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### EDUCATION

**Dr. Philos** (Ph.D equivalent) in education, University of Oslo, 1974.

**Magistergrad** (M.A. equivalent) in education, University of Oslo, 1969.

**Teacher training** at Trondheim Teacher training college, 1965.

### AWARDS

Lifetime Achievement Award for Research on Motivation and Emotion from the Motivation and Emotion Special Interest Group of the European Association for Research on Learning and Instruction (EARLI) in 2012.

Nate Gage Award for best paper in Teaching and Teacher Education in 2013.

### PUBLICATIONS

#### TEXTBOOKS

Skaalvik, E. M. & Skaalvik, S. (2013). *Skolen som læringsarena. Selvoppfatning, motivasjon og læring*. 2. utgave. [School as a learning context. Self-concept, motivation, and learning]. Oslo, Universitetsforlaget.

Skaalvik, E. M., & Skaalvik, S. (2012). *Skolen som arbeidsplass. Trivsel, mestring og utfordringer*. [School as a workplace for teachers]. Oslo: Universitetsforlaget.

Skaalvik, E. M. & Skaalvik, S. (2007). *Skolens læringsmiljø*. [School as a learning environment]. København, Akademisk forlag.

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Skaalvik, E. M. & Kvello, Ø. (Eds., 1998). *Barn og miljø*. [The child and the environment]. Oslo, TANO-Aschehough.

Skaalvik, E. M. & Skaalvik, S. (1996). *Selvoppfatning, motivasjon og læringsmiljø*. [Self-concept, motivation, and learning context]. Oslo, Tano.

Skaalvik, E. M. & Skaalvik, S. (1988). *Barns selvoppfatning - skolens ansvar*. [Pupils' self-concept]. Oslo: TANO.

Skaalvik, E. M. (Ed., 1984). *Barns oppvekstmiljø*. [The child and the environment]. Oslo: Aschehough/Tanum-Norli, 1984.

Skaalvik, E. (1977). *Læremidler og undervisningsformer*. [Learning aids and teaching methods]. Oslo: Universitetsforlaget.

#### **PUBLISHED RESEARCH REPORTS (Mostly in Norwegian)**

Wendelborg, C., Røe, M., Skaalvik, E. M. (2011). *Elevundersøkelsen 2011*. [Student Survey, 2011]. Trondheim, NTNU Samfunnsforskning AS.

Skaalvik, E. M., & Skaalvik, S. (2011). *Motivasjon for skolearbeid*. [Motivation for schoolwork]. Trondheim: Tapir academic press

Topland, B., Brastad, B. & Skaalvik, E. M. (2010). *Meninger fra klasserommet. Analyse av Elevundersøkelsen 2010*. [Pupils' opinions of school. Analysis of the Student Survey 2010]. Kristiansand: Oxford Research.

Garmannslund, P., Viblemo, T. E., & Skaalvik, E. M. (2009). *Elevene svarer. Analyse av Elevundersøkelsen 2009*. [Students' answers. Analysis of the Student Survey 2009]. Kristiansand: Oxford Research.

Skaar, K., Viblemo, T. E., & Skaalvik, E. M. (2008). *Se den enkelte. Analyse av Elevundersøkelsen 2008*. [Recognizing students. Analysis of the Student Survey 2009]. Kristiansand: Oxford Research.

Danielsen, I. J., Skaar, K., & Skaalvik, E. M. (2007). *De viktige få. Analyse av Elevundersøkelsen 2007*. [The individual student. Analysis of the Student Survey 2010]. Kristiansand (Oslo): Oxford Research.

Furre, H., Danielsen, I. J., Stiberg-Jamt, R., & Skaalvik, E. M. *Skolen sett fra innsiden. Analyse av den nasjonale undersøkelsen "Elevinspektørene" i 2006*. [School from inside. Analysis of the Student Survey 2006]. Kristiansand: Oxford Research.

Skaalvik, E. M., Furre, H., Danielsen, I. J., & Stiberg-Jamt, R. (2005). *Som elevene ser det. Analyse av den nasjonale undersøkelsen "Elevinspektørene" i 2005*. [School from the student perspective. Analysis of the Student Survey 2005]. Kristiansand, Oxford Research.

Skaalvik, E. M., Finbak, L. & Pettersen, T. (2003). *Undervisning i fengsel. På rett kjøp?* Evaluering av fengselsundervisningen, rapport nr. 3-03. [Teaching in prison]. Bergen, Fylkesmannen i Hordaland.

Skaalvik, E. M., Finbak, L., & Pettersen, T. (2002). *Begrunnelse og formål med fengselsundervisningen*. Evaluering av fengselsundervisningen, rapport nr. 2-02. [The goal of prison education]. Bergen, Statens utdanningskontor i Hordaland.

Skaalvik, E. M. & Finbak, L. (2001). *Adult education in Great Britain, Norway, and Spain: Participation, motivation, and barriers*. Trondheim, Tapir academic press.

Skaalvik, E. M., Finbak, L., & Ljosland, O. H. (2000). *Voksenopplæring i Norge ved tusenårsskiftet. Deltakelse, motivasjon og barrierer*. [Adult education in Norway at the end of a millennium. Participation, motivation, and barriers]. Trondheim, Norsk voksenpedagogisk forskningsinstitutt.

Finbak, L. & Skaalvik, E.M. (1998). *Spesialpedagogisk forskning knyttet til voksne. En oversikt over forskning*. [Research in special education for adults. A research review]. Trondheim, Norsk voksenpedagogisk institutt.

Skjei, B., Skaalvik, E.M. & Skaalvik, S. (1996). *Deltakelse på AMO-kurs*. Trondheim, Norsk voksenpedagogisk institutt.

Skaalvik, E. M. & Fossen, I. (1995). *Tilpassing og differensiering. Idealer og realiteter i norsk grunnskole*. [Adapting education to individual needs: ideals and reality]. Trondheim, Tapir.

Skaalvik, E. M. (1989). *Verdier, selvoppfatning og mental helse. En undersøkelse blant elever i videregående skole*. [Values, self-concept, and mental health. A study of senior high school students]. Trondheim, Tapir.

Skaalvik, E. M. & Stenby, H. (1981). *Skole bak murene*. [School behind bars]. Trondheim, Tapir.

Skaalvik, E. M. & Tvette, S. (1980). *Voksenopplæring i Trøndelag*. [Adult education in Trøndelag]. Trondheim, Norsk Voksenpedagogisk institutt.

Skaalvik, E. M. (1979). *Rekruttering til voksenopplæring*. [Participation in adult education]. Trondheim, Norsk Voksenpedagogisk institutt.

Skaalvik, E. M. & Knudsen, K. (1979). *Deltakelse i voksenopplæring. Noen sentrale fordelinger*. [Who participates in adult education?]. Trondheim, Norsk Voksenpedagogisk institutt.

Skaalvik, E. M. (1971). *Undervisningsformer ved universiteter og høyskoler*. [Teaching methods in universities]. Trondheim, Tapir.

## **INTERNATIONAL JOURNAL ARTICLES**

Skaalvik, E. M. & Skaalvik, S. (2013). Teachers' perception of the school goal structure: Relations with teachers' goal orientation, work engagement, and job satisfaction. *International Journal of*

*Educational Research*, 62, 199-209.

Skaalvik, E. M. & Skaalvik, S. (2013). School goal structure: associations with students' perception of their teachers as emotionally supportive, academic self-concept, intrinsic motivation, and help seeking behavior. *International Journal of Educational Research*, 61, 5-14.

Avanzi, L., Miglioretti, M., Velasco, V., Balducci, C., Vecchio, L., Fraccaroli, F., & Skaalvik, E. M. (2013). Cross-validation of the Norwegian Teacher's Self-Efficacy Scale (NTSES). *Teaching and Teacher Education*, 31, 69-78.

Federici, R. A., & Skaalvik, E. M. (2012). Teacher and principal self-efficacy: Relations with autonomy and emotional exhaustion. In B. L. Shari (Ed.). *Self-Efficacy in School and Community Settings* (pp. 125-150). New York: Nova Science Publishers, Inc.

Federici, R. A., & Skaalvik, E. M. (2012). Principal self-efficacy: relations with burnout, job satisfaction and motivation to quit. *Social Psychology of Education*, 15, 295-320. DOI: 10.1007/s11218-012-9183-5

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- Skaalvik, E. M. & Skaalvik, S. (2007). Dimensions of Teacher Self-Efficacy and Relations With Strain Factors, Perceived Collective Teacher Efficacy, and Teacher Burnout. *Journal of Educational Psychology*, 99, 611-625.
- Skaalvik, E. M. & Skaalvik S. (2006). *Self-concept and self-efficacy in mathematics: Relations with mathematics motivation and achievement*. In F. Columbus (Ed.), *The Concept of Self in Psychology* (pp 51-74). New York, Nova Science Publishers.
- Skaalvik, S. & Skaalvik E. M. (2005). Self-concept, motivational orientation, and help-seeking behavior in mathematics: A study of adults returning to high school. *Social Psychology of Education*, 8, 285-302.
- Klomsten, A. T., Marsh, H. W., & Skaalvik, E. M. (2005). Adolescents' perceptions of masculine and feminine values in sport and physical education: A study of gender differences. *Sex Roles*, 52, 625-636.
- Skaalvik, S. & Skaalvik, E. M. (2004). Frames of reference for self-evaluation of ability in mathematics. *Psychological Reports*, 94, 619-632.
- Skaalvik, S. og Skaalvik, E. M. (2004). Gender differences in math and verbal self-concept, performance expectations, and motivation. *Sex Roles*, 50, 241-252.
- Skaalvik, E. M. & Skaalvik, S. (2004). Self-concept and self-efficacy: A test of the Internal/external frame of reference model and predictions of subsequent motivation and achievement. *Psychological Reports*, 95, 1187-1202.
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- Skaalvik, E. M., & Bong, M. (2003). Self-concept and Self-efficacy revisited. A few notable differences and important similarities. In Marsh, H. W., R. Craven, & D. M. McInerney (Eds.), *International Advances in Self Research* (pp. 67-90). Connecticut: Information Age Publishing.

- Skaalvik, E. M. & Skaalvik, S. (2002). Internal and External Frames of Reference for Academic Self-concept. *Educational Psychologist*, 37, 233-244.
- Skaalvik, E. M. (2002). Self-enhancing and self-defeating ego goals in mathematics lessons. Relations with task and avoidance goals, achievement, self-perceptions, anxiety, and motivation. *International Journal of Educology*, 16, 54-76.
- Skaalvik, E. M. & Valås, H. (2001). Achievement and self-concept in mathematics and verbal arts: A study of relations. In R. J. Riding & S. G. Rayner (Eds.). *International Perspectives on Individual Differences, Volume 2: Self Perception* (pp. 221-238). London, Ablex Publishing.
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- Skaalvik, E. M. (1997). Issues in research on self-concept. In M. Meahr & P. Pintrich: *Advances in motivation and achievement*, Volume 10 (pp. 51-97). Greenwich, Connecticut: JAI Press Inc.
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- Skaalvik, E. M. & Rankin, R. J. (1995) A test of the Internal/External Frame of Reference Model at different levels of math and verbal self-perception. *American Educational Research Journal*, 32, 161-184.
- Skaalvik, E. M. & Hagtvet, K. (1995). Academic achievement, self-concept and conformity to school norms: A developmental analysis. *Zeitschrift für Pädagogische Psychologie*, 9, 211-220.
- Skaalvik, E. M. & Rankin, R. J. (1995). Dimensions of math and verbal self-concept and the Internal/External Frame of Reference Model. In A. Oosterwegel, & R. A. Wicklund (Eds.): *The self in European and north-American culture: Development and processes*. Dordrecht: Kluwer Academic Publishers.
- Skaalvik, E. M. (1994). Attribution of perceived achievement in school in general and in math and verbal areas: Relations with academic self-concept and self-esteem. *British Journal of Educational Psychology*, 64, 133-143.
- Skaalvik, E. M. & Rankin, R. J.(1994). Gender differences in math and verbal achievement, self-perception, and motivation. *British Journal of Educational Psychology*, 64, 419-428.
- Skaalvik, E. M., Valås, H., & Sletta, O. (1994). Task involvement and ego involvement: relations with academic achievement, academic self-concept and self-esteem. *Scandinavian Journal of Educational Research*, 38, 231-243.
- Skaalvik, E. M. & Rankin, R.J. (1992). Math and verbal achievement and self-concepts: Testing the Internal/External Frame of Reference Model. *Journal of Early Adolescence*, 12, 267-279.

Skaalvik, E. M. (1991). Aims, problems and potentials of correctional education. In S. Duguid (Ed.): *Yearbook of Correctional Education, 1991* (pp. 35-43). Institute for the Humanities, Simon Fraser University, Canada.

Skaalvik, E. M. (1990). Prison education in Norway. In S. Duguid (Ed.): *Yearbook of Correctional Education, 1990* (pp. 75-90). Institute for the Humanities, Simon Fraser University, Canada.

Skaalvik, E. M. & Hagtvet, K. (1990). Academic achievement and self-concept: An analysis of causal predominance in a developmental perspective. *Journal of Personality and Social Psychology, 58*, 292-307.

Skaalvik, E. M. (1990). Sex differences in general academic self-esteem and in success expectations on defined academic problems. *Journal of Educational Psychology, 82*, 593-598.

Skaalvik, E. M. (1990). Attribution of perceived academic results and relations with self-esteem in senior high school students. *Scandinavian Journal of Educational Psychology, 34*, 259-268.

Skaalvik, E. M. & Sletta, O. (1990). Experiences in school as determinants of behaviour in a discussion situation. *British Journal of Educational Psychology, 60*, 133-141.

Skaalvik, E. M. & Rankin, R. J. (1990). Math, verbal, and general academic self-concept: The Internal/External Frame of Reference model and gender differences in self-concept structure. *Journal of Educational Psychology, 82*, 546-554.

Skaalvik, E. M. (1986). Sex differences in global self-esteem. A research review. *Scandinavian Journal of Educational Research, 30*, 167-179.

Skaalvik, E. M. (1986). Age trends in male and female self-esteem in Norwegian samples. *Scandinavian Journal of Educational Research, 30*, 107-119.

Skaalvik, E. M. (1983). Academic achievement, self-esteem and valuing of the school - some sex differences. *British Journal of Educational Psychology, 53*, 299-306.

Skaalvik, E. M. (1977). Pictures and words as stimuli in Paired Associate Learning. *Scandinavian Journal of Educational Research, 26*, 1-15.

Skaalvik, E. M. (1975). An evaluation of mastery learning. *Scandinavian Journal of Educational Research, 19*, 59-74.

## **ARTICLES IN NORWEGIAN AND SCANDINAVIAN JOURNALS AND BOOKS**

Federici, R.A. & Skaalvik, E.M. (2013). Lærer-elev-relasjonen – betydning for elevenes motivasjon og læring. *Bedre skole, nr. 1*, 58-63.

Skaalvik, S. & Skaalvik, E. M. (2011). Skolen som verdikontekst for lærere. Betydning for trivsel og ønske om å skifte jobb. *Bedre skole, nr. 2*, 70-77.

- Skaalvik, S. & Skaalvik, E. M. (2010). utfordringer i lærerrollen. In R. A. Andreassen, E. J. Irgens, & E. M. Skaalvik (red.): *Kompetent skoleledelse* (ss. 147-163). Trondheim, Tapir.
- Skaalvik, E. M. & Skaalvik, S. (2009). Elevenes opplevelse av skolen: sentrale sammenhenger og utvikling med alder. *Spesialpedagogikk*, nr. 8, 36-46.
- Skaalvik, S. & Skaalvik, E. M. (2009). Trivsel og belastning i lærerrollen: En kvalitativ tilnærming. *Bedre skole*, nr. 2, 35-43.
- Skaalvik, E. M. & Skaalvik, S. (2009). Trivsel, stress og utmattelse blant lærere: En paradoksal kombinasjon. *Bedre skole*, nr1, 30-37.
- Skaalvik, E. M. & Skaalvik, S. (2009). Arbeidsplaner fremmer flere mål. *Bedre skole*, nr3, 17-21.
- Andreassen, R. A., Irgens, E. J., & Skaalvik, E. M. (2009). Introduksjon: Skoleledelse under press. I R. A. Andreassen, E. J. Irgens, & E. M. Skaalvik (red.): *Skoleledelse. Betingelser for læring og ledelse i skolen* (s. 13-22). Trondheim, Tapir.
- Skaalvik, E. M. & Skaalvik, S. (2009). Trivsel, utbrenthet og mestringsforventning hos lærere: en utfordring for skoleledere. I R. A. Andreassen, E. J. Irgens, & E. M. Skaalvik (red.): *Skoleledelse. Betingelser for læring og ledelse i skolen* (s.141-152). Trondheim, Tapir Akademisk Forlag.
- Skaalvik, S. & Skaalvik, E. M. (2009). *Skolens målstruktur og elevenes motivasjon: Et spørsmål om skolekultur og skoleledelse*. I R. A. Andreassen, E. J. Irgens, & E. M. Skaalvik (red.): *Skoleledelse. Betingelser for læring og ledelse i skolen* (s.35-43). Trondheim, Tapir Akademisk Forlag.
- Bjerkholt, E; Bjerland, A; Skaalvik, S; Skaalvik, E. M. (2008). *Ukeplan, hjemmelektse og tilpassing. Utdanningsdirektoratet*. Webadresse:  
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- Skaalvik, E. M. (2007). Selvoppfattelse og motivasjon. Om betydningen av selvoppfattelse i teorier om motivasjon.. *KvaN. Tidsskrift for læreruddannelse og skole*, 27 (78), 44-55.
- Skaalvik, E. M. & Skaalvik, S. (2006). På vei mot en inkluderende skole? *Spesialpedagogikk*, nr2, 4-17.
- Skaalvik, E. M. (2006). Selvoppfatning og idrett. I J. E. Ingebrigtsen & H. Sigmundsson (Eds.), *Idrettspedagogikk* (s.66-80). Oslo, Universitetsforlaget.
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- Skaalvik, E. M. & Finbak, L. (2005). utfordringer for fengselsundervisningen – et spørsmål om samarbeid. *Spesialpedagogikk*, nr. 1, 4-13.
- Skaalvik E. M. (2005). Spesialpedagogisk kompetanse i en inkluderende skole. *Psykologisk*



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S. Tøsse (Ed.): *Fra lov - til reform. En artikkelsamling om politiske intensjoner, forskningens rolle og utfordringer knyttet til en voksenopplæringsreform.* Norsk voksenpedagogisk forskningsinstitutt (ISBN 82-7262-111-8).

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Skaalvik, E. M. (1979). Undervisning i fengsel i USA (Education in prison in USA). *Norsk Pedagogisk Tidsskrift*, nr. 5, pp.173-190.

Skaalvik, E. M. (1979). Undervisning i fengsel i Norge - en oversikt. *Nordisk tidsskrift for voksenopplæring*, nr. 2, pp.2-8.

Skaalvik, E. M. (1976). Postletwaits "Audio-Tutorial System". En form for "Mastery Learning" på universitetsnivå. *Norsk Pedagogisk Tidsskrift*, nr. 9, pp. 321-326.

Skaalvik, E. M. (1975). Mediavalgets plass og betydning i undervisningsplanlegging. *Media*, nr. 1/2, pp.9-19.

Skaalvik, E. M. (1974). Studentevaluering av universitetsundervisning. *Norsk Pedagogisk Tidsskrift*, nr. 8, pp.304-317.

Skaalvik, E. M. (1974). Nye trekk i amerikansk pedagogisk forskning. *Norsk pedagogisk Tidsskrift*, nr. 6, pp.204-208.

Skaalvik, E. (1973). Forelesningen (Lecturing as a teaching method). I C. Krohn and H. Bjørnes (red.): *Metoder i teknisk undervisning*. Oslo, Universitetsforlaget.

Skaalvik, E. M. (1970). Bruk av tekniske undervisningsmidler i skolen. *Prismet*, nr. 5, pp.143-146.

Skaalvik, E. M. (1970). Erfaringer med programmert undervisning. *Prismet*, nr. 3, pp.65-76.

#### **INTERNATIONAL CONFERENCE CONTRIBUTIONS (NOT UPDATED AND CO-AUTHORS NOT PRESENTED)**

Teachers' perception of the school goal structure: Relations with goal orientation and engagement. Paper presented at the 15th Biennial EARLI and JURE Conference in Munich in August 2013.

Well-being and emotional exhaustion among teachers: relations with school context. Paper presented at the 27th conference of the European Health Psychology Society in Bordeaux in July, 2013.

Psychological well-being and engagement among teachers: associations with social relations, self-efficacy, and feeling of belonging. Paper presented at the International Conference on Motivation in Frankfurt in August 2012.

School goal structure: associations with students' perception of teachers, academic self-concept, intrinsic motivation, effort, and help seeking behaviour. Paper presented at the International Conference on Motivation in Frankfurt in August 2012.

Emotional exhaustion, negative affect, and psychosomatic problems among teachers: Relations with school context and teachers' feeling of autonomy, competence, and relatedness. Paper presented at the 33rd international Conference of the Stress and Anxiety Research Society in Palma, Spain in July 2012.

Teachers' perception of school goal structure and value consonance: Relations with self-efficacy, feeling of belonging, and job satisfaction. Symposium paper presented at the annual meeting of The American Educational Research Association in New Orleans in April 2011.

Teacher's job satisfaction: Relations with school goal structure, perceived autonomy, work overload, self-efficacy, and emotional exhaustion. Paper presented at the annual meeting of The American Educational Research Association in New Orleans in April 2011.

Teachers' feeling of belonging, exhaustion, job satisfaction, motivation and psychosomatic health problems: Relations with perceived school context. Paper presented at the 25th annual conference of the European Health Psychology Society at Crete in August 2011.

Students' motivation for schoolwork and help seeking behavior: Relations with age, academic self-concept, and students' relations with teachers. Paper presented at the 12th International Conference on Motivation. *New Directions in Mind*. 2010.

Teacher Self-Efficacy and Teacher Burnout: A study of relations. Paper presented at the annual meeting of the American Educational Research association in San Diego in April 2009

Dimensions of teacher self-efficacy and relations with strain factors, collective teacher efficacy, and burnout. Paper presented at the 12th Biennial Conference for Research on Learning and Instruction in 2007

The positive side of teacher motivation: Why are some teachers engaged and satisfied with their jobs? Paper presented at the 12th Biennial Conference for Research on Learning and Instruction in 2007

Self-concept, motivational orientation, and perception of help-seeking behaviour as threatening: A study of adults learning mathematics. Paper presented at the 26<sup>th</sup> international Conference of the Stress and Anxiety Research Society in Halle, Germany in July 2005.

Self-concept and self-efficacy as mediators of achievement in mathematics. Paper presented at the 26<sup>th</sup> international Conference of the Stress and Anxiety Research Society in Halle, Germany in July 2005.

Goal orientation and self-perception: Relations with motivation, help-seeking behavior, and

performance. Paper presented at the Third International Biennial SELF Research Conference in Berlin in July 2004.

Goal orientation: practical considerations. Paper presented at the 9th International Conference on Motivation in Lisbon, Portugal, September 30 - October 2, 2004.

Goal orientation in mathematics and verbal arts: Domain specificity and relations with achievement and academic self-perception. Paper presented at the annual meeting of The American Educational Research Association in Chicago in April 2003.

Self presentation concerns and coping strategies among adults with reading and writing problems. Paper presented at the 10th European conference for Research on Learning and Instruction (EARLI) in Padova in August 2003.

Internal and external frames of reference: Relations with achievement and academic self-concept. Paper presented at the 10th European conference for Research on Learning and Instruction (EARLI) in Padova in August 2003.

Student help seeking: Relations with academic self-concept and goal-orientation. Paper presented at the annual meeting of The American Educational Research Association in Seattle in April 2001.

Internal and external frames of reference in academic self-perceptions. Symposium paper presented at the annual meeting of The American Educational Research Association in Seattle in April 2001.

Math and verbal achievement, self-concept, motivation, anxiety, and study behavior: A study of relations in a developmental perspective. Symposium paper presented at the 7th Workshop on achievement and task motivation (WATM) in Leuven, May 12-15, 2000.

Academic self-concept and self-efficacy: how different are they really? Invited key-note address at the forthcoming conference: Self-concept theory, research, and practice: Advances for the new millennium. in Australia in October 2000.

Achievement and self-concept in mathematics and verbal arts: A study of relations. Paper presented at the annual meeting of The American Educational Research Association in Montreal in April 1999.

Area specific self-concept and general self-esteem: relations with age and gender. Invited symposium-paper at the 8th European Conference for Learning and Instruction (EARLI) in Göteborg in August 1999.

Achievement, self-concept, and motivation in mathematics and verbal arts: A test of causal relations. Paper presented at the annual meeting of The American Educational Research Association in San Diego in April 1998.

Self-concept, self-efficacy, and achievement in mathematics: A test of causal relations. Paper presented at the annual meeting of The American Educational Research Association in San Diego in April 1998.

Self-enhancing and self-defeating ego-goals: Relations with task and avoidance goals, achievement, and self-perceptions. Paper presented at the annual meeting of The American Educational Research

Association in San Diego in April 1998.

Recruitment in adult education: A twenty-year perspective. Paper presented at the 7th European conference for Research on Learning and Instruction (EARLI) in Athens in August 1997.

Goal orientation in mathematics: Relations with achievement, self-perceptions, motivation, and anxiety. Paper presented at the 7th European conference for Research on Learning and Instruction (EARLI) in Athens in August 1997.

Dimensions of mathematics self-perception and relations with mathematics achievement. Paper presented at the 7th European conference for Research on Learning and Instruction (EARLI) in Athens in August 1997.

Self-concept and self-efficacy: Conceptual analysis. Paper presented at the Annual meeting of the American Educational Research Association in New York in April 1996.

Dimensions of ego-orientation. Invited paper at XXVI International Congress of Psychology in Montreal in August 1996.

The factorial structure of a Norwegian version of the Self Description Questionnaire II. Invited paper at XXVI International Congress of Psychology in Montreal in August 1996.

Task involvement and self-presentation concerns: Relations with achievement, academic self-concept, and self-esteem. Poster presented at the NATO Advanced Research Workshop nr. 930614 on "The self in European and North-American culture" in Crete in January 1994.

A second order challenge to the multidimensionality of self concept. Poster presented at the 74th Annual Convention of the Western Psychological Association at Hawaii in April/May 1994.

Goal-orientation and attribution: Relations with school organization and achievement. Poster presented at the 74th Annual Convention of the Western Psychological Association at Hawaii in April/May 1994.

Task involvement and self-presentation concerns: Relations with achievement, academic self-concept, and self-esteem. Poster presented at the 74th Annual Convention of the Western Psychological Association at Hawaii in April/May 1994.

Peer relations, loneliness, and self perceptions in school aged children. Paper presented at Conference on Cooperation and conflict at Institute of Social Research in Australia in January 1994.

Task involvement and self-presentation concerns: Relations with achievement, academic self-concept, and self-esteem. Invited poster presented at the NATO Advanced Research Workshop nr. 930614 on "The self in European and North-American culture" in Crete in January 1994.

Gender differences in math and verbal achievement, self-perception, and motivation. Paper presented at the Fifth European Conference for Research on Learning and Instruction in Aix-en-Provence in September 1993.

Math and verbal self-esteem: The Internal/External Frame of Reference Model tested on two groups

of students. Poster presented at the annual meeting of the American Educational Research Association in San Francisco in April 1992.

Motivation and effort in math and verbal areas: Relations with achievement, self-esteem and self-efficacy. Paper presented at the annual meeting of the American Educational Research Association in San Francisco in April 1992.

Self-esteem and ego-orientation: relations with academic achievement and attribution. Paper presented at the XV. International Psychology Colloquium in Istanbul in July 1992

Dimensions of math and verbal self-concept and the Internal/External Frame of Reference Model. Poster presented at the annual meeting of the American Educational Research Association in Chicago in April 1991

Marsh's I/E model tested against the Skaalvik model: US sample. Paper presented at the 71st Annual Convention, Western Psychological Association, 25-28 april 1991.

Aims, problems and potentials of correctional education. Paper presented at the 45th International Conference of the Correctional Education Association in Vancouver, Canada, in July 1990.

Experiences in school as determinants of behaviour in a discussion situation. Paper presented at the annual meeting of the International Assiciation for School Psychology in Ljubljana, Jugoslavia in August 1989

School self-concept: Relations with achievement in school, type of task, and frame of reference. Paper presented at the Third European Conference for Research on Learning and Instruction in Madrid in September 1989.

## **PROFESSIONAL EXPERIENCES**

### Employment

- 2012 – present    **Senior researcher** at NTNU social science
- 2012 – present    **Professor emeritus.** Department of Education, Norwegian University of Science and Technology NTNU).
- 1981 -2012        **Professor.** Department of Education, University of Trondheim (now: Norwegian University of Science and Technology NTNU).
- 1994 - 2003        **Professor II.** Part time position at Norwegian Institute of Adult Education, Trondheim
- 1974 - 1981        **Associated professor.** Department of Education, University of Trondheim.
- 1976 - 1978        **Senior researcher.** Institute of Adult Education, Trondheim.
- 1973 - 1974        **Assistant professor.** Department of Education, University of Trondheim.

- 1970 - 1973      **University scholarship.** Department of Education, University of Trondheim.
- 1968- 1969      **Student scholarship.** University of Oslo.
- 1967 - 1968      **Research fellow.** Department of Education, University of Trondheim.

#### Some administrative functions

- 1998 - 2002      **Chairman of the doctoriate study.** Department of Education, Norwegian University of Science and Technology.
- 1991 - 1995      **Chairman of the graduate study of special Education.** Department of Education, Norwegian University of Science and Technology.
- 1996 - 2002      **Member of the board.** Department of Education, Norwegian University of Science and Technology. (also 1974-1976, 1980-1982, 1990-1992)
- 1993              **Planning and organizing a national research conference in education at Røros.**
- 1978 – 1981  
and  
1984 – 1987  
and  
1991 - 1993.      **Member of the Educational Research Comitee.** The Norwegian Research Council (NAVF).
- 1990 - 1993      **Member of the Research Board.** Faculty of Social Science, University of Trondheim
- 1980 -1982  
and  
1990-1992).      **Head of department** Department of Education, University of Trondheim.
- 1979 - 1980  
and  
1981- 1982      **Assistant dean.** Faculty of Social Science, University of Trondheim.
- 1982              **Research coordinator and general advisor for doctoriate programs.** Faculty of Social Science, University of Trondheim.
- 1981 - 1982      **Chairman of the doctoriate program.** Faculty of Social Science, University of Trondheim

#### Editorial board membership

- 2003 – present    Journal of Educational Psychology
- 2012 -              British Journal of Education, Society & Behavioural Science.
- 2012 -              International Journal of Quantitative Research in Education (IJQRE)
- 1974 - 1980      Norsk pedagogisk tidsskrift (Norwegian Educational Journal).

## Reviewer

### Journals

Educational Psychologist.  
International Journal of Educational Research.  
Journal of Educational Psychology.  
Journal of Adolescence.  
Learning and Instruction.  
Psychological Bullitin  
Psychological Reports  
Scandinavian Journal of Educational Research.  
Scandinavian Journal of Psychology.  
Sex Roles  
British Journal of Educational Psychology  
ISRN Education

### Conference proposals

European Conference for Research on Learning and Instruction.  
American Educational Research Accociation.  
International Congress of Applied Psychology.

### Applications for grants

Norges forskningsråd (Norwegian research council).  
Riksbankens Jubileumsfond, Stockholm (The Bank of Sweden Tercentenary Foundation).  
Economic & Social Research Council in Swindon, England.

## Participation in doctoral committiees at

Norwegian University of Science and Technology  
University of Oslo  
University of Bergen  
University of Stavanger  
University of Stockholm  
University of Queensland  
University of Western Sidney  
National Institute of Education, Singapore

## Evaluation of applicants for professorships

Norwegian University of Science and Technology  
University of Oslo  
University of Uppsala  
University of Tromsø  
Norwegian University of Sports

## Professional memberships

American Educational Research Association (AERA)  
European Association of Research on Learning and Instruction (EARLI)  
SELF Research Centre  
Stress and anxiety research society (STAR)  
The Royal Norwegian Society of Sciences and Letters



