Thursday | December 10, 2026

08:30 am	Registration [01.04]	
09:00 am	Welcome and Opening [01.04]	
09:30 am	Session 1: Academic Choices and Self-Concept [02.20] • *Strassmann Rocha*: Studying the same for different reasons: Heterogeneous effects of preferences and ability on field of study choice across social origins • *Gröschl/Scharenberg*: Who takes part, and who connects? Introductory peer-contact activities and social integration among teacher education entrants • *Nwabineli/Werner/Mangesh/Lösche*: The double-down effect: A longitudinal analysis on the effects of perceived discrimination on academic self-concept and career aspirations among high-achieving immigrant high-school students in Germany	Session 2: Methodological Issues [01.04] • *Mayer/Schneider*: The impact of additional interview burden on subsequent panel participation: Evidence from a birth cohort study • *Jerg/Ehlert/Schulz*: No mode effects under high cognitive load: Evidence from a survey experiment comparing CALVI and CAPI in retrospective life history interviews • *Konrad/Sengewald*: Robust covariate balancing under measurement uncertainty: A multiverse Monte Carlo study
10:45 am	Coffee Break	
11:00 am	Session 3: Further Education and Continuing Training [02.20] • *Hoenig/Rahn*: Participation in continuing education among older employees and the transition to retirement – A gender-comparative analysis based on NEPS data • *Broggi*: Gendered patterns in further education. Evidence from Germany • *Schlieker/Peters/Seegers*: Relationally entangled: How workplace and family income positions shape access to continuing vocational training in Germany • *Pohl/Seegers/Schlieker/Cutuli*: Can support structures overcome the motherhood training penalty? How family and workplace support enable further training	Session 4: Family Influences [01.04] • *Nikolka/Castiglioni*: Selectivity and timing of participation in parent-child-courses and institutional childcare • *Siegel/Scharenberg*: The long arm of social background in times of institutionalized childhood? Educational orientations between family and institutional educational settings • *Schörner*: Do educational aspirations matter for attainment? Investigating the joint relevance of family aspirations for obtaining the Abitur • *Vogelbacher/Wittmann*: Do children of birds of a feather thrive better? Effects of parental value congruence on children's well-being
12:40 am	Lunch Break [01.13]	

Thursday | December 10, 2026

01:15 pm	LIfBi Keynote Lecture: Award Winners of the "Best NEPS Publication 2025" [01.04]	
02:15 pm	Poster Session with Coffee [01.04]	
03:15 pm	Session 5: Teachers at the Beginning of Their Careers [02.20] • *Gäckle/Menge*: Social support and occupational self-regulation during the preparatory service • *Rothmann*: Predictors of occupational well-being among early-career teachers – An analysis based on the NEPS Student Cohort • *Menge/Dapper-Saalfels*: Differentiated and personalised instruction as a job demand or resource? Associations with early-career teacher well-being and motivation	Session 6: Competence Development During School Age [01.04] • *Araujo/Quis*: Classroom value-added and early tracking: Evidence from German primary schools • *Sacan/Heppt*: Teaching quality, reading self-concept, and reading competence development: A longitudinal study using NEPS Starting Cohort 3 • *Ludwig/Mitterbauer/Rieber*: Overconfidence emerges early in life – Gender differences emerge later in childhood
04:30 pm	Coffee Break	
04:45 pm	Session 7: Teachers' Beliefs and Teaching Practices [02.20] • *Nusser/Gehrer/Pozas/Zurbriggen*: Differentiated instruction: Do schools and colleagues shape inclusive teaching practices? • *Fabian/Grecu/Scharenberg*: Teachers' beliefs about grade retention as a multilevel phenomenon: Cross-informant evidence from the NEPS • *Albers/Strauß/Rummel/Köbis*: Algorithm aversion in educational diagnostics: Evidence from a behavioral experiment with pre-service teachers	Session 8: Impact Factors on and Effects of Competencies [01.04] • *Lehrl/Fackler/ Attig*: Associations between home learning environment, preschool attendance and child competencies at school entry • *Dal Ben*: Parental separation and children's educational competences: A look behind the curtain of the divorce penalty • *Kroh/Schorr*: Beyond credentials: Disentangling the competence- and status-based pathways from education to health
06:00 pm	Evening Reception with Snacks and Drinks [01.04/01.13]	

Friday | December 11, 2026

08:30 am	Arrival [01.13]	
09:00 am	Session 9: Occupational Entry and Job Characteristics [02.20] • *Hochmuth/Annen*: How does career learning translate into VET entry? Perceived decision support from workplace experience placements and migration-related differences among German school leavers without a higher education entrance qualification • *Fischer/Kleinert*: The effect of multidimensional skill mismatch on satisfaction with the job – Differences between mismatch in cognitive and social skills • *Meyer/Zoch*: Digitalized workplaces, political (dis-)content? Workplace digitalization and political orientations in Germany • *Hamjediers/Bachbauer/Bächmann*: What's your occupation? Gendered patterns in mismatches between survey and register reports	Session 10: Social and Educational Inequalities from a Longitudinal Perspective [01.04] • *Esser*: Rigidity and stringency. Varieties of ability tracking and their effects on educational success and educational equality and equity • *Becker*: Social inequality, institutional opportunities, and higher education in (West) Germany – An empirical test of the macro-sociological part of Raymond Boudon's theory on inequality of educational opportunity • *Buchholz/Pratter*: Girls as winners of educational expansion? It is always worth taking a second look… An empirical analysis of gender inequalities in alternative paths to higher education entrance certificate across 40 West German birth cohorts • *Homuth/Nester*: Stability and change in cultural participation across the life course
10:40 am	Coffee Break [01.13]	
11:00 am	Symposium: From On-Site to Remote Cognitive Assessments: The Future of Educational Large-Scale Assessments? [02.20] • *Kutscher/Gnambs*: From lab to laptop: A systematic review of remote vs. in-person cognitive assessments • *Bergrab/Aßmann/Gnambs*: Participation and selectivity in web-based cognitive testing and surveying: Evidence from a randomized mode experiment • *Gnambs/Bergrab/Aßmann*: Cognitive ability testing in web-based, video, and on-site assessments: A mode experiment • *Köllich/Engelhardt/Goldhammer*: Panelist's test-taking behavior in different data collection settings: Offline proctored, online proctored, and online unproctored with automatic popups	Symposium: Socio-Emotional Development and Well-Being Across Childhood and Adolescence: Developmental Trajectories, Social Contexts, and Inequalities [01.04] • *Krause/Labsch*: Emotional-motivational profiles in lower secondary school: A person-centered analysis • *Kroh/Schmitt/Nusser*: The development of social belonging during adolescence • *Lohmeier/Molitor/Stang-Rubrig/Kleinkorres/McElvany*: The role of teachers' well-being in shaping students' well-being • *Vogelbacher/Homuth*: Continuity in disruption: Socioeconomic and sex disparities in children's externalizing behavior during COVID-19
12:30 am	Conference Closing + Lunch Break [01.04 / 01.13]	

Poster Presentations

- *Schnitzler*: Psychological resources for a successful transition into adult life
- *Ennenbach*: Vocational self-selection into craft apprenticeships: Regional craft opportunity structures, social background, and individual fit among German school leavers
- *Annen/Hochmuth*: CAP-VET: Choices, Aspirations and Perceptions in Vocational Education and Training. Educational pathways, social perceptions and institutional experiences in Brazil's Federal Institutes – A German-Brazilian research collaboration
- *Kern/Janser*: Who trains and who gains? Training, task composition, and labour market stratification in the green transition
- *Päßler*: Aspiring and attaining: Social networks, well-being and occupational trajectories
- *Hafner/Steger/Lenhart*: Unemployment and mental health: The role of gender and gender role attitudes

- *Heder/Lenhart/Wolter*: Exploring science-related activities: Findings from NEPS Starting Cohort 8
- *Schwenkschuster/Tiffin-Richards/Lenhart*: Reading competence development from grade 5 to grade 12: A latent growth curve approach with NEPS Data

- *Gehrer/Mangold/Schwenkschuster*: Highlighting – The new item format in the reading competence tests in the NEPS
- *Steger/Wittmann/Wagner/Gerlach*: When is short too short? A longitudinal evaluation of long, short, and single-item measures of self-esteem
- *Tuppat/Kroh/Perakis*: The proxy problem in the assessment of child health: Exploring determinants of parent-child (dis)agreement in self- and proxy assessments of children's general health status
- *Tönnessen*: Running out of resources? Premature termination due to time-out in the student questionnaire of NEPS Starting Cohort 8

- *Heyne/Pfost/Niehaus/Kühn*: Teacher students' use of and experiences with Artificial Intelligence and their associations with students' individual characteristics and topics of study courses
- *Schindler*: Academic risk-taking in neurodivergence – A quantitative study comparing neurotypical and neurodivergent university students
- *Hübner/Pfost*: Wrong answers welcome? The interplay between error culture, error attitudes, and academic risk-taking