

CURRICULUM VITAE

Dr. Luise von Keyserlingk

Education

- 2019 **Goethe University Frankfurt am Main, Germany**
Major: Psychology
Certificate: Dr. Rer. Nat.
Doctoral thesis (summa cum laude): Effects of student composition on psychosocial characteristics and educational choices
- 2008 – 2015 **Technical University Dresden**
Major: Psychology
Certificate: Diploma
Final thesis (summa cum laude): Konzeption und Pilotierung eines Microteaching basierten Seminars für Lehramtsstudierende [Concept and piloting of a microteaching-based seminar for student teachers]
- 2011 – 2012 **Universidad de La Serena (Chile)**
Study abroad (Psychology major)
- 2001 – 2008 **Humboldt-Gymnasium Berlin [high school]**
Abitur

Positions and Employment

- 09/2021 – **IFS at TU Dortmund University**
Postdoctoral Scholar
- 08/2019 – 08/2021 **University of California, Irvine, School of Education**
Irvine, USA
Postdoctoral Scholar, and director of the Next Generation Undergraduate Success Measurement Project, project funded by the Andrew W. Mellon Foundation
- 03/2016 – 07/2019 **DIPF – Leibniz-Institute for Research and Information in Education**
Berlin, Germany
Research Scholar and PhD student in the project Non-monetary returns of education, project funded by the German Ministry for Education and Research
- 01/2019 – 02/2019 **University of California Irvine**
Research stay with Prof. Jacquelynne Eccles
- 07/2015 – 02/2016 **Free University Berlin, Department of Educational Research and Social Systems**
Berlin, Germany
Research Scholar

Teaching experience

- 04/2017 – 09/2017 **Free University Berlin, School of Education**
1 class: Test development and diagnostic
- 04/2015 – 09/2015 **Technical University Dresden, Department of Educational Psychology**
2 classes: Nonverbal communication in school

Conferences

- Arum, R. & **von Keyserlingk, L.**, (2021, April). Promoting academic success and retention through improved higher education measurement. Keynote at the BMBF-Transfertagung: Viele Wege führen zum Erfolg! Ein Dialog zwischen Wissenschaft und Praxis zum Studienerfolg und Studienabbruch [Federal ministry of Education and Research (BMBF) – Conference: Many paths lead to success! A Dialog between research and practitioners about student success and student drop out].
- Moeller, J., **von Keyserlingk, L.**, Spengler, M., Gaspard, H., Lee, H.R., Yamaguchi-Pedroza, K., Yu, R., Fischer, C., Arum, R., (2021, April). College students' emotions during the COVID-19 pandemic: The role of emotional stability, mental health, and household resources. Presentation at the digital conference of the German association for empirical educational research (GEBF).
- von Keyserlingk, L.**, Yamaguchi-Pedroza, K., Arum, A., & Eccles, J.S., (2021, April). Stress of university students before and after the outbreak of the COVID-19 pandemic. Presentation at the digital conference of the German association for empirical educational research (GEBF).
- von Keyserlingk, L.** (2021, April). Longitudinal analyses of students' well-being during the COVID-19 pandemic. Symposium at the digital conference of the German association for empirical educational research (GEBF).
- Rubach, C., **von Keyserlingk, L.**, & Eccles, J.S., (2021, April). Motivational beliefs enhancement during COVID-19 in higher education: The person-environment fit approach. Presentation at the digital conference of the German association for empirical educational research (GEBF).
- Rubach, C., **von Keyserlingk, L.**, Cooper, M., Simpkins, S., & Eccles, J.S., (2021, April). Different strokes for different folks: Variability of undergraduates' learning-related needs in online courses. [Poster Session]. AERA Virtual Annual Meeting.
- von Keyserlingk, L.**, Arum, A., & Eccles, J.S., (2021, April). Stress of university students before and after the outbreak of the COVID-19 pandemic. [Paper Session]. AERA Virtual Annual Meeting.
- Arum, A. & **von Keyserlingk, L.**, (2021, January). UC Irvine's Next Generation Undergraduate Success Measurement Project. Talk at the Flash Conference on Academic Pathways.
- Arum, A., Eccles, J. S., & **von Keyserlingk, L.** (2020, October). The Value of Residential Liberal Arts Education: Lessons from COVID-19. Invited talk at the colloquium series "College and Beyond II" at the University of Michigan.
- von Keyserlingk, L.**, Dicke, A., Becker, M. & Eccles, J. S. (2020, April) What Matters When? Social and Dimensional Comparisons in the Context of University Major Choice [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/w43mg36> (Conference Canceled)
- von Keyserlingk, L.**, Becker, M., Jansen, M., & Maaz, K. (2018, September). Geschlechterunterschiede in Effekten des Schulkontextes auf Studienaspirationen und Studienfachwahlen. [Gender differences in effects of school context on university major aspirations and choices]. Presentation at the conference of the German society of Psychology (DGPs), Frankfurt am Main, Germany
- von Keyserlingk, L.**, Becker, M., Jansen, M., & Maaz, K. (2018, July). Leaving the pond – choosing the ocean: Effects of school context on career choices. Paper presentation at the 4th Gender & STEM Network Conference, Eugene, USA.
- Möwisch, D., & **von Keyserlingk, L.** (2018, Februar). Nicht-monetäre Erträge von Bildung von der Adoleszenz bis ins Erwachsenenalter. [Non-monetary returns of education from adolescents to adulthood]. Symposium at the 6th conference of the Society for Empirical Educational Research (GEBF), Basel, Switzerland.

- von Keyserlingk, L.,** Becker, M., Jansen, M., & Maaz, K. (2018, February). Effekte des Schulkontextes auf Studienaspirationen und Studienfachwahlen. [Effects of school context on university major aspirations and choices]. Presentation at the 6th conference of the Society for Empirical Educational Research (GEBF), Basel, Switzerland.
- von Keyserlingk, L.,** Becker, M., & Jansen, M. (2017, September). Die Entwicklung des Akademischen Selbstkonzeptes beim Übergang in die Oberstufe. [Academic self-concept during the transition to upper secondary school]. Poster presentation at the joined conference of divisions educational psychology and developmental psychology of the German Psychological Society (PAEPSY), Muenster, Germany.
- von Keyserlingk, L.,** Becker, M., & Jansen, M. (2017, September). Die Entwicklung des Akademischen Selbstkonzeptes beim Übergang in die Oberstufe. [Academic self-concept during the transition to upper secondary school]. Presentation at the 5th conference of the Society for Empirical Educational Research (GEBF), Heidelberg, Germany.
- von Keyserlingk, L.,** & Castro, P. (2012, July), Teorías subjetivas de profesionales de escuelas de lenguaje en Chile sobre el trastorno específico del lenguaje. [Subjective theories of language school teachers about specific language impairment]. Presentation at the 4th conference of the Interamerican Society of Psychology, Santa Cruz, Bolivia

Publications

- Moeller, J., **von Keyserlingk, L.,** Spengler, M., Gaspard, H., Lee, H. R., Yamaguchi-Pedroza, K., Yu, R., Fischer, C., & Arum, R., (preprint). *College students' emotions during the COVID-19 pandemic: The role of neuroticism, mental health, and household resources*. DOI: 10.31234/osf.io/kf8cs
- von Keyserlingk, L.,** Dicke, A.-L., Becker, M., & Eccles, J. *What matters when? Social and dimensional comparisons in the context of university major choice*. (2021). *AERA Open*
- Arum, R., Eccles, J.S., Heckhausen, J., Orona, G.A., **von Keyserlingk, L.,** Wegemer, C.M., Wright, C.E., Yamaguchi-Pedroza, K. (2021). Ensuring a more equitable future: Assessing student learning and growth in higher education. *Postsecondary Value Commission*.
- Lee, H.R., **von Keyserlingk, L.,** Arum, R., & Eccles, J.S., (2021): Why Do They Enroll in This Course? Undergraduates' Course Choice From a Motivational Perspective. In *Front. Educ.* 6. DOI: 10.3389/educ.2021.641254.
- von Keyserlingk, L.,** Yamaguchi-Pedroza, K., Arum, R.; Eccles, J.S., (2021): Stress of university students before and after campus closure in response to COVID-19. In *Journal of community psychology*. DOI: 10.1002/jcop.22561.
- von Keyserlingk, L.,** Becker, M., & Jansen, M. (2020). Do social comparisons matter for university major choices? A longitudinal study from a gender perspective. *International Journal of Gender, Science and Technology*, 12(1), 46–64.
- von Keyserlingk, L.,** Becker, M., Jansen, M., & Maaz, K. (2020). Leaving the Pond – Choosing an Ocean: Effects of Student Composition on STEM Major Choice at University. *Journal of Educational Psychology*.
- von Keyserlingk, L.,** Becker, M., Jansen, M., & Maaz, K. (2020). Effects of student composition in school on young adults' educational pathways. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000411>
- Becker, M., Brose, A., Camehl, G., Graeber, G., Huebner, M., **von Keyserlingk, L.,** Krekel, C., Maaz, K., Marcus, J., Margaryan, S., Möwische, D., Paul, A., Peter, F., Schmiedek, F., Schnitzleind, D., Schupp, J., Siedler, T., & Spieß, C. K. (2019). *Politikberatung kompakt 137: Nicht-monetäre Erträge von Bildung in den Bereichen Gesundheit, nicht-kognitive Fähigkeiten*

sowie gesellschaftliche und politische Partizipation. Berlin: Deutsches Institut für Wirtschaftsforschung

von Keyserlingk, L., Becker, M., & Jansen, M. (2019): Academic self-concept during the transition to upper secondary school. *Contemporary Educational Psychology* 56, S. 152–160. DOI: 10.1016/j.cedpsych.2019.01.001.

Höppner, C., **von Keyserlingk, L.**, Körndle, H., & Proske, A. (2015). Eine Brücke zwischen Theorie und Praxis in der Lehrerausbildung – Microteaching als praxisnahes Lehrkonzept. *Report Psychologie*, 40(4), 152-162.

von Keyserlingk, L., Castro, P., & Carrasco, J. (2013). Teorías subjetivas de profesionales de escuelas de lenguaje en Chile sobre el trastorno específico del lenguaje. *Revista CEFAC*, 15(4). 873-883.

Memberships

2020-	Member of the American Educational Research Association (AERA)
2019-	Member of the Society for Empirical Educational Research (Gesellschaft fuer Empirische Bildungsforschung – GEBF)
2018-	Member of the German Psychological Society (Deutsche Gesellschaft fuer Psychologie – DGPS)

Honors

2020	Best paper award 2020 of the Society of Empirical Educational Research (GEBF)
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