



The LEAD Graduate School at the University of Tübingen
invites you to attend the Lecture by

Dr. Malte Jansen
(German Institute for International Educational Research, Frankfurt)

Integrating Perspectives on the Self-Appraisal of Academic Abilities: Suggestions for a Taxonomy

Time: Monday, February 22nd, 2016, 10.15 hrs

Venue: Room 204, Europastraße 6, 72072 Tübingen

Abstract: In this talk, Dr. Jansen will discuss how different research traditions (namely social-psychology, research on calibration and metacognition, and research on motivational factors in educational psychology) have approached the study of self-appraisals of (academic) ability and how they come to different conclusions with regard to the question whether appraisals should be optimistic or realistic. On this basis, it will be argued that these different conclusions may stem from different conceptualizations and operationalizations of self-appraisals. As an extension of the seminal work by Bong and Skaalvik (2003), a taxonomy of self-beliefs based on three dimensions will be introduced and used to classify different self-related constructs. One of these dimensions, the specificity of measurement, will be discussed in more detail based on recent empirical studies.

Biography: Malte Jansen studied psychology at the University of Freiburg, Germany, with a focus on educational psychology. He completed his studies with a diploma (M.A. equivalent) in 2010. From 2011 to 2014 he was an academic staff member and PhD student at the Institute for Educational Quality Development (IQB) at the Humboldt University Berlin. He worked in a team responsible for conducting the IQB National Assessment Study (Ländervergleich) 2012 in the domain of science. Accordingly, in this dissertation project which was completed in 2014, he focused on students' academic self-concepts in the domain of science. He now holds a post-doc position at the German Institute for International Educational Research (DIPF) where he works on the BERLIN study, a longitudinal study that aims to assess effects of a structural secondary school reform in Berlin on learning outcomes and educational pathways of students

Important Publications:

- **Jansen, M.**, Schroeders, U., Lüdtke, O., & Marsh, H. W. (2015). Contrast and assimilation effects of dimensional comparisons in five subjects: An extension of the I/E model. **Journal of Educational Psychology**. Online first publication. doi: 10.1037/edu0000021
- **Jansen, M.**, Scherer, R., & Schroeders, U. (2015). Students' Self-Concept and Self-Efficacy in the Sciences: Differential Relations to Antecedents and Educational Outcomes. *Contemporary Educational Psychology*, 41, 13–24. doi: 10.1016/j.cedpsych.2014.11.002
- Arens, K., & **Jansen, M.** (2015). Academic self-concepts in reading, writing, listening and speaking: A multidimensional, hierarchical structure and its generalizability across native and foreign languages. *Journal of Educational Psychology*. Advanced online publication. doi: 10.1037/edu0000081

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