

Appendix

Con-struct	Dimension/ subscale	Variable names ^{a)}	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Learning environment in higher education (study programme)	<i>Structure:</i> – Coordination of courses	3 items: t24340*	2/6/8	Under-graduate and graduate students in higher education; measured once during the bachelor or state examination degree course and the master degree course	1
	– Structuredness of lectures and classes	4 items: t24341*			
	<i>Support:</i> – Rapport with lecturers	3 items: t24440*	2/6/8/11/14/ 17/19		
	– Rapport with fellow students	3 items: t24441*			
	– Motivation	3 items: t24442*			
	<i>Challenge:</i> – Pressure to perform	3 items: t24540*	2/6/8/11/14/ 17/19		
	– Meaning orientation	4 items: t24541*			
	– Knowledge construction	4 items: t24542*			
	– Reproduction orientation	2 items: t24543*	2/6/8		
	– Knowledge transmission	3 items: t24544*			
	<i>Orientation:</i> – Research orientation	4 items: t24640*	2/6/8/11/14/ 17/19		
	– Practice orientation	3 items: t24641*			
– Interdisciplinarity	3 items: t24642*				
Social and academic integration	<i>Academic integration</i> – Affective involvement	3 items: tg53232, ~4, ~6	2/4/6/8	Under-graduate and graduate students in higher education	2
	– Achievement orientation	3 items: tg53231, ~3, 5	2/4/6/8		
	– Perceived academic performance (as compared with own expectations)	3 items: tg5321*	2/4/6/8/11/14/ 17/19		
	– Perceived academic performance (as compared with fellow students)	4 items: tg5204*	4/6/8/11/14/17/ 19		
	<i>Social integration</i> – Interaction with faculty	4 items: tg5311*	2/4/6/8		
	– Interaction with fellow students	3 items: tg5312*			
Dropout intentions		4 items: tg5322*	2/4/6/8/11/14/ 17/19	Under-graduate and graduate students in higher education	3

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Table A1 Overview of selected constructs measured in NEPS SC5

Con-struct	Dimension/ subscale	Variable names ¹⁾	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Learning moti- vation	General intrinsic motivation	4 items: t66405*	5	Under-grad- uate and graduate stu- dents in high- er education	4
	Performance-related extrinsic motivation	4 items: t66406*			
	Competition-related extrinsic motivation	4 items: t66407*			
	Career-related extrinsic motivation	4 items: t66408*			
Absolute acade- mic self- concept		4 items: t66007*	2/6	Under-grad- uate and graduate stu- dents in high- er education	5
Study- specific helpless ness		3 items: t66010*	2/6	Under-grad- uate and graduate students in higher edu- cation	6
Study satis- faction	Satisfaction with study content	3 items: tg2411a, ~d, ~g	3	Under-grad- uate students in higher edu- cation	7
	Satisfaction with study conditions	3 items: tg2411b, ~e, ~h			
	Satisfaction with coping with study burdens	3 items: tg2411c, ~f, ~i			
Social com- peten- cies	Negative asser- tiveness	5 items: t67809*	15	All SP	8
	Conflict management	5 items: t67810*			
Stress		11 items: t5270*	6/11	All SP	9
Satis- faction	CAWI	8 items: t51400*	2/4/6/8	All SP	10
	CATI (same wording except instruction)	7 items: t51400*	7/9/10/12/13/1 5/16/18/		
General interest orienta- tions	Realistic	3 items: t66207a, ~g, ~m	1/9/18	All SP	11
	Investigative	3 items: t66207b, ~h, ~n			
	Artistic	3 items: t66207c, ~l, ~o			
	Social	3 items: t66207d, ~j, ~p			
	Enterprising	3 items: t66207e, ~k, ~q			
	Conventional	3 items: t66207f, ~i, ~r			

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Table A1 cont.

Con-struct	Dimension/ subscale	Variable names ¹⁾	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Meaning of work	Learning aspects	2 items: t66210a, ~b	3	All SP	12
	Social orientation	3 items: t66210l, ~f, ~p			
	Autonomy	2 items: t66210m, ~o			
	Economic aspects	3 items: t66210c, ~g, ~h			
	Comfort aspects	2 items: t66210d, ~j			
	Expressive aspects	4 items: t66210e, ~k, ~f, ~i			
Big Five persona- lity fac- tors I	Extraversion	2 items: t66800a, ~f	3/10	All SP	13
	Agreeableness	3 items: t66800b, ~g, ~k			
	Conscientiousness	2 items: t66800c, ~h			
	Neuroticism	2 items: t66800d, ~i			
	Openness	2 items: t66800e, ~j			
Big Five persona- lity fac- tors II	Extraversion	4 items: t66800a, ~f, ~n, ~p	19	All SP	14
	Agreeableness	4 items: t66800b, ~g, ~q, ~t			
	Conscientiousness	4 items: t66800c, ~h, ~r, ~u			
	Neuroticism	4 items: t66800d, ~l, ~l, ~s			
	Openness	5 items: t66800e, ~j, ~m, ~o, ~v			
Self- esteem		10 items: t66003*	3/10	All SP	15
Goal pursuit	Tenacious goal pursuit	5 items: t67001*	4/14	All SP	16
	Flexible goal adjustment	5 items: t67000*			
Locus of control	Internal	2 items: t67010a, ~c	16	All SP	17
	External	2 items: t67010b, ~d			
Job satis- faction		15 items: tg770*		SP in employment	18

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Table A1 cont.

Con-struct	Dimension/ subscale	Variable names ¹⁾	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Job require- ments	Novelty	4 items: tg7820*	14/17/19	SP in employ- ment	19
	<i>Complexity</i>				
	– Dynamics-reactive	3 items: tg7811*			
	– Dynamics-proactive	3 items: tg7812*			
	– Variety	3 items: tg7813*			
	<i>Autonomy</i>				
	– Method	3 items: tg7831*			
	– Criteria	3 items: tg7832*			
– Scheduling	3 items: tg7833*				
<i>Research involvement</i>					20
– Consumption/ application	3 items: tg7841*				
– Active research	4 items: tg7842*				

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Table A1 cont.

Construct	Dimension/ subscale	Variable names ^{a)}	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Basic information	Type of teaching track	tg6402*	9/10/12/13/15/ 16/18/19	SP with a completed or ongoing preparatory service; measured once	21
	Type of school	tg64033			
	Number of teaching hours per week	tg64041			
Learning environment	<i>Instrumental support</i> – mentor teacher	3 items: tg6411*	9/10/12/13/15/ 16/18/19	SP with a completed or ongoing preparatory service; measured once	22
	– head of teaching seminar	3 items: tg6421*			
	– fellow trainee teachers	3 items: tg6431*			
	<i>Interaction (with mentor)</i> – transmissive	3 items: tg64122, ~31, ~33			
	– constructivist	4 items: tg64121, ~23, ~32, ~34			
	<i>Discourse and reflection (teaching seminar)</i> – discussing different views	3 items: tg6422*			
	– integration of theory and practice	4 items: tg6423*			
Dropout intention		1 item: tg64051	9/10/12/13/15/ 16/18/19	SP in preparatory service; measured once	21
Teaching practices	Appropriate planning and implementation of instruction	6 items: tg6511*	9/10/12/13/15/ 16/18/19	SP in preparatory service, who are involved in teaching; measured once	23
	Designing supporting, motivating, and transfer-oriented learning situations	8 items: tg6512*			

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Table A2 Overview of constructs measured with respect to the preparatory service

Construct	Dimension/ subscale	Variable names ^{a)}	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Learning opportunities: inclusion, multiculturalism		5 items: tg6011* (reduced to 1 item in wave 19)	11/12/14/17/19	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	24
Professional experiences: inclusion, multiculturalism		2 items: tg6012* (reduced to 1 item in wave 19)	11/12/14/17/19	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	25
Professional experiences: special educational needs		8 items: tg6013*	14/17/19	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	26
Professional experiences: digital media in the classroom		1 item: tg84411	17/19	SP with a completed or ongoing preparatory service or working as teachers	25
Impediment of teaching	Cultural and social heterogeneity	3 items: tg60291 to tg60293	16/18/19	SP working as teachers	27
	Performance heterogeneity	3 items: tg60294 to tg60296			
	Behaviour/motivation	3 items: tg60297 to tg60299			

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Table A3 Overview of constructs measuring learning opportunities and professional experiences

Construct	Dimension/ subscale	Variable names ^{a)}	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Motivation for choosing teacher education	Educational interest	3 items: tg6103* or tg6113*	8	SP in a teaching degree programme (tg610*) or with a degree in teaching (tg611*)	28
	Subject-specific interest	3 items: tg6106* or tg6116*			
	Time for family/ leisure	3 items: tg6102* or tg6112*			
	Financial security	3 items: tg6101* or tg6111*			
	Ability beliefs	3 items: tg6104* or tg6114*			
	Low-difficulty degree programme Social influences	3 items: tg6107* or tg6117* 3 items: tg6105* or tg6115*			
Motivation for choosing teaching as a career	Educational interest	3 items: tg6121*	19	Teachers without a higher education degree in teaching	29
	Subject-specific interest	3 items: tg6122*			
	Time for family/ leisure	3 items: tg6123*			
	Financial security	3 items: tg6124*			
	Fallback career	3 items: tg6125*			
Teacher enthusiasm		4 items: tg6941*	11/14	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	30
General teacher self- efficacy		10 items: tg6800*	9/10/12/13/ 15/16/18/19	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	31

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Table A4 Overview of constructs measuring general aspects of professional competencies

Construct	Dimension/ subscale	Variable names^{a)}	Measurement points (wave)	Target group^{b)}	Source^{c)}
Beliefs about teaching & learning I	Direct transmission beliefs	4 items: tg6201*	8	SP in a teaching degree programme or with a degree in teaching	32
	Constructivist beliefs	4 items: tg6202*			
Beliefs about teaching & learning II	Transmission beliefs	4 items: tg6911*	11/14/17/19	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	30
	Constructivist beliefs	4 items: tg6912*			
Teachers' professional self-concept	Subject	3 items: tg6301*	8 (all four scales) 11/14/17/19 (without subscale "consulting")	SP in a teaching degree programme, with a degree in teaching or a sec- ond state exami- nation, (trainee) teachers	33
	Education	3 items: tg6302*			
	Diagnostics	3 items: tg6303*			
	Consulting	3 items: tg6304*			
Occupa- tional self- regulation	Subjective importance of work	3 items: tg6951*	11/14/17/19	(Trainee) teachers	34
	Work-related ambition	4 items: tg6952*			
	Emotional distancing	3 items: tg6961*			
	Tendency to resignation in the face of failure	3 items: tg6962*			

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Table A4 cont.

Construct	Dimension/ subscale	Variable names ^{a)}	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Self-efficacy regarding inclusive education		4 items: tg6942*	11/14/17	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	35
Self-efficacy regarding teaching in culturally diverse classes		3 items: tg6943*	11/14/17/19	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	36
Self-efficacy regarding teaching with digital media		5 items: tg8311*	17/19	SP with a completed or ongoing prepara- tory service or work- ing as teachers	37
Beliefs about inclusion	Beliefs about the arrangement of inclusive educa- tion	3 items: tg6921*	11/14/17	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	35
	Beliefs about the effects of inclu- sive learning	3 items: tg69221, ~2, ~3			
Cultural beliefs	Multicultural beliefs	3 items: tg6931*	11/14/17/19	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	38
	Egalitarian beliefs	3 items: tg6932*			
	Assimilative beliefs	3 items: tg6933*	14/17/19		

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Table A5 Overview of constructs measuring specific aspects of professional competencies (dealing with inclusive education, cultural diversity, and digital media, teachers' stereotypes)

Construct	Dimension/ subscale	Variable names ^{a)}	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Beliefs about the effects of ICT use	Positive effects	6 items: tg8711*	19	SP with a completed or ongoing prepa- ratory service or working as teachers	39
	Negative effects	4 items: tg8721*			
ICT-related ability self- concept		7 items: tg8511*	19	SP with a completed or ongoing prepa- ratory service or working as teachers	39
Teachers' stereotypes	Stereotypes regarding reading competence of groups with dif- ferent social backgrounds	3 items: t31602a, t31602b, t31602c	14/17	SP in a teaching degree programme, with a degree in teaching or a second state examination, (trainee) teachers	40
	Stereotypes regarding reading competence of girls and boys	2 items: t31602d, t31602e			
	Stereotypes regarding reading competence of immigrants and ethnic majority students	4 items: t31602f, t31602g, t31602h, t31602i			
	Stereotypes regarding parental support of groups with different social backgrounds	3 items: t31603a, t31603b, t31603c			
	Stereotypes regarding parental support of girls and boys	2 items: t31603d, t31603e			
	Stereotypes regarding parental support of immigrants and ethnic majority students	4 items: t31603f, t31603g, t31603h, t31603i			

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Table A5 cont.

Construct	Dimension/ subscale	Variable names^{a)}	Measurement points (wave)	Target group^{b)}	Source^{c)}
School type		1 item: tg60211 (CAWI); tg60212 (CATI)	11/12/13/14/ 15/16/17/18/ 19	SP working as teachers (CATI) or (trainee) teachers (CAWI)	41
Length of employment at current school		1 item: tg60251	14/17/19	SP working as (trainee) teachers	42
Percentage of migrants at school		1 item: tg60261 (CAWI); tg60262 (CATI)	14/15/16/17/ 18/19	SP working as teachers	26
Position as school principal		1 item: tg60029 (CAWI); tg60020 (CATI)	14/15/16/17/ 18/19	SP working as teachers	43
Subjects taught		10 items: tg6022* (CAWI); tg6024* (CATI)	11/12/13/14/ 15/16/17/18/ 19	SP working as teachers (CATI) or (trainee) teachers (CAWI)	41
Classes taught		1 item: tg60231 (CAWI); tg60232 (CATI)	11/12/13/14/ 15/16/17/18/ 19	SP working as teachers (CATI) or (trainee) teachers (CAWI)	41
Class context/ class composition		4 items: tg6028*	16/18/19	SP working as teachers	44

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Table A6 Overview of constructs measuring the professional situation

Construct	Dimension/ subscale	Variable names^{a)}	Measurement points (wave)	Target group^{b)}	Source^{c)}
Cognitive activation		3 or 5 items: tg6991*	3 items: 11 5 items: 14/17/ 19	SP working as (trainee) teachers	30
Classroom management	Disruptions/ effective use of time	3 items: tg6971*	11/14/17/19	SP working as (trainee) teachers	45
	Monitoring	3 or 5 items: tg69721, ~2, ~3, ~4, tg69225	3 items: 11 5 items: 14/ 17/19		
Differentiation/ individualisation		6 items: tg6981*	11/14/17/19	SP working as (trainee) teachers	46
Emphasis on devel- oping students' digital and ICT competencies		9 items: tg8611*	19	SP working as (trainee) teachers	39
Proactive behaviour		5 items: tg6041*	19	SP working as teachers or in other professions	30

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Table A7 Overview of constructs measuring teaching practices and proactive behaviour

Construct	Dimension/ subscale	Variable names^{a)}	Measurement points (wave)	Target group^{b)}	Source^{c)}
Teaching situation during pandemic		2 items: tg8400*	17/19	SP working as (trainee) teachers	47
Context of teaching during pandemic	School type, grades, teaching subject	3 items: tg8410*	17/19	SP working as (trainee) teachers	
Provision of learning materials	Communication ways with students and parents	9 items: tg8421*	17/19	SP working as (trainee) teachers	
	Most frequently used communication way	1 item: tg84221			
Consequences for preparatory service		8 items: tg8451*	17/19	SP in preparatory service	
Occupational challenges during pandemic		5 items: tg8431*	17/19	SP working as (trainee) teachers who taught last school term (prior to survey)	48
Use of digital media for teaching		5 items: tg8442*	17/19	SP working as (trainee) teachers who taught last school term (prior to survey)	49

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Table A8 Overview of constructs measuring the experiences and situation during the Corona pandemic

Construct	Dimension/ subscale	Variable names ^{a)}	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Further education (screening)		1 item: tg60311	15/16/18/19	SP working as teachers who participated in at least one further training	21
Further education topics		11 items: tg6034*	15/16/18/19	SP working as teachers if tg60311=1 (yes)	50
Subjective importance of further education		5 Items: tg6033*	15/16/18/19	SP working as teachers	51
Climate for further education at school		7 Items: tg6032*	15/16/18/19	SP working as teachers	52

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Table A9 Overview of constructs measuring (predictors of) participation in professional development activities

Construct	Dimension/ subscale	Variable names ^{a)}	Measurement points (wave)	Target group ^{b)}	Source ^{c)}
Teacher co-operation	Exchange	3 items: tg8111*	14/17/19	SP working as teachers	53
	Joint work	3 items: tg8112*			
	Co-construction	4 items: tg8113*			
Instructional leadership		4 or 5 items: tg8220*	4 items: 14 5 items: 17/19	SP working as teachers but not as school principals	54
Transformational leadership	Articulating a vision	3 items: tg8211*	14/17/19	SP working as teachers but not as school principals	55
	Fostering the acceptance of group goals	3 items: tg8212*			
	Providing an appropriate model	3 items: tg8213*			

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Table A10 Overview of constructs measuring teacher cooperation and leadership styles of school principals

Construct	Dimension/ subscale	Variable names^{a)}	Measurement points (wave)	Target group^{b)}	Source^{c)}
Emotional exhaustion		4 Items: tg6600*	9/10/12/13/15/ 16/18/19	SP with a completed or ongoing preparatory service or working as teachers	30
Job satisfaction		4 items: tg6700*	9/10/12/13/15/ 16/18/19	SP with a completed or ongoing preparatory service or working as teachers	30

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Table A11 Overview of constructs measuring emotional exhaustion and job satisfaction

Sources of the survey instruments described in Tables A1 to A11

- 1 Cf. Schaeper & Weiß, 2016
- 2 Cf. Dahm et al., 2016; Schaeper, 2020
- 3 Trautwein et al., 2006
- 4 Schiefele et al., 2002
- 5 Dickhäuser et al., 2002
- 6 Jerusalem & Schwarzer, 2008
- 7 Selected from Westermann et al., 1996
- 8 Adapted from Riemann & Allgöwer, 1993
- 9 Cf. Gross & Seebaß, 2016
- 10 Cf. Bela et al., 2018
- 11 Cf. Wohlkinger et al., 2019
- 12 Taken or adapted from Borchert & Landherr, 2007; Trautwein et al., 2006
- 13 Rammstedt & John, 2007
- 14 Rammstedt & John, 2005
- 15 Collani & Herzberg, 2003
- 16 Short version of Brandtstädter & Renner, 1990
- 17 Kovaleva et al., 2014
- 18 Adapted from Fabian et al., 2013; Hall, 2009; Neuberger & Allerbeck, 1978
- 19 Trommer et al., 2021
- 20 Briedis et al., 2016
- 21 Own development
- 22 Adapted from Kunter et al., 2017; Max-Planck-Institut für Bildungsforschung, 2010
- 23 Weresch-Deperrois et al., 2009
- 24 Laschke & König, 2014
- 25 Stiftung Universität Hildesheim, 2016
- 26 NEPS SC3/SC4 (NEPS, 2012)
- 27 Baumert et al., 2008
- 28 Selected scales and items taken from Pohlmann & Möller, 2010; Retelsdorf & Möller, 2012
- 29 Adapted from Pohlmann & Möller, 2010; Retelsdorf & Möller, 2012; fallback career: Watt et al., 2012
- 30 Adapted from Kunter et al., 2017
- 31 Schwarzer & Schmitz, 1999
- 32 OECD, 2009
- 33 Adapted from Retelsdorf et al., 2014
- 34 Adapted from Schaarschmidt & Fischer, 2001; cf. Menge & Schaeper, 2019

- 35 Adapted from Bosse & Spörer, 2014
- 36 Adapted from Max-Planck-Institut für Bildungsforschung, 2010
- 37 Adapted from Bosse & Spörer, 2014; Dinse de Salas, 2019; and own development
- 38 Adapted from Hachfeld et al., 2011; subscale “assimilation” developed by A. Hachfeld and NEPS, Pillar 4
- 39 Adapted from Vennemann et al., 2021
- 40 Wenz, 2020; Wenz et al., 2016
- 41 Adapted from Brachem, 2016
- 42 Adapted from Artelt et al., 2013
- 43 Adapted from Paulus et al., 2016
- 44 Adapted from Helmke et al., 2000; Max-Planck-Institut für Bildungsforschung, 2010; NEPS SC3/SC4 (NEPS, 2012)
- 45 Adapted or taken from Kunter et al., 2017; Thiel et al., 2012; Wettstein et al., 2017
- 46 Adapted from Baumert et al., 2008
- 47 Own development, partly adapted from Brachem (2016), Lorenz et al. (2020), Bos et al. (2010) and the NEPS Corona Module (NEPS-C)
- 48 Adapted from Lorenz et al., 2020
- 49 Adapted from Bos et al., 2010
- 50 Adapted from NEPS SC4 (LifBi, 2016); Europäische Kommission/EACEA/Eurydice, 2015; Gagarina & Saldern, 2010; Hußmann et al., 2017; own development
- 51 Richter et al., 2014
- 52 Richter et al., 2014; adapted from Bos et al., 2005
- 53 Dizinger & Fussangel, 2008; see also Dizinger, 2015
- 54 Adapted from Pietsch et al., 2014
- 55 Adapted from Ewen, 2013

Sources: References

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	Gülen, Ş. (2022). Ursachen der Unterrepräsentanz von Lehrkräften mit Migrationshintergrund an Schulen in Deutschland. Eine theoretische und empirische Analyse des Studienwahlverhaltens [Causes of the underrepresentation of teachers with a migrant background at schools in Germany. A theoretical and empirical analysis of study choice behaviour]. In M. Stock, N. Hodaie, S. Immerfall, & M. Menz (Eds.), <i>Migration – Gesellschaft – Schule. Arbeitstitel: Migrationsgesellschaft: Pädagogik – Profession – Praktik</i> (pp. 105–125). Springer VS. https://doi.org/10.1007/978-3-658-34087-2_6
	Hartmann, F. G., Mouton, D., & Ertl, B. (2022). The big six interests of STEM and non-STEM students inside and outside of teacher education. <i>Teaching and Teacher Education</i> , 112(3), Article 103622. https://doi.org/10.1016/j.tate.2021.103622
2021	Carstensen, B., & Klusmann, U. (2021). Assertiveness and adaptation: Prospective teachers' social competence development and its significance for occupational well-being. <i>British Journal of Educational Psychology</i> , 91(1), 500–526. https://doi.org/10.1111/bjep.12377
	Gülen, Ş. (2021). <i>Lehramtsstudium mit Migrationshintergrund: Einflussfaktoren auf die Studienfachentscheidung und den Studienverlauf</i> [Teacher training with a migrant background: Factors influencing the choice and course of studies]. Springer VS. https://doi.org/10.1007/978-3-658-32882-5

Table A12 Publications based on data from the LAP project

Year	Publication
2021	Hartmann, F. G., & Ertl, B. (2021). Big Five personality trait differences between students from different majors aspiring to the teaching profession. <i>Current Psychology</i> . https://doi.org/10.1007/s12144-021-02528-3
	Menge, C., Euler, T., & Schaeper, H. (2021). Überzeugungen und Selbstwirksamkeitserwartungen zum inklusiven Unterricht bei (angehenden) Lehrkräften: der Einfluss von Lerngelegenheiten [Beliefs and perceived self-efficacy of (prospective) teachers regarding inclusive education: The effect of learning opportunities]. <i>Zeitschrift für Erziehungswissenschaft</i> , 24(6), 1283-1308. https://doi.org/10.1007/s11618-021-01038-z
	Osada, J.-C., & Schaeper, H. (2021). Individual characteristics of teacher education students: Re-examining the negative selection hypothesis. <i>Journal for Educational Research Online</i> , 13(2), 109-131. https://doi.org/10.31244/jero.2021.02.06
	Senkbeil, M., Ihme, J. M., & Schöber, C. (2021). Schulische Medienkompetenzförderung in einer digitalen Welt: Über welche digitalen Kompetenzen verfügen angehende Lehrkräfte? [Dissemination of media literacy at school in a digital world: Are teacher candidates digitally competent?]. <i>Psychologie in Erziehung und Unterricht</i> , 68(1), 4–22. https://doi.org/10.2378/peu2020.art12d
2020	Costa, J., & Drechsel, B. (2020). Künstlerisch-ästhetische Praxen angehender Lehrkräfte: Befunde einer quantitativen Sekundärdatenanalyse [Artistic-aesthetic practices of prospective teachers: Findings from a quantitative secondary data analysis]. In S. Timm, J. Costa, C. Kühn, & A. Scheunpflug (Eds.), <i>Kulturelle Bildung: Theoretische Perspektiven, methodologische Herausforderungen, empirische Befunde</i> (pp. 129–146). Waxmann. https://doi.org/10.31244/9783830991502
	Neugebauer, M. (2020). Leistungsmerkmale [Performance characteristics]. In C. Cramer, J. König, M. Rothland, & S. Blömeke (Eds.), <i>Handbuch Lehrerinnen- und Lehrerbildung</i> (pp. 798–803). Julius Klinkhardt. https://doi.org/10.35468/hblb2020-098
2019	Menge, C., & Schaeper, H. (2019). Berufliche Selbstregulation von Lehrkräften: Überprüfung eines Kurzinstruments [Teachers' occupational self-regulation: Validation of a short measurement instrument]. <i>Zeitschrift für Erziehungswissenschaft</i> , 22(6), 1489-1513. https://www.doi.org/10.1007/s11618-018-0851-x
	Pozas Guajardo, M., & Schneider, C. (2019). Shedding light on the convoluted terrain of differentiated instruction (DI): Proposal of a DI taxonomy for the heterogeneous classroom. <i>Open Education Studies</i> , 1(1), 73–90. https://doi.org/10.1515/edu-2019-0005
	Rochnia, M., Trempler, K., & Schellenbach-Zell, J. (2019). Vergleich der Forschungs- sowie Praxisorientierung zwischen Lehramts- und Medizinstudium [Comparison of research and practice orientation between teacher and medical training]. <i>Zeitschrift für empirische Hochschulforschung</i> , 2(2), 123–138. https://doi.org/10.3224/zehf.v3i2.03
2017	Besa, K.-S., & Vietgen, S. (2017). Repräsentanz, Integration und Abbruchintentionen von Studierenden mit Migrationshintergrund in Lehramtsstudiengängen: Eine Analyse anhand der Daten des Nationalen Bildungspanels (NEPS) [Representativeness, integration and dropout intentions of immigrant students in teacher preparation programmes: An analysis of NEPS data]. <i>Beiträge zur Lehrerinnen- und</i>

Lehrerbildung, 35(1), 195-206. <https://doi.org/10.25656/01:16806>

Table A12 cont.