2>. [96% | 1🔗]
- Daumiller, M.**, Fasching, M., Steuer, G., Dickhäuser, O., & Dresel, M. (2022). From teachers' personal achievement goals to students' perceptions of classroom goal structures: Via student-directed goals and specific instructional practices. *Teaching and Teacher Education*, 111, Article 103617. <https://doi.org/10.1016/j.tate.2021.103617>. PsyArXiv: mvfth. [96% | 16🔗; 4📄]
- Daumiller, M.**, Janke, S., Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (2022). Teaching quality in higher education: Agreement between teacher self-reports and student evaluations. *European Journal of Psychological Assessment*, 39(3), 176–181. Advanced online publication. <https://doi.org/10.1027/1015-5759/a000700>. PsyArXiv: 9yw7f. [76% | 10🔗; 5📄]
- Daumiller, M.**, Janke, S., Rinas, R., Dickhäuser, O., & Dresel, M. (2022). Need satisfaction and achievement goals of university faculty: An international study of their interplay and relevance for positive affect, teaching quality, and professional learning. *Higher Education*, 83, 1183–1206. <https://doi.org/10.1007/s10734-021-00736-1>. PsyArXiv: wvk2j. [96% | 1🔗; 7📄]
- Daumiller, M.**, Rinas, R., & Breithecker, J. (2022). Elite athletes' achievement goals, burnout levels, psychosomatic stress symptoms, and coping strategies. *International Journal of Sport and Exercise Psychology*, 20(2), 416–435. <https://doi.org/10.1080/1612197X.2021.1877326>. PsyArXiv: h7bfe. [88% | 41🔗]
- Daumiller, M.**, & Wisniewski, B. (2022). Lerntypen – Warum es sie nicht gibt und sie sich trotzdem halten [Learning styles — Why they don't exist but still prevail]. *In-Mind/In-Mind*, 22(3). PsyArXiv: uzyae. <https://de.in-mind.org/article/lerntypen-warum-es-sie-nicht-gibt-und-sie-sich-trotzdem-halten> [- | 1🔗]
- Janke, S., Messerer, L. A. S., & **Daumiller, M.** (2022). Motivational development in times of campus closure: Longitudinal trends in undergraduate students' need satisfaction and intrinsic

- learning motivation. *British Journal of Educational Psychology*, 92(4), Article e12522, 1582–1596. <https://doi.org/10.1111/bjep.12522>. [92% | 6 ↗; 4 ↘]
- Özsoy, M.‡, Rinas, R., Kilz, L., Dresel, M., & **Daumiller, M.** (2022). Wer fühlt sich gut und wer nicht? Subjektives Wohlbefinden und Coping von Hochschuldozierenden [Who feels well and who doesn't? Subjective well-being and coping of university faculty]. *Beiträge zur Hochschulforschung/Contributions to University Research*, 44(4). PsyArXiv: phvxy. https://www.bzh.bayern.de/fileadmin/user_upload/Publikationen/Beitraege_zur_Hochschulforschung/2022/2022-4-Oezsoy-Rinas-Kiltz-Dresel-Daumiller.pdf [-]
- Rinas, R.‡, Dresel, M., & **Daumiller, M.** (2022). Faculty subjective well-being: An achievement goal approach. *International Journal of Educational Research*, 115, Article 101942. Advanced online publication. <https://doi.org/10.1016/j.ijer.2022.101942>. PsyArXiv: gqyuj. [85% | 5 ↗; 6 ↘]
- Schwab, C.‡, Frenzel, A., **Daumiller, M.**, Dresel, M., Dickhäuser, O., Janke, S., & Marx, A. K. G. (2022). “I’m tired of black boxes!”: A systematic comparison of faculty well-being and need satisfaction before and during the COVID-19 crisis. *PLoS ONE*, 17(10), Article e0272738. <https://doi.org/10.1371/journal.pone.0272738>. [87% | 7 ↗]
- Wekerle, C.‡, **Daumiller, M.**, & Kollar, I. (2022). Using digital technology to promote learning in higher education: Importance of learning activities and their relations to learning outcomes. *Journal of Research on Technology in Education*, 54(1), 1–17. <https://doi.org/10.1080/15391523.2020.1799455>. [95% | 127 ↗] RG
- Bäulke, L.‡, **Daumiller, M.**, & Dresel, M. (2021). How conscientiousness and neuroticism affect academic procrastinating behavior: Mediated by motivational regulation. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie/German Journal of Developmental and Educational Psychology*, 51(4), 216–227. <https://doi.org/10.1026/0049-8637/a000225>. [41% | 11 ↗; 1 ↘]
- Bäulke, L.‡, **Daumiller, M.**, & Dresel, M. (2021). The role of state and trait motivational regulation for procrastinatory behavior in academic contexts: Insights from two diary studies. *Contemporary Educational Psychology*, 65, Article 101951. Advanced online publication. <https://doi.org/10.1016/j.cedpsych.2021.101951>. PsyArXiv: k68jt. [98% | 34 ↗; 3 ↘]
- Daumiller, M.**, Grassinger, R., Engelschalk, T., & Dresel, M. (2021). 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)]. *Diagnostica/Diagnostica*, (67), 176–188. <https://doi.org/10.1026/0012-1924/a000274>. PsyArXiv: ma3x9. [52% | 12 ↗; 1 ↘] RG
- Daumiller, M.**, Janke, S., Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (2021). Do teachers’ achievement goals and self-efficacy beliefs matter for students’ learning experiences? Evidence from two studies on perceived teaching quality and emotional experiences. *Learning and Instruction*, 76, Article 101458. <https://doi.org/10.1016/j.learninstruc.2021.101458>. PsyArXiv: 5926v. [98% | 64 ↗; 5 ↘] RG
- Daumiller, M.**, Rinas, R., Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2021). Shifting from face-to-face to online teaching during COVID-19: The role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality. *Computers in Human Behavior*,

118, Article 106677. <https://doi.org/10.1016/j.chb.2020.106677>. PsyArXiv: yuwh8. [99% | 303 ↗; 33 ↘]

- Daumiller, M.**, Rinas, R., & Jaitner, D. (2021). The relevance of stability and change of achievement goals for self-regulated motor learning processes and outcomes. *Sport, Exercise, and Performance Psychology*, 10(4), 519–535. <https://doi.org/10.1037/spy0000260>. PsyArXiv: 3yvna. [86% | 8 ↗]
- Daumiller, M.**, Rinas, R., Olden, D., & Dresel, M. (2021). Academics' motivations in professional training courses: Effects on learning engagement and learning gains. *International Journal for Academic Development*, 26(1), 7–23. <https://doi.org/10.1080/1360144X.2020.1768396>. PsyArXiv: yz2nj. [79% | 53 ↗]
- Daumiller, M.**, & Zarrinabadi, N. (2021). “My goal is to do the best that I can in this class”: Relevance of potential-based achievement goals for intrinsic motivation and course performance. *International Journal of Psychology*, 56(6), 934–940. <https://doi.org/10.1002/ijop.12792>. [76% | 8 ↗; 3 ↘]
- Dickhäuser, O., Janke, S., **Daumiller, M.**, & Dresel, M. (2021). Motivational school climate and teachers' achievement goal orientations: A hierarchical approach. *British Journal of Educational Psychology*, 91(1), 391–408. <https://doi.org/10.1111/bjep.12370>. [95% | 41 ↗]
- Hein, J.‡, Janke, S., Rinas, R., **Daumiller, M.**, Dresel, M., & Dickhäuser, O. (2021). Higher education instructors' usage of and learning from student evaluations of teaching – Do achievement goals matter? *Frontiers in Psychology*, 12, Article 652093. <https://doi.org/10.3389/fpsyg.2021.652093>. PsyArXiv: mt8rw. [73% | 5 ↗; 4 ↘]
- Janke, S., Rudert, S., Petersen, Ä., Fritz, T., & **Daumiller, M.** (2021). Cheating in the wake of COVID-19: How dangerous is ad-hoc online testing for academic integrity? *Computers and Education Open*, 2, Article 100055. <https://doi.org/10.1016/j.caeo.2021.100055>. PsyArXiv: 6xmzh. [- | 108 ↗; 26 ↘]
- Kücherer, B.‡, Dresel, M., & **Daumiller, M.** (2021). Relationship between achievement goals and attention of university instructors in professional training courses. *Higher Education, Skills and Work-Based Learning*, 11(4), 860–873. <https://doi.org/10.1108/HESWBL-05-2020-0075>. PsyArXiv: j3rfc. [58% | 7 ↗]
- Leschke, J.‡, Vöing, N., & **Daumiller, M.** (2021). „Evidenz“, was meinen Sie damit? – Eine Interviewstudie zum Verständnis von Hochschullehrenden über den Evidenzbegriff [„Evidence“, what do you mean by that? — An interview study on how university teachers perceive the term evidence]. *Zeitschrift für Hochschulentwicklung/Journal for Higher Education Development*, 16(3), 199–216. <https://doi.org/10.3217/zfhe-16-03/12>. [-]
- Putwain, D., Stockinger, K., von der Embse, N., Suldo, S., & **Daumiller, M.** (2021). Test anxiety, anxiety disorders, and school-related wellbeing: Manifestations of the same or different constructs? *Journal of School Psychology*, 88, 47–67. <https://doi.org/10.1016/j.jsp.2021.08.001>. [96% | 38 ↗; 8 ↘]
- Siegel, S.‡, & **Daumiller, M.** (2021). Students' and instructors' understandings, attitudes and beliefs about educational theories: Results of a mixed methods study. *Education Sciences*, 11(5), Article 197. <https://doi.org/10.3390/educscil1050197>. EdArXiv: k52dt. [71% | 10 ↗; 2 ↘]
- Stockinger, K., Dresel, D., Dickhäuser, O., & **Daumiller, M.** (2021). University instructors' implicit theories of intelligence, achievement goals for teaching, and teaching quality. *Educational*

- Psychology*, 41(10), 1280–1299. <https://doi.org/10.1080/01443410.2021.1937575>. PsyArXiv: tf
rea. [92% | 7 ↗; 1 ↘]
- Stockinger, K., Rinas, R., & **Daumiller, M.** (2021). Student adaptability, emotions, and achievement: <https://doi.org/10.1016/j.lindif.2021.102046>. [93% | 44 ↗; 2 ↘]
- Daumiller, M.**, Bieg, S., Dickhäuser, O., & Dresel, M. (2020). Humor in university teaching: Role of teachers' achievement goals and self-efficacy for their use of content-related humor. *Studies in Higher Education*, 45(12), 2619–2633. <https://doi.org/10.1080/03075079.2019.1623772>. PsyArXiv: hs8gn. [97% | 36 ↗; 9 ↘]
- Daumiller, M.**, & Dresel, M. (2020). Researchers' achievement goals: Prevalence, structure, and associations with job burnout/engagement and professional learning. *Contemporary Educational Psychology*, 61, Article 101843. <https://doi.org/10.1016/j.cedpsych.2020.101843>. PsyArXiv: 3cj5z. [98% | 65 ↗; 5 ↘]
- Daumiller, M.**, & Dresel, M. (2020). Teaching and research: Specificity and congruence of university faculty achievement goals. *International Journal of Educational Research*, 99, Article 101460. <https://doi.org/10.1016/j.ijer.2019.08.002>. PsyArXiv: q79n2. [81% | 48 ↗; 1 ↘]
- Daumiller, M.**, & Janke, S. (2020). Effects of performance goals and social norms on academic dishonesty in a test. *British Journal of Educational Psychology*, 90(2), 537–559. <https://doi.org/10.1111/bjep.12310>. PsyArXiv: c8uzk. [95% | 53 ↗]
- Daumiller, M.**, Stupnisky, S., & Janke, S. (2020). Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions. *International Journal of Educational Research*, 99. <https://doi.org/10.1016/j.ijer.2019.101502>. PsyArXiv: ys4mw. [81% | 132 ↗; 12 ↘]
- Hein, J.‡, Janke, S., **Daumiller, M.**, Dresel, M., & Dickhäuser, O. (2020). No learning without autonomy? Moderators of the association between university instructors' learning goals and learning time in the teaching-related learning process. *Learning and Individual Differences*, 83-84, Article 101937. <https://doi.org/10.1016/j.lindif.2020.101937>. [91% | 10 ↗]
- Janke, S., Hein, J., **Daumiller, M.**, Rinas, R., Erdfelder, E., Dresel, M., & Dickhäuser, O. (2020). Open Access Evaluation: Lehr-Evaluation-Online (LEO) als Instrument zur studentischen Lehrveranstaltungsevaluation [Open Access evaluation: Lecture-Evaluation-Online (LEO) as a tool for student evaluations of teaching quality]. *Qualität in der Wissenschaft/Quality in Academia*, 14(4), 120–125. [- | 3 ↗]
- Kiltz, L.‡, Rinas, R., **Daumiller, M.**, Fokkens-Bruinsma, M., & Jansen, E. (2020). “If they struggle I cannot sleep well either”: Perceptions and interactions surrounding university student and teacher well-being. *Frontiers in Psychology*, 11, Article 578378. <https://doi.org/10.3389/fpsyg.2020.578378>. [73% | 32 ↗; 4 ↘]
- Rinas, R.‡, Dresel, M., Hein, J., Janke, S., Dickhäuser, O., & **Daumiller, M.** (2020). Exploring higher education teachers' achievement goals and discrete emotions. *Frontiers in Psychology*, 11, Article 1484. <https://doi.org/10.3389/fpsyg.2020.01484>. [73% | 28 ↗; 1 ↘]
- Wisniewski, B., Zierer, K., Dresel, M., & **Daumiller, M.** (2020). Obtaining secondary students' perceptions of instructional quality: Two-level structure and measurement invariance. *Learning and Instruction*, 66, Article 101303. Advanced online publication. <https://doi.org/10.1016/j.learninstruc.2020.101303>. [98%]

- Benning, K.[‡], **Daumiller, M.**, Praetorius, A.-K., Lenske, G., Dickhäuser, O., & Dresel, M. (2019). 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*, 47, 313–335. <https://doi.org/10.1007/s42010-018-0025-9>. [38% | 12 ↗; 1 ↘] RG
- Daumiller, M.**, Dickhäuser, O., & Dresel, M. (2019). University instructors' achievement goals for teaching. *Journal of Educational Psychology*, 111(1), 131–148. <https://doi.org/10.1037/edu0000271>. PsyArXiv: pbmxy. [99% | 125 ↗; 1 ↘] RG
- Daumiller, M.**, & Dresel, M. (2019). Supporting self-regulated learning with digital media using motivational regulation and metacognitive prompts. *Journal of Experimental Education*, 87(1), 161–176. <https://doi.org/10.1080/00220973.2018.1448744>. PsyArXiv: evumb. [90% | 104 ↗] RG
- Daumiller, M.**^{*}, & Janke, S.^{*}. (2019). The impact of performance goals on cheating depends on how performance is evaluated. *AERA Open*, 5(4), 1–10. <https://doi.org/10.1177/2332858419894276>. PsyArXiv: drf6k. [71% | 24 ↗] RG
- Daumiller, M.**, Siegel, S., & Dresel, M. (2019). Construction and validation of a Short Multidisciplinary Research Performance Questionnaire (SMRPQ). *Research Evaluation*, 28(3), 241–252. <https://doi.org/10.1093/reseval/rvz009>. PsyArXiv: k56xd. [96% | 16 ↗] RG
- Daumiller, M.**, Stupnisky, R., & Janke, S. (2019). Motivation of higher education faculty [Special Issue]. *International Journal of Educational Research*, 19–20. <https://www.sciencedirect.com/journal/international-journal-of-educational-research/special-issue/109JR1G39BV> [81% | 132 ↗] RG
- 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. <https://doi.org/10.1016/j.lindif.2019.04.002>. [93% | 32 ↗] RG
- 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. <https://doi.org/10.1177/1948550618790227>. [95% | 47 ↗; 32 ↘] RG
- Korn, R., Elliot, A., & **Daumiller, M.** (2019). Back to the roots: The 2 × 2 standpoints and standards achievement goal model. *Learning and Individual Differences*, 72, 92–102. <https://doi.org/10.1016/j.lindif.2019.04.009>. [93% | 35 ↗; 2 ↘] RG
- Daumiller, M.**, & Dresel, M. (2018). Subjective perceptions of the teaching-research nexus and occupational stress at universities. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie/German Journal of Developmental and Educational Psychology*, 50(3), 126–138. <https://doi.org/10.1026/0049-8637/a000194>. PsyArXiv: a96ph. [47% | 19 ↗] RG
- 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. <https://doi.org/10/csd6>. [- | 13 ↗] RG

- Daumiller, M.**, Grassinger, R., Dickhäuser, O., & Dresel, M. (2016). Structure and relationships of university instructors' achievement goals. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.00375>. PsyArXiv: dev9x. [82% | 61 ↗; 1 ↘]
- 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. <http://www.bzh.bayern.de/uploads/media/4-2015-Daumiller-Figas-Dresel.pdf> [- | 13 ↗]

Articles in Journals without Peer Review [2 | as first author: 2]

- Daumiller, M.**, & Wisniewski, B. (in press). Gibt es verschiedene Lerntypen? [Do different learning styles exist?] *Gehirn & Geist/Gehirn & Geist*, 23(10), 2–3.
- Daumiller, M.** (2021). Motivation in der Schule: Implikationen aus der Motivationspsychologie [Motivation in school: Implications from motivational psychology]. *Die Schulleitung/-School Leadership*, 48(4), 4–8. PsyArXiv: ceb8h.

Journal Articles Under Review or Under Revision [21 | as first author: 3]

- Özbek, T.‡, **Daumiller, M.**, Roshany-Tabrizi, A., Mömke, T., & Kollar, I. (2024). *Friends or feedback? – Relations between computer science students' goals, technology acceptance, use of a peer feedback tool, and performance* [Manuscript under review].
- Bross, T.‡, Nett, U., & **Daumiller, M.** (2023). *Interrelations between achievement goals and achievement emotions: A meta-analytic examination* [Manuscript under review].
- Daumiller, M.**, Nett, U., & Putwain, D. (2023). *Worried now, hopeful later? Investigation of within and between person relationships between achievement emotions and emotion regulation during exam preparation through dynamic network modelling* [Manuscript under revision]. PsyArXiv: qwgaf.
- Daumiller, M.**, Rinas, R., & Dresel, M. (2023). *Navigating faculty online teaching proficiency: Differences in learning engagement and relevance of achievement goals in formal online professional development* [Manuscript submitted for publication].
- Dresel, M., **Daumiller, M.**, Spear, J., Praetorius, A. K., Janke, S., Dickhäuser, O., & Steuer, G. (2023). *Learning from errors in mathematics classrooms: Development over two years in dependence of perceived error climate* [Manuscript under review].
- Fritz, T.‡, González Cruz, H., Janke, S., & **Daumiller, M.** (2023). *How to best measure academic dishonesty in students: A systematic review of self-report assessment methods and psychometric quality* [Manuscript under review]. PsyArXiv: ag5jp.
- González Cruz, H.‡, Fritz, T., Rudert, S., **Daumiller, M.**, & Janke, S. (2023). *Differential effects of honesty-humility and descriptive norms across the seriousness dimension of academic dishonesty* [Manuscript under review]. PsyArXiv: z73mh.
- Holzer, A.‡, & **Daumiller, M.** (2023). *Building trust in the classroom: Perspectives from students and teachers* [Manuscript under review]. PsyArXiv: uy75g.
- Keller, M.‡, Dresel, M., & **Daumiller, M.** (2023). *Do achievement goals and self-efficacy matter for feedback use?* [Manuscript under review]. PsyArXiv: 6pzbg.

- Lazarides, R., Dresel, M., **Daumiller, M.**, & Schiefele, U. (2023). *How does teacher motivation affect students' academic outcomes? A synthesis of theoretical approaches and empirical findings* [Manuscript submitted for publication]. PsyArXiv: rgyat. 8
- Meyer, J., Jansen, T., **Daumiller, M.**, & Fleckenstein, J. (2023). *Hopes for success moderate students' reactions to automated feedback: Evidence for the role of achievement motives and feedback valence* [Manuscript submitted for publication].
- Putwain, D., **Daumiller, M.**, Hussain, T., & Pekrun, R. (2023). *Revisiting the relation between academic buoyancy and coping: A network analysis* [Manuscript under review].
- Putwain, D., Mallaburn, A., & **Daumiller, M.** (2023). *Expectancy, value, and cost, motivate science aspirations and achievement, in lower secondary school students: A network analysis* [Manuscript submitted for publication].
- Putwain, D., von der Embse, N., Nicholson, L., & **Daumiller, M.** (2023). *Test anxiety, emotion disorder, and school-related well-being: How much do they overlap?* [Manuscript submitted for publication].
- Wekerle, C.*, **Daumiller, M.***, Janke, S., Dickhäuser, O., Dresel, M., & Kollar, I. (2023). *Putting ICAP to the test: How are technology-enhanced learning activities related to cognitive and affective-motivational learning outcomes in higher education?* [Manuscript under review]. PsyArXiv: gh29v. 8
- Wisniewski, B., & **Daumiller, M.** (2023). *Das 4K-Rätsel: Wie Schule Kompetenzen fördern soll, die keine sind* [*The 4K riddle: How can schools foster competencies that aren't competencies?*] [Manuscript under review]. PsyArXiv: f2jm3. 8
- Cilali, B.†, Michou, A., & **Daumiller, M.** (2022). *When teaching English is perceived as a fixed ability: Motivational and instructional implications* [Manuscript under review].
- Fritz, T.‡, González Cruz, H., Rudert, S., Janke, S., & **Daumiller, M.** (2022). *Relations between achievement goals and academic dishonesty in undergraduate students: Longitudinal insights and moderator analyses* [Manuscript under review]. PsyArXiv: 8jg6x. 8
- Hemi, A.‡, Madjar, N., **Daumiller, M.**, & Rich, Y. (2022). *Achievement goals of close friends and the entire class: Relationships with students' personal achievement goals* [Manuscript under review].
- Rinas, R.‡, **Daumiller, M.**, Pelikan, E. R., Finsterwald, M., Lüftenegger, M., Schober, B., & Dresel, M. (2022). *Fostering student motivation regulation: A digital train the trainer approach* [Manuscript submitted for publication].
- Rinas, R.‡, **Daumiller, M.**, Pelikan, E. R., Finsterwald, M., Lüftenegger, M., Schober, B., & Dresel, M. (2022). *Keine Motivation zum Lernen? Welche Selbstregulationsstrategien Abhilfe schaffen können und wie wir diese unterstützen können* [*No motivation to learn? Which self-regulation strategies can help and how we can support them*] [Manuscript under review]. 8

Books [2 | as first author: 1]

- Siegel, S.[‡], & **Daumiller, M.** (2020). *Wissenschaft und Wahrheit: Ursachen, Folgen und Prävention wissenschaftlichen Fehlverhaltens [Science and sooth: Reasons, consequences, and prevention of academic misconduct]*. Opladen, Germany: Barbara Budrich. <https://doi.org/10.3224/84742429>. RG
- 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. <https://doi.org/10.1007/978-3-658-21182-0>. [26 ↗]. RG

Works in Collections and Proceedings [18 | as first author: 13]

- Daumiller, M.**, Engelschalk, T., Reindl, M., & Dresel, M. (accepted). Forschungsmethoden [Research Methods]. In D. Urhahne, M. Dresel, & F. Fischer (Eds.), *Psychologie für den Lehrberuf [Psychology of the teaching profession]* (2nd ed.). Heidelberg: Springer.
- Daumiller, M.**, Rinas, R., & Breithecker, J. (in press). Elite athletes' achievement goals, burnout levels, psychosomatic stress symptoms, and coping strategies. In International Society of Sport Psychology (Ed.), *ISSP Academy of Science* (pp. 93–113). Routledge. <https://doi.org/10.4324/9781003459750-6>.
- Özsoy, M.*[‡], Keller, M.*[‡], Dresel, M., & **Daumiller, M.** (accepted). Warum verhalten sich Menschen im Alltag klimaschützend? Klimaschützendes Verhalten aus Sicht der Theorie des geplanten Verhaltens und der Schutzmotivationstheorie [Why do people protect the climate in their day-to-day life? Climate-protective behavior from the perspectives of the Theory of Planned Behavior and Protection Motivation Theory]. In H. Ertl, T.-S. Idel, A. Scheunpflug, M. Steffensky, C. Wulf, H. Kmínek, V. Holz, & M. Singer-Brodowski (Eds.), *Bildung für nachhaltige Entwicklung*. Sonderheft der Zeitschrift für Erziehungswissenschaft [Education for sustainable development. Special Issue of the Zeitschrift für Erziehungswissenschaft]. Heidelberg, Germany: Springer.
- Daumiller, M.** (2024). Achievement goals: The past, present, and possible future of achievement goal research in the context of learning and teaching. In G. Hagenauer, R. Lazarides, & H. Järvenoja (Eds.), *Motivation and emotion in learning and teaching across educational contexts: Theoretical and methodological perspectives and empirical insights* (pp. 35–53). New York, NY: Routledge. <https://doi.org/10.4324/9781003303473-4>. PsyArXiv: xn2v5. 8
- Daumiller, M.** (2023). Fake grade booster classes. In V. Denney & C. Roberts (Eds.), *Building honor in academics: Case studies in academic integrity* (pp. 141–143). Hoboken, NJ: Jossey-Bass.
- Daumiller, M.** (2023). Professor purposely publishes student paper without giving credit. In V. Denney & C. Roberts (Eds.), *Building honor in academics: Case studies in academic integrity* (pp. 9–11). Hoboken, NJ: Jossey-Bass.

- Daumiller, M.**, & Pfisterer, K. (2023). Pädagogisch-Psychologische Grundlagen der Schulberatung [Pedagogic-psychological foundations of school counseling]. In Akademie für Lehrerfortbildung und Personalführung (Ed.), *Virtueller Baustein der Beratungslehrkräfteweiterbildung (VB 1: Schule und Schulberatung) [Virtual module for training of counselling teachers (VB 1: School and school counselling)]* (pp. 1–36). Dillingen a. d. Donau, Germany: ALP.
- Daumiller, M.**, Rinas, R., & Dresel, M. (2023). Professional development of teachers in online contexts: Differences in learning engagement and relevance of achievement goals. In P. Blikstein, J. van Aalst, R. Kizito, & K. Brennan (Eds.), *Proceedings of 17th International Conference of the Learning Sciences (ICLS)* (pp. 417–424). Montréal, Canada: International Society of the Learning Sciences.
- Fritz, T.[‡], & **Daumiller, M.** (2023). My students, my research subjects—trust in faculty, researcher and student relationships. In V. Denney & C. Roberts (Eds.), *Building honor in academics: Case studies in academic integrity* (pp. 56–58). Hoboken, NJ: Jossey-Bass.
- Daumiller, M.**, Rinas, R., & Dresel, M. (2022). Relevance of students' goals for learning engagement and knowledge gains in an online learning course. In C. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of 16th International Conference of the Learning Sciences (ICLS)* (pp. 51–58). Hiroshima, Japan: International Society of the Learning Sciences.
- Janke, S.*^{RG}, **Daumiller, M.***, Praetorius, A., Dresel, M., & Dickhäuser, O. (2022). What reduces the adverse development of motivation at the beginning of secondary education: The relationship between student-perceived teaching practices and changes in students' achievement goals [English article]. In R. Lazarides & D. Raufelder (Eds.), *Motivation in unterrichtlichen fachbezogenen Lehr-Lernkontexten. Sonderheft der Zeitschrift für Erziehungswissenschaft [Motivation in diverse academic teaching and learning contexts. Special Issue of the Zeitschrift für Erziehungswissenschaft]* (pp. 179–210). Heidelberg, Germany: Springer. https://doi.org/10.1007/978-3-658-31064-6_7. [IF₁₉ = 0.8; 56% | 13].
- Daumiller, M.**, Loderer, K., & Dresel, M. (2021). Schulleistung: Alltagstheorien, wissenschaftliche Erklärungsmodelle und aktuelle Forschungsbefunde zu Determinanten schulischer Leistungen [Academic achievement: Subjective theories of everyday life, scientific models, and current research findings on determinants of achievement in school]. In Akademie für Lehrerfortbildung und Personalführung (Ed.), *Virtueller Baustein der Beratungslehrkräfteweiterbildung (VB 1: Schule und Schulberatung) [Virtual module for training of counselling teachers (VB 1: School and school counselling)]* (pp. 1–29). Dillingen a. d. Donau, Germany: ALP.
- Daumiller, M.**, & Siegel, S. (2020). 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 sooth: Reasons, consequences, and prevention of academic misconduct]* (pp. 89–98). Opladen, Germany: Barbara Budrich. <https://doi.org/10.3224/84742429>. <https://opus.bibliothek.uni-augsburg.de/opus4/78103>. [1].
- Schönbrodt, F., Siegel, S., & **Daumiller, M.** (2020). Open Science als Antwort auf die Glaubwürdigkeitskrise der Wissenschaft [Open Science as an answer to the credibility crisis in science]. In S. Siegel & M. Daumiller (Eds.), *Wissenschaft und Wahrheit: Ursachen, Folgen und Prävention wissenschaftlichen Fehlverhaltens [Science and sooth: Reasons, consequences, and*

- prevention of academic misconduct] (pp. 105–112). Opladen, Germany: Barbara Budrich. <https://doi.org/10.3224/84742429>. <https://opus.bibliothek.uni-augsburg.de/opus4/78102>.*
- Siegel, S.‡, & **Daumiller, M.** (2020). 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 sooth: Reasons, consequences, and prevention of academic misconduct]* (pp. 11–22). Opladen, Germany: Barbara Budrich. <https://doi.org/10.3224/84742429>. <https://opus.bibliothek.uni-augsburg.de/opus4/78096>.
- 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). Heidelberg: Springer. <https://doi.org/10.1007/978-3-662-55754-9>. [1 ↗; 2 ↘].
- 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). Weinheim, Germany: Beltz Juventa. <https://doi.org/10.3262/EEO21180403>. PsyArXiv: 7envh. [22 ↗].

Datasets [22 | as first author: 7]

- Daumiller, M.**, Fasching, M., Dickhäuser, O., & Dresel, M. (2023). *Teachers' achievement goals and their teaching practices: A lesson diary approach* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/4s7x9>
- Daumiller, M.**, Fritz, T., González Cruz, H., Rudert, S., & Janke, S. (2023). *Cheating as a prosocial act? Helping others with academic cheating is related to social goals and cooperative norms* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/dwkuf>
- Daumiller, M.**, Rinas, R., & Dresel, M. (2023). *Relevance of students' goals for learning engagement and knowledge gains in an online learning course* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/gp6h3>
- Daumiller, M.**, Rinas, R., Schoon, I., & Lüftenergger, M. (2023). *How did COVID-19 affect education and what can be learned moving forward? A systematic meta-review of systematic reviews and meta-analyses* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/9gudy>
- Grassinger, R., Weiß, K., & **Daumiller, M.** (2023). *Motivational conflicts between sport, school, and leisure time* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/qfbk5>
- Putwain, D., **Daumiller, M.**, Hussain, T., & Pekrun, R. (2023). *Revisiting the relation between academic buoyancy and coping: A network analysis* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/xvfsy>

- Schwarzenthal, M., **Daumiller, M.**, & Civitillo, S. (2023). *Investigating the sources of teacher intercultural self-efficacy: A three-level study using TALIS 2018* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/5rdmj> ⓘ
- Theobald, M., Bäulke, L., Bellhäuser, H., Breitwieser, J., Mattes, B., Brod, G., **Daumiller, M.**, Dresel, M., Liborius, P., & Nückles, M. (2023). *A multi-study examination of intra-individual feedback loops between competence and value beliefs, procrastination, and goal achievement* [Data Set]. Open Science Framework (OSF). <https://osf.io/wg9km/> ⓘ
- Wolff, F., Dresel, M., & **Daumiller, M.** (2023). *Dimensional comparisons in the formation of faculty members' research and teaching self-concepts?* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/j5r8c> ⓘ
- Daumiller, M.**, & Dresel, M. (2022). *Temporal dynamics between faculty goals, burnout/engagement, and performance in teaching and research: A latent change score approach* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/7u4ak> ⓘ
- Daumiller, M.**, Janke, S., Rinas, R., Hein, J., Dickhäuser, O., & Dresel, M. (2022). *Different time and context = different goals and emotions? Temporal variability and context specificity of achievement goals for teaching and associations with discrete emotions* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/26r3h> ⓘ
- Schwab, C., Frenzel, A., **Daumiller, M.**, Dresel, M., Dickhäuser, O., Janke, S., & Marx, A. K. G. (2022). *Faculty well-being and need satisfaction before and during the COVID-19-Crisis* [Data Set]. Open Science Framework (OSF).
- Daumiller, M.**, Janke, S., Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (2021). *Teaching quality in higher education: Agreement between teacher self-reports and student evaluations* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/2pnkx> ⓘ
- Daumiller, M.**, Janke, S., Rinas, R., Dickhäuser, O., & Dresel, M. (2021). *Need satisfaction and achievement goals of university faculty: An international study of their interplay and relevance for positive affect, teaching quality, and professional learning* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/6xbps> ⓘ
- Daumiller, M.**, & Zarrinabadi, N. (2021). *"My goal is to do the best that I can in this class": Relevance of potential-based achievement goals for intrinsic motivation and course performance* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.34894/v8byx> ⓘ
- Janke, S., Messerer, L., & **Daumiller, M.** (2021). *Motivational development in times of campus closure: Longitudinal trends in undergraduate students' need satisfaction and intrinsic learning motivation* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/wc4v7> ⓘ
- Daumiller, M.**, Rinas, R., Olden, D., & Dresel, M. (2020). *Academics' motivations in professional training courses: Effects on learning engagement and learning gains* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/wes86> ⓘ
- Kiltz, L.‡, Rinas, R., **Daumiller, M.**, Fokkens-Bruinsma, M., & Jansen, E. (2020). *"If they struggle I cannot sleep well either": Perceptions and interactions surrounding university student and teacher well-being* [Data Set]. Dataverse. <https://doi.org/10.34894/q6df1b> ⓘ
- 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* [Data Set]. Open Science Framework (OSF). <https://doi.org/10.17605/osf.io/qzbj8> ⓘ

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

Further Papers [8 | as first author: 5]

- Crivaro, D.‡, & **Daumiller, M.** (2021). *Rezension des Buches Bildung, Bewertung, Beziehung, Bewusstsein: Bildung im Spannungsfeld von Ökonomie und pädagogischer Beziehung von Silvia Röben* [Review of the book Bildung, Bewertung, Beziehung, Bewusstsein: Bildung im Spannungsfeld von Ökonomie und pädagogischer Beziehung, by Silvia Röben]. Socialnet. <https://www.socialnet.de/rezensionen/28241.php> ⓘ
- Özsoy, M.‡, & **Daumiller, M.** (2021). *Review of the book Super Courses – the future of teaching and learning, by Ken Bain*. Teachers College Record. <https://www.tcrecord.org/Content.asp?ContentID=23896p> ⓘ
- Daumiller, M.**, Loderer, K., & Dresel, M. (2020). *Motiviertes Lernen zu Hause anleiten: Tipps für Lehrkräfte aus der Pädagogischen Psychologie* [Facilitating motivated learning at home: Pedagogical-psychological tips]. German Psychological Research Association and Network of Psychotherapeutic Training Courses at Universities. <https://doi.org/10.13140/RG.2.2.30347.31528> ⓘ
- Daumiller, M.**, Loderer, K., & Dresel, M. (2020). *Motiviertes Lernen zu Hause anleiten* [Facilitating motivated learning at home]. Self-regulated Learning. <https://www.selbstregulierte-lernen.org/kopie-von-sek-i-selbstregulierte-l-1> ⓘ
- Daumiller, M.**, & Morinaj, J. (2020). *Interview with EARLI Motivation and Emotion SIG 2010 Lifetime Award recipient Monique Boekaerts*. European Association for Research on Learning, Instruction: Motivation, and Emotion SIG. <https://doi.org/10.13140/RG.2.2.33076.48005> ⓘ
- Daumiller, M.**, & Morinaj, J. (2020). *Interview with EARLI Motivation and Emotion SIG 2016 Lifetime Award recipient Stuart Karabenick*. European Association for Research on Learning, Instruction: Motivation, and Emotion SIG. <https://doi.org/10.13140/RG.2.2.12769.74082> ⓘ
- Daumiller, M.**, & Morinaj, J. (2020). *Interview with EARLI Motivation and Emotion SIG 2018 Lifetime Award recipient Simone Volet*. European Association for Research on Learning, Instruction: Motivation, and Emotion SIG. <https://doi.org/10.13140/RG.2.2.24542.46405> ⓘ
- Loderer, K., **Daumiller, M.**, & Dresel, M. (2020). *Wie motiviere ich mich beim Home-Schooling?* [How do I motivate myself when learning from home?] German Psychological Research Association and Network of Psychotherapeutic Training Courses at Universities. <https://doi.org/10.13140/RG.2.2.27411.30242> [3 ↗] ⓘ

Presentations at Conferences with Peer Review [183 | as first author: 51]

- Baars, J.[‡], Jähne, M. F., Dietrich, J., Holtmann, J., **Daumiller, M.**, & Moeller, J. (2024, March). *Idiografische und nomothetische Netzwerkanalysen zur Integration der Situierten Erwartungs-Wert-Theorie der Leistungsmotivation mit der Kontroll-Wert-Theorie akademischer Emotionen: Erste Ergebnisse aus dem ManyMoments-Projekt* [Use of Ideographic and nomothetic network analyses for the integration of the situated expectancy-value theory and the control-value-theory of academic emotions: First results from the ManyMonents-Project] [conference,first]. 11th Convention of the Society for Empirical Educational Research (GEBF), Potsdam.
- Daumiller, M.**, Putwain, D., & Nett, U. (2024, March). *Jetzt besorgt, später hoffnungsvoll? Dynamische Netzwerkmodellierung der Zusammenhänge zwischen Emotionen und Emotionsregulation innerhalb und zwischen Studierenden während der Prüfungsvorbereitung* [Worried now, later hopeful? Dynamic Network Modelling of the Relationships Between Emotions and Emotion Regulation Within and Between Students During Exam Preparation] [conference,first]. 11th Convention of the Society for Empirical Educational Research (GEBF), Potsdam.
- Keller, M.[‡], Dresel, M., & **Daumiller, M.** (2024, March). *Wahrnehmung und Nutzung von Peer-Feedback: Bedeutung der Motivation von Studierenden vor dem Hintergrund einer Intervention* [Perception and Use of peer feedback: Relevance of student characteristics and possible interventions] [conference]. 11th Convention of the Society for Empirical Educational Research (GEBF), Potsdam.
- Steinhauser, R.[‡], Dickhäuser, O., Rinas, R., **Daumiller, M.**, Dresel, M., & Janke, S. (2024, March). *Die Bedeutung von Supervision für emotionales Erleben und langfristige Karriereintention von Nachwuchswissenschaftler:innen* [Relevance of Supervision for emotional experiences and longlasting career intentions of early career researchers] [conference]. 11th Convention of the Society for Empirical Educational Research (GEBF), Potsdam.
- Wloch, L.[‡], von der Mülbe, S., **Daumiller, M.**, Gadoey, C., Chwastek, S., Dresel, M., & Grunschel, C. (2024, March). *Prokrastination im Studium: Validierung und Normierung der „Behavioral and Emotional Procrastination Scale“* [Procrastination among university students: Validation and Norming of the „Behavioral and Emotional Procrastination Scale“] [conference]. 11th Convention of the Society for Empirical Educational Research (GEBF), Potsdam.
- Daumiller, M.**, & Beck, J. (2023, September). *Welche Ziele verfolgst du? Ergebnisse einer Validierungsstudie zur Struktur selbstbezogener Ziele in der Sekundarstufe I* [Which goals do you pursue? Results of a validation study on the structure of achievement goals in secondary education] [first,conference]. 19th Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS), Kiel.
- Daumiller, M.**, Rinas, R., & Dresel, M. (2023, September). *Achievement goals during the PhD phase: Developmental trajectories and relations with contextual factors* [Paper presentation]. 19th Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS), Kiel.

- Fritz, T.[‡], González Cruz, H., Janke, S., & **Daumiller, M.** (2023, September). *Vor lauter Skalen das Konstrukt nicht mehr sehen: Systematischer Review zu Messmethoden akademischen Betrugsverhaltens [Losing sight of the construct among a forst of scales: A systematic review on the assessment methods of academic dishonesty]* [conference]. 19th Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS), Kiel.
- González Cruz, H.[‡], Fritz, T., Rudert, S., **Daumiller, M.**, & Janke, S. (2023, September). *Investigating the effect of attitudes towards cheating on the relationship between performance goals and cheating behavior* [Paper presentation]. 19th Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS), Kiel.
- Keller, M.[‡], Dresel, M., & **Daumiller, M.** (2023, September). *Wie kann man die Motivation von Studierenden in der Produktion von Peer-Feedback fördern? Ergebnisse eines Feldexperiments [How to foster the motivation of students to provide peer feedback? Results of a field experiment]* [conference]. 19th Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS), Kiel.
- Steinhauser, R.[‡], Rinas, R., Janke, S., **Daumiller, M.**, Dresel, M., & Dickhäuser, O. (2023, September). *Die Rolle von Annäherungslernzielen und Selbstregulation für wahrgenommen Erfolg und selbstberichteten Lernzuwachs von Wissenschaftlerinnen und Wissenschaftlern [Relevance of learning goals and self-regulation for perceived success and self-reported learning gains of researchers]* [conference]. 19th Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS), Kiel.
- Böheim, R., **Daumiller, M.**, & Seidel, T. (2023, August). *Hand raising and its bidirectional relationships with cognitive elaboration and self-concept* [Paper presentation]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Cilalı, B.[‡], Michou, A., Hulleman, C., Barron, K., Sutter, C., & **Daumiller, M.** (2023, August). *How do mindset beliefs relate to other forms of motivation?* [Paper presentation]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Daumiller, M.**, Rinas, R., & Dresel, M. (2023, August). *Motivation during the PhD: Development of achievement goals depending on contextual factors* [Poster presentation]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Fritz, T.[‡], González Cruz, H., Janke, S., & **Daumiller, M.** (2023, August). *Investigating cheating in the lab: Effects of performance goals and evaluation focus* [Paper presentation]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Hemi, A., Madjar, N., Rich, Y., & **Daumiller, M.** (2023, August). *Relationships between students' achievement goals and social network centrality in the classroom* [Paper presentation]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Hussain, T.[‡], Putwain, D., **Daumiller, M.**, & Pekrun, R. (2023, August). *Academic buoyancy and coping: Are buoyant students using more effective coping strategies?* [Paper presentation]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Keller, M.[‡], Dresel, M., & **Daumiller, M.** (2023, August). *Do achievement goals and self-efficacy matter for students' perception and use of feedback?* [Paper presentation]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.

- Keller, M.[‡], Dresel, M., & **Daumiller, M.** (2023, August). *Relevance of motivation for use of feedback: Role of goals, self-efficacy, task value, and attitudes* [Paper presentation]. 27th Annual JURE Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Özsoy, M.[‡], Fritz, T., & **Daumiller, M.** (2023, August). *Effects of performance goals and self-efficacy on cheating in an academic test* [Poster presentation]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Rinas, R.[‡], & **Daumiller, M.** (2023, August). *Exploring the development of achievement goals during the PhD* [Paper presentation]. 27th Annual JURE Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Wekerle, C., **Daumiller, M.**, & Kollar, I. (2023, August). Exploring (typical) technology-enhanced learning activities in higher education and their effects on students' cognitive and affective-motivational learning outcomes. In D. Petko (Chair), *Investigating technology integration in learning activities through the lens of the ICAP model* [Invited symposium]. 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece.
- Daumiller, M.**, Rinas, R., & Dresel, M. (2023, June). *Professional development of teachers in online contexts: Differences in learning engagement and relevance of achievement goals* [Paper presentation]. 17th International Conference of the Learning Sciences (ICLS), Montreal, Canada.
- Keller, M.[‡], Özsoy, M., Dresel, M., & **Daumiller, M.** (2023, June). *Day-to-day climate protection via the lens of Theory of Planned Behavior and Protection Motivation Theory* [Paper presentation]. International Conference on Environmental Psychology, Aarhus, Denmark.
- Bross, T.[‡], Nett, U., & **Daumiller, M.** (2023, April). *A meta-analytic examination of the associations between achievement goals and achievement emotions* [Paper presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Daumiller, M.**, Butler, R., & Dresel, M. (2023, April). *Continuous professional learners: What do teachers understand as professional learning and which goals drive them?* [Paper presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Daumiller, M.**, Fritz, T., Cruz, H. G., & Janke, S. (2023, April). *Achievement goals and academic dishonesty in undergraduate students: Longitudinal relationships and moderators* [Paper presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- de Moll, F., Daniel, A., **Daumiller, M.**, Hübner, N., Scharf, J., & Wolff, F. (2023, April). *How schools' college-going culture affects higher education enrollment: A multilevel application of institutional habitus* [Paper presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Fritz, T.[‡], González Cruz, H., Janke, S., & **Daumiller, M.** (2023, April). *Elucidating the associations between achievement goals and academic dishonesty: A meta-analysis* [Poster presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL. <https://tinyurl.com/44e3kkcy>
- Keller, M.[‡], Dresel, M., & **Daumiller, M.** (2023, April). Not motivated to use feedback? How self-efficacy and achievement goals matter for students' feedback use. In **M. Daumiller & J. Meyer** (Chairs), *The interplay of feedback and motivation: Perspectives on how context,*

- student, and feedback characteristics matter* [Symposium]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Meyer, J.*, Scharf, J.* **Daumiller, M.****, & Hübner, N.**. (2023, April). *How values relate to achievement in upper secondary education: Integrating interdisciplinary perspectives on academic motivation* [Poster presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Rinas, R.‡, Stupnisky, R., Daniels, L., & **Daumiller, M.** (2023, April). *Exploring faculty members' perceived success in research and teaching: The role of motivation and emotion* [Paper presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Siegel, S., & **Daumiller, M.** (2023, April). *Preservice teachers' attitudes and beliefs about educational theories* [Poster presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Daumiller, M.**, Fritz, T., González Cruz, H., Rudert, S., & Janke, S. (2023, March). „*Nicht für mich, sondern für andere*“: Anderen bei akademischem Betrugsverhalten zu helfen hängt mit Beziehungszielen und kooperativen sozialen Normen zusammen [„*Not for me, but for others*“: Helping others with academic cheating behavior is related to social goals and cooperative social norms] [Paper presentation]. 10th Convention of the Society for Empirical Educational Research (GEBF), Essen.
- Daumiller, M.**, Janke, S., Dickhäuser, O., & Dresel, M. (2023, March). *Ziele in der Promotionsphase: Exploration ihrer Entwicklung und Zusammenhänge mit Kontextmerkmalen* [Goals during the PhD: Exploration of their development and correlations with contextual characteristics] [Paper presentation]. 10th Convention of the Society for Empirical Educational Research (GEBF), Essen.
- Fritz, T.‡, González Cruz, H., Janke, S., & **Daumiller, M.** (2023, March). *Herausforderungen in der experimentellen Untersuchung von Betrugsverhalten: Ergebnisse eines Experiments zur Interaktion von Performanzzielen und Art der Leistungsbeurteilung* [Challenges in the experimental study of cheating behavior: Results of an experiment on the interaction of performance goals and type of performance appraisal] [Paper presentation]. 10th Convention of the Society for Empirical Educational Research (GEBF), Essen.
- González Cruz, H.‡, Fritz, T., **Daumiller, M.**, & Janke, S. (2023, March). *Do students come clean after the fact? Leveraging the Benford Randomized Response Technique to more accurately predict student cheating behavior during exams* [Vortrag]. 10th Convention of the Society for Empirical Educational Research (GEBF), Essen.
- Keller, M.‡, Dresel, M., & **Daumiller, M.** (2023, March). *Beeinflussen Zielorientierungen und Selbstwirksamkeitserwartungen, wie Studierende tutorielles Feedback wahrnehmen und nutzen? Ergebnisse einer Längsschnittstudie* [Do achievement goals and self-efficacy beliefs influence how students perceive and use tutorial feedback? Results of a longitudinal Study] [Paper presentation]. 10th Convention of the Society for Empirical Educational Research (GEBF), Essen.
- Böheim, R., **Daumiller, M.**, & Seidel, T. (2023, February). Die Stabilität von Schülermeldungen und deren reziproker Zusammenhang mit Selbstkonzept und kognitiver Lernaktivität im Verlauf des Schuljahrest [The stability of student reports and their reciprocal relationship with self-concept and cognitive learning activity over the course of the school year]. In

R. Böheim & T. Seidel (Chairs), *Die Bedeutung von aktiver Schüler*innenbeteiligung im Unterricht: Individuelle Lernvoraussetzungen, kontextuelle Determinanten und der Zusammenhang mit Lernerfolg* [The Importance of Active Student Involvement in the Classroom: Individual Learning Preferences, Contextual Determinants, and the Relationship to Learning Success] [Symposium]. 10th Convention of the Society for Empirical Educational Research (GEBF), Essen.

Daniel, A., de Moll, F., Zeddies, V., Scharf, J., Hübner, N., Wolff, F., & **Daumiller, M.** (2023, February). *Studienentscheidung, soziale Herkunft und institutioneller Habitus – Wie Schulkulturen den Übergang in die Hochschule beeinflussen* [Study decision, social origin and institutional habitus – How school cultures influence the transition to higher education] [Paper presentation]. 10th Convention of the Society for Empirical Educational Research (GEBF), Essen.

Özsoy, M.[‡], Keller, M., Dresel, M., & **Daumiller, M.** (2022, December). *Warum verhalten sich Menschen im Alltag klimaschützend? Klimaschützendes Verhalten aus Sicht der Theorie des geplanten Verhaltens und der Schutzmotivationstheorie* [Why do people act in a climate protective way? Every-day climate protective behaviors from the perspective of the Theory of Planned Behavior and Protection Motivation Theory] [Paper presentation]. ZfE-Forum 2022 „Education for Sustainable Development“, Hamburg.

Daumiller, M., Butler, R., & Dresel, M. (2022, November). *Teachers as continuous professional learners: What do teachers understand as professional learning and which goals drive them?* [Paper presentation]. 29th Meeting of the Luxembourg Educational Research Association (LuxERA), Belval, Luxembourg.

Bäulke, L., **Daumiller, M.**, & Dresel, M. (2022, September). Zur Entwicklung von Motivationsregulation und Prokrastination bei Studierenden [Development of Motivational Regulation and Procrastination in Students]. In C. Grunschel & J. Sparfeldt (Chairs), „Morgen, morgen, nur nicht heute...“ – *Bedingungen und Auswirkungen akademischer Prokrastination* [„Tomorrow, tomorrow, just not today...“ – Antecedents and Effects of academic procrastination] [Symposium]. 52nd Meeting of the German Association of Psychology (DGPS), Hildesheim.

Bross, T.[‡], Nett, U., & **Daumiller, M.** (2022, September). *The relationship of achievement goals and achievement emotions: A meta-analytic examination* [Paper presentation]. 52nd Meeting of the German Association of Psychology (DGPS), Hildesheim.

Daumiller, M., Janke, S., Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (2022, September). *Teaching quality in higher education: Agreement between teacher self-reports and student evaluations* [Paper presentation]. 52nd Meeting of the German Association of Psychology (DGPS), Hildesheim.

Fritz, T.[‡], González Cruz, H., Janke, S., & **Daumiller, M.** (2022, September). Systematischer Review über Messinstrumente zu akademischem Betrugsverhalten: Messmethodik, inhaltliche Überschneidungen und psychometrische Qualität [Systematic Review of measurement instruments on academic dishonesty: Measurement method, contentual overlap, and psychometric quality]. In J. Täschner (Chair), *3 Konstrukte, 1 Problem. Ein systematischer Vergleich von Fragebögen zur Erfassung von Unterrichtsqualität aus Schülersicht, akademischem Betrugsverhalten und LehrkräfteSelbstwirksamkeit* [3 Constructs, 1 Problem. A systematic comparison of questionnaires assessing instructional quality through students'

perspectives, academic dishonesty, and teacher self-efficacy] [Symposium]. 52nd Meeting of the German Association of Psychology (DGPS), Hildesheim.

González Cruz, H.[‡], Fritz, T., Rudert, S., **Daumiller, M.**, & Janke, S. (2022, September). *How does perceived seriousness matter for academic dishonesty?* [Paper presentation]. 52nd Meeting of the German Association of Psychology (DGPS), Hildesheim.

Özsoy, M.[‡], Keller, M., Dresel, M., & **Daumiller, M.** (2022, September). *Adapting theory of planned behavior and protection motivation theory on everyday climate-protection* [Poster presentation]. 52nd Meeting of the German Association of Psychology (DGPS), Hildesheim.

Wekerle, C., **Daumiller, M.**, & Kollar, I. (2022, September). *Technologiegestützte Lehre, aber wie? Kognitive und motivational-affektive Effekte unterschiedlicher technologiegestützter Lernaktivitäten* [Technology-supported teaching, but how? Cognitive and motivational-effective effects of different digital learning activities] [Paper presentation]. 52nd Meeting of the German Association of Psychology (DGPS), Hildesheim.

Daniel, A., de Moll, F., **Daumiller, M.**, Hübner, N., Scharf, J., Wolff, F., & Zeddies, V. (2022, August). *Context effects on students' higher education enrollment: Who benefits from a college-going culture?* [Paper presentation]. Workshop "Social Inequality: Composition Effects in Groups and Networks", Zürich.

Daumiller, M. (2022, July). *Lern- und Leistungsmotivation von Lehrpersonen: Relevanz, Eigenschaften und Unterstützungsmöglichkeiten* [Achievement motivation of teachers: Relevance, attributes, and practical implications] [Keynote]. Training and Networking Day „Teacher Education Research“ at the Center for Teacher Development, Bamberg.

Keller, M.[‡], Özsoy, M., Dresel, M., & **Daumiller, M.** (2022, July). *Adapting theory of planned behavior and protection motivation theory on everyday climate-protection* [Poster presentation]. 26th JURE Conference, Porto, Portugal.

Daumiller, M., Crivaro, D., Stockinger, K., Rinas, R., & Leger, L. (2022, June). *Imposter phenomenon in german faculty* [Poster presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Daumiller, M., Fritz, T., González Cruz, H., & Janke, S. (2022, June). Achievement goals and academic dishonesty: Longitudinal associations and moderator analyses [Paper presentation]. In S. Siegel (Chair), *Best of JURE session* [Symposium]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Daumiller, M., Janke, S., Rinas, R., Dickhäuser, O., & Dresel, M. (2022, June). *Teaching quality in higher education: Agreement between teacher self-reports and student evaluations* [Paper presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Daumiller, M., Rinas, R., & Dresel, M. (2022, June). *Relevance of students' goals for learning engagement and knowledge gains in an online learning course* [Paper presentation]. 16th International Conference of the Learning Sciences (ICLS), Hiroshima, Japan.

Hemi, A.[‡], Rinas, R., Dresel, M., & **Daumiller, M.** (2022, June). *Examining links between personality traits, emotions, help-seeking attitudes, and self-efficacy* [Paper presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Keller, M.[‡], Rinas, R., Janke, S., Dickhäuser, O., Dresel, M., & **Daumiller, M.** (2022, June). *Self-efficacy, basic psychological need satisfaction, and emotions of higher education teachers* [Poster presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

- Özsoy, M.[‡], Rinas, R., Kilz, L., & Dresel, M., Markus und Daumiller. (2022, June). *Subjective well-being and coping of university faculty: Who is particularly affected?* [Poster presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.
- Rinas, R.[‡], Özsoy, M., Dresel, M., & **Daumiller, M.** (2022, June). University teachers' well-being during COVID-19: A qualitative analysis [Paper presentation]. In L. Kiltz (Chair), *Academic well-being in higher education: Lessons learned from teachers and students* [Symposium]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.
- Daniel, A., **Daumiller, M.**, de Moll, F., Hübner, N., Scharf, J., Wolff, F., & Zeddies, V. (2022, May). *Context effects on students' higher education enrollment: Who benefits from a college-going culture?* [Paper presentation]. Spring-Workshop of the College of Interdisciplinary Educational Research, Frankfurt.
- Meyer, J.*[†], Scharf, J.*[†], **Daumiller, M.****, & Hübner, N.**. (2022, May). *Integrating interdisciplinary perspectives on academic motivation: The role of socialized values of education and expectancy-value beliefs* [Paper presentation]. Spring-Workshop of the College of Interdisciplinary Educational Research, Frankfurt.
- Schwarzenthal, M., **Daumiller, M.**, & Civitillo, S. (2022, May). *Investigating the sources of teacher intercultural self-efficacy: A three-level study using TALIS 2018* [Paper presentation]. Spring-Workshop of the College of Interdisciplinary Educational Research, Frankfurt.
- Böheim, R., **Daumiller, M.**, & Seidel, T. (2022, April). *A cross-lagged longitudinal study of student hand-raising: Stability and reciprocal dynamics with elaboration and self-concept* [Paper presentation]. 2022 American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Janke, S., Messerer, L., & **Daumiller, M.** (2022, April). *Self-determination during campus closure: Longitudinal trends in undergraduate students' need satisfaction and intrinsic learning motivation* [Paper presentation]. 2022 American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Lüftenegger, M., Holzer, J., **Daumiller, M.**, & Bardach, L. (2022, April). *Academic and social achievement goals: Secondary school students' goal profiles and their linkages* [Poster presentation]. 2022 American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Rinas, R.[‡], Kiltz, L., Dresel, M., & **Daumiller, M.** (2022, April). *Achievement goals and subjective well-being of university faculty: A longitudinal analysis* [Poster presentation]. 2022 American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Daumiller, M.**, Weiß, K., & Grassinger, R. (2022, March). Motivationale Handlungskonflikte zwischen Schule, Leistungssport und Freizeit: Bedingungsfaktoren und Effekte [Goal conflicts between school, sports, and leisure: Antecedents and effects] [Paper presentation]. In J. Gorges & R. Grassinger (Chairs), *Zu viel gewollt? Motivationale Konflikte von Lernenden und Lehrenden* [Symposium]. 9th Convention of the Society for Empirical Educational Research (GEBF), Bamberg.
- Fritz, T.[‡], González Cruz, H., Janke, S., & **Daumiller, M.** (2022, March). *Der Zusammenhang von selbstbezogenen Master-, Performanz- und Arbeitsvermeidungszielen mit akademischem Betrugsverhalten: Eine Meta-Analyse* [The relationship between mastery, performance, and work avoidance goals with academic dishonesty: A meta-analysis] [Paper presentation]. 9th Convention of the Society for Empirical Educational Research (GEBF), Bamberg.

- González Cruz, H.[‡], Fritz, T., Rudert, S., **Daumiller, M.**, & Janke, S. (2022, March). *Social repression of cheating behaviors: Another relevant dimension to (re)consider?* [Paper presentation]. 9th Convention of the Society for Empirical Educational Research (GEBF), Bamberg.
- Janke, S., Messerer, L., & **Daumiller, M.** (2022, March). *Campusschließungen und das studentische Befinden: Differentielle Entwicklungstrends in der Befriedigung psychologischer Grundbedürfnisse und intrinsischer Lernmotivation* [Campus lockdowns and student well-being: Differential development trends in the satisfaction of psychological needs and intrinsic learning motivation] [Paper presentation]. 9th Convention of the Society for Empirical Educational Research (GEBF), Bamberg.
- Meyer, J.* Scharf, J.* **Daumiller, M.****, & Hübner, N.**. (2022, March). *Integrating interdisciplinary perspectives on academic motivation: The role of socialized values of education and expectancy-value beliefs* [Paper presentation]. 9th Convention of the Society for Empirical Educational Research (GEBF), Bamberg.
- Rinas, R.[‡], Butler, R., & **Daumiller, M.** (2022, March). Relevanz selbstbezogener Ziele von Lehrkräften: Eine Metaanalyse [Relevance of achievement goals of teachers: A meta-analysis] [Paper presentation]. In K. Hettinger & R. Lazarides (Chairs), *Zu viel gewollt? Motivationale Konflikte von Lernenden und Lehrenden* [Symposium]. 9th Convention of the Society for Empirical Educational Research (GEBF), Bamberg.
- Daumiller, M.**, & Dresel, M. (2022, February). *Goals as causes or consequences? Temporal dynamics between faculty goals, burnout/engagement, and performance in teaching and research across two years* [Poster presentation]. Society for Personality and Social Psychology Annual Convention, San Francisco, CA.
- Hangen, E., **Daumiller, M.**, & Chen, C. (2022, February). *Expected to excel: Examining cross-cultural differences in perceived parental expectations on performance and distress* [Poster presentation]. Society for Personality and Social Psychology Annual Convention, San Francisco, CA.
- Daumiller, M.**, & Dresel, M. (2021, October). *Temporal dynamics between faculty goals, burnout/engagement, and performance in teaching and research: A latent change score approach* [Paper presentation]. CIDER-LERN-Conference, Berlin.
- Daumiller, M.**, & Karabulut, D. (2021, October). *Online-Präsentation oder motivierender Unterricht – Schüler*innen im Distanzunterricht motivieren* [Online presentation or motivating lessons – Motivating students in distance learning] [Paper presentation]. Virtual Youth Presents Federal Congress.
- Schelp, L.[‡], Bipp, T., Gado, S., & **Daumiller, M.** (2021, September). *Die Rolle des Bewertungsverhaltens von Führungskräften für ein lernzielorientiertes Arbeitsumfeld* [Role of supervisors appraisal behaviors for mastery-based work environments] [Paper presentation]. Virtual Meeting of the Division of Work, Organizational, Economic, and Engineering psychology of the German Association of Psychology (DGPS).
- Fritz, T.[‡], Petersen, Ä., Janke, S., & **Daumiller, M.** (2021, September). *Längsschnittstudie zum Zusammenhang zwischen selbstbezogenen Lern- und Leistungszielen und akademischem Betrugsvorhalten* [Longitudinal study on the relationship between achievement goals and academic dishonesty] [Paper presentation]. Virtual Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS).

- González Cruz, H.[‡], Fritz, T., Rudert, S., **Daumiller, M.**, & Janke, S. (2021, September). *Einfluss des Gerechtigkeitsempfindens von Studierenden auf akademisches Betrugsverhalten im digitalen Zeitaltern [Influence of sense of justice on academic dishonesty of students in the digital era]* [Paper presentation]. Virtual Meeting of the German Society of Higher Education Research (GfHf).
- Rinas, R.[‡], Dresel, M., & **Daumiller, M.** (2021, September). *Selbstbezogene Ziele und Wohlbefinden von Hochschullehrenden: Einblicke aus einer Längsschnittstudie [Achievement goals and well-being of faculty: Insights from a longitudinal study]* [Paper presentation]. Virtual Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS).
- Daumiller, M.**, & Dresel, M. (2021, September). *Ursachen oder Folgen? Zeitliches Zusammenspiel selbstbezogener Ziele mit dem Belastungserleben und der beruflichen Leistung von Wissenschaftler*innen [Causes or Consequences? Temporal linkages between achievement goals and burnout/engagement and performance of faculty]* [Paper presentation]. Virtual Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS).
- Daumiller, M.**, & Dresel, M. (2021, August). *Temporal dynamics between faculty goals, work-stress, and performance in teaching and research* [Paper presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Fritz, T.[‡], González Cruz, H., Janke, S., & **Daumiller, M.** (2021, August). *Elucidating the research on achievement goals and academic dishonesty: A meta-analysis* [Poster presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Kiltz, L.[‡], Fokkens-Bruinsma, M., Jansen, E., Rinas, R., & **Daumiller, M.** (2021, August). *University teacher and student well-being: Interrelations, impact of COVID-19, and future directions* [Collaborative workspace]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Putwain, D., Stockinger, K., von der Embse, N., Suldo, S., & **Daumiller, M.** (2021, August). *Test anxiety, anxiety disorders, and school-related wellbeing: Manifestations of the same or different constructs?* [Paper presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Rinas, R.[‡], Dresel, M., Dickhäuser, O., & **Daumiller, M.** (2021, August). *University teachers' professional development: The role of achievement goals for learning* [Paper presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Rinas, R.[‡], Hein, J., Janke, S., Dickhäuser, O., Dresel, M., & **Daumiller, M.** (2021, August). *University teachers' subjective well-being and achievement goals: A person-centered analysis* [Paper presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Stockinger, K., Rinas, R., & **Daumiller, M.** (2021, August). *Student adaptability, emotions, and achievement: Navigating new academic terrains in a pandemic* [Paper presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Bäulke, L.[‡], **Daumiller, M.**, & Dresel, M. (2021, July). *How context-specific motivational regulation is relevant for reducing academic procrastinatory behaviors* [Roundtable presentation]. International Procrastination Research Workshop.

- Daumiller, M.** (2021, June). *Faculty motivation matters: Theoretical approaches, relevance for learning and performance, and future directions* [Keynote]. 18th International Conference on Efficacy and Responsibility in Education (ERIE), Prague, Czech Republic.
- Daumiller, M.**, Rinas, R., Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2021, May). *The role of university faculty achievement goals for attitudes towards the COVID-19-induced change to digital teaching, and their relevance for burnout/engagement and student evaluations of teaching quality* [Paper presentation]. Spring-Workshop of the College of Interdisciplinary Educational Research, Bamberg.
- Fritz, T.[‡], Petersen, Ä., Janke, S., & **Daumiller, M.** (2021, May). *Elucidating the associations between achievement goals and academic dishonesty: A systematic review and meta-analysis* [Poster presentation]. Virtual 13th Annual Meeting of the Science for the Science of Motivation.
- Keller, M.[‡], Rinas, R., Hein, J., Janke, S., Dickhäuser, O., Dresel, M., & **Daumiller, M.** (2021, May). *Self-efficacy, basic psychological need satisfaction, and emotions: Interplay of higher education teachers' motivations* [Poster presentation]. Virtual 13th Annual Meeting of the Science for the Science of Motivation.
- Petersen, Ä.[‡], Fritz, T., Rudert, S., **Daumiller, M.**, & Janke, S. (2021, May). *Motivational antecedents of academic dishonesty during a global pandemic* [Poster presentation]. Virtual 13th Annual Meeting of the Science for the Science of Motivation.
- Schwarzenthal, M., **Daumiller, M.**, & Civitillo, S. (2021, May). *Investigating the sources of teachers' intercultural self-efficacy beliefs: A latent three-level study using TALIS 2018* [Paper presentation]. Spring-Workshop of the College of Interdisciplinary Educational Research, Bamberg.
- Daumiller, M.**, Rinas, D., Ravenand Olden, & Dresel, M. (2021, April). Teachers' achievement goals in professional training courses: Effects on learning engagement and learning gains. In M. Babichenko & D. Vedder-Weiss (Chairs), *Teacher motivation for learning and professional development* [Symposium]. Virtual 2021 American Educational Research Association (AERA) Annual Meeting. <https://tinyurl.com/4yfncjmd>
- Daumiller, M.**, Rinas, R., Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2021, April). Effekte von Zielorientierungen von Dozierenden für deren Einstellungen bezüglich des Wechsels von Präsenz- auf Online-Lehre sowie deren Relevanz für Belastungserleben und studentische Beurteilungen der Lehrqualität [Effects of university faculty achievement goals for attitudes towards the change from in-person to online teaching, and their relevance for burnout/engagement and student evaluations of teaching quality]. In M. Daumiller & S. Hofer (Chairs), *Auswirkungen von COVID-19 auf die Hochschullehre: Online Lehren und Lernen als Herausforderung und Chance* [Ramifications of COVID-19 for higher education teaching: Studying and teaching online as challenge and chance] [Symposium]. digiGEBF Conference Education and Corona.
- Janke, S., Rudert, S., Petersen, Ä., Fritz, T., & **Daumiller, M.** (2021, April). *Academic dishonesty during the pandemic: Does the accelerated digitalization put written exams in higher education in danger?* [conference] [Paper presentation]. digiGEBF Conference Education and Corona.
- Karabulut, D.[‡], & **Daumiller, M.** (2021, April). *Combining moral and democratic education with subject matter instruction in history*. Virtual 2021 American Educational Research Association (AERA) Annual Meeting. <https://tinyurl.com/my3csv7j>

- Olden, D.[‡], Küher, C., Nett, U., Dresel, M., & **Daumiller, M.** (2021, April). *Soziale Interaktion in der digitalen Hochschullehre unter COVID-19 Bedingungen: Interaktionsformen, motivationale Bedingungsfaktoren und Relevanz für Lernerfolg* [Social interaction in higher education during COVID-19: Forms of interaction, motivational antecedents, and relevance for learning success] [Paper presentation]. digiGEBF Conference Education and Corona.
- Petersen, Ä.[‡], Fritz, T., Rudert, S., & **Daumiller, M.** (2021, April). *Einfluss des Gerechtigkeitsempfindens von Studierenden auf akademisches Betrugsvorhalten im digitalen Zeitalter* [Influence of students' sense of justice on academic dishonesty during digital teaching] [Paper presentation]. digiGEBF Conference Education and Corona.
- Rinas, R.[‡], Dresel, M., & **Daumiller, M.** (2021, April). *Linking faculty achievement goals and well-being: Insights from an international study* [Poster presentation]. Virtual 2021 American Educational Research Association (AERA) Annual Meeting. <https://tinyurl.com/85yk68y9>
- Siegel, S.[‡], Wisniewski, B., & **Daumiller, M.** (2021, April). *Preservice teachers' attitudes and beliefs about educational theories: Associations with motivational, affective, and conative aspects*. Virtual 2021 American Educational Research Association (AERA) Annual Meeting. <https://tinyurl.com/da8nct6x>
- Bross, T.[‡], Nett, U., & **Daumiller, M.** (2021, March). *Different goals, different emotions? A meta-analytic examination of the associations between achievement goals and achievement emotions*. Virtual ZIB Academy 2021 Meeting.
- Fritz, T.[‡], Petersen, Ä., Janke, S., & **Daumiller, M.** (2021, March). *Meta-analysis on the association between achievement goals and academic dishonesty*. Virtual ZIB Academy 2021 Meeting.
- Bäulke, L.[‡], **Daumiller, M.**, & Dresel, M. (2020, September). Längsschnittliche Betrachtung von Prokrastinationsverhalten und Motivationsregulation bei Studierenden [Longitudinal examination of procrastinatory behavior and motivational regulation in students]. In C. Grunschel & J. Sparfeldt (Chairs), *Warum schieben Studierende ihre Tätigkeiten im Studium auf? – Motivation, Emotion, Suchtverhalten, Aufgabenwahrnehmung und Persönlichkeit als Bedingungsfaktoren* [Why do students procrastinate during their studies? – Motivation, emotion, addictive behavior, perception of tasks, and personality as antecedents] [Symposium]. 52nd Meeting of the German Association of Psychology (DGPS) [conference canceled], Vienna, Austria.
- Daumiller, M.**, Janke, S., Butler, R., Dickhäuser, O., & Dresel, M. (2020, September). What goal type is your teacher? A broad analysis into the merits and drawbacks of person-centered approaches to teachers' achievement goals. In S. Hackl-Wimmer, M. Lüftenegger, & M. Daumiller (Chairs), *Motivation in education: The potential of multiple goal pursuit* [Symposium]. 52nd Meeting of the German Association of Psychology (DGPS) [conference canceled], Vienna, Austria.
- Dresel, M., Dickhäuser, O., Janke, S., Rinas, R., Hein, J., & **Daumiller, M.** (2020, September). Linking higher education teachers' achievement goals with students' emotions and learning. In F. Lauermann, R. Butler, & B. Kramarski (Chairs), *Do teacher motivation, meta-cognition, and self-regulation affect student outcomes?* [Invited symposium]. 17th International Conference on Motivation and the 9th Conference on Metacognition [conference canceled], Dresden.
- Lüftenegger, M., Bardach, L., & **Daumiller, M.** (2020, September). Academic and social achievement goals: Latent profiles and external linkages. In S. Hackl-Wimmer, M. Lüftenegger,

& M. Daumiller (Chairs), *Motivation in education: The potential of multiple goal pursuit* [Symposium]. 52nd Meeting of the German Association of Psychology (DGPS) [conference canceled], Vienna, Austria.

Rinas, R.‡, Dresel, M., Dickhäuser, O., & **Daumiller, M.** (2020, September). *University instructors' learning in professional development courses: An achievement goal approach*. EARLI SIG8 Virtual Meeting for Junior and Early Career Researchers.

Siegel, S.‡, Wisniewski, B., & **Daumiller, M.** (2020, September). *Dealing with educational theories – A matter of pre-service teachers theory-related attitudes, beliefs, motivations and emotions?* EARLI SIG8 Virtual Meeting for Junior and Early Career Researchers.

Daumiller, M., Händel, M., Markus, S., & Jacob, B. (2020, August). *3 × 2 achievement goals: Factor structure and semantic overlap in university and high-school students*. 17th International Conference on Motivation and the 9th Conference on Metacognition [conference canceled], Dresden.

Daumiller, M., & Janke, S. (2020, August). *The impact of performance goals on cheating depends on how performance is evaluated*. 17th International Conference on Motivation and the 9th Conference on Metacognition [conference canceled], Dresden.

Rinas, R.‡, Dresel, M., Dickhäuser, O., & **Daumiller, M.** (2020, August). *University teachers' learning in professional development courses: An achievement goal approach*. 17th International Conference on Motivation and the 9th Conference on Metacognition [conference canceled], Dresden.

Hein, J.‡, **Daumiller, M.**, Janke, S., Dresel, M., & Dickhäuser, O. (2020, July). *How do higher education instructors learn from student evaluations of teaching?* [Poster presentation]. 2020 Conference of the EARLI SIG14 [conference canceled], Barcelona, Spain.

Rinas, R.‡, Dresel, M., Dickhäuser, O., & **Daumiller, M.** (2020, July). University instructors' professional development: Do achievement goals explain diversity in learning? In M. Daumiller & J. Morinaj (Chairs), *The role of motivation in education in a diverse society* [Invited symposium]. 24th JURE Conference [conference canceled], Porto, Portugal.

Daumiller, M., & Janke, S. (2020, June). *The impact of performance goals on cheating depends on how performance is evaluated* [Paper presentation]. EARLI SIG 13 Conference [conference canceled], Kristiansand, Norway.

Daumiller, M., Rinas, R., Olden, D., & Dresel, M. (2020, June). *Academics' motivations in professional development interventions: Effects on learning engagement and learning gains* [Poster presentation]. Society for Information Technology & Teacher Education Conference [conference canceled], New Orleans, LA.

Karabulut, D.‡, & **Daumiller, M.** (2020, June). *Linkage between moral and democratic education and subject matter instruction in history*. EARLI SIG 13 Conference [conference canceled], Kristiansand, Norway.

Siegel, S.‡, Wisniewski, B., & **Daumiller, M.** (2020, June). *Correlates of attitudes and beliefs of university students and lecturers with motivation and emotion*. Joint 2020 Conference of the EARLI SIG1+4 [conference canceled], Cádiz, Spain.

Daumiller, M., & Dresel, M. (2020, April). University scholars' achievement goals, work stress, and performance in the teaching and research domains. In N. Hall (Chair), *Emotional well-being in faculty: Construct assessment and motivational antecedents* [Interactive virtual



presentation within a symposium]. 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. <http://tinyurl.com/rqmwv93>

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* [Interactive virtual presentation within a symposium]. 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. <https://tinyurl.com/yxdr5xte>

Daumiller, M., Rinas, R., Olden, D., & Dresel, M. (2020, April). *Academics’ motivations in professional training courses: Effects on learning engagement and learning gains* [Paper presentation]. Virtual 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. <https://tinyurl.com/yxgzsos6>

Janke, S., **Daumiller, M.**, Dickhäuser, O., & Dresel, M. (2020, April). Teachers’ working conditions and motivation: School effects on teachers’ achievement goal orientations. In P. Richardson (Chair), *Supportive teachers, supportive schools? Antecedents and consequences of teacher motivations* [Symposium]. 2020 American Educational Research Association (AERA) Annual Meeting [conference canceled], 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]. Virtual 2020 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. <http://tinyurl.com/tme5f3u>

Daumiller, M.[‡], Janke, S., Butler, R., Dickhäuser, O., & Dresel, M. (2020, March). *Mehr als die Summe ihrer Einzeleffekte? Eine Untersuchung der Chancen personenzentrierter Ansätze zur Analyse der Effekte der Ziele von Lehrpersonen* [More than the sum of their individual effects? An investigation of the merits of person-centered approaches for analyzing the effects of teachers’ achievement goals] [Paper presentation]. 8th Convention of the Society for Empirical Educational Research (GEBF) [conference canceled], 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 früh-pädagogischen Fachkräften in Kindertagesstätten [“My goal is it to ...” – Results of two studies on the prevalence and relevance of achievement goals of pre-kindergarten teachers in nurseries] [Paper presentation]. 8th Convention of the Society for Empirical Educational Research (GEBF) [conference canceled], 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 maladaptives Verhalten und Erleben in Bildungskontexten* [The dark sides of motivation: Relevance of goals for maladaptive experiences and behaviors in academic contexts] [Symposium]. 8th Convention of the Society for Empirical Educational Research (GEBF) [conference canceled], 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 presentation]. Speakers Meeting of the German Academic Scholarship Foundation, Köln.

- Daumiller, M.** (2019, October). *Relevance of students' and teachers' motivations for competence development* [Poster presentation]. 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]. 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]. 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]. 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 presentation]. 18th European Association for Research on Learning and Instruction (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 presentation]. 18th European Association for Research on Learning and Instruction (EARLI) Conference, Aachen.
- Greisel, M., & **Daumiller, M.** (2019, September). *Better grades through better planning? Achievement goals, goal planning effort, and exam performance* [Paper presentation]. 18th European Association for Research on Learning and Instruction (EARLI) Conference, Aachen.
- Hein, J.[‡], **Daumiller, M.**, Janke, S., Dresel, M., & Dickhäuser, O. (2019, September). *Association of self-efficacy and achievement goals in university lecturers teaching* [Paper presentation]. 18th European Association for Research on Learning and Instruction (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 presentation]. 18th European Association for Research on Learning and Instruction (EARLI) Conference, Aachen.

- Rinas, R.[‡], Dresel, M., & **Daumiller, M.** (2019, September). *University instructors' achievement goals and subjective well-being* [Paper presentation]. 18th European Association for Research on Learning and Instruction (EARLI) Conference, Aachen.
- Siegel, S.[‡], & **Daumiller, M.** (2019, September). *Students' and lecturers' attitudes about educational theories* [Paper presentation]. 23nd JURE Conference, 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]. 18th European Association for Research on Learning and Instruction (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 presentation]. 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 presentation]. 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 presentation]. 2019 American Educational Research Association (AERA) Annual Meeting, Toronto, Canada. 8
- Daumiller, M.**, & Janke, S. (2019, April). *Effects of performance goals and social norms on academic dishonesty in a test* [Paper presentation]. 2019 American Educational Research Association (AERA) Annual Meeting, Toronto, Canada. 8
- 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]. 7th Convention of the Society for Empirical Educational Research (GEBF), Köln. 8
- 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]. 7th Convention of the Society for Empirical Educational Research (GEBF), Köln. 8

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]. 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?* [Humor in higher education teaching: Effects of instructors' achievement goals and self-efficacy] [Paper presentation]. 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 presentation]. 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]. 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 neu entwickelten Skala* [Relevance of self-related and student-related goals for the professional behavior of school teachers: Results of a newly developed scale] [Poster presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 51st Conference of the German Society for Psychology, Frankfurt am Main.

Kücherer, B.[‡], Dresel, M., & **Daumiller, M.** (2018, September). *Aufmerksamkeit in hochschul-didaktischen 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 presentation]. 51st Conference of the German Society for Psychology, Frankfurt am Main.

Siegel, S.‡, & **Daumiller, M.** (2018, September). „*Theorien sind sowieso weltfremd und unnütz!*“: *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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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* [Invited symposium]. 22nd JURE Conference, Antwerp, Belgium. <https://ub-madoc.bib.uni-mannheim.de/47169/1/JURE-Too%20much%20to%20do%20-%20Hein%2C%20Daumiller%2C%20Janke%2C%20Dresel%20and%20Dickha%C2%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* [Invited symposium]. 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]. 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]. 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]. 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 presentation]. 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 presentation]. 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland. https://ub-madoc.bib.uni-mannheim.de/47167/1/Hein%2C%20Daumiller%2C%20Janke%2C%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 presentation]. 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: Relevance of achievement goals for teaching and research] [Symposium]. Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster.

Fritzsche, 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: Relevance of achievement goals for teaching and research] [Symposium]. 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 Betrugerverhalten: Ergebnisse einer experimentellen Untersuchung* [Achievement goals influence cheating behavior: Results of an experiment] [Poster presentation]. 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 presentation]. 17th European Association for Research on Learning and Instruction (EARLI) Conference, Tampere, Finnland.
- Daumiller, M., & Dresel, M.** (2017, August). *Causes or consequences? Achievement goals and instructors' teaching quality and professional stress* [Paper presentation]. 21st JURE Conference, Tampere, Finnland.
- Daumiller, M., & Dresel, M.** (2017, April). *University instructors' motivation for teaching: Structure and relevance of their achievement goals* [Vortrag]. 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 presentation]. 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 (Chair), *Lehrqualität und Lehrevaluation [Teaching Quality und Teaching Evaluation]* [Symposium]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 79th Meeting of the Working Group for Empirical Pedagogical Research (AEPF), Hamburg.

Daumiller, M., Grassinger, R., & Dessel, 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 presentation]. 49th Congress of the Germany Society for Psychology (DGPs), Bochum.

Organised Symposia [19 | as first author: 10]

Janke, S., & **Daumiller, M.** (2024). *Diskussionforum: Large Language Models und Betrugsverhalten in Bildungskontexten - Welche Forschungspotenziale ergeben sich für die empirische Bildungsforschung?* [Discussion forum: Large Language Models and academic dishonesty in education - which research potentials emerge for empirical educational research]. Symposium organized at the 11th Convention of the Society for Empirical Educational Research (GEBF), Potsdam. Presenters: A. Bahr, D. Weber-Wulff, K. Scheiter, D. Ifenthaler.

Daumiller, M., Meyer, J., & Wolff, F. (2023). *Perspectives in educational research: A fireside chat.* Panel discussion at the CIDER III Final Conference at the Berlin Social Science Center (WZB), Berlin. Panelists: F. Schmiedek, H. Solga, P. Stanat, H. Dumont, J. Workman, L. Gambaro.

Daumiller, M., & Janson, M. P. (2023). *Goals, reasons, and complexes: Current advances in achievement goal research.* Symposium at the 20th Biennial EARLI Conference for Research on Learning and Instruction, Thessaloniki, Greece. Presenters: M. Niemivirta, A. Mouratidis, A. Michou, S. Bossert. Discussant: R. Butler.

Daumiller, M., & Meyer, J. (2023). *The interplay of feedback and motivation: Perspectives on how context, student, and feedback characteristics matter.* Symposium at the 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL. Presenters: A. Koenka, A. Lipnevich, T. Jansen, C. Fong, M. Keller. Discussant: E. Anderman.

Lauermann, F., Jarvenoja, H., Morinaj, J., & **Daumiller, M.** (2021). *The life and legacy of Stuart A. Karabenick: "Acquired wisdom? More like lessons learned".* Invited Symposium at the Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference. Presenters: E. Gonida, J. Albrecht, R. Butler, F. Lauermann. Discussant: H. Jarvenoja.

Daumiller, M., & Hofer, S. (2021). *Auswirkungen von COVID-19 auf die Hochschullehre: Online Lehren und Lernen als Herausforderung und Chance* [Ramifications of COVID-19 for higher education teaching: Studying and teaching online as challenge and chance]. Symposium organized at the digiGEBF Conference Education and Corona. Presenters: M. Daumiller, C. Scheibenzuber, J. Eberle, F. Reinhold. Discussant: M. Sailer.

Emery, A., Browman, A., Safavian, N., Louick, R., Ponnock, A., & **Daumiller, M.** (2021). *Alternatives to the R-1 professorship: Multiple career pathways for education researchers.* Panel Discussion of the American Educational Research Association (AERA) Motivation SIG. Panelists: A. Vaughn, N. Safavian, F. Vance, S. Shim, M. Karakus.

Hackl-Wimmer, S., Lüftenegger, M., & **Daumiller, M.** (2020). *Motivation in education: The potential of multiple goal pursuit.* Symposium organized for the 52th Meeting of the German Association of Psychology (DGPS) [conference canceled], Vienna, Austria. Presenters: M. Lüftenegger, S. Oszlon, S. Hackl-Wimmer, M. Daumiller. Discussant: J. Sparfeldt.

- Daumiller, M., & Morinaj, J. (2020). *The role of motivation in education in a diverse society*.**
Invited symposium at the 24th JURE Conference [conference canceled], Porto, Portugal.
Presenters: T. Augustin, A. Camacho, R. Rinas. Discussant: H. Korpershoek.
- Daumiller, M., & Fong, C. (2020). *The “dark side” of motivation: Unpacking malleable personal factors associated with academic dishonesty*.** Symposium organized at the 2020 American Educational Research Association (AERA) Annual Meeting [conference canceled], 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 organized at the 2020 American Educational Research Association (AERA) Annual Meeting [conference canceled], 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 organized at the 8th Convention of the Society for Empirical Educational Research (GEBF) [conference canceled], 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 organized 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 organized at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster. Presenters: J. Hein, Julia 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 organized 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*.** Invited symposium at the 22nd JURE Conference, Antwerp, Belgium. Presenters: S. Siegel, J. Hözl, 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 organized at the 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland. Presenters: L. Bäulke, 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: Relevance of achievement goals for teaching and research]. Symposium organized 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 [80 | as first author: 47]

Civitillo, S., Schwarzenthal, M., & **Daumiller, M.** (2023, November). *Investigating the sources of teacher intercultural self-efficacy: A three-level study using talis 2018?* [Talk]. CIDER III Final Conference at the Berlin Social Science Center (WZB), Berlin.

Daniel, A., de Moll, F., Zeddies, V., Hübner, N., Scharf, J., Wolff, F., & **Daumiller, M.** (2023, November). *The importance of educational contexts for students' higher education enrollment: Are there effects of a college-going culture and who benefits most of it?* [Talk]. CIDER III Final Conference at the Berlin Social Science Center (WZB), Berlin.

Daumiller, M. (2023, November). *Zwischen Versuchung und Verantwortung: Akademisches Betrugsvorhalten und dessen Motivation [Between temptation and responsibility: Academic dishonesty and its underlying motivations]* [Talk]. Brown Bag Lunch Lecture of the Paris Lodron University Salzburg, Salzburg, Österreich.

Daumiller, M., Keller, M., & Dresel, M. (2023, November). *Nachhaltigkeit und Umweltschutz im Unterricht: „Nicht mein Business!“ [Sustainability and climate protection in school lessons: „Not my business!“]* [Talk]. Public Climate School of the University, Augsburg.

Meyer, J., Scharf, J., **Daumiller, M.**, & Hübner, N. (2023, November). *How values relate to student achievement in upper secondary education: Integrating interdisciplinary perspectives on value beliefs in the school context* [Talk]. CIDER III Final Conference at the Berlin Social Science Center (WZB), Berlin.

Daumiller, M. (2023, September). *Was ist Motivation und wie können wir sie stärken? [What is motivation and how can we foster it?]* [Talk]. 15th International Conference for German as a Foreign Language, Athen, Griechenland.

Cruz, H. G.[‡], Fritz, T., **Daumiller, M.**, & Janke, S. (2023, July). *Investigating the effect of attitudes towards cheating on the relationship between performance goals and cheating behavior* [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.

Daumiller, M. (2023, July). *Habilitation versus Juniorprofessur? Wissenschaftswege nach der Promotion [Habilitation or Junior Professurship? Pathways in Academia after the PhD]* [Talk and discussion]. Discussion Series of the Alumni club of the German Scholarship Foundation, Augsburg.

Rinas, R.[‡], Steinhäuser, R., Dickhäuser, O., Dresel, M., Janke, S., & **Daumiller, M.** (2023, July). *Researchers' achievement goals: Developmental trajectories across career phases and contextual influences* [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.

Daumiller, M., Fritz, T., Cruz, H. G., & Janke, S. (2023, May). *Relations between achievement goals and academic dishonesty in undergraduates: Longitudinal relationships and moderators* [Talk]. 2023 CIDER Spring Workshop, Mannheim.

- Daumiller, M.**, Butler, R., & Dresel, M. (2023, April). *Unleashing the full potential: What do teachers understand as professional learning and which motivations drive them?* [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.**, & Ortmann, D. (2023, January). *Schwarze Pädagogik und Lernen mit Medien: Zur Aktualität des Struwwelpeters* [Black Pedagogy and Learning with Media: On the currentness of Shock-headed Pete] [Panel discussion]. State theater Augsburg, Augsburg.
- Ott, J.‡, Steinhauser, R., Janke, S., Dickhäuser, O., Dresel, M., & **Daumiller, M.** (2023, January). *Wirklich so verschieden? Geschlechtsunterschiede bei Wissenschaftler:innen* [Really so different? Gender differences between researchers] [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Keller, M.‡, Dresel, M., & **Daumiller, M.** (2022, December). „Rückblickend war das mit dem Feedback schon sinnvoll“ – Ergebnisse einer Interventionsstudie zur Studierendenmotivation im Peer-Feedback [„Looking back, this feedback has been quite helpful after all“ – Results of an intervention study on student motivation during peer feedback] [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.** (2022, November). *Was ist Motivation und wie können wir sie stärken?* [What is motivation and how can we foster it?] [Keynote]. Meeting of Counseling Teachers at Catholic Churches, Augsburg.
- Fritz, T.‡, González Cruz, H., Janke, S., & **Daumiller, M.** (2022, November). *Betrugsverhalten experimentell untersuchen — Herausforderungen und Chancen: Ergebnisse eines Experiments zur Interaktion von Performanzzielen und Art der Leistungsbeurteilung* [Experimentally researching academic dishonesty – Challenges and Chances: Results of an Experiment on the Interaction of Performance Goals and Evaluation Focus] [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Cilali, B.‡, & **Daumiller, M.** (2022, July). *When ability is perceived as a fixed (or malleable) trait: Mindsets matter not only for learning, but also for teaching ability* [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.**, Härkönen, S., & Siegel, S. (2022, July). *Kurz erklärt: Open Science – Offene Wissenschaft* [Briefly Explained: Open Science] [Talk]. Science Night of the city of Augsburg, Augsburg.
- Daumiller, M.** (2022, May). *Lern- und Leistungsmotivation in Schule und Hochschule: Relevanz, Eigenschaften und Unterstützungsmöglichkeiten* [Achievement motivation in school: Relevance, attributes, and support options] [Talk]. Actus academicus at the Department of Social Sciences and Humanities of the University of Augsburg, Augsburg.
- Daumiller, M.** (2022, April). *Kompetenzen von Lehrpersonen: Forschung zu Motivation und Beratung von Lehrkräften in der Schule* [Competencies of Teachers: Research about motivation and counseling of school teachers] [Keynote]. Introductory convention of the school counselor advanced training 2022-2024 of the Academy for Continuing Education of Teachers and Human Resource Management, Dillingen.
- Daumiller, M.**, Weidenbacher, A., Weeber, K., Dufter, J., & Dresel, M. (2022, February). *Unterschiedliche Ziele, unterschiedliches Verhalten? Erste Befunde eines Experiments zur Manipulation differenzierter Ziele in einem komplexen Lernspiel* [Different goals, different behaviors? First results from an experiment on the manipulation of differentiated achievement goals in

a complex learning game] [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.

- Daumiller, M., & Bäulke, L. (2021). Motivation und Prokrastination in der Hochschule: Was Motivation ist, wie wir sie fördern und Aufschieberitis umschiffen können [Motivation and procrastination in higher education: What is motivation, how can we foster it and avoid procrastination?] [Motivation and procrastination in higher education: What is motivation, how can we foster it and avoid procrastination?] [Podcast].** University of Graz. <https://unitube.uni-graz.at/paella/ui/watch.html?id=fe7557f3-11f7-4fc7-ad45-78fbc25dedee> 
- Daumiller, M., & Bäulke, L. (2021, November). Motivation und Prokrastination in der Hochschule: Was Motivation ist, wie wir sie fördern und Aufschieberitis umschiffen können [Motivation and procrastination in higher education: What is motivation, how can we foster it and avoid procrastination?] [Talk].** Lecture series „High Noon – Didactic at Noon“ of the University of Graz, Graz, Austria.
- Fritz, T.‡, González Cruz, H., Janke, S., & Daumiller, M. (2021, November). Wer schummelt im Studium? Längsschnittstudie zum Zusammenhang zwischen selbstbezogenen Master- und Performanzz Zielen und akademischem Betrugsverhalten und potentieller Moderatoren [Who cheats at school? Longitudinal study on the relationship between achievement goals and academic dishonesty and possible moderators] [Talk].** Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Rinas, R.‡, Stupnisky, R., Daniels, L., & Daumiller, M. (2021, October). Faculty members' goals, emotions, and perceived success: Comparing teaching and research domains [Talk].** Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Bäulke, L.‡, Daumiller, M., & Dresel, M. (2021, July). Zur Relevanz universitärer Kursmerkmale für akademische Prokrastination [On the relevance of course features for academic procrastination] [Talk].** Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Bross, T.‡, Nett, U., & Daumiller, M. (2021, July). Different goals, different emotions? A meta-analytic examination of the associations between achievement goals and achievement emotions [Talk].** Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Rinas, R.‡, Kiltz, L., Dresel, M., & Daumiller, M. (2021, June). How are achievement goals and well-being of university faculty related? Insights from a longitudinal study [Talk].** Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M., & Dresel, M. (2021, May). Goals as causes or consequences? Temporal dynamics between faculty goals, work-stress, and performance in teaching and research [Talk].** Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M. (2021, January). Achievement goals: Relevance to education, research issues and prospects, and practical interventions [Talk].** University of Cincinnati, Cincinnati, O.
- Daumiller, M. (2021, January). Does teacher motivation matter for students' learning experiences? Evidence from two studies on how teachers' achievement goals and self-efficacy beliefs relate to students' perceived teaching quality and emotional experiences [Talk].** Colloquium of the College of Interdisciplinary Educational Research, Luxembourg.
- Fritz, T.‡, Petersen, Ä., Janke, S., & Daumiller, M. (2021, January). Elucidating the research on achievement goals and academic dishonesty: A systematic review and meta-analysis [Talk].** Psychological Research Colloquium of the University of Augsburg, Augsburg.

- Scharf, J., Meyer, J., **Daumiller, M.**, & Hübner, N. (2021, January). *How education matters to students: Evidence of incremental effects of socialized values of education on school achievement beyond domain-specific academic motivation* [Talk]. Colloquium of the College of Interdisciplinary Educational Research, Luxembourg.
- Daumiller, M.** (2020, December). *Quo vadis? Promotion und dann? [Quo vadis? What's after the PhD?]* [Talk and discussion]. Information Series of the Graduate School of Humanities and Social Sciences Augsburg (GGS), Augsburg.
- Loderer, K., Rinas, R., & **Daumiller, M.** (2020, December). *Student adaptability, emotions, and achievement: Navigating new academic terrains in a pandemic* [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Rinas, R.[‡], & **Daumiller, M.** (2020, July). *Objective indicators of learning engagement: A log data approach to better understanding the link between achievement goals and learning outcomes* [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Kiltz, L.[‡], Fokkens-Bruinsma, M., Jansen, E., Rinas, R., & **Daumiller, M.** (2020, June). “*If they struggle I cannot sleep well either*”: *Perceptions and interactions surrounding university student and teacher well-being* [Talk]. Teaching and Teacher Education Lab Meeting of the University of Groningen, Groningen, Netherlands.
- Daumiller, M.**, Greisel, M., Bäulke, L., & Nett, U. (2020, May). *Open Science: Forschungsprozess, Datenmanagement und Datenschutz in der Psychologie und empirischen Bildungsforschung* [*Open Science in Psychology and Educational Research: Research progress, data management, and data protection*] [Panel discussion]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.**, Janke, S., Butler, R., Dickhäuser, O., & Dresel, M. (2020, May). *Welchen Mehrwert haben Profilanalysen zur Analyse der Effekte der Ziele von Lehrpersonen?* [*What is the added value of profile analyses for explaining the effects of teachers' goals*] [Talk]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.** (2020, April). *University scholars' achievement goals, work stress, and performance in the teaching and research domains* [Paper presentation]. Spring-Workshop of the College of Interdisciplinary Educational Research, Frankfurt.
- Daumiller, M.** (2020, February). *Achievement motivation at school and university: Relevance, attributes, and practical implications* [Talk]. 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]. 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]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.** (2019, October). „*Wissenschaftskrise*“? *Prävalenz unlautererer Forschungspraktiken und Relevanz personengebundener Erklärungsansätze* [„*Research crisis*“? *Prevalence of questionable research practices and relevance of person based explanatory approaches*] [Keynote]. 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]. Psychological Research Colloquium of the University of Augsburg, Augsburg.

- Greisel, M., Bäulke, L., Nett, U., & **Daumiller, M.** (2019, June). *Open Science Strategie der Psychologie und empirischen Bildungsforschung* [Open Science strategy of the Department of Psychology and the Department of Empirical Educational Research] [Talk]. Lab meeting of the Psychology and Empirical Educational Research Departments, Augsburg.
- Janke, S., & **Daumiller, M.** (2019, June). *When and under which circumstances do achievement goals influence dishonest behavior in academia?* Small Group Meeting with Allan Wigfield, Mannheim.
- Daumiller, M.**, & Janke, S. (2019, May). *Betrugsverhalten von Studierenden: Unter welchen Umständen führen Performanzziele zu Betrug?* [Academic dishonesty of students: Under which circumstances do performance goals lead to cheating?] [Talk]. 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]. Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Rinas, R.[‡], & **Daumiller, M.** (2019, May). *University instructors' achievement goals and subjective well-being* [Talk]. 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]. 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* [Presentation]. 2nd Research Day of the Faculty of the Department of Philosophy and Social Sciences, University of Augsburg, Augsburg.
- Daumiller, M.** (2018, December). *Selbstbezogene Ziele von Lehrenden an Schulen und Hochschulen* [Achievement goals of school and higher education teachers] [Talk]. 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] [Talk]. 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]. Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Rinas, R.[‡], & **Daumiller, M.** (2018, November). *Achievement goals of university instructors and well-being: Comparisons across different countries and university systems* [Talk]. 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]. 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]. Psychological Research Colloquium of the University of Augsburg, Augsburg.

Daumiller, M. (2018, June). *Promovieren mit/ohne Stipendium [Ph.D. with/without Funding]* [Talk]. 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]. 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]. 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]. 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]. Interdisciplinary Empirical Education Research Symposium, Augsburg.

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]. 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]. 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]. Interdisciplinary Empirical Education Research Symposium, Augsburg.

Hein, J.[‡], Janke, S., Dickhäuser, O., **Daumiller, M.**, & Dresel, M. (2017, November). *University instructors' learning goals, learning time and learning outcomes: A mediation analysis* [Talk]. Research Colloquium of the Departments of Pedagogical and Educational Psychology at the University of Mannheim, Mannheim.

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]. 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]. 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]. 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]. 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]. 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]. 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]. 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]. Forum for Doctoral Studies of the German Academic Scholarship Foundation, Berlin.
- Daumiller, M., & Tobisch, A.** (2016, April). *Was ist Psychologie? Ist das auch was für Männer? [What is psychology? Is this also something for men?]* [Talk]. Girls' und Boys' Day of the University of Augsburg, Augsburg.
- 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]. 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]. 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]. 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]. Psychological Research Colloquium of the University of Augsburg, Augsburg.

Learning Software and Open Educational Ressources [4]

- Hein, J.‡, **Daumiller, M.**, Janke, S., Rinas, R., Dickhäuser, O., & Dresel, M. (2020). *Lehr-Evaluation-Online (LEO)* [Teaching-Evaluation-Online] [Online Tool]. <https://www.lehr-evaluation-online.de/> ⓘ
- Rinas, R.‡, & **Daumiller, M.** (2020). *Qualitativ hochwertige Online-Lehre: Was sagt die Pädagogische Psychologie* [High-quality higher education teaching: Insights from a pedagogical-psychological perspective] [Online Learning Platform]. <https://zido2020.ew.r.appspot.com> ⓘ
- Rinas, R.‡, & **Daumiller, M.** (2019). *Psychologische Forschungsmethoden für Anfänger* [Psychological research methods for beginners] [Online Learning Platform]. <https://mooc-250012.appspot.com> ⓘ
- Daumiller, M., & Dresel, M.** (2015). *Psychologische Forschungsmethoden* [Psychological Research Methods] [Online Learning Platform]. <http://elektronisch-studieren.de/luf/> ⓘ

Qualification Works [4]

Daumiller, M. (2021). *Lern- und Leistungsmotivation in Schule und Hochschule: Relevanz, Eigenschaften und Unterstützungsmöglichkeiten* [Achievement motivation in school: Relevance, attributes, and support options] [Habilitation thesis]. University of Augsburg.

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]. University of Augsburg.

Daumiller, M. (2014). *Scaffolding learning with digital media: The potential of metacognitive and motivational prompts* [Unpublished masters thesis]. University of Augsburg.

Daumiller, M. (2013). *Klassifikation nicht-kompakter Flächen* [Classification of non-compact surfaces] [Unpublished bachelors thesis]. University of Augsburg.

Selected Press and Media Releases [20]

- Daumiller, M.** (2024). *Achievement Goals, Performance, and Wellbeing* [first,presse] [first,presse]. first,presse. <https://youtu.be/ZnojTj2VdDg?si=dgkKESpag8k4dhk7> [Spotify: <https://open.spotify.com/episode/19kPQ35ylpDDYHRxbn5s0p>, Apple: <https://podcasts.apple.com/gb/podcast/achievement-goals-performance-wellbeing-dr-martin-daumiller/id1660515655?i=1000647873966>]
- Daumiller, M.** (2024). *Der Mythos Lerntypen! [The Learning Style Myth]* [Interview by Aylin Çerik]. Podcast „Ideas for Teachers“ of Salon5 from Correctiv. <https://de.player.fm/series/pausenbrot/der-mythos-lerntypen>
- Daumiller, M.** (2024). „*Ohne Motivation würden wir gar nichts tun*“ [„Without motivation, we wouldn't do anything“] [Interview by Maria Dorner]. carpe diem (01/24; p. 124–127).
- Daumiller, M.** (2023). *Leistungsdruck in der Schule: Das kannst du besser, Papa!* [Performance pressure in the school: You can do better, dad!] [Interview by Klaus Raab]. ZEIT am Wochenende (35/2023). <https://www.zeit.de/zeit-magazin/familie/2023-08/leistungsdruck-schule-noten-eltern>
- Daumiller, M.** (2023). *Selbstbestimmungstheorie der Motivation* [Self-Determination Theory of Motivation] [Interview by Renate Köhl-Kuhn]. Podcast „Ideas for Teachers“ (Season 1, Episode 15) of the Goethe Institute. <https://open.spotify.com/episode/6WNdl7ioqPNWwbWcpjbMEZ>
- Daumiller, M.** (2021). *Schon ein Lächeln kann helfen: Fünf Tipps vom Motivationspsychologen* [Already a smile can help: Five tips from a motivational psychologist] [Interview by Katharina Dziacko]. Augsburg Journal (2021/04).
- Daumiller, M., & Bäulke, L.** (2021). *Motivation und Prokrastination in der Hochschule: Was Motivation ist, wie wir sie fördern und Aufschieberitis umschiffen können* [Motivation and procrastination in higher education: What is motivation, how can we foster it and avoid procrastination?] [Motivation and procrastination in higher education: What is motivation, how can we foster it and avoid procrastination?] [Podcast]. University of Graz. <https://unitube.uni-graz.at/paella/ui/watch.html?id=fe7557f3-11f7-4fc7-ad45-78fbc25dedee>
- Daumiller, M., Fritz, T., Petersen, Ä., & Janke, S.** (2021). „*Es wird gar nicht so wenig, sondern in substantiellem Ausmaß betrogen*“: *Betrugsverhalten im akademischen Kontext* [„Cheating rates aren't so low, but quite substantial“: Academic dishonesty in educational contexts] [Interview by Susanne Koch]. Report Psychologie (2021/3, S. 8–11).
- Daumiller, M., & Rinas, R.** (2021). *Teaching during COVID-19: The role of faculty motivations. How can we support faculty well-being and online teaching throughout COVID-19?* [Blog post]. Psychology Today. <https://www.psychologytoday.com/intl/blog/motivation-in-education/202104/teaching-during-covid-19-the-role-faculty-motivations>
- Daumiller, M., Rinas, R., Hein, J., Janke, S., Dickhäuser, O., & Dresel, M.** (2021). *How resetting motivations can help faculty achieve better teaching and well-being during challenging times* [Blog post]. Times Higher Education. <https://www.timeshighereducation.com/campus/how-resetting-motivations-can-help-faculty-achieve-better-teaching-and-wellbeing-during>

- Daumiller, M.**, Rinas, R., Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2021). *The power of positive thinking* [Interview by Lindsay McKenzie]. Inside Higher Ed. <https://www.insidehighered.com/news/2021/02/18/did-positive-thinking-boost-college-facultys-online-teaching> ⓘ
- Janke, S., Rudert, S., Petersen, Ä., Fritz, T., & **Daumiller, M.** (2021). *Students “twice as likely to cheat” in online exams* [Interview by Anna McKie]. Times Higher Education. <https://www.timeshighereducation.com/news/students-twice-likely-cheat-online-exams> ⓘ
- Pardey, C. (2021). *Onlineprüfungen luden zum Betrug ein* [Online exams invited cheating] [Article]. Forschung und Lehre. <https://www.forschung-und-lehre.de/lehre/onlinepruefungen-luden-zum-betrag-ein-3786/> ⓘ
- Bong, M., & Kim, S.-i. (2020). *Lab spotlight: Brain and Motivation Research Institute (bMRI) at Korea University* [Article]. AERA SSRL SIG Summer 2020 Newsletter (pp. 15–17). https://ssrlsite.files.wordpress.com/2020/08/ssrl-summer-2020-newsletter_published.pdf ⓘ
- Daumiller, M.** (2020). *Motivation* [Motivation] [Interview by Benedikt Wisniewski]. Podcast „Science & School“ (Season 1, Episode 5) of the School Counseling Offices Oberpfalz. <https://www.schule-in-bayern.de/beitrag/motivation-folge-5-zu-gast-dr-martin-daumiller> ⓘ
- Hallermayer, M. (2020). *Wissenschaft und Wahrheit: Aktueller Sammelband zu Ursachen, Folgen und Prävention wissenschaftlichen Fehlverhaltens* [Science and sooth: New collection about Reasons, consequences, and prevention of academic misconduct] [Press release]. Informationsdienst Wissenschaft (idw). <https://osf.io/hmfvu/> ⓘ
- Rutsatz, M. (2020). *Wissenschaft und Wahrheit: Sammelband zu Ursachen, Folgen und Prävention wissenschaftlichen Fehlverhaltens* [Science and sooth: Collection about Reasons, consequences, and prevention of academic misconduct] [Press release]. University of Augsburg (UPD 20/62). <https://osf.io/mvqez/> ⓘ
- Hallermayer, M. (2018). *Wissenschaft und Wahrheit: Vortragsreihe züber Fehlverhalten und Betrug in der Wissenschaft* [Wissenschaft und sooth: Lecture series about misconduct and dishonesty in science] [Press release]. University of Augsburg (UPD 115/18). <https://osf.io/jrnq7/> ⓘ
- Knoller, A. (2018). *Wahrheit, nichts als Wahrheit. Harald Lesch rettet die Wissenschaft aus der Vertrauenskrise* [Truth, nothing but truth. Harald Lesch saves sciences from the trust crisis] [Article]. Feuilleton regional of the Augsburger Allgemeine (31.10.2018). <https://osf.io/cyb5s/> ⓘ
- Daumiller, M.** (2017). *Erfolgreich in der Schule: Diese Eigenschaften sind notwendig* [Successful in school: These attributes matter] [Interview by Steffan Schill]. Blog LearnSolution. <https://learnsolution.de/erfolgreich-in-der-schule-diese-eigenschaften-sind-notwendig/> ⓘ

Instructor of Further Education Courses [53]

- Daumiller, M.**, & Rosentritt-Brunn, G. (2023, December). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2023, November). *Akademisches Schreiben auf Deutsch und Englisch: Prinzipien, Strategien und Tipps* [Academic writing in German and English: Key principles, strategies, and tips]. Workshop at the junior researchers and networking day „teacher training research“ of the Universities of Augsburg, Bamberg and Regensburg.
- Daumiller, M.**, & Rosentritt-Brunn, G. (2023, November). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. 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. (2023, November). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2023, October). *Selbstwirksamkeit: Lehrkräfte stark machen* [Self-efficacy: Empowering teachers]. Workshop at the 19th Dillingen Counselling Days at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2023, October). *Selbstwirksamkeit: Schülerinnen und Schüler stark machen* [Self-efficacy: Empowering students]. Workshop at the 19th Dillingen Counselling Days at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.**, & Karabulut, D. (2023, September). *Was ist Motivation und wie können wir sie stärken?* [What is motivation and how can we foster it?] Workshop at the 15th International Conference for German as a Foreign Language in Athens, Greece.
- Daumiller, M.** (2023, March). *Erfassung und Förderung von Motivation im Unterricht: Fähigkeits-selbstkonzept und Zielorientierungen* [Assessment and Fostering of Motivation at School: Self-efficacy and Achievement Goals]. Advanced training for school counsellors of the State Swabian School Counselling Office in Augsburg, Germany.
- Daumiller, M.**, & Greisel, M. (2023, January). *Tipps zur Datenanalyse mit R und fortgeschrittene Auswertungsverfahren* [Tips for data analysis with R and advanced statistical analyses]. Workshop in the retreat „Current Topics of Interdisciplinary Educational Research“.
- Daumiller, M.**, & Rosentritt-Brunn, G. (2022, December). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. 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.** (2022, November). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. 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.** (2022, November). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M., & Rinas, R.** (2022, July). *Qualitativ hochwertige Online-Lehre: Was sagt die Pädagogische Psychologie* [High-quality online teaching: A pedagogical-psychological perspective]. Advanced higher education training for faculty of Bavarian universities, Germany.
- Daumiller, M., & Rinas, R.** (2022, June). *Developing your academic writing skills*. Workshop at the EARLI SIG 1 & 4 Joint Conference in Cádiz, Spain.
- Daumiller, M.** (2022, May). *Motivation von Lehrkräften fördern: Selbstwirksamkeitserwartungen* [Fostering motivation of teachers: Self-efficacy beliefs]. Workshop at the BSV school headmaster congress 2022 in Banz, Germany.
- Daumiller, M.** (2022, May). *Selbstwirksamkeit* [Self-efficacy]. Workshop at the BSV school headmaster congress 2022 in Banz, Germany.
- Daumiller, M., & Rinas, R.** (2022, March). *Qualitativ hochwertige Online-Lehre: Was sagt die Pädagogische Psychologie* [High-quality online teaching: A pedagogical-psychological perspective]. Advanced higher education training for faculty of Bavarian universities, Germany.
- Daumiller, M., Greisel, M., & Fritz, T.** (2022, January). *Grundlagen der Datenanalyse mit R* [Basic data analysis with R]. Workshop in the retreat „Current Topics of Interdisciplinary Educational Research“.
- Daumiller, M., & Rosentritt-Brunn, G.** (2021, December). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. 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.** (2021, November). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. 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.** (2021, October). *Diagnostik und Förderung von Motivation in der Schule: Tests und Interventionsmöglichkeiten* [Assessment and Fostering of Motivation at School: Tests und Interventions]. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M., & Karabulut, D.** (2021, October). *Online-Präsentation oder motivierender Unterricht – Schüler*innen im Distanzunterricht motivieren* [Online presentation or motivating lessons – Motivating students in distance learning]. first,training.

- Daumiller, M., & Rinas, R.** (2021, September). *Qualitativ hochwertige Online-Lehre: Was sagt die Pädagogische Psychologie [High-quality online teaching: A pedagogical-psychological perspective]*. Advanced higher education training for faculty of Bavarian universities, Germany.
- Daumiller, M., & Greisel, M.** (2021, January). *Fortgeschrittene Datenanalyse mit SPSS, JASP und R [Advanced data analysis with SPSS, JASP, and R]*. Workshop in the retreat „Current Topics of Interdisciplinary Educational Research“ in Bernried, Germany.
- Daumiller, M., & Rinas, R.** (2021, January). *Qualitativ hochwertige Online-Lehre: Was sagt die Pädagogische Psychologie [High-quality online teaching: A pedagogical-psychological perspective]*. Advanced higher education training for faculty of Bavarian universities, Germany.
- Daumiller, M., & Rosentritt-Brunn, G.** (2020, December). *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., & Rosentritt-Brunn, G.** (2020, 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., Fett, K., & Rosentritt-Brunn, G.** (2020, 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.** (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 und 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). *Motivationförderung im Unterricht [Enhancing motivation in the classroom]*. Two-day advanced training comissioned 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 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.**, & Tobisch, A. (2016, April). *Geschlechtsbezogene Stereotype, Vorurteile und Stereotype Threat [Gender stereotypes, prejudices, and stereotype threat]*. Workshop at the Girls' und Boys' Day of the University of Augsburg.
- Daumiller, M.**, & Drexler, K. (2015, November). *Motivation und Lernbereitschaft fördern [Fostering motivation and readiness to learn]*. One-day advanced training comissioned by the Technical College for Elderly Care of the Diakonie Hochfranken in Hof.