

4th International NEPS Conference

Conference Schedule

November 7–8, 2019

Leibniz Institute for Educational Trajectories (LifBi)

Wilhelmsplatz 3, 96047 Bamberg, Germany

THURSDAY | November 7, 2019

09.00 am – 10.00 am	Registration		
10.00 am – 10.15 am	Welcome and opening of the NEPS Conference <i>Christian Aßmann (LifBi, Bamberg / University of Bamberg)</i>		[104]
10.15 am – 11.00 am	Societal change and educational trajectories of women and men born between 1919 and 1986 in (West) Germany <i>Rolf Becker (University of Bern, Switzerland)</i>		[104]
11.00 am – 11.30 am	Coffee Break		[104]
11.30 am – 01.00 pm	Session 1 [104] Chair: <i>Markus Zielonka (LifBi, Bamberg)</i>	Session 2 [220] Chair: <i>Daniel Klein (INCHER, Kassel)</i>	[113]
	Ability tracking, cognitive homogenization, achievements and social educational inequality. A comparison of the educational systems of German federal states with data from the "National Educational Panel Study" (NEPS) <i>Hartmut Esser (University of Mannheim)</i> <i>Julian Seuring (University of Bamberg)</i> Educational deprivation at the end of secondary school: an analysis of the interplay between social background, track placement, achievement and attainment <i>Dennis Köthemann (University of Wuppertal)</i> The interplay of primary and secondary effects of gender and social background in the German secondary school system <i>Gordey Yastrebov (University of Bamberg)</i>	Does studying the preferred field of study improve academic performance? <i>Francesco Berlingieri (ZEW Mannheim)</i> <i>André Diegmann (German Council of Economic Experts, Wiesbaden)</i> <i>Maresa Spietsma (University of Applied Labour Studies, Mannheim)</i> Gender differences in academic self-concepts among students in Germany: does the field of study matter? <i>Isabelle Fiedler (DZHW, Hannover)</i> <i>Sandra Buchholz (DZHW, Hannover)</i> <i>Hildegard Schaeper (DZHW, Hannover)</i> Studying abroad. Framework conditions for an academic stay abroad in vulnerable student population groups <i>Katharina Resch (University of Vienna, Austria)</i> <i>Lena Nusser (LifBi, Bamberg)</i> <i>Susanne Schwab (University of Vienna, Austria)</i>	
01.00 pm – 01.45 pm	Lunch Break		[113]
01.45 pm – 03.15 pm	Session 3 [104] Chair: <i>Lydia Kleine (LifBi, Bamberg)</i>	Session 4 [220] Chair: <i>Saikat Ghosh (LifBi, Bamberg)</i>	
	Aspirations as self-fulfilling prophecies? An investigation of the causal effect of educational expectations on achievement <i>Stephan Dochow (University of Bamberg)</i> <i>Sebastian Neumeyer (LifBi, Bamberg)</i> The impact of family on the educational achievements of students <i>Cindy Fitzner (WZB, Berlin)</i> School performance: does distance to school matter? <i>Corinna Krämer (LifBi, Bamberg)</i>	Social inequalities in dropout from higher education. Combining the student integration model and rational choice theory <i>Lars Müller (INCHER-Kassel)</i> <i>Daniel Klein (INCHER-Kassel)</i> Gender-specific dropout from German higher education: which role do significant others play? <i>Magdalena Pratter (University of Bamberg)</i> <i>Loreen Beier (University of Bamberg)</i> Partnership and higher education. Do the partner's educational aspirations influence the student's dropout intention? <i>Ana Brömmelhaus (Carl von Ossietzky University of Oldenburg)</i>	
03.15 pm – 03.45 pm	Coffee Break		[113]
03.45 pm – 05.15 pm	Session 5 [104] Chair: <i>Daniel Fuß (LifBi, Bamberg)</i>	Session 6 [220] Chair: <i>Sebastian Franz (LifBi, Bamberg)</i>	
	Entering VET with a university entrance qualification? An investigation of influences on upper secondary school leavers' educational plans <i>Annalisa Schnitzler (BIBB, Bonn)</i> Evolution of vocational aspirations of children of immigrants <i>Sara Möser (University of Bern, Switzerland)</i> School to work transitions in German-speaking Switzerland: ethnic penalties on the VET-market <i>Richard Nennstiel (University of Bern, Switzerland)</i>	Determinants of studying to become a teacher in Germany <i>Corey Savage (University of Tübingen)</i> <i>Adam Ayaita (RWTH Aachen University)</i> <i>Nicolas Hübner (University of Tübingen)</i> <i>Martin Biewen (University of Tübingen)</i> <i>Ulrich Trautwein (University of Tübingen)</i> Do pre-service teachers' interests fit their teaching aspiration? <i>Bernhard Ertl (Bundeswehr University Munich)</i> <i>Florian G. Hartmann (Bundeswehr University Munich)</i> <i>Divan Mouton (Bundeswehr University Munich)</i> How to develop the professional competence of teachers? Research of the school-oriented model <i>Svitlana Ivashnova (Borys Grinchenko Kyiv University, Ukraine)</i>	
05.15 pm – 06.45 pm	Poster Presentation with Small Reception		[104 & 113]
from 07.15 pm	Informal Networking Dinner for PhD Students		[Café Luitpold]

FRIDAY | November 8, 2019

09.00 am – 09.30 am	NEPS Publication and Poster Award	[104]
09.30 am – 10.30 am	Keynote Lecture: Improving disadvantaged schools <i>Eric A. Hanushek (Paul and Jean Hanna Senior Fellow, Hoover Institution of Stanford University, U.S.)</i>	[104]
10.30 am – 11.00 am	Coffee Break	[113]
11.00 am – 12.30 am	Session 7 [104] Chair: <i>Annette Trahms (IAB, Nuremberg)</i>	Session 8 [220] Chair: <i>Lena Nusser (LifBi, Bamberg)</i>
	<p>Public sector employment and social mobility in individuals' life courses – the case of West Germany after 1945 <i>Rolf Becker (University of Bern, Switzerland)</i></p> <p>Lower pay but higher security? The influence of occupational sex segregation on the risk of becoming unemployed—a look at West Germany over the last three decades <i>Ann-Christin Bächmann (IAB, Nuremberg)</i></p> <p>The impact of occupational characteristics on status mobility <i>Stefanie Unger (IAB, Nuremberg)</i> <i>Basha Vicari (IAB, Nuremberg)</i></p>	<p>Is early numerical sensitivity in infancy positively associated with later mathematical competence? <i>Maximilian Seitz (LifBi, Bamberg)</i></p> <p>Measuring unobserved variables in educational inequality research: mathematics and language 'abilities' in early childhood <i>Alejandra Rodríguez Sánchez (Humboldt-Universität zu Berlin)</i></p> <p>Poorly performing class = teacher-centered lessons? Are the average level and the heterogeneity of performance in elementary school classes related to the proportion of teacher-centered phases in German and mathematics lessons? <i>Miriam Hess (FAU Erlangen-Nuremberg)</i> <i>Ann-Katrin Denn (University of Kassel)</i> <i>Frank Lipowsky (University of Kassel)</i></p>
12.30 am – 01.15 pm	Lunch Break	[113]
01.15 pm – 02.45 pm	Session 9 [104] Chair: <i>Basha Vicari (IAB, Nuremberg)</i>	Session 10 [220] Chair: <i>Sina Fackler (LifBi, Bamberg)</i>
	<p>Life-course patterns and changes of work skills – a task based approach <i>Wiebke Schulz (WZB, Berlin)</i> <i>Reinhard Pollak (GESIS, Mannheim)</i> <i>Heike Solga (WZB, Berlin)</i></p> <p>The impact of social origin on students' employment trajectories <i>Michael Grotheer (DZHW, Hannover)</i> <i>Doğuş Güleriyüz (DZHW, Hannover)</i> <i>Katrin Mergard (DZHW, Hannover)</i></p> <p>Labour market outcomes of graduates from special needs schools <i>Silke Anger (IAB, Nuremberg)</i> <i>Malte Sandner (IAB, Nuremberg)</i></p>	<p>Interest level of elementary school students in STEM as a component of educational process <i>Iryna Khovan (Education Complex "Dominanta" / Borys Grinchenko Kyiv University, Ukraine)</i></p> <p>How do constructivist beliefs of art teachers and task quality affect the artistic creativity of elementary school children? <i>Nicole Berner (FHNW School of Education, Switzerland)</i> <i>Miriam Hess (FAU Erlangen-Nuremberg)</i> <i>Frank Lipowsky (University of Kassel)</i></p> <p>The impact of all-day schools on students' skills – evidence from extending school-days in German primary schools <i>Arnim Seidlitz (Humboldt-Universität zu Berlin)</i> <i>Larissa Zierow (ifo Institute, Munich)</i></p>
02.45 pm – 03.15 pm	Closing of the NEPS Conference and Farewell Coffee Break	[104 & 113]
03.15 pm – 04.30 pm	Round Table "Meet the Research Data Center: requests, desires, suggestions"	[204]

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POSTER PRESENTATION | THURSDAY, November 7, 2019 | 5.15 pm – 6.45 pm

Entering VET with a university entrance qualification?

An investigation of influences on upper secondary school leavers' educational plans

Annalisa Schnitzler (BIBB, Bonn)

How parents study assessments shape students' dropout tendencies

Tim Baalmann (Carl von Ossietzky University of Oldenburg)

Is the effort worth the return? Internal differentiation and its effects on reading competence during secondary education

Karin Gehrler (LifBi, Bamberg)

Lena Nusser (LifBi, Bamberg)

Predictors of parents' judgment and its relationship with parental practices

Shally Novita (LifBi, Bamberg)

Tabea Durda (LifBi, Bamberg)

Validity of proxy-responses by students on parents' educational status: can students provide accurate proxy-reports?

Till Hovestadt (Leipzig University)

Does an inclusive class setting have effects on the self-esteem of students without special educational needs?

Amelie Labsch (LifBi, Bamberg)

Monja Schmitt (LifBi, Bamberg)

Lena Nusser (LifBi, Bamberg)

Marianne Schüpbach (FU Berlin)

Equality since the beginning: does early childcare amongst under-threes compensate for social inequalities in children's cognitive and socio-emotional skills

Gaia Ghirardi (University of Bamberg / University of Trento, Italy)

A person-centered approach: student profiles that arise from the different combination of cognitive and motivational-affective student characteristics

Christian Kosel (TU Munich)

Ilka Wolter (LifBi, Bamberg)

Tina Seidel (TU Munich)

Socio-emotional skills and employment-related further training

Silke Anger (IAB, Nuremberg)

Martina Baumann (IAB, Nuremberg)

Marie-Christine Laible (IAB, Nuremberg)

NEPS survey data linked to administrative data of the IAB. Cooperation project of the Institute for Employment Research (IAB) and the Leibniz Institute for Educational Trajectories (LifBi)

Nadine Bachbauer (LifBi, Bamberg / IAB, Nuremberg)

Clara Wolf (LifBi, Bamberg / IAB, Nuremberg)