

# Papers and book chapters based on the TOSCA Data

## 2022

Hübner, N., Spengler, M., Nagengast, B., Borghans, L., Schils, T., & Trautwein, U. (2022). When academic achievement (also) reflects personality: Using the personality-achievement saturation hypothesis (PASH) to explain differential associations between achievement measures and personality traits. *Journal of Educational Psychology, 114*(2), 326-345. <https://doi.org/10.1037/edu0000571>

Meyer, J., Lüdtke, O., Schmidt, F. T., Fleckenstein, J., Trautwein, U., & Köller, O. (2022). Conscientiousness and cognitive ability as predictors of academic achievement: Evidence of synergistic effects from integrative data analysis. *European Journal of Personality, 08902070221127065*. <https://doi.org/10.1177/0890207022112706>

## 2021

Stoll, G., Rieger, S., Nagengast, B., Trautwein, U., & Rounds, J. (2021). Stability and change in vocational interests after graduation from high school: A six-wave longitudinal study. *Journal of Personality and Social Psychology, 120*(4), 1091-1116. <https://doi.org/10.1037/pspp0000359>

## 2020

Wille, E., Stoll, G., Gfrörer, T., Cambria, J., Nagengast, B., & Trautwein, U. (2020). It takes two: Expectancy-value constructs and vocational interests jointly predict STEM major choices. *Contemporary Educational Psychology, 61*, 101858. <https://doi.org/10.1016/j.cedpsych.2020.101858>

Usslepp, N., Hübner, N., Stoll, G., Spengler, M., Trautwein, U., & Nagengast, B. (2020). RIASEC interests and the Big Five personality traits matter for life success—but do they already matter for educational track choices? *Journal of Personality, 88*(5), 1007-1024. <https://doi.org/10.1111/jopy.12547>

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Hübner, N., Wagner, W., Hochweber, J., Neumann, M., & Nagengast, B. (2020). Comparing apples and oranges: Curricular intensification reforms can change the meaning of students' grades! *Journal of Educational Psychology, 112*(1), 204-220. <https://doi.org/10.1037/edu0000351>

## 2019

Mu, W., Luo, J., Rieger, S., Trautwein, U., & Roberts, B. (2019). The relationship between self-esteem and depression when controlling for neuroticism. *Collabra: Psychology, 5(1)*, 11. <http://doi.org/10.1525/collabra.204>

Golle, J., Rose, N., Göllner, R., Spengler, M., Stoll, G., Hübner, N., Rieger, S., Trautwein, U., Lüdtke, O., Roberts, B. W., & Nagengast, B. (2019). School or work? The choice may change your personality. *Psychological Science, 30(1)*, 32-42. <https://doi.org/10.1177/0956797618806298>

## 2017

Cambria, J., Brandt, H., Nagengast, B., & Trautwein, U. (2017). Frame of reference effects on values in mathematics: Evidence from German secondary school students. *ZDM Mathematics Education, 49(3)*, 435-447. <https://doi.org/10.1007/s11858-017-0841-0>

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Grosz, M. P., Göllner, R., Rose, N., Spengler, M., Trautwein, U., Rauthmann, J. F., ... & Roberts, B. W. (2017). The development of narcissistic admiration and machiavellianism in early adulthood. *Journal of Personality and Social Psychology*. Advance online publication.

Hübner, N., Wille, E., Cambria, J., Oschatz, K., Nagengast, B., & Trautwein, U. (2017). Maximizing gender equality by minimizing course choice options? Effects of obligatory coursework in math on gender differences in STEM. *Journal of Educational Psychology, 109(7)*, 993-1009. <https://doi.org/10.1037/edu0000183>

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Stoll, G., Rieger, S., Lüdtke, O., Nagengast, B., Trautwein, U., & Roberts, B. W. (2017). Vocational interests assessed at the end of high school predict life outcomes assessed 10 years later over and above IQ and Big Five personality traits. *Journal of Personality and Social Psychology, 113(1)*, 167-184. <https://doi.org/10.1037/pspp0000117>

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## 2015

Roloff Henoch, J., Klusmann, U., Lüdtke, O., & Trautwein, U. (2015a). Who becomes a teacher? Challenging the “negative selection” hypothesis. *Learning and Instruction, 36*, 46-56. <https://doi.org/10.1016/j.learninstruc.2014.11.005>

Roloff Henoch, J., Klusmann, U., Lüdtke, O., & Trautwein, U. (2015b). Die Entwicklung beruflicher Selbstregulation: Ein Vergleich zwischen angehenden Lehrkräften und anderen Studierenden [The development of occupational self-regulation: A comparison of teacher students with other students]. *Zeitschrift für Pädagogische Psychologie, 29*(3-4), 151-162. <https://doi.org/10.1024/1010-0652/a000157>

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Wagner, J., Lüdtke, O., Roberts, B. W., & Trautwein, U. (2014). Who belongs to me? Social relationship and personality characteristics in the transition to young adulthood. *European Journal of Personality, 28*(6), 586-603. <https://doi.org/10.1002/per.19>

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## 2013

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Wagner, J., Lüdtke, O., Jonkmann, K., & Trautwein, U. (2013). Cherish yourself: Longitudinal patterns and conditions of self-esteem change in the transition to young adulthood. *Journal of Personality and Social Psychology, 104*(1), 148-163. <https://doi.org/10.1037/a0029680>

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Jackson, J. J., Thoemmes, F., Jonkmann, K., Lüdtke, O., & Trautwein, U. (2012). Military training and personality trait development: Does the military make the man, or does the man make the military? *Psychological Science, 23*(3), 270-277. <https://doi.org/10.1177/0956797611423545>

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Parker, P. D., Schoon, I., Tsai, Y. M., Nagy, G., Trautwein, U., & Eccles, J. S. (2012). Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multicontext study. *Developmental Psychology*, 48(6), 1629-1642. <https://doi.org/10.1037/a0029167>

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Lüdtke, O., Robitzsch, A., Trautwein, U., & Köller, O. (2007). Umgang mit fehlenden Werten in der psychologischen Forschung [Handling of missing data in psychological research: Problems and solutions]. *Psychologische Rundschau*, *58*(2), 103-117. <https://doi.org/10.1026/0033-3042.58.2.103>

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# Reviews of TOSCA Data and Studies

Kramer, J., & Trautwein, U. (2016). Hochschultypen als differenzielle Lern- und Entwicklungsmilieus? [Types of tertiary education as different learning and developmental environments?]. In J. Kramer, M. Neumann, & U. Trautwein (Eds.), *Abitur und Matura im Wandel* (pp. 189-214). Wiesbaden, Germany: VS Verlag für Sozialwissenschaften.

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