



PATHWAYS To ADULTHOOD:

Theme Title:

Educational opportunities and life chances in context

PATHWAYS 10th International Workshop

10 - 13 November 2013

Beaumont Estates Hotel, Windsor, UK

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Welcome

Dear Colleagues

On behalf of the Jacobs Foundation I welcome you to the 10th PATHWAYS Workshop at the Beaumont Estates Hotel, Windsor, UK. The aim of the workshop is to give the PATHWAYS Fellows the opportunity to present their recent research, to discuss with their mentors and international colleagues, and to plan future papers, projects, and activities.

The theme of the 10th workshop is: Educational opportunities and life chances in context. Doing comparative research is a challenging task, and it is great to see how the Fellows are addressing issues on a comparative basis, taking into account multiple sources of influence on human development. Recognizing the role of context, structure and agency, the Fellows are exploring new issues, especially regarding school engagement, career planning, opportunities and life chances in four countries. Finding common themes and common patterns across context generates insights into generalizability of findings as well as context specific issues, and expands the current evidence base.

In addition to discussing papers and planning future activities, this workshop will also address issues of dissemination, in particular regarding writing for the media and addressing policy makers. It is my great pleasure to have John Bynner and Leon Feinstein as our invited speakers, two outstanding researchers who have provided key contributions to influence British Education Policy. We surely can all learn from their expertise. Our second workshop on writing for the media is run by Meghan Rainsberry who is dealing daily with drafting press releases and fielding enquiries from journalists, and we hope that she can help you to polish your 'online' profile.

The meeting will offer ample opportunity for discussion and networking, for developing and finalizing joint papers as well as for planning future activities. I hope you will have a productive and rewarding time within the beautiful conference venue and surroundings of Windsor, a historic town within a wonderful parkland. And of course we arranged for the perfect autumn weather and changing colours of the leaves.

Ingrid Schoon



List of Participants

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Meeting Programme

Sunday, 10th November 2013

17.00 – 18.00 Arrival and Welcome for the PATHWAYS Meeting
Please report to the Hotel Reception on arrival to be shown to your rooms and to be guided to the lounge prior to the meeting at 6 PM.

18:00 Pre-workshop meeting (**Room: Windsor 7**)

19.00 Dinner (The Dining Room)

Monday, 11th November 17th 2013, (Room: Windsor 7)

09.00 – 11.00 Fellow presentations: Papers (15mins presentation; 15mins discussion for each paper)
09:00 – 09:30 Katyn Chmielewski
09:30 – 10:00 Meeta Banerjee
10:00 – 10:30 Nicola Pensiero
10:30 – 11:00 John Jerrim

11.00 – 11.30 Coffee Break

11:30 – 12.15 PI presentations: What's new in the UK/Jena/Tübingen?
11:30 – 11:45 Ingrid Schoon
11:45 – 12:00 Rainer Silbereisen
12:00 – 12:15 Ulrich Trautwein
Opportunity for Individual consultations

12.30 – 13.30 Lunch (Restaurant Main Section)

13.30 – 14.30 Fellow presentations: Papers contd:
13:30 – 14:00 Clemens Lechner
14:00 – 14:30 Julia Moeller

14.30 – 15.30 Fellow Poster presentations (3 minutes to present each poster, followed by time for individual consultations and questions)
(1) Anna-Lena Dicke; (2) Jaana Viljaranta; (3) Jenna Cambria;
(4) Richard Göllner; (5) Sointu Leikas
Opportunity for Individual consultation

15.30 – 16.00 Coffee Break



16.00 – 18.30 PI Steering Group Meeting (**Room: Windsor 8**)
16.00 – 18.30 Policy workshop (Interacting with Policy Makers): John Bynner & Leon Feinstein (**Room: Windsor 7**)

19:00 Dinner (The Dining Room)

Tuesday, 12th November 17th 2013, (Room: Windsor 7)

09.00 – 10.30 Fellows Presentations: Project Proposals
09:00 – 09:30 Heta Tuominen-Soini
09:30 – 10:00 Mark Lyons-Amos
10:00 – 10:30 Martin Obschonka

10.30 – 11.00 Coffee Break

11.30 – 12.30 PI presentations cont.: What's new in Finland/ the US?
11.30 – 11.45 Katariina Salmela-Aro
11.45 – 12.00 Barbara Schneider

Opportunity for Individual consultations

12.30 – 13.30 Lunch (Restaurant Main Section)

13.30 – 15:00 Planning of further activities: Conference Symposia, Special Issues, Pathfinder, next meeting in Cumberland Lodge, Windsor; Conference at Marbach Castle in November 2014 (**Room: Windsor 7**)

15.00 – 16.00 Individual consultations with PIs

16.00 – 18:00 *Field Trip into Windsor Town Centre and tea at The Crooked House, Windsor*

19:00 Dinner (The Dining Room)

Wednesday, 13th November 17th 2013

9.00 – 11.00 Writing for non-academic audiences (Meghan Rainsberry)
(**Room: Windsor 7**)

09.00 – 11:00 PI Steering Group Meeting (**Room: Windsor 3**)

11.00 – 11.30 Coffee Break

11.30 – 12.00 Individual Consultations

12:00 – 12:30 Wrap up and Close.

13.00 Lunch (Restaurant Main Section) and Departure



Presentations

11 – 12 November 2013

The contributions are listed in order of presentation. The summary shows the name of the presenter only.

Session 1: Paper presentations

- Anna K. Chmielewski
Changes in Socioeconomic Achievement Gaps: An International Comparison, 1964-2011
- Meeta Banerjee
The Impact of Racial Discrimination and Racial Socialization on Mental Health in African American Families
- Nicola Pensiero
Social inequalities in educational attainment across 3 UK age cohorts: A refined tale.
- John Jerrim
Evaluation of Chess in Schools
- Clemens Lechner
Religiousness: A resource and risk factor in coping with social change.
- Julia Moeller
On the situation-specificity of school engagement measures.

Session 2: Poster presentations

- Anna-Lena Dicke and Julia Dietrich
Classroom effects on students' motivational development
- Jaana Viljaranta and Julia Moeller
International comparison of situational and general measures of task values, school engagement and burnout. -An ESM approach.
- Jenna Cambria
Change in Expectancies and Values during Traditional Instruction and Concept Oriented Reading Instruction
- Richard Göllner
Just do it: The role of teacher expectancy and behavioral activation in predicting personality change.
- Sointu Leikas
Civic engagement and personality in young adulthood



Presentations (contd)

11 – 12 November 2013

Session 3: Project Proposals

- Heta Tuominen-Soini
Examining students' subject-specific motivation: integrating achievement goal and expectancy-value perspectives.
- Mark Lyons-Amos
Differential responses to economic recession in the United Kingdom
- Martin Obschonka
Balanced skills and entrepreneurship.



Changes in Socioeconomic Achievement Gaps: An International Comparison, 1964-2011

Anna Katyn Chmielewski

Michigan State University, USA

Recent evidence from the US shows that the gap in academic achievement between students from high-income and low-income families has grown substantially over the past 40 years (Reardon 2011). This finding has raised concerns that increasing US income inequality since the mid-twentieth century has been accompanied by a decline in equality of educational opportunity. However, income inequality is growing in many other developed countries, raising the question of whether increasing socioeconomic achievement gaps are a broader world phenomenon. This study is the first to compare international trends in SES achievement gaps over the entire history of large-scale cross-national assessments, dating back to the First International Mathematics Study (FIMS) in 1964. The study combines 24 datasets across 104 countries and 47 years. The data are derived from the First and Second International Mathematics Studies (FIMS and SIMS), the First and Second International Science Studies (FISS and SISS), the Reading Literacy Study (RLS), and multiple years of the Trends in International Mathematics and Science Study (TIMSS), the Programme for International Student Assessment (PISA), and the Progress in International Reading Literacy Study (PIRLS). Each assessed students in mathematics, science, and/or reading. Three measures of family socioeconomic status are available in most of the datasets: parents' occupation, parents' education, and the number of books in the home. SES disparities in achievement are measured as the gap in achievement between the 90th and 10th percentiles of each country's distribution of each SES variable, following Reardon's (2011) method for income achievement gaps. Then hierarchical growth models are used to predict SES achievement gaps from student birth cohort, controlling for within-country time-varying covariates at Level 1 and country-level variables at Level 2. Preliminary results indicate that on average worldwide, SES achievement gaps have increased dramatically for all three measures of SES. Among OECD countries, achievement gaps based on parents' occupation have increased by about 30%, gaps based on parents' education have increased by about 20%, and gaps based on books in the home have increased by about 60%. In less developed countries, the increases are even greater. After adding control variables, surprisingly, it is not those countries where income inequality has increased the most that have seen the largest increases in SES achievement gaps. Rather, it appears to be those countries with the fastest-increasing GDPs per capita or high proportions of students enrolled in school where achievement is most unequal.



Abstracts

The Impact of Racial Discrimination and Racial Socialization on Mental Health in African American Families

Meeta Banerjee

University of Michigan, USA

The literature on racial discrimination has shown that compared to other ethnic groups, African Americans report perceiving higher rates of racial discrimination (Kessler et al., 1999). In the light of discrimination, ethnic minority parents have a difficult task buffering the harmful effects and help provide their children with adaptive ways of coping (Hughes & Johnson, 2001) such as racial socialization. Racial socialization has been defined as the verbal and non-verbal messages and practices surrounding race that are transmitted to African American youth (Hughes et al., 2006). For African American parents, socialization may be informed in part by their understanding of the realities of being Black in the United States that develop through their own experiences with racial discrimination and their expectations for their children's exposure to discriminatory acts. Research has found that racial socialization is linked to positive outcomes such as higher self-esteem (Harris-Britt et al., 2007) and better psychological well-being (McHale et al., 2006) in African American youth.

The purpose of the current study is two-fold. We seek to examine the relationship between parent and youth reports of racial discrimination and racial socialization on mental health. Second, we explore the moderating effects of racial socialization on the link between racial discrimination and mental health. These relationships were studied in both concurrent and longitudinal designs. Specifically, we observed parents' reports of discrimination at Time 1 on youth reports of mental health at Time 2. We also examined youth reports of racial discrimination at Time 2 on youth reports of mental health at Time 2. Racial socialization reports were collected at Time 2 from the adolescent sample. Racial socialization measures consisted of cultural socialization behaviors, preparation for bias, and cultural socialization messages. Mental health variables included measures of depressive symptomatology, anger expression, self-esteem and resilience. The study sample was composed of 500 (61% female) African American youth who were in 11th grade and their parents. All of whom were participants in the Maryland Adolescent Development in Context Study (MADICS).

Hierarchical regressions were conducted to test hypotheses after controlling for gender and socioeconomic status. Preliminary analyses suggest that similar to previous studies, racial discrimination is associated with poor mental health. In particular, youth reports of discrimination were related to youth reports of lower self-esteem and less resilience. Interestingly, it was parents' reports of job-related discrimination that were linked to more symptoms of depression and anger. The main effects of racial socialization were found to be related to higher resilience scores and lower depressive symptomatology. In addition, higher levels of cultural socialization were found to mitigate the effects of discrimination on self-esteem. Implications regarding the importance of studying the effects of racial socialization on the mental health outcomes in African American youth will be discussed.



Students' assessment and the production of inequality in Educational achievement among five-year-olds in England

Nicola Pensiero

Institute of Education, University of London, UK

This paper aims at addressing the issue of the production of inequality in students' assessment in the context of the standardized statutory assessment undertaken at the beginning of their educational career (age 5) by English students on a large recent cohort survey (Millennium cohort study 2000-01). Traditionally, scholars in the area of social stratification have more or less explicitly taken for granted the education system and assessment systems and assumed that the possession of some non-cognitive competences accounts for the fact that the association between social origins and academic achievements does not reflect only ability. This article explores the issue of the non-ability-based inequalities in achievements from the opposite angle. Rather than taking for given the education system, it hypothesizes that the education system does not merely record inequalities but has a role in generating inequalities in achievements and this article's focus is on a particular way in which the education system generates inequalities: via assessment practices. The generation of inequality in assessment practices is related – this article argues – to the biased evaluation in favour of students from privileged social origins. Little is known regarding the social mechanisms underlying the discrepant and biased relationship between ability and academic achievement. This paper presents regression models showing that 1) the relationship between students' ability and assessments at the very beginning of formal education is discrepant, 2) that assessments are affected by discriminatory mechanisms that generate inequalities: students from advantaged social origins (defined as family income, parental educational and social class) obtain higher assessments in respect to the expected performance, as predicted by their ability, whilst students from disadvantaged social origins are under-assessed. Results are robust to errors-in-variables regression models and are consistent across several definitions of ability including a combination of behavioural difficulties and cognitive ability.



Evaluation of Chess in Schools

John Jerrim

Institute of Education, University of London

The intervention will investigate whether teaching primary school pupils to play chess for one hour a week over 30 weeks (during normal school time) boosts academic achievement. The intervention will target year 5 pupils in purposefully selected areas of England. The Institute of Education will conduct an independent evaluation using a clustered randomised control trial (RCT). The evaluation focus is on establishing an unbiased estimate of impact of the intervention on academic achievement tests (maths, English and science) one year after the intervention has finished. This is combined with an integrated process evaluation that has the scope to provide valuable insight should the intervention prove successful (or, should it not appear successful, why this might be).

The primary research question is: What is the impact of Chess in Schools on children's achievement in mathematics? The evaluation will also investigate:

- (i) whether there are spill-over effects to other subjects (e.g. English)
- (ii) whether treatment effects differ across certain demographic groups (e.g. boys versus girls, Free School Meal status)
- (iii) whether there are heterogeneous treatment effects across the academic achievement distribution



Abstracts

Religiousness a resource and risk factor in coping with social change

Clemens Lechner

University of Jena, Germany

Current trends of social change such as globalization and individualization confront people with growing perceived uncertainties concerning important developmental tasks and goals of young and middle adulthood, such as career formation or fertility decisions. Because they threaten the successful resolution of these developmental tasks and goals, these uncertainties represent stressors that require a response by the individual. An important yet understudied question is what psychosocial resources may help individuals successfully negotiate their biographies under such conditions of heightened uncertainty.

Burgeoning evidence in both psychology and sociology points to an important role of religiousness in coping with life stress more generally, and uncertainty more specifically. Building on this precedent, three studies were conducted to explore the role of religiousness in dealing with perceived uncertainties that arise from social change in the realm of work and family life. Data came from a cross-sectional survey among $N = 3,078$ adolescents and adults aged 16–42 years Poland, a nation that is highly religious and has been witnessing profound and rapid social change in recent years.

Study 1, employing a stress-buffering paradigm, found that religiousness buffers the association between perceived work-related uncertainties and depressive symptoms (but not life satisfaction).

Study 2, exploring a possible mechanism behind these stress-buffering effects, showed that religiousness fosters opportunity-congruent goal engagement and goal disengagement in coping with work-related uncertainties. This pattern is likely to be adaptive.

Study 3, extending findings to the domain of family life, yielded that religiousness reduces perceived family-related uncertainties but exacerbates, rather than buffers, their association with psychological distress.

The results of the three studies, taken as a whole, point to a complex role of religiousness in coping with social change. Depending on the life domain and outcome under study, religiousness can act both as a resource and as a risk factor for well-being. Implications and suggestions for future research are discussed.



Abstracts

On the situation-specificity of school engagement measures

Katariina Salmela-Aro¹, **Julia Moeller**², Justina Judy³, Jari Lavonen², & Barbara Schneider³

¹*University of Jyväskylä, Finland,*

²*University of Helsinki, Finland, and University of Erfurt, Germany,*

³*Michigan State University, USA*

School engagement has received much attention in recent educational research and politics, because it is thought of as a remedy to amotivation, suboptimal achievement and drop-out off learning contexts. These hopes are grounded on the assumption that engagement is a malleable, context-specific way of feeling, thinking and acting in school contexts that might lead to optimal learning experiences if optimal learning conditions are created. It has been stated, however, that many measures of engagement tap rather general than situation-specific aspects (Fredricks et al., 2004), and it is thus not clear whether they are sensitive to eventual situation-specific aspects of school engagement. To illuminate this question is the aim of the present study. In order to disentangled situation-specific and person-specific determinants of momentary engagement, we investigated to what extend momentary school engagement (as assessed with the Experience Sampling Method) was explained by situation-specific determinants. Secondly, in order to find out whether general paper-and-pencil assessments of school engagement sensitively tap situation-specific aspects, we investigated whether momentary engagement was predicted by the school engagement scale.

Both cross-situational and situation-specific engagement were assessed in a sample of 235 Finnish and U.S. American adolescents. Cross-situational school engagement was measured with the school engagement scale (Salmela-Aro & Upadaya, 2012). Situation-specific momentary engagement was assessed with the experience sampling method in a large variety of school and leisure activities.

Multilevel Regression Analysis was conducted in order to deal with the nested data structure (the individual ID number was used as cluster variable, so that the within-level concerns variance between beeps, and the between-level concerns variance between individuals). The results show that momentary engagement is predominantly determined by situation-specific influences, which accounted for about 76% of variance in momentary engagement. About a quarter of the variance in momentary engagement is due to person-specific determinants, meaning influences which remained stable across the specific situations that were experienced by the individuals during one week of ESM data collection. This highly situation-specific measure of momentary engagement was validly predicted by the cross-situational assessment with the school engagement scale. As expected, cross-situational school engagement also predicted momentary positive affect and activation, but it was unrelated to momentary negative affect. The findings substantiate the notion of school engagement as the motivationally 'optimal learning experience'.



Abstracts

Classroom effects on students' motivational development

Julia Dietrich¹, Anna-Lena Dicke², Bärbel Kracke¹, & Peter Noack¹

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²*University of Tübingen*

It is a key assumption in most studies in the educational context that characteristics of the classroom shape students' behaviors, feelings, cognitions, and more generally their success at school. A substantial body of research has examined the role of classroom factors for children's and adolescents' motivational development. However, studies which would separate intraindividual differences between subjects and differences between classrooms from interindividual differences in both students' motivation and their perception of classroom factors are rare. The present study therefore sets out to examine to what extent both motivation and perceived classroom characteristics vary at the subject level, at the individual level, and at the classroom level. Moreover, the study examines associations between motivation and classroom characteristics on all three levels.

1,173 German students (51% girls, mean age 10.6 years) were surveyed in the beginning of their first (grade 5) and second year (grade 6) at secondary school. They attended 60 classrooms from both tracks (college bound Gymnasium, 30 classrooms, n = 649, and non-college bound Regelschule, 30 classrooms, n = 524) in the educational system of the German state of Thuringia, where the data was collected. At both waves, participants reported on their motivation in math and German language classes and their perceptions of the classroom environment in these subjects. Motivation was measured in terms of students' effort and persistence with tasks in math and German, and in terms of task values (interest and utility value) attached to these subjects. As measures of classroom environment, students were asked to report their perceptions of social climate among students, teacher support, and achievement pressure, again separately for both subjects.

Data analyses are currently ongoing and first results will be presented at the upcoming Pathways meeting.



Abstracts

International comparison of situational and general measures of task values, school engagement and burnout. -An ESM approach

Jaana Viljaranta and Julia Moeller

University of Helsinki, Finland

It has been suggested that highly motivated students with positive beliefs about their own abilities and competencies show high effort and engagement in learning (Ryan & Deci, 2000; Wigfield, Eccles, & Rodriguez, 1998), which, then is expected to lead to positive outcomes in learning. However, many measures of task values and competence beliefs tap rather general than situation-specific task values and beliefs.

Therefore, in the present study we ask how exactly these cross-situational measures of task value and competence beliefs are related to momentary measures of value, competence-perceptions, and well-being, to which extent they are determined by person-specific versus situational determinants, whether or not in-the-moment value and competence perception typically co-occur, and if so, whether there are differences between different types of situations in terms of the value-competence matching.

In order to illuminate these questions, Experience Sampling Method data from the Finnish – US EAGER-study were used to examine the relation of students' situation-specific task values and competence beliefs to their momentary well-being.

As expected, the in-the-moment measures of task value and competence perception were predominantly determined by situation-specific determinants, but a substantial part of their variance was due to person-specific characteristics (44% in task value and 31% in competence beliefs).

Regarding the pattern of momentary value and competence perception, the very preliminary cluster analyses for the ESM situations data show 4 interesting clusters of different situations: one cluster of situations is high in value and competence belief measures, one moderate and one low, and the fourth cluster of situations is high in competence beliefs, but low in value, which we call a 'unchallenged'. Further preliminary analyses of the 'unchallenged' cluster show as expected that these situations are more boring and less energizing than others.

Since the coding of the data is still going on, more analyses will be carried out before Pathways meeting.



Abstracts

Change in Expectancies and Values during Traditional Instruction and Concept Oriented Reading Instruction

Jenna Cambria

University of Tubingen, Germany

The objective of this study is to analyze change in reading motivation during traditional reading instruction and an intervention designed to impact middle school students' motivation. The prevailing pattern of normative motivation change is one of decline (Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006); however, recent studies show that there are different patterns of change in students' values and efficacy expectations (Archambault, Eccles, & Vida, 2010; Musu-Gillette, Wigfield, Eccles, & Harring, 2013). One explanation for the different patterns of change is the kinds of school environments that students experience; when those environments are positive children's values and efficacy expectations can increase (Wigfield, Byrnes, & Eccles, 2006). Motivation focused interventions are one way to change the school environment. In this study we examine how Concept-Oriented Reading Instruction (CORI), a reading comprehension instruction program that integrates reading strategy instruction with specific practices designed to increase student motivation, affects change over time in middle school students' valuing of reading and efficacy expectations in reading informational books.

Participants included 850 seventh-grade students from 19 reading/language arts classrooms in four middle schools. Valuing reading informational books and expectancies for success for reading were measured using seven items each at three time points spanning traditional reading instruction and the intervention. Repeated measures analyses were used to examine the mean change of values and efficacy expectancies during traditional instruction and the intervention. For valuing reading, time had a significant quadratic effect, $F(1,649) = 27.43, p < .001$. The drop in values during traditional instruction (Time 1 $\bar{x}=2.83$ to Time 2 $\bar{x}=2.59$) was significant at $p < .001$; and students' reading value began to rebound after CORI ($\bar{x}=2.68$). There was also a significant quadratic effect for efficacy expectancies, $F(1,610) = 4.31, p < .001$. Efficacy expectancies increased significantly from Time 1 ($\bar{x}=2.84$) to Time 2 ($\bar{x}=2.91$), $p < .05$; however, this change increased more in a shorter amount of time during CORI (Time 3, $\bar{x}=3.11$, $p < .05$). This intervention curtailed the developmental decrease in motivation showing that this change is not inevitable.



Abstracts

Just do it: The role of teacher expectancy and behavioral activation in predicting personality change

Richard Göllner

University of Tübingen

Considerable evidence suggests that personality traits may be changeable, raising the possibility that students' educational experiences evoke longstanding changes in personality traits. That is, by activating core behaviours of personality traits, behaviour might become more "proceduralised" and manifest in personality trait change over time. This longitudinal study tests the idea that educational experiences are associated with changes in student's conscientiousness. Using a large German sample first assessed in 5th grade and followed throughout the first three years of secondary education, results suggest that achievement related behaviours such as devoting efforts toward homework (self-reports) and students' activity during regular school lessons (teacher reports) were associated with increases in youth conscientiousness (self- and parent reports). Furthermore, cross-level moderation analysis indicated that the relation between achievement behaviour and personality changes as a function of teachers' achievement expectations. With findings supporting our hypothesis that consistent behavioural change leads to personality change, this study provides details about the processes involved in personality trait development within educational contexts.



Civic engagement and personality in young adulthood

Sointu Leikas

University of Helsinki, Finland

Civic engagement refers to a broad class of behaviours that are related to societal participation, such as voting, participating in political organizations, and volunteering for non-profit organizations. Such behaviours are highly relevant both to individuals and to the society as a whole. Thus, civic engagement behaviours have also been of key interest in social sciences. Social, contextual, and situational factors affect individuals' participation in civic engagement (e.g. Allik & Realo, 2004). However, individuals may also differ in their general inclination towards civic engagement – some individuals may be more likely to participate than others. However, previous research on broad personality traits and civic engagement has been relatively sparse – for instance, the role of Openness, a trait relevant for ideological and political activity, has rarely been considered.

The present study utilized a longitudinal dataset of young Finns (N = 493). The Big Five personality traits, several civic engagement behaviours (e.g. voting, donating money, participating in political activities), and life satisfaction were measured at the ages of 20 and 23. The findings showed that a) personality is a stronger predictor of civic engagement at the age 23 than at the age 20, most likely because of the increased prevalence of civic engagement with increasing age; b) Openness predicts a broad range of civic engagement behaviours; c) civic engagement behaviour mediates the relation between Openness and life satisfaction. Furthermore, Extraversion was uniquely related to participation in organizational activities, while Conscientiousness was related to voting behaviour and following political issues. The results established for the first time the important role of Openness as a general predictor of civic activity while also showing that other traits have more specific relations with certain types of civic activities. Perhaps most importantly, the results suggested that the link between Openness and well-being may be partly due to more active citizenship.



A new project examining students' subject-specific motivation: integrating achievement goal and expectancy-value perspectives

Heta Tuominen-Soini

University of Helsinki, Finland

Students' achievement task values and goal orientations concern the purposes and reasons for doing achievement activities. These constructs have proven useful for understanding students' motivation for schoolwork and they have been linked to many achievement-related outcomes as well as to educational aspirations and choices. However, still little is known about how achievement goals and task values function as a coherent set within individuals (see, however, Conley, 2012). I will present our new project exploring students' subject-specific motivation and academic well-being. Three main theoretical frameworks will be applied and integrated: 1) achievement goal theory, 2) expectancy-value theory, and 3) school engagement and school burnout literature. The importance of several motivational constructs (and their interactions) on socio-emotional well-being and educational aspirations will be explored. A person-centred approach will be employed in order to study groups of students with different patterns of subject-specific achievement goal orientations, expectancies and task values. The identified patterns will be examined in terms of how they differ with respect to academic achievement, educational aspirations, perfectionism, and well-being.

The first data collection will be conducted in November 2013 and the follow-up in spring 2014. The participants are about 16–19-year-old students (N = 500) from general upper secondary school (academic track). The online questionnaires will tap students' subject-specific achievement goal orientations (Niemivirta, 2002; Tuominen-Soini et al., 2012), task values (Gaspard et al., 2013; see also Trautwein et al., 2012), schoolwork engagement (Salmela-Aro & Upadaya, 2012), and school burnout (Salmela-Aro et al., 2009), among others. The focus will be on task values and, accordingly, a new, extensive task value instrument developed by Professor Trautwein and his group in the University of Tübingen (Gaspard et al., 2013) will be used. In addition to the four value components defined in expectancy-value theory, the instrument differentiates sub-facets of attainment value, utility value, and cost, resulting in altogether 11 subscales. Model-based techniques will be employed for classifying the students into distinct groups.

Theoretical frameworks will be integrated, with the aim of getting a more profound grasp of the complex interactions among motivation, affect, and achievement and to better understand students' motivation to learn in the classrooms. Prior studies demonstrate that academic motivation (e.g., task values) and engagement play a key role in the individuals' educational and occupational choices. Accordingly, young people's motivation and well-being and their development over time and relations to educational and occupational attainment make a highly significant theme for research.



Differential responses to economic recession in the United Kingdom

Mark-Lyons Amos

Institute of Education, University of London, UK

The association between fertility and economic wellbeing is well established in demography, for example the Great Depression and subsequent drop in living standards was associated with a fall in fertility to well below replacement level. The effect of the post 2008 Great Recession, although also associated with falling living standards, is not as clear cut. Fertility in the United Kingdom had been on an upward trend prior to the economic downturn. Further, increasing diversity in partnership and fertility patterns within the United Kingdom as well as across Europe means that responses to economic hardship are likely to vary similarly. The aim of this analysis therefore is to establish variation in the fertility responses between different groups within different socio-economic groups within the United Kingdom. This extends existing work within the field, which has either focus on macro-level indicators (e.g. Goldstein et al. 2013), or assumed homogenous effects where individual level data have been analyzed (e.g. Kreyenfeld et al 2012). It is anticipated that there will be variation in response to economic shocks- for example, the loss of employment may be pro-cyclical (fertility is depressed) or counter-cyclical (fertility is stimulated due to reduced opportunity costs). Additionally, these effects will differ by individual level characteristics- for example educational attainment- and may change depending on whether fertility is pre- or post-crash. Regression discontinuity is a promising avenue for addressing these research questions, as overall trends in fertility can be demarked by the 2008 crash to detect the effect of macro level economic uncertainty, and can examine the different effect of individual level characteristics in an era of economic uncertainty.



Balanced skills and entrepreneurship

Martin Obschonka

University of Jena

The investigation of human capital is of growing interest among policy makers aiming to educate new generations of entrepreneurs by fostering relevant entrepreneurial human capital. Taking an interdisciplinary perspective (economics and developmental psychology), this project aims to investigate the development of a varied skill set among (prospective) entrepreneurs, thereby applying a life-span approach to the study of human development. We combine Lazear's (2005) jack-of-all-trades view on entrepreneurs with a developmental perspective after which entrepreneurial development reaches back to the early formative years (childhood and adolescence) (Obschonka & Silbereisen, 2012; Schoon & Duckworth, 2012).

Entrepreneurship studies examining different kinds of human capital have shown that a varied skill set is particularly relevant for entrepreneurial tasks (e.g., starting and growing an own business), which are often many-faceted. This has drawn attention to the question where such a varied skill set actually comes from and how it develops. In the economic literature, it is speculated that it is either an expression of innate entrepreneurial talent (endowment hypothesis; Astebro & Thompson, 2011) or the result of investments in a greater variety of skills (investment hypothesis; Lazear, 2005). In their cross-sectional retrospective study, Obschonka and Stuetzer (in press) found first indication that both matter endowment and investment.

The central aim of the present project is to make the next step in this research by utilizing longitudinal datasets (e.g., British Cohort Studies, FinEdu Study, MADICS study) covering the early formative years and also young adulthood. Together with retrospective findings, this new longitudinal research will shed new light on the development of a varied skill set among prospective entrepreneurs. Thus the project will inform both theory development on entrepreneurial human capital and the field of entrepreneurship education.



Notes



Location

Hotel Information

Beaumont Estate
Beaumont House
Burfield Road
Old Windsor
Berkshire SL4 2JJ

Tel: 01753 640 000

MAP



Directions

The Beaumont Estate is located within easy reach of the M3, M4 and M25. The estate is just 30 minutes from London's Heathrow Airport, and five minutes from Egham and Windsor railway stations.

By Taxi

Taxi pick up from the airport is being arranged for international participants. If you do not find a taxi waiting for you for some reason, please phone the hotel on **01753 640000** and request a taxi. If you pay for a taxi, please keep your receipts and give these to me to claim back expenses.



Location

By Rail

The nearest railway stations include: Egham for connections to London (Waterloo) and Reading Windsor Riverside for connections to London (Waterloo) Windsor Central for connections to Slough, London (Paddington), Reading and Bristol. All the stations are only a short taxi journey from Beaumont Estate and have taxi ranks outside.

Taxis from Egham station to the hotel should be around £8.00 and from Slough around £14.00 – please request and keep your receipts for reimbursement.

By Car

Satellite navigation co-ordinates: 51.449394, -0.575441 (post code SL4 2JJ)

From Junction 13, the M25

1. Exit junction 13 (A30 Staines)
2. At the roundabout, follow the signs for the A30 to Bagshot/Egham
3. This takes you alongside the M25 southbound
4. Travel to the next roundabout and follow signs for the A308 Windsor
5. You'll pass the Runnymede Hotel on your right, continue straight until you reach a mini-roundabout
6. Take the left exit for Englefield Green A328 and then turn immediately right into Burfield Road
7. Beaumont House entrance is on your left, follow signs to the Beaumont House reception

From Junction 6, the M4

1. Exit at junction 6 and follow the signs for Windsor and the A308
2. Continue following the signs for Staines and the M25 on the A308
3. Go past a pub on your right called the Bells of Ouseley, and at the next mini-roundabout turn right signed for Englefield Green A328
4. Then turn immediately right into Burfield Road
5. Beaumont Estate entrance is on your left, follow signs to the Beaumont House reception

Parking is extensive and free for guests of the hotel, conference venue and leisure club.

Meeting venue WiFi access instructions:

WiFi access data:

User name: meeting1

Password: meeting1

Contact information

In case of any problems on arrival you can contact Mina Thompson on +44 (0)780 619 3222.

