

Fani Lauermann

Education

- Ph.D., Combined Program in Education and Psychology, University of Michigan, USA, 2008-2013
- Diplom-Psychologist, University of Bonn, Germany, 2001-2006

Research Interests

- Academic motivation and achievement
- Educational trajectories, educational and occupational choices
- Teacher motivation and teaching quality

Selected Publications

Lauermann, F. & Berger, J-L. (2021). Linking teacher self-efficacy and responsibility with teachers' self-reported and student-reported motivating styles and student engagement. *Learning and Instruction (Special Issue on Teacher Motivation)*. Advance online publication.

<https://doi.org/10.1016/j.learninstruc.2020.101441>

Lauermann, F., Meißner, A. & Steinmayr, R. (2020). Relative importance of intelligence and ability self-concept in predicting test performance and school grades in the math and language arts domains. *Journal of Educational Psychology, 112*(2), 364–383. doi: 10.1037/edu0000377

Gaspard, H., **Lauermann, F.**, Rose, N., Eccles, J. & Wigfield, A. (2020). Cross-domain trajectories of students' ability self-concepts and intrinsic values in math and language arts. *Child Development, 91*(5), 1800-1818. doi: 10.1111/cdev.13343

Lauermann, F., Benden, D. K. , & Evers, M. (2020). Motive und Interessen. In: C. Cramer, J. König, M. Rothland, S. Blömeke (Hrsg.), *Handbuch Lehrerinnen- und Lehrerbildung* (pp. 791-797). utb.

Evers, M. & **Lauermann, F.** (2020). Beratungskonzepte in der Lehrer*innenbildung: Potentiale und Grenzen im Hinblick auf Stress, Ressourcen und Resilienz [Concepts for Counseling in Teacher Education: Potential and Limitations Related to Stress, Resources, and Resilience]. In H.G. Holtappels, K. Lossen, A. Edele, F. Lauermann, N. McElvany (Eds.). *Jahrbuch der Schulentwicklung Band 21*. Beltz Juventa.

Lazarides, R., & **Lauermann, F.** (2019). Gendered paths into STEM-related and language-related careers: Girls' and boys' motivational beliefs and career plans in math and language arts. *Frontiers in Psychology, 10*(1243), 1-17. doi: 10.3389/fpsyg.2019.01243

Evers, M., & **Lauermann, F.** (2019). Ein Mentoring-Ansatz für empirische Projekte im Lehramtsstudium. Möglichkeiten zur Unterstützung bei der Durchführung von empirischen Studien in Praxisphasen des Studiums. In M. Degeling, N. Franken, S. Freund, S. Greiten, D. Neuhaus & J. Schellenbach-Zell (Eds.), *Herausforderung Kohärenz: Praxisphasen in der universitären Lehrerbildung. Bildungswissenschaftliche und fachdidaktische Perspektiven* (pp. 366-381). Bad Heilbrunn: Verlag Julius Klinkhardt.

Kumar, R., & **Lauermann, F.** (2018). Cultural beliefs and instructional intentions: Do experiences in teacher education institutions matter? *American Educational Research Journal, 55*(3), 419-452. doi: 10.3102/0002831217738508

Lauermann, F., Tsai, Y.-M., & Eccles, J. S. (2017). Math-related career aspirations and choices within Eccles et al. expectancy-value theory of achievement-related behaviors. *Developmental Psychology, 53*(8), 1540-1559. doi: 10.1037/dev0000367

Praetorius, A.-K., **Lauermann, F.**, Klassen, R.M., Dickhäuser, O., Janke, S., & Dresel, M. (2017). Analyzing the longitudinal relations between aspects of teacher motivation and teaching quality. *Teaching and Teacher Education, 65*, 241-254. doi: 10.1016/j.tate.2017.03.023

Lauermann, F. (2017). Teacher motivation, responsibility, pedagogical knowledge and professionalism: A new era for research. In Organisation for Economic Co-Operation and Development [OECD] (Eds.) *Teachers' pedagogical knowledge and the teaching profession*. OECD: Paris.

Lauermann, F., Eccles, J.S., & Pekrun, R. (2017). Why do children worry about their academic achievement? An expectancy-value perspective on elementary students' worries about their mathematics and reading performance. *ZDM Mathematics Education*, 1-16. doi: 10.1007/s11858-017-0832-1 ZDMI-D-16-00029.3

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Lauermann, F., Karabenick, S.A., Carpenter R., & Kuusinen, C. (2017). Teacher motivation and professional commitment in the U.S.: The role of motivations for teaching, teacher self-efficacy and sense of professional responsibility. In H.M.G. Watt, P.W. Richardson, & K. Smith (Eds.), *Why Teach? Antecedents and Consequences across Cultural Settings*. Cambridge University Press.

Lauermann, F. & König, J. (2016). Teachers' professional competencies and wellbeing: Understanding the links between general pedagogical knowledge, self-efficacy and burnout. *Learning and Instruction*, 45, 9-19. doi: 10.1016/j.learninstruc.2016.06.006

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Lauermann, F. (2015). *Teacher motivation and its implications for the instructional process: Technical report and recommendations for an international large-scale assessment of teachers' knowledge and professional competencies*. Technical paper prepared for the OECD Innovative Teaching for Effective Learning (ITEL) – Phase II Project: A Survey to Profile the Pedagogical Knowledge in the Teaching Profession (ITEL Teacher Knowledge Survey). OECD: Paris.

Matthews, J. S., Banerjee, M. & **Lauermann, F.** (2014). [Academic identity formation and motivation among ethnic minority youth: The role of the "self" between internal and external perceptions of identity](#). *Child Development*, 85(6), 2355–2373. doi: 10.1111/cdev.12318

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Zhang, L., Karabenick, S.A., Maruno, S. & **Lauermann, F.** (2011). [Academic delay of gratification and children's study time allocation as a function of proximity to consequential academic goals](#). *Learning and Instruction*, 21(1), 77-94.