

Connecting Teacher and Student Motivation: Some Challenges and open Questions

Jun.-Prof. Fani Lauermann, PhD

Friday, December 7, 2018
10.00 to 12.00 AM

Paris Lodron University Salzburg
Unipark Nonntal
Room 2.206



Short CV

Jun.-Prof. Fani Lauermann, PhD

2019	National Scientific Committee Member for EARLI 2019
2018-2021	Associate Editor for Learning and Instruction
2017-2020	Elected Coordinator for SIG8 "Motivation and Emotion" of the European Association for Learning and Instruction (EARLI)
09/2014-present	Assistant Professor of Education and Psychology (Tenure Track), University of Bonn, Germany
09/2013-09/2014	Research Affiliate, Gender and Achievement Research Program (GARP), University of Michigan, USA
09/2014-present	Postdoctoral Research Fellow, Achievement Research Lab, University of Michigan, USA <u>Research Fellowship:</u> Understanding Women's Career Choices and Occupational Trajectories in Physical Science, Engineering and IT Fields, National Science Foundation, DUE 073133571 (PI: Jacquelynne S. Eccles)
09/2008-08/2013	Graduate Student Research Associate, Combined Program in Education and Psychology, Motivation in Education Research Lab, University of Michigan, USA <u>Research Fellowship:</u> Math and Science Partnership - Motivation Assessment Program II (MSP-MAP II), National Science Foundation, DUE 0928103 (PI: Stuart A. Karabenick)
09/2007-09/2008	Research Scholar with the Combined Program in Education and Psychology, University of Michigan, USA



Abstract:

With the exception of research on teachers' perceived teaching ability and job satisfaction, systematic theory-driven research on teacher motivation represents a relatively new and, until about a decade ago, an "overlooked" phenomenon. The landscape of educational research on this topic has changed dramatically over the past years, however, researchers have adapted established theoretical frameworks of motivational processes for the teaching profession. Examples include systematic analyses of teachers' expectancies and values related to teaching, achievement goals, basic psychological needs and self-determination, enthusiasm for teaching and for their subject area, and teachers' sense of professional responsibility.

This talk has two main parts:

In *Part I*, I will focus on a brief review of what we have learned about teacher motivation over the past decade, and I will outline some of the challenges related to connecting teacher motivation and student outcomes. In *Part II*, I will focus on one particular motivational construct, namely teachers' sense of professional responsibility, and I will present empirical evidence on its associations with teachers' instructional practices and students' educational outcomes.

I will conclude with what I believe to be key challenges for future research on teacher motivation, as exemplified in my own work on teacher responsibility.