





CURRICULUM VITAE | DR. STEFAN JANKE | JULY 2021

ADDRESS Universität Mannheim  ORCID: [0000-0003-1799-8850](https://orcid.org/0000-0003-1799-8850)
Chair of Educational Psychology  [Google Scholar](#)
D-68131 Mannheim  [Publons](#)

PHONE +49 (0)621 181-1936  [ResearchGate](#)

MAIL stefan.janke@uni-mannheim.de

DATE OF BIRTH 30.05.1986 in Darmstadt (Germany)

CURRENT POSITION

2016 - Postdoctoral researcher, project leader and lecturer | Chair of Educational Psychology | University of Mannheim

PAST EMPLOYMENT

2017 - 2018 Lecturer | Faculty for Psychology | University of Basel

2012 - 2015 Researcher and lecturer | Chair of Educational Psychology | University of Mannheim | Research project on achievement goal orientations of teaching personal funded by the German Federal Ministry of Education and Research (BMBF)

2012 Student assistant | GESIS – Leibniz Institute for the Social Sciences | Mannheim | Department of „Survey Design and Methodology“

EDUCATION

2016 PhD | Department of Social Sciences | University of Mannheim
Thesis: Lernen wir für die Schule oder für uns selbst? Lern- und Leistungszielorientierungen unter der Linse der Selbstbestimmungstheorie. [Do we learn for school or for ourselves? Personal goal orientations under the lens of Self-Determination Theory.]

2012 - 2016 Doctoral candidate | Chair of Educational Psychology | University of Mannheim

2012 Diploma in psychology | University of Mannheim
Thesis: Mehr Autonomie wagen - strukturell verankerte Entscheidungsfreiheit und studentisches Befinden in Mannheimer Bachelorprogrammen. [Let's dare more autonomy – Freedom of choice and well-being of undergraduates at the University of Mannheim]

2006 - 2012 Undergraduate and graduate studies in psychology | University of Mannheim

AWARDS AND SCHOLARSHIPS

2020 Teaching award for the best virtual course | Student representative council of the Department of Psychology | University of Mannheim

2018 Teaching award of the University of Mannheim

2017 Outstanding doctoral thesis in the field of educational research | Barbara-Hopf Foundation

2015 Early career award | Division of Educational Psychology | German Society for Psychology

2015 Outstanding poster honoree | Division C: Learning and Instruction | American Educational Research Association (AERA)

2013 Teaching award | Student representative council of the Department of Psychology | University of Mannheim

2012 Outstanding diploma thesis in the field of educational research | Barbara-Hopf Foundation

2009 - 2012 Scholarship | Friedrich-Ebert Foundation

RESEARCH INTERESTS

MOTIVATION IN EDUCATION

- Achievement Goals and Academic Cheating
- Faculty Motivation
- Instructional Practices and Student Motivation

HIGHER EDUCATION

- Motivation for Enrollment
- Online Self-Assessments
- Study Persistence and Drop-out

SOCIAL PSYCHOLOGY OF EDUCATION

- Social Disparities and Educational Transitions
- Social Exclusion in Educational Contexts

GRANTS

2021	Research grant Refinement of online self-assessment procedures that guide students' choice of university major (sMArt ² -II) Ministry for Science, Research and Arts Baden-Württemberg Principal Investigators: Stefan Janke & Karina Karst 249.460 €
2020-2023	Research grant Impact of Performance Goals on Academic Cheating (CHEAT) Deutsche Forschungsgemeinschaft (DFG) Principal Investigators: Stefan Janke & Martin Daumiller 465.999 €
2019-2020	Research grant Development of online self-assessment procedures that guide students' choice of university major (sMArt ² -I) Ministry for Science, Research and Arts Baden-Württemberg Principal Investigators: Stefan Janke & Karina Karst 500.000 €
2018	Travel grant German Academic Exchange Service AERA 2018 New York
2016	Travel grant Federal funding (SQL funds) ICM 2016 Thessaloniki
2015	Travel grant Federal funding (SQL funds) AERA 2015 Chicago
2014	Travel grant Federal funding (SQL funds) ICM 2014 Helsinki

ACADEMIC SERVICES

UNIVERSITY OF MANNHEIM

2021 -	Elected member University Council
2021 -	Appointed member Advisory board on digital teaching beyond/after Corona
2019	Appointed member Jury for the teaching award of the university of Mannheim 2019
2017 - 2019	Appointed member Advisory board on teaching evaluations of the School of Social Sciences
2014 - 2021	Elected member Social Sciences Faculty Board
2014 - 2019	Vice chairman Academic council representing teaching and research assistants
2014 - 2016	Advisory member PhD committee of the School of Social Sciences
2013 - 2014	Appointed member Committee for the appointment of a professorship for Health Psychology
2009 - 2010	Elected Member Senate
2009 - 2010	Chairman General Students' Committee
2009	Appointed Member Senate commission for teaching
2008 - 2009	Advisory Member General committee on academic exams

FURTHER SERVICES

- 2021 - Scientific board member | 100 Schools – 1000 Opportunities (Research project of the university of Vienna funded by the Austrian Federal Ministry of Education, Science and Research)
- 2021 - Founder | Network for research and best practice regarding online self-assessment procedures that guide students' choice of university major (NEST-BW)
- 2017 - Cooperation partner | MORAL – Socio-Moral Development of Children and Adolescents (Research project of the Leibniz Institute for Research and Information in Education)

AD-HOC REVIEWER

Journals: American Educational Research Journal | British Journal of Educational Psychology | Cogent Psychology | Diagnostica | Educational Psychology | Educational Research Review | Empirical Research in Vocational Education and Training | Ethics & Behavior | European Journal of Psychology of Education | Higher Education | International Journal of Educational Research | International Journal of Psychology | Journal for Educational Research Online | Journal of Cross Cultural Psychology | Journal of Educational Psychology | Journal of Happiness Studies | Journal of Well-Being Assessment | Learning and Individual Differences | Learning and Instruction | Personality and Social Psychology Bulletin | Proceedings of the National Academy of Sciences of the United States of America | Psychologie in Erziehung und Unterricht | Psychology in the Schools | Sage Open | Social Influence | Studies in Higher Education | Teaching and Teacher Education | Unterrichtswissenschaft | Zeitschrift für Bildungsforschung | Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie | Zeitschrift für Erziehungswissenschaft | Zeitschrift für Pädagogische Psychologie | Zeitschrift für Psychologie

Conferences: Fachgruppe für Pädagogische Psychologie | Gesellschaft für Empirische Bildungsforschung | Gesellschaft für Hochschulforschung

EDITOR

- 2018 - Guest Editor | Special Issue | *“Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions”* | International Journal of Educational Research

MEMBERSHIP

German Society for Psychology (DGPs) | Division of Educational Psychology of the German Society for Psychology (PAEPs) | Society for Empirical Educational Research (GEBF)

PUBLIC SERVICE

Blogteam of „The Inquisitive Mind“

TEACHING EXPERIENCE

- 2020 Seminar | Bachelor of Education | University of Mannheim | „Teaching in virtual classrooms“
- 2019 Service Learning Seminar | M.Sc. Psychology | University of Mannheim | “Research trends in educational psychology”
- 2019/20/21 Lecture | Master of Education | Universität Mannheim | „Diagnostics and counseling in heterogeneous learning environments“
- 2019/21 Seminar | Bachelor of Education | University of Mannheim | „Motivational psychology in the classroom“
- 2017 Colloquium | B.Sc. Psychology | University of Basel | “How to write your bachelor thesis”
- 2017/18 Service Learning Seminar | M.Sc. Psychology | University of Mannheim | “From psychological theory to applicable technology”

2017	Seminar B.Sc. Psychology University of Mannheim "Special issues of educational psychology: Learning and teaching."
2016	Seminar B.Sc. Psychology and pre-service teachers University of Mannheim "Counseling, training and Intervening"
2015 - 2019	Seminar B.Sc. Psychology University of Mannheim "Selected topics of educational psychology: Prevention and intervention"
2015 - 2020	Seminar B.Sc. Psychology University of Mannheim "Selected topics of educational psychology: Evaluation and examination"
2013/14/16	Seminar Pre-service teachers University of Mannheim "Assessment and evaluation in school"
SUPERVISED THESES	Bachelor theses (20) Master theses (3) PhD-Thesis (ongoing: M.Sc. Laura Messerer; M.Sc. Hernán González Cruz)

PUBLICATIONS IN ACADEMIC JOURNALS

In press

Daumiller, M., **Janke, S.**, Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (in Druck). Do teachers achievement goals and self-efficacy beliefs matter for students' learning experiences? Evidence from two studies on perceived teaching quality and emotional experience. *Learning and Instruction*.

<https://dx.doi.org/10.1016/j.learninstruc.2021.101458>

Daumiller, M., Janke, S., Rinas, R., Dickhäuser, O. & Dresel, M. (in Druck). Need satisfaction and achievement goals for teaching of university faculty: An international study of their interplay and relevance for positive affect, teaching quality, and professional learning. Revision eingereicht. *Higher Education*.

Hein, J., **Janke, S.**, Rinas, R., Daumiller, M., Dresel, M. & Dickhäuser, O. (in Druck). Higher education instructors' usage of and learning from student evaluations of teaching – Do achievement goals matter? *Frontiers in Psychology*.

Janke, S., Alsmeyer, M., Neißner, M. & Rudert, S. C. (in Druck). University in the rear-view mirror: Psychological needs in pleasant and unpleasant memories of alumni. *Studies in Higher Education*.

<https://doi.org/10.1080/03075079.2021.1916905>

Janke, S., Messerer, L., Merkle, B. & Krille, C. (in Druck). STUWA: Ein multifaktorielles Inventar zur Erfassung von Studienwahlmotivation. *Zeitschrift für Pädagogische Psychologie*. <https://doi.org/10.1024/1010-0652/a000298>

Rudert, S.C.* & **Janke, S.*** (in Druck). Following the crowd in times of crisis: Descriptive norms and subjective threat predict physical distancing, stockpiling, and prosocial behavior during the COVID-19 pandemic. *Group Processes & Intergroup Relations*.

*shared first-authorship

Published

Daumiller, M., Rinas, R., Hein, J., **Janke, S.**, Dickhäuser, O., & Dresel, M. (2021). Shifting from face-to-face to online teaching: The role of university faculty achievement goals for attitudes, burnout/engagement experiences, and student learning during Covid-19. *Computers in Human Behavior*, 118, Article 106677.

<https://doi.org/10.1016/j.chb.2020.106677>

Dickhäuser, O., **Janke, S.**, Daumiller, M. & Dresel, M. (2021). Motivational school climate and teachers' achievement goal orientations: A hierarchical approach. *British Journal of Educational Psychology*, 91(1), 391-408.

<https://doi.org/10.1111/bjep.12370>

Rudert, S. C.*, **Janke, S.*** & Greifeneder, R. (2021). Ostracism breeds depression: Longitudinal associations between ostracism and depression over a three-year-period. *Journal of Affective Disorders Reports*, 4, Article 100118.

<https://doi.org/10.1016/j.jadr.2021.100118>

*geteilte Erstautorschaft

- Daumiller, M., & Janke, S. (2020). Effects of performance goals and social norms on academic dishonesty in a test. *British Journal of Educational Psychology, 90*(2), 537-559. <https://doi.org/10.1111/bjep.12310>.
- Daumiller, M., Stupnisky, R., & Janke, S. (2020). Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions. *International Journal of Educational Research, 99*, Article 101502. <https://doi.org/10.1016/j.ijer.2019.101502>.
- Janke, S. (2020). Prospective effects of motivation for enrollment on well-being and motivation at university. *Studies in Higher Education, 45*, 2413 - 2425. <https://doi.org/10.1080/03075079.2019.1612353>.
- Janke, S., Hein, J., Daumiller, M., Rinas, R., Erdfelder, E., Dresel, M. & Dickhäuser, O. (2020). Open Access Evaluation: Lehr-Evaluation-Online (LEO) als Instrument zur studentischen Lehrveranstaltungsevaluation. *Qualität in der Wissenschaft, 14*(4), 120-125.
- Hein, J., Janke, S., Daumiller, M., Dresel, M. & Dickhäuser, O. (2020). No learning without freedom? Moderators of the association between university instructors' learning goals and workplace learning. *Learning and Individual Differences, 83-84*, Article 101937. <https://doi.org/10.1016/j.lindif.2020.101937>
- Messerer, M.*, Bürkle, H.*, Karst, K. & Janke, S. (2020). Nutzung hochschulinterner Expertise zur Entwicklung von Online-Selbstreflexionstests für Studieninteressierte. *Das Hochschulwesen, 68*(3), 81-87.
* shared first-authorship
- Rinas, R., Dresel, M., Hein, J., Janke, S., Dickhäuser, O. & Daumiller, M. (2020). Exploring higher education teachers' achievement goals and discrete emotions. *Frontiers in Psychology, 11*. <https://doi.org/10.3389/fpsyg.2020.01484>
- Rudert, S. C., Janke, S. & Greifeneder, R. (2020). Experience of ostracism over the adult life span. *Developmental Psychology, 56*(10), 1999–2012. <https://doi.org/10.1037/dev0001096>
- Benning, K., Praetorius, A.-K., Janke, S., Dickhäuser, O. & Dresel, M. (2019). Das Lernen als Ziel: Zur unterrichtlichen Umsetzung einer Lernzielstruktur. *Unterrichtswissenschaft, 47*, 523-545. <https://doi.org/10.1007/s42010-019-00054-7>.
- Daumiller, M.* & Janke, S.* (2019). The impact of performance goals on cheating depends on how performance is evaluated. *AERA Open, 5*, 1-10. <https://doi.org/10.1177/2332858419894276>.
* shared first-authorship
- Hein, J., Daumiller, M., Janke, S., Dresel, M. & Dickhäuser, O. (2019). How learning time mediates the impact of university scholars' learning goals on professional learning in research and teaching. *Learning and Individual Differences, 72*, 15-25. <https://doi.org/10.1016/j.lindif.2019.04.002>.
- Janke, S., Bardach, L., Oczlon, S. & Lüftenegger, M. (2019). Enhancing feasibility when measuring teachers' motivation: A brief scale for teachers' achievement goal orientation. *Teaching and Teacher Education, 83*, 1-11. doi: [10.1016/j.tate.2019.04.003](https://doi.org/10.1016/j.tate.2019.04.003).
- Janke, S., Daumiller M. & Rudert, S.C. (2019). Dark pathways to achievement in science: Researchers' achievement goals predict engagement in Questionable Research Practices. *Social Psychological and Personality Science, 10*(6), 783-791. <https://doi.org/10.1016/j.tate.2019.04.003>.
- Janke, S. & Dickhäuser, O. (2019b). Different major, different goals: University students studying economics differ in life aspirations and achievement goal orientations from social science students. *Learning and Individual Differences, 73*, 138-146. <https://doi.org/10.1016/j.lindif.2019.05.008>.
- Janke, S. & Dickhäuser, O. (2019a). A neglected tenet of achievement goal theory: Associations between life aspirations and achievement goal orientations. *Personality and Individual Differences, 142*, 90-99. <https://doi.org/10.1016/j.paid.2019.01.038>.
- Janke, S. & Mühlbauer, M. (2019). Von Reaktanz zu Akzeptanz: Ein iterativer Ansatz zur Einbindung relevanter Expert*innen- und Interessengruppen bei der Weiterentwicklung studentischer Lehrevaluationen. *Qualität in der Wissenschaft, 13*(4), 116-121.

- Marksteiner, T., **Janke, S.** & Dickhäuser, O. (2019). Effects of a brief psychological intervention on students' sense of belonging and educational outcomes: The role of students' migration and educational background. *Journal of School Psychology, 75*, 41-57. <https://doi.org/10.1016/j.jsp.2019.06.002>.
- Janke, S.** & Dickhäuser, O. (2018a). A situated process model of vocational achievement goal striving within members of the academic staff at university. *Motivation and Emotion, 42*(4), 466-481. <https://doi.org/10.1007/s11031-017-9657-z>.
- Janke, S.** & Dickhäuser, O. (2018b). Zur prognostischen Güte von Zulassungskriterien im Psychologiestudium für Studienerfolgsindikatoren. *Psychologische Rundschau, 68*(3), 160-168. <https://doi.org/10.1026/0033-3042/a000383>.
- Bonefeld, M., Dickhäuser, O., **Janke, S.**, Praetorius, A.K. & Dresel, M. (2017). Migrationsbedingte Disparitäten in der Notenvergabe nach dem Übergang auf das Gymnasium. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 49*(1), 1-23. <https://doi.org/10.1026/0049-8637/a000163>.
- Dickhäuser, O., **Janke, S.**, Praetorius, A.-K. & Dresel, M. (2017). Effects of teachers' reference norm orientations on students' implicit theories and academic self-concepts. *Zeitschrift für Pädagogische Psychologie, 31*(3-4), 205-219. <https://doi.org/10.1024/1010-0652/a000208>.
- Janke, S.**, Rudert, S.C., Marksteiner, T. & Dickhäuser, O. (2017). Knowing one's place: Parental educational background influences social identification with academia, test anxiety and satisfaction with studying at university. *Frontiers in Psychology, 8*. <https://doi.org/10.3389/fpsyg.2017.01326>.
- Praetorius, A. K., Lauermaun, F., Klassen, R. M., Dickhäuser, O., **Janke S.** & Dresel M. (2017). Longitudinal relations between teaching-related motivations and student-reported teaching quality. *Teaching and Teacher Education, 65*, 241-254. <https://doi.org/10.1016/j.tate.2017.03.023>.
- Rudert, S.C., **Janke, S.** & Greifeneder, R. (2017) Under threat by popular vote: German-speaking immigrants' affect and cognitions following the Swiss vote against mass immigration. *PLoS One, 12*(4). doi: <https://doi.org/10.1371/journal.pone.0182703>.
- Dickhäuser, O., Dinger, F., **Janke, S.**, Spinath, B. & Steinmayr, R. (2016). A prospective correlational analysis of achievement goals as mediating constructs linking distal motivational dispositions to intrinsic motivation and academic achievement. *Learning and Individual Differences, 50*, 30-41. <https://doi.org/10.1016/j.lindif.2016.06.020>.
- Janke, S.**, Nitsche, S., Praetorius, A. K., Benning, K., Fasching, M., Dresel, M. & Dickhäuser, O. (2016). Deconstructing performance goal orientations: The merit of a dimensional approach. *Learning and Individual Differences, 50*, 133-146. <https://doi.org/10.1016/j.lindif.2016.08.013>.
- Janke, S.**, Nitsche, S., & Dickhäuser, O. (2015). The role of perceived need satisfaction at work for teachers' work-related learning goal orientation. *Teaching and Teacher Education, 47*, 184-194. <https://doi.org/10.1016/j.tate.2015.01.009>.
- Praetorius, A. K., Nitsche, S., **Janke, S.**, Dickhäuser, O., Drexler, K., Fasching, M. & Dresel, M. (2014). Here today, gone tomorrow? Revisiting the stability of teachers' achievement goals. *Contemporary Educational Psychology, 39*(4), 379-387. <https://doi.org/10.1016/j.cedpsych.2014.10.002>.
- Janke, S.** & Dickhäuser, O. (2013). Strukturell verankerte Entscheidungsfreiheit im Bachelorstudium - Zur Bedeutsamkeit von Autonomie in den neuen Studienstrukturen. *Das Hochschulwesen, 61*(3), 102-109.

BOOK CHAPTERS AND ONLINE PUBLICATIONS

- Janke, S.** (2020). Obfuscating the truth: What tempts scientists to engage in shady research practices? In S. Siegel & M. Daumiller (Hrsg.), *Wissenschaft und Wahrheit*. Leverkusen-Opladen: Verlag Barbara Budrech.
- Nitsche, S., Praetorius, A.-K., **Janke, S.**, Drexler, K., Fasching, M. S., Dresel, M., & Dickhäuser, O. (2017). Berufliche Zielorientierungen von Lehrkräften: Entwicklungsbedingungen, Auswirkungen auf berufliche Kompetenzentwicklung, Effekte auf instruktionales Verhalten sowie Lernprozesse und Lernergebnisse von Schülerinnen und Schülern [Work related achievement goal orientations of teaching personal: Antecedents,

consequences for the development of competencies, effects on instruction, personal learning and student learning]. In C. Gräsel & K. Trempler (Hrsg.), *Entwicklung von Professionalität pädagogischen Personals: Interdisziplinäre Betrachtungen, Befunde und Perspektiven*. Heidelberg: Springer.

Janke, S., & Glöckner-Rist, A. (2014). In D. Danner & A. Glöckner-Rist (Hrsg.), *Erlebte Autonomie im Prüfungskontext [Scale assessing perceived autonomy during examination]*. *Zusammenstellung sozialwissenschaftlicher Items und Skalen*. Mannheim: gesis.