

PUBLICATIONS

- Enste, C.-S., **Spear, J.**, Burmeister, C., Dresel, M., & Grassinger, R. (accepted). Error climate in the classroom as an important aspect of student support: Interactions with student motivation? *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie/German Journal of Developmental and Educational Psychology*.
- Pickal, A. *, **Spear, J.** *, Bryce, D., Enste, C.-S., Grassinger, R., & Dresel, M. (2026). Multimodally assessed adaptive reactions to errors in primary school students and their effects on knowledge acquisition. *Learning and Individual Differences*, 129, 102927. <https://doi.org/10.1016/j.lindif.2026.102927> *shared first authorship
- Biedermann, V., **Spear, J.**, Hemetsberger, F., & Zentner, M. (2026). The accuracy of temperament ratings in late childhood and early adolescence and their relation to behavior problems: An analysis of parent, child, and teacher agreement. *Child Psychiatry & Human Development*. <https://doi.org/10.1007/s10578-026-01994-9>
- Spear, J.**, Schulz, T., Steinmayr, R., Uysal, G., & Vogel, S. (2025). *Lernen sichtbar machen: Motivierende Leistungsbeurteilung in der Grundschule [Making learning visible: Motivating performance assessment in primary school]*. (InfoTEXT from KONTEXT Grundschule, 4). DIPF | Leibniz Institute for Research and Information in Education. <https://doi.org/10.25657/02:34227>
- Spear, J.**, Burmeister, C., Dresel, M., & Grassinger, R. (2025). Assessing adaptive reactions to errors in primary school children. *European Journal of Psychological Assessment*, 0(0). <https://doi.org/10.1027/1015-5759/a000922>
- Dresel, M., Daumiller, M., **Spear, J.**, Janke, S., Dickhäuser, O., & Steuer, G. (2025). Learning from errors in mathematics classrooms: Development over 2 years in dependence of perceived error climate. *British Journal of Educational Psychology*, 95, 180–196. <https://doi.org/10.1111/bjep.12697>
- Spear, J.**, Tulis, M., & Dresel, M. (2024). Knowledge effects of action-related reactions to errors. *Educational Psychology*, 44(9–10), 1092–1105. <https://doi.org/10.1080/01443410.2024.2426549>

CONFERENCE PRESENTATIONS

- Spear, J.**, Bryce D., Enste, C.-S., Grassinger, R., & Dresel, M. (2026, June). *Adaptive reactions to errors: Results from a prompting approach with primary school students*. Presentation at the International Conference on Motivation and Emotion (ICM) in Lisbon, Portugal.
- Bryce, D., **Spear, J.**, Dresel, M., Enste, C.-S., & Grassinger, R. (2026, June). *Tracing primary children's learning experiences via pen pressure and facial expressions*. Presentation at the International Conference on Motivation and Emotion (ICM) in Lisbon, Portugal.
- Dresel, M., **Spear, J.**, Enste, C.-S., Bryce, D., Grassinger, R., & Pickal, A. (2026, April). *Adaptive reactions to errors in elementary school students: Multimodal assessment and effects on knowledge acquisition*. Poster presented at the American Educational Research Association (AERA) Annual Meeting in Los Angeles, USA.
- Spear, J.**, Bryce, D., Enste, C.-S., Grassinger, R., & Dresel, M. (2026, March). *Measurement and structure of the perceived error climate in primary school classrooms*. Presentation at the Conference of the Special Interest Groups 10, 17, 21 and 25 of the European Association for Research on Learning and Instruction (EARLI) in Augsburg, Germany.

- Spear, J.**, Bryce, D., Enste, C.-S., Grassinger, R., & Dresel, M. (2026, March). *Wahrgenommenes Fehlerklima in Grundschulklassen: Eine Messinstrumentadaption und Ergebnisse einer bifaktoriellen Modellierung [Perceived error climate in primary school classrooms: A measure adaptation and results from bifactorial modeling]*. Poster presented at the conference of the Society for Empirical Educational Research (GEBF) in Munich, Germany.
- Enste, C.-S., **Spear, J.**, Burmeister, C., Grassinger, R., & Dresel, M. (2026, March). *Die Entwicklung adaptiver Fehlerreaktionen von Grundschüler:innen: Die Rolle von Motivation und Metakognition [The development of adaptive reactions to errors in primary school students: The role of motivation and metacognition]*. Poster presented at the conference of the Society for Empirical Educational Research (GEBF) in Munich, Germany.
- Spear, J.**, Bryce, D., Burmeister, C., Enste, C.-S., Grassinger, R., & Dresel, M. (2025, October). *Wie positive Einstellungen zu Fehlern einen adaptiven Umgang mit Fehlern im Grundschulalter fördern: Ergebnisse aus drei Feldstudien in den Fächern Mathematik und Deutsch [How positive beliefs about errors foster an adaptive approach to errors in primary school: Results from three field-studies in the subjects of maths and German]*. Presentation at the conference of the German Panel for Educational Psychology (PAEPS) in Jena, Germany.
- Enste, C.-S., **Spear, J.**, Burmeister, C., Dresel, M., & Grassinger, R. (2025, October). *Das Fehlerklima im Klassenzimmer als wichtiger Aspekt der Schüler:innenunterstützung: Wechselwirkungen mit der Schüler:innenmotivation [The error climate in the classroom as important aspect of student support: Interactions with student motivation]*. Presentation at the conference of the German Panel for Educational Psychology (PAEPS) in Jena, Germany.
- Spear, J.**, Bryce, D., Burmeister, C., Grassinger, R., & Dresel, M. (2025, August). *How positive beliefs foster pupils' adaptive reactions to errors: Three experimental field-studies*. Presentation at the conference of the European Association for Research on Learning and Instruction (EARLI) in Graz, Austria.
- Spear, J.**, Bryce, D., Burmeister, C., Grassinger, R., & Dresel, M. (2025, April). *Adaptive reactions to errors and their effect on knowledge acquisition in elementary school pupils*. Poster presented at the American Educational Research Association (AERA) Annual Meeting in Denver, USA.
- Spear, J.**, Bryce, D., Burmeister, C., Grassinger, R., & Dresel, M. (2025, January). *Adaptive Lernanstrengungen nach Fehlern und deren Wissenseffekt bei Grundschulkindern: Ergebnisse einer prozessorientierten Studie im authentischen Unterrichtssetting [Adaptive learning efforts after errors and their knowledge effect in primary school children: Results of a process-oriented study in an authentic classroom setting]*. Presentation at the conference of the Society for Empirical Educational Research (GEBF) in Mannheim, Germany.
- Spear, J.**, Bryce, D., Burmeister, C., Tulis, M., Grassinger, R., & Dresel, M. (2024, September). *Entwicklung eines Untersuchungsparadigmas zur Erfassung adaptiver Reaktionen auf Fehler [Development of a research paradigm for assessing adaptive action-related reactions to errors]*. Presentation at the conference of the German Association of Psychology (DGPS) in Vienna, Austria.
- Spear, J.**, Bryce, D., Burmeister, C., Tulis, M., Grassinger, R., & Dresel, M. (2024, March). *Behaviorale Erfassung der Handlungsadaptivität nach Fehlern: Entwicklung eines Untersuchungsparadigmas [Behavioral assessment of adaptive action-related reactions to errors: Development of a research paradigm]*. Poster presented at the conference of the Society for Empirical Educational Research (GEBF) in Potsdam, Germany.

Biedermann, V., **Spear, J.**, Hemetsberger, F., & Zentner, M. (2023, July). *The Integrative Late Childhood Temperament Inventory: A new multi-informant measure to assess the base dimensions of temperament in school-aged children*. Presentation at the conference of the International Society for the Study of Individual Differences (ISSID) in Belfast, Northern Ireland.

Hemetsberger, F., **Spear, J.**, Biedermann, V., & Zentner, M. (2023, July). *Who knows the child's temperament best? An overview of the interrater agreement between parents, teachers and children*. Poster presented at the conference of the International Society for the Study of Individual Differences (ISSID) in Belfast, Northern Ireland.

Spear, J., Hemetsberger, F., Biedermann, V., & Zentner, M. (2023, July). *Interrater agreement on temperament in late childhood: An analysis of the influence of parenting style*. Poster presented at the conference of the International Society for the Study of Individual Differences (ISSID) in Belfast, Northern Ireland.

SCIENTIFIC PRESENTATIONS

Spear, J., Bryce, D., Enste, C.-S., Grassinger, R., & Dresel, M. (2026, May). *Error climate in primary school classrooms: A multidimensional perspective*. Presentation at the Psychological Research Colloquium at the University of Augsburg, Germany.

Spear, J., Bryce, D., & Dresel, M. (2025, October). *Supporting knowledge acquisition through adaptive reactions to errors among primary school students: Results from a field-experimental study*. Presentation at the Psychological Research Colloquium at the University of Augsburg, Germany.

Spear, J., Bryce, D., Burmeister, C., Grassinger, R., & Dresel, M. (2025, May). *Wie positive Einstellungen zu Fehlern einen adaptiven Umgang mit Fehlern im Grundschulalter fördern: Ergebnisse aus drei Feldstudien in den Fächern Mathematik und Deutsch [How positive beliefs about errors support adaptive error handling in primary school: Results from three field studies in the subjects of maths and German]*. Presentation at the Psychological Research Colloquium at the University of Education Weingarten, Germany.

Spear, J., Bryce, D., & Dresel, M. (2024, December). *Understanding adaptive reactions to errors in primary school students: A multimodal and experimental approach*. Presentation at the Psychological Research Colloquium at the University of Augsburg, Germany.

Spear, J., Bryce, D., & Dresel, M. (2024, June). *Adaptive reactions to errors and their effect on knowledge acquisition in primary school students: Insights gained from a newly developed digital learning environment*. Presentation at the Psychological Research Colloquium at the University of Augsburg, Germany.

Spear, J., & Dresel, M. (2023, November). *Lernen aus Fehlern im Grundschulalter. Vorstellung eines Forschungsprogramms. [Learning from errors in primary school age. Presentation of a research program]*. Presentation at the Early Career and Networking Day at the University of Augsburg, Germany.

von der Mülbe, S., & **Spear, J.** (2023, June). *Lernen aus Fehlern im Grundschulalter [Learning from errors in primary school age]*. Workshop at the LeHet Networking Day at the University of Augsburg, Germany.