

1. PUBLICATIONS

1.1 PEER-REVIEWED JOURNAL ARTICLES

Held, T., & Hascher, T. (2022). Testing effects of promoting antecedents of mathematics achievement emotions: A change-change model. *Learning and Individual Differences*, 102112, 1–13. <https://doi.org/10.1016/j.lindif.2021.102112>

Mejeh, M., & Held, T. (2022). Understanding the development of self-regulated learning: An intervention study to promote self-regulated learning in vocational schools. *Vocations and Learning*, 1–38. <https://doi.org/10.1007/s12186-022-09298-4>

1.2 CONTRIBUTIONS TO BOOKS

Held, T., & Hascher, T. (accepted). Transitions in Secondary Education in Switzerland. *Bloomsbury Education and Childhood Studies*.

Held-Augustin, T., Hagenauer, G., & Hascher, T. (2021). Zusammenhänge zwischen der Erfüllung der psychologischen Grundbedürfnisse und der selbstbestimmten Lernmotivation im Mathematikunterricht der Sekundarstufe I. In R. Lazarides & D. Raufelder (Hrsg.), *Motivation in unterrichtlichen fachbezogenen Lehr-Lernkontexten*, Edition Zeitschrift für Erziehungswissenschaft 10 (S. 149–175). Springer. https://doi.org/10.1007/978-3-658-31064-6_6

1.3 SUBMITTED MANUSCRIPTS

Morinaj, J., & Held, T. (under review, 08/22). A person-centered approach to student wellbeing.

Held, T., & Hascher, T. (under revision, 07/22). Stability and change of secondary school students' motivation profiles for mathematics: Effects of a student intervention.

Held, T., & Mejeh, M. (under review, 06/22). Effects of a Self-Regulated Learning Environment on Students' Motivational Trajectories in Vocational Education.

2. ORAL CONTRIBUTIONS TO CONFERENCES

Held, T., & Hascher, T. (2022, September). *Emotionsprofile im Mathematikunterricht in der 7. Klasse.* [Emotion profiles in 7th grade mathematics classrooms.] Congress of the Swiss Society for Research in Education (SSRE). University of Lausanne, Switzerland. https://wp.unil.ch/sief/files/2022/09/Programme_SIEF_EN_FINAL.pdf

Held, T., & Hascher, T. (2022, August). *Effects of an Intervention on Students' Emotion Profiles in Mathematics in Lower Secondary Education.* International Conference on Motivation (ICM), Dresden, Germany. <https://sig8meetssig16-dresden.de/>

Held, T., & Hascher, T. (2021, September). *How changes in students' control and value appraisals lead to changes in students' mathematics emotions.* European Conference on Educational Research (ECER). University of Geneva, Switzerland. <https://eera-ecer.de/ecer-programmes/fauthor/Held/fconference/26/>

Held, T., & Hascher, T. (2021, August). *Reciprocal effects between self-determined motivation and learning behavior in mathematics instruction in lower secondary education.* 19th Biennial European Association for Research on Learning and Instruction (EARLI) Conference. University of Gothenburg, Sweden. <http://earli.org/sites/default/files/2021-10/EARLI2021-BOOK-OF-ABSTRACTS.pdf>

Held, T., & Hascher, T. (2021, August). *Stability and change of motivation profiles in mathematics instruction in lower secondary education*. 19th Biennial European Association for Research on Learning and Instruction (EARLI) Conference. University of Gothenburg, Sweden.
<http://earli.org/sites/default/files/2021-10/EARLI2021-BOOK-OF-ABSTRACTS.pdf>

Augustin, T., & Mejeh, M. (2020, August). *Welche Effekte hat ein selbstgesteuertes Lernsetting auf die motivationale Ausprägung von Berufsschülerinnen und -schülern? [What effects does a self-directed learning setting have on the motivation of vocational school students?]* Congress of the Swiss Society for Research in Education (SSRE). Haute Ecole Pédagogique BEJUNE, Switzerland. https://extranet.hep-bejune.ch/docs/Documents/Public/RECH/05_Publications/R%C3%A9sum%C3%A9s.pdf

Augustin, T., Morinaj, J., & Hascher, T. (2020, July). *Students' motivational profiles in mathematics in the context of lower education*. Junior Researchers (JURE) of the European Association for Research on Learning and Instruction (EARLI). University of Porto, Portugal. (Conference canceled)

Augustin, T., & Hascher, T. (2020, March). *Reziproke Effekte zwischen der selbstbestimmten Motivation im Mathematikunterricht und dem Lernverhalten. [Reciprocal effects between self-determined motivation and learning behavior in mathematic instruction]*. Society for Empirical Educational Research (GEBF). University of Potsdam, Germany. (Conference canceled)

Augustin, T., & Hascher, T. (2019, June). *Entwicklung der Lernfreude und des Wohlbefindens im Fach Mathematik auf der Sekundarstufe I. [Development of the learning enjoyment and well-being in mathematics in lower secondary education]*. Congress of the Swiss Society for Research in Education (SSRE). University of Basel, Switzerland.