

Publications

Journal Submissions (with peer review)

- Daumiller, M.**, Dickhäuser, O., & Dresel, M. (2019). University instructors' achievement goals for teaching. *Journal of Educational Psychology*, 111(1), 131–148. doi:10/csd7. [🔗 pdf](#)
- Benning, K., **Daumiller, M.**, Praetorius, A.-K., Lenske, G., Dickhäuser, O. & Dresel, M. (2018). Evaluation eines Interventionsansatzes zur Verbesserung von Motivation und motivationsförderlichem Unterrichtshandeln von Lehrkräften auf Basis der Zielorientierungstheorie [Evaluation of an intervention approach to improve goal orientations and instructional practices of teachers based on achievement goal theory]. *Unterrichtswissenschaft/Teaching Science*. Advanced online publication. doi:10/cswg. [🔗 pdf](#)
- Daumiller, M.** & Dresel, M. (2018). Subjective perceptions of the teaching-research nexus and occupational stress at universities. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie/Journal of Developmental and Educational Psychology*, 50(3), 126–138. doi:10/cwmt. [🔗 pdf](#)
- Daumiller, M.** & Dresel, M. (2018). Supporting self-regulated learning with digital media using motivational regulation and metacognitive prompts. *Journal of Experimental Education*. Advanced online publication. doi:10/csd9. [🔗 pdf](#)
- Fritzsche, E. & **Daumiller, M.** (2018). Selbstbezogene Ziele im Zusammenhang mit dem Leisten und Lernen Hochschuldozierender [University instructors' achievement goals and their relationship with performance and learning at work]. *Zeitschrift für Hochschulentwicklung/Journal for Higher Education Development*, 13(1), 129–151. doi:10/csd6. [🔗 pdf](#)
- Janke, S., **Daumiller, M.**, & Rudert, S. (2018). Dark pathways to achievement in science: Researchers' achievement goals predict engagement in questionable research practices. *Social Psychological and Personality Science*. Advanced online publication. doi:10/csd5. [🔗 pdf](#)
- Daumiller, M.**, Grassinger, R., Dickhäuser, O., & Dresel, M. (2016). Structure and relationships of university instructors' achievement goals. *Frontiers in Psychology*, 7. doi:10/csd8. [🔗 pdf](#)
- Daumiller, M.**, Figas, P. & Dresel, M. (2015). Selbstbezogene Ziele von Dozierenden: Ergebnisse einer Interviewstudie [Achievement goals of university lecturers: Results from an interview study]. *Beiträge zur Hochschulforschung/Contributions to University Research*, 4, 52–64. Retrieved from <http://www.bzh.bayern.de/uploads/media/4-2015-Daumiller-Figas-Dresel.pdf>. [🔗 pdf](#)

Books

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. doi:10/csfb. [pdf](#)

Work in Collections

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). Juventa: Weinheim. doi:10.3262/EEO21180403

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

Conference Submissions (with peer review)

Bäulke, L., **Daumiller, M.** & Dresel, M. (2019, February). „Heute beim Lernen auf die Prüfung war ich richtig motiviert ... die Fenster zu putzen“: Der Prozess des Prokrastinierens von Studierenden in der Prüfungsphase in Abhängigkeit von ihrer Motivationsregulation [„Preparing for the exam today I have been really motivated ... to clean the windows“: The process of procrastinating in students preparing for exams and the role of their motivational regulation]. In M. Theobald (Chair), *Selbstreguliertes Lernen als Prozess – Längsschnittliche Beschreibung, Vorhersage und Intervention mithilfe von Lerntagebüchern [Self-regulated learning as a process – longitudinal description, prediction, and intervention based on learning diaries]*. Symposium organised at the 7th Convention of the Society for Empirical Educational Research (GEBF), Köln.

Daumiller, M., Hein, J., Janke, S., Dickhäuser, O. & Dresel, M. (2019, February). Persönliche Ziele von Hochschuldozierenden beim Lehren: Wie stabil und veranstaltungsspezifisch sind sie und wie hängen sie mit dem emotionalen Erleben zusammen? [Achievement goals of higher education teachers: How stable and how session-specific are they and how are they related to their emotions?] In M. Daumiller & S. Janke (Chairs), *Motivation und Emotion von Hochschuldozierenden und ihre Bedeutung für Lehr-Lernprozesse an der Hochschule [Motivation and Emotion of Higher Education Teachers and their Relevance for Teaching and Learning at Universities]*. Symposium organised at the 7th Convention of the Society for Empirical Educational Research (GEBF), Köln.

- Hein, J., **Daumiller, M.**, Janke, S., Dickhäuser, O. & Dresel, M. (2019, February). Zielorientierungen und situative Ziele als Prädiktoren für das berufliche Lernen von Hochschuldozierenden [Achievement goals and situational goals as predictors of university teachers' professional learning]. In M. Daumiller & S. Janke (Chairs), *Motivation und Emotion von Hochschuldozierenden und ihre Bedeutung für Lehr-Lernprozesse an der Hochschule [Motivation and Emotion of Higher Education Teachers and their Relevance for Teaching and Learning at Universities]*. Symposium organised at the 7th Convention of the Society for Empirical Educational Research (GEBF), Köln.
- Daumiller, M.**, Dresel, M. & Bieg, S. (2018, September). *Humor in der Hochschullehre: Welche Rolle spielen Ziele und Selbstwirksamkeit der Dozierenden? [Humour in Higher Education Teaching: Effects of instructors' achievement goals and self-efficacy]*. Paper presented on the 83rd Meeting of the Working Group for Empirical Pedagogical Research (AEPF), Lüneburg.
- Bäulke, L., **Daumiller, M.** & Dresel, M. (2018, September). Zur Bedeutung von Motivationsregulation für Prokrastinationsverhalten und Intentionen zum Studienabbruch [Relevance auf motivation regulation for procrastinations and drop-out intentions]. In C. Grunschel & M. Dresel (Chairs), *Prokrastination in Alltagssituationen und im Verlauf des Studiums [Procrastination in every-day-situations and the course of studying]*. Symposium at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Beißert, H., Janke, S. & **Daumiller, M.** (2018, September). *Bedeutsamkeit selbstbezogener und schülerbezogener Ziele für das professionelle Handeln von Schullehrkräften: Ergebnisse einer neuentwickelten Skala [Relevance of self-related and student-related goals for the professional behavior of school teachers: Results of a newly developed scale]*. Poster presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Daumiller, M.** & Dresel, M. (2018, September). *Selbstbezogene Ziele von Wissenschaftler(inne)n in Lehre und Forschung: Trennbarkeit und Zusammenwirken [University instructors' achievement goals for teaching and research: Separability and joint effects]*. Paper presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Hein, J., **Daumiller, M.**, Janke, S., Dresel, M. & Dickhäuser, O. (2018, September). *Mediiert die Lernzeit den positiven Zusammenhang zwischen Lernzielen und Lernergebnissen bei Wissenschaftler(inne)n in Lehre und Forschung? [Does learning time mediate the positive association between learning goals and learning results of university scholars in the teaching and research domain?]* Paper presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Janke, S., **Daumiller, M.** & Rudert, S. (2018, September). *Was motiviert Forschende zu fragwürdigen Forschungspraktiken? Der Einfluss von Zielorientierungen und der dunklen Triade [What motivates researchers to conduct questionable research practices? Effect of achievement goals and the dark triad]*. Paper presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Kücherer, B., Dresel, M. & **Daumiller, M.** (2018, September). *Aufmerksamkeit in hochschuldidaktischen Weiterbildungsveranstaltungen: Erfassung durch ein Beobachtungsverfahren und Zusammenhang mit Persönlichkeitsmerkmalen und Motivation [Attentiveness in higher education professional training courses: An observational measure and associations with personality*

- and motivation*]. Paper presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Siegel, S. & **Daumiller, M.** (2018, September). „*Theorien sind sowieso weltfremd und unnützlich!*“: *Ergebnisse einer Interviewstudie zur subjektiven Relevanz und Repräsentation erziehungswissenschaftlicher Theorien und deren Zusammenhänge mit der Professionalisierung Studierender* [„*Theories are far from reality and useless!*“: *Results of an interview study on the subjective relevance and representation of educational theories and their associations with the professionalization of university students*]. Poster presented at the 51st Conference of the German Society for Psychology, Frankfurt am Main.
- Siegel, S. & **Daumiller, M.** (2018, August). “*Educational Theories are far From Reality and Totally Useless!*”: *Results of an mixed-methods study*. Poster presented on the EARLI SIG4 Higher Education Conference, Gießen.
- Siegel, S. & **Daumiller, M.** (2018, August). “*Theories are far from reality and totally useless!*”: *Results of an interview study on the subjective relevance and representation of educational theories and their association with the individual professionalization of undergraduate students*. Poster presented on the MoSAiK International Conference, Koblenz.
- Siegel, S. & **Daumiller, M.** (2018, July). „*Mit den ganzen Theorien kannst du mich jagen!*“: *Ergebnisse einer Mixed-Methods-Studie zur Relevanz, Repräsentanz und Rezeption erziehungswissenschaftlichen Wissens* [Results of a Mixed-Methods-Study on the relevance, representation, and reception of knowledge on educational theories]. Poster presented on the 4th Dortmund Symposium of Empirical Educational Science, Dortmund.
- Hein, J., **Daumiller, M.**, Janke, S., & Dickhäuser, O. (2018, July). How workload moderates the association of university scholars’ learning goals and learning gains. In M. Daumiller, S. Siegel, & K. Loderer (Chairs), *Impact of teachers’ motivation and emotion on learning and instruction*. Symposium at the 22nd JURE Conference, Antwerp, Belgium.
- Siegel, S. & **Daumiller, M.** (2018, July). “*Educational theories are far from reality and totally useless!?*”: Results of a mixed-methods-study. In M. Daumiller, S. Siegel, & K. Loderer (Chairs), *Impact of teachers’ motivation and emotion on learning and instruction*. Symposium at the 22nd JURE Conference, Antwerp, Belgium.
- Daumiller, M.** & Dresel, M. (2018, April). Achievement goals, professional development, and work stress of researchers: Results of three studies. In R. Stupnisky (Chair), *Motivation and emotions of university faculty: Predicting teaching and research performance, stress, and well-being*. Symposium at the 2018 American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Janke, S., **Daumiller, M.**, & Rudert, S. (2018, April). Examining shady paths to research success: Achievement goals and the engagement in questionable research practices. In R. Stupnisky (Chair), *Motivation and emotions of university faculty: Predicting teaching and research performance, stress, and well-being*. Symposium at the 2018 American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Tulis, M., **Daumiller, M.**, & Grassinger, R. (2018, April). Learning from errors in the math class: Associations with students’ affective-motivational self-regulation, attributions, and adaptive learning actions. In J. Leighton (Chair), *Being wrong (sometimes): How students’ classroom*

- assessment mistakes and learning errors enhance learning and motivation*. Symposium at the 2018 American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Daumiller, M., Siegel, S. & Dresel, M.** (2018, February). *Forschungsleistung: Fachübergreifende Erfassung und Zusammenhänge mit Einstellungen, Verhalten und Erleben von Wissenschaftler(inne)n* [Research performance: Multidisciplinary assessment and relationships with cognition, behavior, and affect of researchers]. Paper presented at the 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland.
- Hein, J., **Daumiller, M.**, Janke, S., Dresel, M. & Dickhäuser, O. (2018, February). *Moderiert die Arbeitsbelastung den Zusammenhang zwischen Lernzielen und Lernerfolg von Wissenschaftler(inne)n?* [Is work load a moderator of the relationship between mastery goals and learning success of university scholars?] Poster presented at the 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland.
- Wekerle, C., **Daumiller, M.** & Kollar, I. (2018, February). *Effekte der Nutzung digitaler Medien in der Hochschullehre: Was sagen die Studierenden?* [Effects of the use of digital media in higher education: What do the students say?] Paper presented at the 6th Convention of the Society for Empirical Educational Research (GEBF), Basel, Switzerland.
- Daumiller, M.** & Dresel, M. (2017, September). Selbstbezogene Ziele von Wissenschaftler(inne)n als Schutz- bzw. Risikofaktor beruflichen Belastungserlebens und Leistung in Lehre und Forschung [Achievement goals of university scholars as protective resp. risk factor of professional stress and achievement in the teaching and research domain]. In M. Daumiller & S. Janke (Chairs), *Motivation von Wissenschaftler(inne)n: Zur Bedeutung selbstbezogener Ziele für Lehre und Forschung* [Motivation of university scholars: On the meaning of achievement goals for teaching and research]. Symposium conducted at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS),
- Fritsche, E. & **Daumiller, M.** (2017, September). Welche selbstbezogenen Ziele von Hochschullehrenden gehen mit Lehrqualität, hochschuldidaktischen Weiterbildungen und Selbstwirksamkeit einher? [Which achievement goals of higher education teachers are associated with teaching quality, professional development, and self-efficacy]. In M. Daumiller & S. Janke (Chairs), *Motivation von Wissenschaftler(inne)n: Zur Bedeutung selbstbezogener Ziele für Lehre und Forschung* [Motivation of university scholars: On the meaning of achievement goals for teaching and research]. Symposium conducted at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster.
- Kücherer, B. & **Daumiller, M.** (2017, September). *Selbstbezogene Ziele beeinflussen das Betrugsverhalten: Ergebnisse einer experimentellen Untersuchung* [Achievement goals influence cheating behavior: Results of an experiment]. Poster presented at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster.
- Daumiller, M.** & Dresel, M. (2017, September). *Teaching quality and stress: Antecedents or outcomes of university instructors' achievement goals?* Paper presented at the 17th EARLI Conference, Tampere, Finland.

- Daumiller, M.** & Dresel, M. (2017, August). *Causes or consequences? Achievement goals and instructors' teaching quality and professional stress*. Paper presented at the 21st JURE Conference, Tampere, Finland.
- Daumiller, M.** & Dresel, M. (2017, April). *University instructors' motivation for teaching: Structure and relevance of their achievement goals*. Paper presented on the 2017 American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.
- Daumiller, M.** & Dresel, M. (2017, March). *Selbstbezogene Ziele und berufliches Lern- und Bildungsverhalten von Forschenden: Ergebnisse zweier Studien [Achievement goals and professional learning and development of researchers: Results of two studies]*. Paper presented at the 5th Convention of the Society for Empirical Educational Research (GEBF), Heidelberg, Germany.
- Daumiller, M.** & Dresel, M. (2016, September). *Motivation und Lehrqualität: Bedeutung selbstbezogener Ziele Hochschuldozierender [Motivation and teaching quality: Importance of university instructors' achievement goals]*. In A. Baumeister (Ed.), *Lehrqualität und Lehr-evaluation [Teaching Quality and Teaching Evaluation]*. Symposium conducted at the 50th Conference of the German Society for Psychology. Leipzig.
- Daumiller, M.** & Dresel, M. (2016, August). *University instruction as achievement arena: Structure and relationships of university instructors' achievement goals*. Paper presented on the 15th International Conference on Motivation (ICM), Thessaloniki, Greece.
- Daumiller, M.** & Dresel, M. (2016, March). *Struktur und Zusammenhänge selbstbezogener Ziele von Universitätsdozentinnen und -dozenten in Lehre und Forschung [Structure and relationships of university instructors' achievement goals in teaching and research]*. Paper presented at the 4th Convention of the Society for Empirical Educational Research (GEBF), Berlin.
- Daumiller, M.**, Grassinger, R. & Dresel, M. (2015, September). *Lehrbezogene Zielorientierungen von Hochschuldozierenden: Struktur und Korrelate [University instructors' achievement goals for teaching: Structure and correlates]*. Paper presented on the 15th Annual Meeting of the Section for Pedagogical Psychology of the German Psychological Association (DGPS), Kassel.
- Daumiller, M.** & Dresel, M. (2015, August). *Fostering motivational regulation and meta-cognitive control while learning with digital media using SRL prompts*. Paper presented at the Eighth SELF Biennial International Conference, Kiel.
- Daumiller, M.**, Figas, P. & Dresel, M. (2014, September). *Zielorientierungen von Hochschuldozierenden: Ergebnisse einer Interviewstudie [Achievement goals of university instructors: Results of an interview study]*. Poster presented on the 79th Meeting of the Working Group for Empirical Pedagogical Research (AEPF), Hamburg.
- Daumiller, M.**, Grassinger, R. & Dresel, M. (2014, September). *Hochschullehre als Bühnenauftritt oder Lerngelegenheit? Entwicklung eines Instruments zur Messung der Zielorientierungen von Hochschuldozierenden [University instruction as stage act or learning opportunity? Development of an instrument for measuring university instructors' achievement goals]*. Poster presented on the 49th Congress of the Germany Society for Psychology (DGPs), Bochum.

Organised Symposia

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

Talks

- Daumiller, M.** (2018, December). *Selbstbezogene Ziele von Lehrenden an Schulen und Hochschulen [Achievement goals of school and higher education teachers]*. Talk at the Teacher Education Colloquium at the University of Vienna, Wien, Austria.
- Greisel, M. & **Daumiller, M.** (2018, November). *Goals to success: Association of the effort in goal planning with exam performance and goal preferences in university students*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Rinas, R. & **Daumiller, M.** (2018, November). *Achievement goals of university instructors and well-being: Comparisons across different countries and university systems*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.** & Janke, S. (2018, October). *Academic dishonesty: When and under which circumstances do goals influence cheating of university students and researchers?* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.**, Hein, J., Janke, S., Dickhäuser, O. & Dresel, M. (2018, July). „Stets motiviert bei der Sache“: *Wie stabil ist der Lernerfolg von Studierenden über die Zeit und Veranstaltungen hinweg und welchen Einfluss haben Ziele und Erwartungen der Dozierenden? [„Always motivated“: How stable is the learning success of students over time and over courses and what influence have their instructors' goals and expectations?]* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

- Hein, J., Janke, S., Dickhäuser, O., **Daumiller, M.** & Dresel, M. (2018, June). *Selbstbezogene Ziele von Hochschuldozierenden: Bisherige Befunde, Projektkonzeption und erste Ergebnisse aus einem hochfrequenten Mikrolängsschnitt [Achievement goals of university instructors: Previous findings, project conceptualization, and first results of a high-frequency micro longitudinal study]*. Talk at the Research Colloquium of the Departments of Pedagogical and Educational Psychology at the University of Mannheim, Mannheim.
- Kücherer, B., Dresel, M. & **Daumiller, M.** (2018, June). *Einfluss von Persönlichkeitsmerkmalen und Motivation auf die Aufmerksamkeit von Dozierenden in hochschuldidaktischen Weiterbildungskursen [Influence of personality and motivational factors on the attentiveness of university scholars in higher education courses]*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.**, Gallenmiller, R., Trawin, A. & Janke, S. (2018, May). *Ziele, soziale Normen und Betrugsverhalten: Ergebnisse eines Experiments [Achievement goals, social norms, and cheating behavior: Results of an experiment]*. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Greisel, M. & **Daumiller, M.** (2018, May). *Wer lernt effektiv, wer prokrastiniert? Die Bedeutung von persönlichen Zielen in der Klausurvorbereitung [Who learns effectively, who procrastinates? Importance of achievement goals when studying for exams]*. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Siegel, S. & **Daumiller, M.** (2018, May). „... ach, lass mich mit der ganzen Theorie in Ruhe“: Ein erster Einblick in eine Mixed-Method-Studie [„... leave me alone with all that theory“: First results of a mixed-methods study]. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Daumiller, M.** (2018, January). *Motivation von Wissenschaftler(inne)n: Struktur, Bedingungen sowie lern- und leistungsbezogene Effekte selbstbezogener Ziele [Motivation of university scholars: Structure, antecedents, and achievement related outcomes of university scholars' achievement goals]*. Talk at the Julius-Maximilians-Universität Würzburg, Würzburg.
- Daumiller, M.** (2017, November). *Forschungsleistung von Wissenschaftler(inne)n: Wie kann man sie sinnvoll erfassen und fachübergreifend vergleichen? [Research quality of university scholars: How can it be assessed sensibly and compared interdisciplinary?]* Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.
- Daumiller, M.** (2017, October). *Motivation für Lehre und Forschung: Struktur, Bedingungen sowie lern- und leistungsbezogene Effekte selbstbezogener Ziele von Wissenschaftler(inne)n [Motivation for teaching and research: Structure, antecedents, and achievement related outcomes of university scholars' achievement goals]*. Talk at the University of Mannheim, Mannheim.
- Daumiller, M.** (2017, May). *Motivation von Wissenschaftler(inne)n in Lehre und Forschung: Welche Ziele schützen vor Belastung und welche begünstigen berufliche Leistung? [Motivation of university scholars for teaching and research: Which goals protect from professional stress and which goals are a risk factor?]* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.
- Daumiller, M.** (2017, January). *Gute Professoren ... sind selbstverliebt, manipulativ und rücksichtslos? Zum Zusammenhang von Persönlichkeitsmerkmalen und Motivation in der Lehre [Good*

professors ... are narcissistic, manipulative, and reckless? Investigating the association between personality traits and motivation for teaching]. Talk at the Scientific Colloquium of the German Academic Scholarship Foundation, Augsburg.

Daumiller, M. (2016, November). *University instructors' achievement goals for teaching and research: Structure, antecedents, and consequences of performance goals*. Talk at the Approach-Avoidance Research Group & Social Stress Lab Meeting, Rochester, NY.

Daumiller, M. (2016, October). *Die Motivation wissenschaftlichen Nachwuchses für Lehre und Forschung: Bedingungen, Zusammenhänge und Auswirkungen [Motivation of upcoming academics for teaching and research: Antecedents, associations, and consequences]*. Talk at the Interdisciplinary Empirical Education Research Symposium, Augsburg.

Daumiller, M. (2016, June). *Verbesserung selbstregulierten Lernens in digitalen Medien durch kognitive und motivationale Prompts: Wie interagieren sie und wie wirken sie sich auf Lernerfolg aus? [Supporting self-regulated learning with digital media with cognitive and motivational regulation prompts: How do they interact and how are they related to learning success?]* Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

Daumiller, M. (2016, April). *Motivation in Lehre und Forschung: Struktur, Bedingungen und Effekte selbstbezogener Ziele von Universitätsdozentinnen und -dozenten [Motivation in Instruction and Research: Structure, Antecedents, and Effects of university instructors' achievement goals]*. Talk at the Forum for Doctoral Studies of the German Academic Scholarship Foundation, Berlin.

Daumiller, M. (2016, January). *Auf die Motivation kommt es an: Lehre und Forschung von Universitätsdozentinnen und -Dozenten [Motivation matters: Teaching and research of university instructors]*. Talk at the Scientific Colloquium of the German Academic Scholarship Foundation, Augsburg.

Daumiller, M. (2016, January). *Persönliche Ziele Hochschuldozierender in Lehre und Forschung [Teaching and research related achievement goals of university instructors]*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

Daumiller, M. (2014, December). „Überlegen Sie, wo Sie diese Inhalte anwenden könnten“: Effekte metakognitiver und motivationaler Prompts beim Lernen mit digitalen Medien [“Think about it: Where can you apply this topic”: Effects of meta-cognitive and motivational prompts when learning with digital media]. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

Daumiller, M. & Figas, P. (2014, July). *Pflicht oder Kür: Zielorientierungen von Hochschuldozierenden [Compulsory or secondary: Achievement goals of university instructors]*. Talk at the Psychological Research Colloquium of the University of Augsburg, Augsburg.

Qualification Works

Daumiller, M. (2017). *Motivation von Wissenschaftlerinnen und Wissenschaftlern in Lehre und Forschung: Studien zu Struktur, Bedingungen sowie lern- und leistungsbezogenen Effekten selbstbezogener Ziele [Motivation of university scholars for teaching and research: Studies about structure, antecedents, and consequences of achievement goals]*. Doctoral thesis. Augsburg, Germany: University.

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

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

Instructor of Further Education Courses

Daumiller, M. & 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.

Kierner, K., Rosentritt-Brunn, G. & **Daumiller, M.** (2018, December). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.

Daumiller, M. & Rosentritt-Brunn, G. (2018, November). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.

Daumiller, M. & Rosentritt-Brunn, G. (2018, November). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.

Daumiller, M. (2018, March). *Intelligenz-Struktur-Test I-S-T 2000R [Intelligence-Structure-Test I-S-T 2000R]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.

Daumiller, M. (2018, March). *Intelligenz-Struktur-Test I-S-T 2000R [Intelligence-Structure-Test I-S-T 2000R]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.

Daumiller, M. (2018, March). *Motivationsförderung und -diagnostik: SELLMO und SESSKO [Fostering and diagnosing motivation: SELLMO and SESSKO]*. Advanced training for school counsellors of the State Swabian School Counselling Office in Augsburg, Germany.

Daumiller, M. & Grassinger, R. (2018, March). *Fördermaßnahmen zur Hochbegabung [Support measures for intellectually gifted students]*. Advanced training for school counsellors of the State Swabian School Counselling Office in Augsburg, Germany.

Siegel, S., Tulis, M. & **Daumiller, M.** (2018, March). *Intelligenz-Struktur-Test I-S-T 2000R [Intelligence-Structure-Test I-S-T 2000R]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.

- Daumiller, M.** & Rosentritt-Brunn, G. (2017, December). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** & Rosentritt-Brunn, G. (2017, November). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.,** Drexler, K. & Eckerlein, N. (2017, May). *Motivationsförderung im Unterricht [Enhancing motivation in the classroom]*. Two-Day advanced training commissioned by the middle school Gmund am Tegernsee.
- Daumiller, M.** (2016, October). *Qualitative Inhaltsanalysen und Auswertungsstrategien in der empirischen Bildungsforschung [Qualitative content analyses and evaluation strategies in empirical research]*. Advanced training workshop at the Interdisciplinary Empirical Education Research Symposium (IFEB) in Augsburg.
- Daumiller, M.** & Rosentritt-Brunn, G. (2016, October). *Motivation und Selbstkonzept: SELLMO und SESSKO [Motivation and self-concepts: SELLMO and SESSKO]*. Advanced training for school counsellors at the Academy for Continuing Education of Teachers and Human Resource Management in Dillingen, Germany.
- Daumiller, M.** (2016, September). *Umgang mit MAXQDA bei der qualitativen Datenanalyse [Using MAXQDA for qualitative data analysis]*. Advanced training workshop at the 11th dgv doctoral conference in Augsburg.
- Daumiller, M.** & Drexler, K. (2015, November). *Motivation und Lernbereitschaft fördern [Fostering Motivation and Readiness to Learn]*. One-Day advanced training commissioned by the Technical College for Elderly Care of the Diakonie Hochfranken in Hof.