

Dr. Raven Rinas

Department of Psychology
University of Augsburg
uni-augsburg.de/ravenrinas
raven.rinas@phil.uni-augsburg.de

Peer-reviewed Publications

- Daumiller, M., **Rinas, R.**, & Dresel, M. (2023). Relevance of students' goals for learning engagement and knowledge gains in an online learning course. *Behavioral Sciences*, 13(2).
<https://doi.org/10.3390/bs13020161>
- Daumiller, M., Janke, S., **Rinas, R.**, Hein, J., Dickhäuser, O., & Dresel, M. (2023). Different time and context = different goals and emotions? Temporal variability and context specificity of achievement goals for teaching and associations with discrete emotions. *Contemporary Educational Psychology*, 72, 102124. <https://doi.org/10.1016/j.cedpsych.2022.102139>
- Özsoy, M., **Rinas, R.**, Kiltz, L., Dresel, M., & Daumiller, M. (2022). Wer fühlt sich gut und wer nicht? Subjektives Wohlbefinden und Coping von Hochschuldozierenden [Who feels well and who doesn't? Subjective well-being and coping of university faculty]. *Beiträge zur Hochschulforschung/Contributions to University Research*, 44(4).
https://www.bzh.bayern.de/fileadmin/user_upload/Publikationen/Beitraege_zur_Hochschulfor schung/2022/2022-4-Oezsoy-Rinas-Kiltz-Dresel-Daumiller.pdf
- Rinas, R.**, Dresel, M., & Daumiller, M. (2022). Faculty members' subjective well-being: An achievement goal approach. *International Journal of Educational Research*, 115, 101942.
<https://doi.org/10.1016/j.ijer.2022.101942>
- Daumiller, M., Janke, S., Hein, J., **Rinas, R.**, Dickhäuser, O., & Dresel, M. (2022). Teaching quality in higher education: Agreement between teacher self-reports and student evaluations. *European Journal of Psychological Assessment*. Advanced online publication. <https://doi.org/10.1027/1015-5759/a000700>
- Daumiller, M., Janke, S., **Rinas, R.**, Dickhäuser, O., & Dresel, M. (2021). Need satisfaction and achievement goals of university faculty: An international study of their interplay and relevance for positive affect, teaching quality, and professional learning. *Higher Education*. Advanced online publication. <https://doi.org/10.1007/s10734-021-00736-1>
- Daumiller, M., **Rinas, R.**, & Breithecker, J. (2021). Elite athletes' achievement goals, burnout levels, psychosomatic stress symptoms, and coping strategies. *International Journal of Sport and Exercise Psychology*. Advanced online publication. <https://doi.org/10.1080/1612197X.2021.1877326>
- Daumiller, M., Janke, S., Hein, J., **Rinas, R.**, Dickhäuser, O., & Dresel, M. (2021). Do teachers' achievement goals and self-efficacy beliefs matter for students' learning experiences? Evidence from two studies on perceived teaching quality and emotional experiences. *Learning and Instruction*, 76, 101458. <https://doi.org/10.1016/j.learninstruc.2021.101458>
- Daumiller, M., **Rinas, R.**, Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2021). Shifting from face to face to online teaching during COVID-19: The role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality. *Computers in Human Behavior*, 118, 106677. Advanced online publication. <https://doi.org/10.1016/j.chb.2020.106677>

- Daumiller, M., **Rinas, R.**, & Jaitner, D. (2021). The relevance of stability and change of achievement goals for self-regulated motor learning processes and outcomes. *Sport, Exercise, and Performance Psychology*. Advanced online publication. <https://doi.org/10.1037/spy0000260>
- Daumiller, M., **Rinas, R.**, Olden, D., & Dresel, M. (2021). Academics' motivations in professional training courses: Effects on learning engagement and learning gains. *International Journal for Academic Development*, 26(1), 7–23. <https://doi.org/10.1080/1360144X.2020.1768396>
- Hein, J., Janke, S., **Rinas, R.**, Daumiller, M., Dresel, M., & Dickhäuser, O. (2021). Higher education instructors' usage of and learning from student evaluations of teaching – Do achievement goals matter? *Frontiers in Psychology*, 12, 652093. <https://doi.org/10.3389/fpsyg.2021.652093>
- Stockinger, K., **Rinas, R.**, & Daumiller, M. (2021). Student adaptability, emotions, and achievement: Navigating new academic terrains in a global crisis. *Learning and Individual Differences*, 90, 102046. Advanced online publication. <https://doi.org/10.1016/j.lindif.2021.102046>
- Janke, S., Hein, J., Daumiller, M., **Rinas, R.**, Erdfelder, E., Dresel, M. & Dickhäuser, O. (2020). Open Access Evaluation: Lehr-Evaluation-Online (LEO) als Instrument zur studentischen Lehrveranstaltungsevaluation. *Qualität in der Wissenschaft*, 14(4), 120–125.
- Kiltz, L., **Rinas, R.**, Daumiller, M., Fokkens-Bruinsma, M., & Jansen, E. (2020). “If they struggle, I cannot sleep well either”: Perceptions and interactions surrounding university student and teacher well-being. *Frontiers in Psychology*, 11, 578378. <https://doi.org/10.3389/fpsyg.2020.578378>
- Rinas, R.**, Dresel, M., Hein, J., Janke, S., Dickhäuser, O., & Daumiller, M. (2020). Exploring university instructors' achievement goals and discrete emotions. *Frontiers in Psychology*, 11(1484), 1–13. <https://doi.org/10.3389/fpsyg.2020.01484>
- Jaitner, D., **Rinas, R.**, Becker, C., Niermann, C., Breithecker, J. & Mess, F. (2019). Supporting subject justification by educational psychology: A systematic review of achievement goal motivation in school physical education. *Frontiers in Educational Psychology*, 4 (70). <https://doi.org/10.3389/feduc.2019.00070>

Manuscripts Submitted or Under Review

- Daumiller, M., **Rinas, R.**, Schoon, I., & Lüftenegger, M. (2023). How did COVID-19 affect education and what can be learned moving forward? A systematic meta-review of systematic reviews and meta-analyses [Manuscript under review].
- Rinas, R.**, Kiltz, L., Dresel, M., & Daumiller, M. (2022). *Temporal ordering of achievement goals and subjective well-being in faculty* [Manuscript under review]. <https://doi.org/10.31219/osf.io/4dyu9>
- Rinas, R.**, Daumiller, M., Pelikan, E., Finsterwald, M., Lüftenegger, M., Schober, B., & Dresel, M. (2022). *Fostering student motivation: A digital train the trainer approach* [Manuscript under review].
- Keller, M., **Rinas, R.**, Janke, S., Dickhäuser, O., Dresel, M., & Daumiller, M. (2022). *Intertwining self-efficacy, basic psychological need satisfaction, and emotions in higher education teaching* [Manuscript under review]. <https://doi.org/10.31234/osf.io/smkw8>

Practice-oriented Works

- Rinas, R.**, Pelikan, E., Finsterwald, M., Eckerlein, N., Schober, B., Lüftenegger, M., & Dresel, M. (2022). *Selbstreguliertes Lernen im Studium: Ein Leitfaden für die Studienberatung* [Self-regulated learning in higher education: A guide for academic advising]. <https://nbn-resolving.org/urn:nbn:de:bvb:384-opus4-984008>

Pelikan, E., Finsterwald, M., Dresel, M., **Rinas, R.**, Schober, B., Lüftenegger, M. (2022). Selbstreguliertes Lernen und Metakognition in der Erwachsenenbildung. Theoretische Grundlagen und praktische Anwendung [Self-regulated learning and metacognition in adult education: Theoretical foundations and practical application]. *Psychologie in Österreich*.

Pelikan, E., **Rinas, R.**, Finsterwald, M., Dresel, M., Eckerlein, N., Schober, B. & Lüftenegger, M. (2022). *Selbstreguliertes Lernen im Studium: Bedarfsgerechte Unterstützung von Studierenden. Ein Kompendium für Lehrende und Studiengangverantwortliche* [Self-regulated learning in higher education: supporting students according to their needs. A compendium for instructors and course directors]. <https://doi.org/10.25365/phaidra.332>

Conference Presentations and Posters

Rinas, R., Stupnisky, R., Daniels, L., & Daumiller, M. (2023, April). *Exploring faculty members' perceived success in research and teaching: The role of motivation and emotion* [Paper presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, USA.

Rinas, R., Kiltz, L., Dresel, M., & Daumiller, M. (2022, August). Temporal relationships of achievement goals and subjective well-being in higher education teachers [Paper presentation]. In R. Lazarides (Chair), *Antecedents and consequences of teacher motivation* [Symposium]. EARLI SIG8-Motivation meets SIG16-Metacognition Conference, Dresden, Germany.

Rinas, R., Özsoy, M., Dresel, M., & Daumiller, M. (2022, June). University teachers' well-being during COVID-19: A qualitative analysis [Paper presentation]. In L. Kiltz (Chair), *Academic well-being in higher education: Lessons learned from teachers and students* [Symposium]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Daumiller, M., Crivaro, D., Stockinger, K., **Rinas, R.**, & Leger, L. (2022, June). *Imposter phenomenon in German faculty* [Poster presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Özsoy, M., **Rinas, R.**, Kiltz, L., Daumiller, M., & Dresel, M. (2022, June). *Subjective well-being and coping of university faculty: Who is particularly affected?* [Poster presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Hemi, A., **Rinas, R.**, Dresel, M., & Daumiller, M. (2022, June). *Examining links between personality traits, emotions, help-seeking attitudes, and self-efficacy* [Paper presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Keller, M., **Rinas, R.**, Janke, S., Dickhäuser, O., Dresel, M., & Daumiller, M. (2022, June). *Self-efficacy, basic psychological need satisfaction, and emotions of higher education teachers*. [Poster presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Daumiller, M., Janke, S., **Rinas, R.**, Dickhäuser, O., & Dresel, M. (2022, June). *Teaching quality in higher education: agreement between teacher self-reports and student evaluations* [Paper presentation]. EARLI SIG 1 & 4 Joint Conference, Cádiz, Spain.

Rinas, R., Dresel, M., & Daumiller, M. (2022, April). *Achievement goals and subjective well-being of university faculty: A longitudinal analysis* [Poster presentation]. 2022 American Educational Research Association (AERA) Annual Meeting, San Diego, USA. <https://tinyurl.com/45ske2hd>

Rinas, R., Butler, R., & Daumiller, M. (2022, March). Relevance of teachers' achievement goals: A meta-analysis [Paper presentation]. In K. Hettinger & R. Lazarides (Chairs), *Zu viel gewollt? Motivationale Konflikte von Lernenden und Lehrenden* [Too much wanted? Motivational conflicts of learners and

- teachers] [Symposium]. 9th Convention of the Society for Empirical Educational Research (GEBF), Bamberg, Germany.
- Rinas, R.,** Dresel, M., & Daumiller, M. (2021, September). *Selbstbezogene Ziele und Wohlbefinden von Hochschullehrenden: Einblicke aus einer Längsschnittstudie* [*Achievement goals and well-being of faculty: Insights from a longitudinal study*] [Paper presentation]. Virtual Meeting of the Division Pedagogical Psychology of the German Association of Psychology (DGPS).
- Rinas, R.,** Dresel, M., Dickhäuser, O., & Daumiller, M. (2021, August). *University teachers' professional development: The role of achievement goals for learning* [Paper presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Rinas, R.,** Hein, J., Janke, S., Dickhäuser, O., Dresel, M., & Daumiller, M. (2021, August). *University teachers' subjective well-being and achievement goals: A person-centered analysis* [Paper presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Butler, R., Daumiller, M., & **Rinas, R.** (2021, August). Do achievement goals for teaching matter and if so, how much? A meta-analytic review [Paper presentation]. In J. Eberle (Chair), *Meta-analysis and motivation* [Symposium]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Kiltz, L., Fokkens-Bruinsma, M., Jansen, E., **Rinas, R.,** & Daumiller, M. (2021, August). *University teacher and student well-being: Interrelations, impact of COVID-19, and future directions* [Collaborative workspace]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Stockinger, K., **Rinas, R.,** & Daumiller, M. (2021, August). *Student adaptability, emotions, and achievement: Navigating new academic terrains in a pandemic* [Paper presentation]. Virtual 19th European Association for Research on Learning and Instruction (EARLI) Conference.
- Daumiller, M., **Rinas, R.,** Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2021, May). *The role of university faculty achievement goals for attitudes towards the COVID-19-induced change to digital teaching, and their relevance for burnout/engagement and student evaluations of teaching quality* [Paper presentation]. Spring-Workshop of the College of Interdisciplinary Educational Research, Bamberg, Germany.
- Keller, M., **Rinas, R.,** Hein, J., Janke, S., Dickhäuser, O., Dresel, M., & Daumiller, M. (2021, May). *Self-efficacy, basic psychological need satisfaction, and emotions: Interplay of higher education teachers' motivations* [Poster presentation]. Virtual 13th Annual Meeting of the Science for the Science of Motivation.
- Rinas, R.,** Dresel, M., & Daumiller, M. (2021, April). *Linking faculty achievement goals and well-being: Insights from an international study* [Poster presentation]. Virtual 2021 American Educational Research Association (AERA) Annual Meeting. <https://tinyurl.com/36jrnycj>
- Daumiller, M., **Rinas, R.,** Olden, D., & Dresel, M. (2021, April). Teachers' achievement goals in professional training courses: Effects on learning engagement and learning gains [Paper presentation]. In M. Babichenko & D. Vedder-Weiss (Chairs), *Teacher motivation for learning and professional development* [Symposium]. Virtual 2021 American Educational Research Association (AERA) Annual Meeting. <https://tinyurl.com/4yfnjmd>
- Rinas, R.,** Dresel, M., Dickhäuser, O., & Daumiller, M. (2020, September). *University teachers' learning in professional development courses: An achievement goal approach* [Paper presentation]. EARLI SIG8 Virtual Meeting for Junior and Early Career Researchers.
- Rinas, R.,** Dresel, M., & Daumiller, M. (2020, April). Higher education teachers' achievement goals and subjective well-being [Paper presentation]. In N. Hall (Chair), *Emotional well-being in faculty: Construct*

assessment and motivational antecedents [Symposium]. Virtual 2020 American Educational Research Association (AERA) Annual Meeting. <http://tinyurl.com/tme5f3u>

Daumiller, M., **Rinas, R.**, Olden, D., & Dresel, M. (2020, April). *Academics' motivations in professional training courses: Effects on learning engagement and learning gains* [Poster presentation]. Virtual 2020 American Educational Research Association (AERA) Annual Meeting. <https://tinyurl.com/yxgzsos6>

Rinas, R., Dresel, M., & Daumiller, M. (2019, September). University teachers' achievement goals and subjective well-being [Paper presentation]. In M. Daumiller & R. Rinas (Chairs), *Role of motivational factors for explaining variation in teacher well-being* [Symposium]. Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Leipzig, Germany.

Daumiller, M., **Rinas, R.**, Olden, D., & Dresel, M. (2019, September). Lernmotivation von Hochschuldozierenden innerhalb in Weiterbildungsveranstaltungen: Effekte selbstbezogener Ziele auf Lernengagement und Lernzuwachs [Learning motivation of higher education teachers within professional training courses: Effects of achievement goals on learning engagement and learning gains] [Paper presentation]. In J. Hein & M. Daumiller (Chairs), *Prädiktoren von beruflichem Lernen innerhalb und außerhalb der Hochschule* [Predictors of professional learning within and outside universities] [Symposium]. Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Leipzig, Germany.

Rinas, R., Daumiller, M., & Dresel, M. (2019, September). *University instructors' achievement goals and subjective well-being* [Paper presentation]. 18th European Association for Research on Learning and Instruction (EARLI) Conference, Aachen, Germany.

Daumiller, M., **Rinas, R.**, & Dresel, M. (2019, September). *Need satisfaction and achievement goals of university faculty for teaching: A multinational study* [Paper presentation]. 18th European Association for Research on Learning and Instruction (EARLI) Conference, Aachen, Germany.

Hein, J., Daumiller, M., **Rinas, R.**, Janke, S., Dresel, M., & Dickhäuser, O. (2019, September). *Lecturers' achievement goals as predictors for the processing and use of student feedback* [Paper presentation]. 18th European Association for Research on Learning and Instruction (EARLI) Conference, Aachen, Germany.

Padke, S. & **Rinas, R.** (2018, March). *The development and validation of an academic self-forgiveness scale* [Poster presentation]. 60th Conference of Experimental Psychologists (TeaP), Marburg, Germany.

Talks

Rinas, R., Stupnisky, R., Daniels, L., & Daumiller, M. (2021, October). *Faculty members' goals, emotions, and perceived success: Comparing teaching and research domains* [Talk]. Psychological Research Colloquium, University of Augsburg, Germany.

Kiltz, L. & **Rinas, R.** (2021, September). *University Teacher and Student Well-being* [Talk]. Social Sciences Opening Day, University of Groningen, The Netherlands.

Rinas, R., Kiltz, L., Dresel, M., & Daumiller, M. (2021, June). *How are achievement goals and wellbeing of university faculty related? Insights from a longitudinal study* [Talk]. Psychological Research Colloquium, University of Augsburg, Germany.

Loderer, K., **Rinas, R.**, & Daumiller, M. (2020, December). *Student adaptability, emotions, and achievement: Navigating new academic terrains in a pandemic* [Talk]. Psychological Research Colloquium, University of Augsburg, Germany.

- Rinas, R.** & Daumiller, M. (2020, July). *Objective indicators of learning engagement: A log data approach to better understanding the link between achievement goals and learning outcomes* [Talk]. Psychological Research Colloquium, University of Augsburg, Germany.
- Rinas, R.** & Kiltz, L. (2020, June). *If they struggle, I cannot sleep well either': Perceptions and interactions surrounding university student and teacher well-being* [Talk]. Teaching and Teacher Education Lab Meeting, University of Groningen, The Netherlands.
- Hein, J., Janke, S., **Rinas, R.**, Daumiller, M., Dresel, M. & Dickhäuser, O. (2020, February). *Individuelle Prädiktoren der Nutzung von Lehrbewertungen [Individual predictors of the use of teaching evaluations]* [Talk]. Colloquium for Pedagogical and Educational Psychology, University of Mannheim, Germany.
- Rinas, R.** & Daumiller, M. (2019, October). *University instructors' learning in professional training courses: How impactful are their achievement motivations?* [Talk]. Psychological Research Colloquium, University of Augsburg, Germany.
- Rinas, R.**, Daumiller, M., & Dresel, M. (2019, May). *University instructors' achievement goals and subjective well-being* [Talk]. Interdisciplinary Research Symposium for Empirical Education Research (IFEB), University of Augsburg, Germany.
- Daumiller, M., **Rinas, R.**, & Dresel, M. (2019, April). *Achievement goals of university instructors, professional learning behavior, and teaching quality: Determinants, consequences, and moderators* [Talk]. 2nd Research Day of the Faculty of the Department of Philosophy and Social Sciences, University of Augsburg, Germany.
- Rinas, R.**, Daumiller, M., & Dresel, M. (2018, November). *University instructors' achievement goals and subjective well-being* [Talk]. Psychological Research Colloquium, University of Augsburg, Germany.

Organised Symposia

- Daumiller, M., & **Rinas, R.** (2019). *Role of motivational factors for explaining variation in teacher well-being*. Symposium organized at the Meeting of the Division Pedagogical Psychology and Developmental Psychology of the German Association of Psychology (DGPS), Münster. Presenters: C. Schüle, R. Rinas, F. Zimmermann, J. Gorges. Discussant: R. Steinmayr.