

PROGRAM 2023

KEYNOTES VIA ZOOM



IFS-Virtual Keynote Series

The Center for Research on Education and School Development (IFS) at the TU Dortmund University organizes the third IFS Virtual Keynote Series. Two keynotes will be held per date. A five-minute introduction is followed by the 45-minute keynotes. After each keynote will be 15 minutes time for moderated questions and answers. The Virtual Keynote Series will end with a final moderated discussion (20 minutes).

16TH
JANUARY

GENDER, EDUCATION, AND DEVELOPMENT ACROSS THE LIFESPAN

3.15–4.20 p.m.

PROF. CLAUDIA BUCHMANN, PhD, The Ohio State University

Gender Inequalities Across the Educational Lifespan: Challenges for Scholars and Schools

4.20–5.25 p.m.

PROF. MIEKE VAN HOUTTE, PhD, Ghent University

Gender Gaps in Education: The Role of Stereotypes

5.25–5.45 p.m.

FINAL MODERATED DISCUSSION

23RD
JANUARY

AGENCY AND STRUCTURES IN EDUCATION AND DEVELOPMENT ACROSS THE LIFE-SPAN

3.15–4.20 p.m.

PROF. JUTTA HECKHAUSEN, PhD, UC Irvine

Individual Agency and Societal Structuring of Life Course and Social Mobility

4.20–5.25 p.m.

PROF. DR. KASPAR BURGER, University of Zurich

The Interplay of Agency and Structure in Educational Trajectories: Evidence from Different Cohorts and Contexts

5.25–5.45 p.m.

FINAL MODERATED DISCUSSION

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GENDER, EDUCATION, AND DEVELOPMENT ACROSS THE LIFESPAN

Gender Inequalities Across the Educational Lifespan: Challenges for Scholars and Schools

[Prof. Claudia Buchmann, PhD \(The Ohio State University\)](#)

This presentation provides an overview of the relationships between student gender and a range of educational outcomes, with specific focus on the fact that girls have come to outpace boys in both educational achievement and attainment in much of the world today. Then, I present current research on how gender norms may be related to students' educational performance, school engagement and wellbeing. I conclude with suggestions for future research on the connections between gender and academic outcomes and recommend ways that scholars, teachers, and schools can work toward the goal of all students achieving to the best of their abilities.

Gender Gaps in Education: The Role of Stereotypes

[Prof. Mieke Van Houtte, PhD \(Ghent University\)](#)

For some decades educational researchers and policy makers in the western world have been worrying about boys performing worse at school than girls. When looking at study choices, however, girls are still opting less for STEM-courses, whereas boys are not inclined to opt for "soft" courses leading to care or education professions. During the life course these gender gaps cause further disparities, since boys are more prone to unqualified dropout, while girls are less found in programmes leading to more lucrative and prestigious jobs. We explore the role of gender stereotypes and pressure for gender conformity as an explanation for the underperformance of boys and gendered study choices.

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Individual Agency and Societal Structuring of Life Course and Social Mobility

[Prof. Jutta Heckhausen, PhD \(UC Irvine\)](#)

Modern societies allow social mobility but vary greatly in the extent and means by which it is hampered or facilitated in their educational and vocational systems at different points in the life course. Motivational and lifespan developmental psychology view individuals as agents of their development and life course, and specify sequential models and strategies for adaptive developmental agency. Individual differences in planful goal selection, optimism, action-orientation, and goal disengagement and adjustment capacities are critical for adaptive developmental agency, especially under conditions of major age-graded changes in opportunities, unexpected losses, or uncertainty due to societal upheavals associated with economic downturns, sociopolitical conflict, and global pandemics.

The Interplay of Agency and Structure in Educational Trajectories:
Evidence from Different Cohorts and Contexts

[Prof. Dr. Kapar Burger \(University of Zurich\)](#)

There are long-standing debates on how educational trajectories unfold over time; on how individual characteristics and institutional structures influence educational trajectories; and on the relative importance and interplay of these factors. I examine such questions in different cohorts and contexts, using a life-course perspective. This talk will give insights into this research. I will consider in particular the relative importance and interplay of individual agency and institutional structures. Moreover, I will discuss how institutional structures channel educational trajectories while also allowing for mobility between educational paths, and how individual agency contributes to this mobility.