



**PARIS
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SALZBURG**



Doctorate School Plus
Human Development, Learning, and Instruction in Times of Global Change

Scientific Get-Together

Monday, May 2nd, 2022

08.00 to 08.45 am: Keynote by Prof. Helen Watt

08.45 to 09.00 am: Discussion

Meeting-Link:

<https://uni-salzburg.webex.com/uni-salzburg-de/j.php?MTID=mfe95b2931e745b30b0d42fa76c326b69>

10.00 to 10.45 am: Keynote by Rector Prof. Horst Biedermann

10.45 to 11.00 am: Discussion

Meeting-Link:

<https://uni-salzburg.webex.com/uni-salzburg-de/j.php?MTID=m2fd753759704bc81f16fbc3311694779>

12.00 to 12.45 pm: Keynote by Prof. Rebecca Lazarides

12.45 to 01.00 pm: Discussion

Meeting-Link:

<https://uni-salzburg.webex.com/uni-salzburg-de/j.php?MTID=m0d8ba6e1ed4c84d1226e86ec52589bd2>



Keynote by Prof. Helen Watt

University of Sydney | Australia

Monday, May 2nd, 2022 | 08.00 to 08.45 am (CEST)

Why Teach, and Does it Matter?



Helen M. G. Watt is Professor of Educational Psychology at the University of Sydney, whose interests include teacher motivation and development, STEM motivation and participation, and gendered educational and occupational choices. Her longitudinal programs have implications for supporting career development of beginning teachers, and redressing gender imbalances in STEM fields. Helen has edited seven books and special issues including *Teacher motivation* (Routledge, 2014); *Global perspectives on teacher motivation* (CUP, 2017); *Gender and occupational outcomes* (APA, 2008) and is initiator of Network Gender & STEM.

Professor Helen Watt's pioneering research, *Factors Influencing Teaching Choice* (www.fitchoice.org), has followed teachers since 2002, from initial teacher education through long and rewarding careers or abrupt exits from the profession.

It is the only study in the world to track a large sample of teachers from their entry into teacher education until so far, up to 15 years of teaching experience. From this study, she and Professor Paul Richardson have developed a model to understand the motivations of teachers and found they are primarily motivated by social and intrinsic values, their teaching ability and making a difference – not by negative or 'fallback' reasons as often portrayed by the media. Teachers' motivations to teach were mainly similar between future secondary and primary teachers, and different secondary disciplines (e.g., English and mathematics). Teachers' positive motivations to teach had implications for teachers' themselves as well as their reported instructional behaviour, even several years later. School environments were important to help teachers sustain their positive motivations to teach, versus quit or burn out. Highlight findings will be presented and discussed, and their implications for teachers and schools.



Keynote by Rector Prof. Horst Biedermann
Teacher Training College St. Gallen | Switzerland
Monday, May 2nd, 2022 | 10.00 to 10.45 am (CEST)

**Victims, Perpetrators, and Bystanders:
A Study of Youth's Attitudes towards Cyberbullying**



Horst Biedermann has been Rector of the Teacher Training College St. Gallen (Switzerland) since 2016. Previously, he was Professor of the School Education and Director of the Center for Teacher Education at the European University of Flensburg (Germany) and then Professor of Empirical Educational Sciences at the Paris Lodron University of Salzburg (Austria). He received his PhD in 2006 and his habilitation in 2011 in

Educational Psychology and Educational Sciences at the University of Fribourg (Switzerland). His research focuses on professionalization and professional ethics in the teaching profession, educational processes, genesis in politics and morality, and shadow sides of the digital transformation.

The era of social media and near-ubiquitous internet access has granted today's children a wealth of information, connection, and educational opportunity that previous generations could not have imagined. However, online portals can also involve dysfunctional dimensions of exclusion, violence and bullying. Cyberbullying refers to the harassment, insulting, threatening or exposing of persons via new communication media (such as smartphones, emails, websites, forums, chats and communities). While there is still not much existing research on attitudes towards cyberbullying, the phenomenon is well-characterized in terms of manifestations, prevalence rates, predictive factors, causes, and prevention strategies – therefore, it is crucial to study attitudes toward cyberbullying.

This contribution addresses the following two questions: (1) How can attitudes towards cyberbullying be empirically measured and (2) what attitudes do Swiss students have towards cyberbullying? Our research was conducted on two different samples from two large comparative studies. The first survey is part of the 2013 ICILS (International Computer and Information Literacy Study), which includes 2,915 Swiss eighth grade students (average age: 14.3 years) out of 98 schools. The second survey derives from a youth-study (LeOJ) carried out in Eastern Switzerland with 472 students from age 11 to 16 (average age: 14.3 years).

In our effort to clarify the questions, we developed an instrument for measuring students' attitudes towards cyberbullying. The primary objective of this contribution is to present the operationalization of attitudes toward cyberbullying and the construct validation of the measurement scale. In a second step, the characteristics of attitudes among students in Switzerland are presented. Overall, the children interviewed, especially girls, expressed negative opinions of cyberbullying. However, previous perpetrators of cyberbullying do not rate the behavior as negatively. Even though a clear majority of the schoolchildren are opposed to cyberbullying, just under a quarter of them (tend not to) rate such behavior as reprehensible.



Keynote by Prof. Rebecca Lazarides
University of Potsdam | Germany
Monday, May 2nd, 2022 | 12.00 to 12.45 pm (CEST)

**From Teacher Motivation to Students' Motivational Development:
The Role of Teaching Quality**



Rebecca Lazarides is Professor for School Education and Empirical Teaching Research at the University of Potsdam (Germany). She received her PhD in Educational Psychology at the Technical University of Berlin (Germany) and has spent several research stays at the University of California (Irvine, USA), the University of Helsinki (Finland), the University of Jyväskylä (Finland), and Monash University (Melbourne, Australia).

Her research interests comprise quality of teaching, digitization in teaching and learning processes, motivation of teachers, motivational and cognitive development during adolescence, teacher education research as well as the development of gender-specific interests and career choice aspiration.

Motivation is a central prerequisite for successful learning processes in school. A key factor for the motivational development of students is the motivation of their teachers. However, the underlying processes that explain how teacher motivation relates to student motivation are still unknown. Theoretical models propose that teaching quality is an important mediator of the relations between teacher and student motivation. Only little research exists that has tested such assumptions using longitudinal data sets and including different components of teacher motivational beliefs and of student-reported teaching quality.

The presentation introduces theoretical and empirical perspectives on the role of teacher motivation for teaching quality and for student motivational development in secondary school. Implications for teacher education and school practice will be discussed.