



EBERHARD KARLS  
UNIVERSITÄT  
TÜBINGEN



## CSC-Tübingen PhD Scholarship Program

2024 application round: prospective PhD positions at the University of Tübingen

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**Faculty:** Faculty of Economics and Social Sciences  
**Institute / Section / Subject:** Hector Research Institute of Education Sciences and Psychology  
**Supervising Professor(s):** Prof. Dr. Benjamin Nagengast

### About the Supervisor(s):

**Benjamin Nagengast** is Full Professor of Educational Psychology and Deputy Director of the Hector Research Institute of Education Sciences and Psychology. His research interests include quantitative methods (randomized controlled field trials, causality, latent variable models, multi-level modeling), educational effectiveness research, the evaluation of educational interventions and institutions as well as motivation and academic self-concept.

After being a Postdoctoral Research Fellow at the University of Oxford and having an Assistant Professorship at the University of Tübingen, Benjamin Nagengast has been a Full Professor of Educational Psychology at the University of Tübingen since 2012 (<https://uni-tuebingen.de/en/24954>).

**Specification:** Developmental Trajectory of Perceived Learning Costs Among Adolescent Students and Targeted Interventions

**Topic Description:** The Hector Research Institute in Tübingen is a significant hub for motivation research in Europe. Past research at the institute has centered around interventions based on expectancy-value theory (EVT). Over the past few years, there has been a surge in research on cost beliefs, described as the "forgotten component of expectancy-value theory." Cost beliefs, broadly referring to what a student must sacrifice to excel in a given task, have emerged as motivationally important factors influencing students' academic functioning. The project aims to build on the existing foundation, condensing new research topics such as cost, and further advancing the evolution and development of theory. The project consists of two parts: (1) exploring the developmental trajectories of cost perceptions among adolescent students from different countries and (2) developing interventions that reduce cost perceptions. For this purpose, secondary data analysis of longitudinal studies in Germany will be used to investigate how various types of perceived costs evolve over time and how they impact academic functioning. This will unveil critical insights into the challenges students face in the learning process and why they may attempt to avoid learning. Subsequently, intervention strategies to mitigate these challenges will be developed with the goal of fostering a more positive educational experiences and ultimately better learning outcomes. The efficacy of the developed intervention is

planned to be tested in a randomized field study in China.

**Degree:** None, Sandwich-Model (PhD-Degree will be conferred by the Chinese home university)

**Required Degrees:** Excellent Master's Degree in education

**Language Requirements:** High English proficiency

**Notes:**