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MONOGRAPHIEN

Suter, F. (2021). Herausforderungen, Regulationsstrategien und deren wahrgenommene Effektivität durch die Schüler*innen bei der Erstellung der Maturaarbeit (Dissertation). Universität Zürich.

https://www.zora.uzh.ch/id/eprint/205353/1/-Suter_Francesca_Dissertation.pdf

ZEITSCHRIFTENARTIKEL (PEER REVIEWED)

Suter, F., Maag Merki, K., Feldhoff, T., Rettinger, T. (in preparation). Pandemic as a driving force for improvement? An analyses of predictors and perceived effects with structural equation modeling.

Suter, F., Karlen, Y., Hirt, C. N., & Maag Merki, K. (resubmitted, minor revision). The relationship between success and failure causal attributions and achievement goal orientations.

Hirt, C., Karlen, Y., Maag Merki, K. & **Suter, F.** (2021). What makes high achievers different from low achievers? Self-regulated learners in the context of a high-stakes academic long-term task. *Learning and Individual Differences*, 92, 102085. <https://doi.org/10.1016/j.lindif.2021.102085>

Hirt, C. N., Karlen, Y., **Suter, F.**, & Maag Merki, K. (2020). Types of social help-seeking strategies in different and across specific task stages of a real, challenging long-term task and their role in academic achievement. *Frontline Learning Research*, 8(4), 74-111. <https://doi.org/10.14786/flr.v8i4.627>

Karlen, Y., **Suter, F.**, Hirt, C., & Maag Merki, K. (2019). The role of implicit theories in students' grit, achievement goals, intrinsic and extrinsic motivation, and achievement in the context a long-term challenging task. *Learning and Individual Differences*, 74, 101757. doi: <https://doi.org/10.1016/j.lindif.2019.101757>

Karlen, Y., Maag Merki, K., Hirt, C., & **Suter, F.** (2018). Sind Gymnasiastinnen und Gymnasiasten mit mehr Grit erfolgreicher? *Unterrichtswissenschaft*, 46(4), 437-459. <https://doi:10.1007/s42010-018-0030-z>

Karlen, Y., Maag Merki, K., Hirt, C., & **Suter, F.** (2018). Selbstreguliertes Lernen und Maturaarbeit - Ergebnisse einer Längsschnittstudie zur Maturaarbeit an Deutschschweizer. *Qi*, 1, 50-57.

KONFERENZBEITRÄGE (PEER REVIEWED)

- Suter, F.**, Maag Merki, K., Feldhoff, T. & Rettinger, T. (2022, January). *Pandemic As a Driving Force for Improvement? An Analysis of Predictors and Long-Term Effects*. Paper presented at the International Conference of School Effectiveness and Improvement (ICSEI) Conference, Online.
- Suter, F.**, Hirt, C. N., Maag Merki, K., Karlen, Y. (2021, August). *A qualitative study of the academic challenges and help-seeking processes of high and low achievers*. Paper presented at the European Association of Learning and Instruction (EARLI) Conference, Online.
- Maag Merki, K., Jude, N., Feldhoff, T., Radisch, F., Brauckmann-Sajkiewicz, S., Maaz, K., Arndt, M., Habeck, L., Kriegbaum, K., Rettinger, T., **Suter, F.** & Wüst, O. (2021, December). *Schulentwicklung vor neuen Herausforderungen*. Paper presented at the EMSE-Conference, Online.
- Maag Merki, K., Feldhoff, T., Rettinger, T., **Suter, F.** (2021, August). *Pandemic as a driving force for improvement? An analyses of predictors and perceived effects*. Paper presented at the EARLI Conference, Online.
- Jude, N., Feldhoff, T., Radisch, F., Maaz, K., Maag Merki, K., Brauckmann-Sajkiewicz, S., Arndt, M., Habeck, L., Kriegbaum, K., Rettinger, T., **Suter, F.** & Wüst, O. (2021, April). *Schulentwicklung vor neuen Herausforderungen. Challenges accepted?* Paper presented at the GEBF-Conference, Online.
- Hirt, C. N., Karlen, Y., Maag Merki, K. & **Suter, F.**, (2021, April). *Low- and High-Achieving Self-Regulated Learners in the Context of a High-Stake Academic Long-Term Task*. Paper presented at the AERA – Virtual Annual Meeting of the American Educational Research Association. Online.
- Suter, F.**, Dellios, Z., Hirt, C. N., Karlen, Y., Maag Merki, K. (accepted in 2020, conference cancelled). *What works? Students' self-reported challenges and regulation strategies for an authentic education task* at the European EARLI SIG 8 Meets SIG 16, Dresden, Germany.
- Suter, F.**, Karlen, Y., Hirt, C. N., Maag Merki, K. (2019, August). *The relationship of achievement goals and causal attributions of success in an authentic task*. Paper presented at the EARLI Conference, Aachen, Germany.
- Suter, F.**, Hirt, C. N., Karlen, Y. & Maag Merki, K. (2018, August). *Help seeking while writing a school-leaving certificate paper*. Poster presented at the EARLI SIG 16 Metacognition Conference, Zurich, Switzerland.
- Hirt, C. N., **Suter, F.**, Karlen, Y. & Maag Merki, K. (2017, August). *Help-seeking types in different stages of writing a Matura-thesis*. Poster presented at the EARLI JURE conference, Tampere, Finland.
- Karlen, Y., Maag Merki, K., Hirt, C. N., & **Suter, F.** (2017, August). *Exploring relations among students' implicit theories, achievement goals, and their self-regulated competencies in the context of writing an academic certificate paper*. Poster presented at the EARLI conference, Tampere, Finland.

INVITED TALKS

- Suter, F.** (2020, Juli). *Selbstberichtete Herausforderungen und Regulationsstrategien von Schüler*innen bei der Erstellung der Maturaarbeit*. Präsentiert am Lehrstuhlkolloquium von Prof. Dr. Michaela Gläser-Zikuda, Friedrich-Alexander Universität Erlangen-Nurnberg, Online.

WORKSHOPS

- 05/2022 Workshop 'Dr. Who? Workshop zur Karriereplanung und Vernetzung', gefördert vom Graduate Campus der Universität Zürich.
Zielgruppe: PhD-Studierende und Early Postdocs (Co-Organisation mit Désirée Thommen & Simon Luger)
- 03/2020 Workshop zur Diskussion erster Ergebnisse der S-CLEVER Studie mit unterschiedlichen Vertreter*innen aus dem Bildungsbereich
(Co-Organisation mit profilQ)
- 02/2019 Workshop zu *Lerntagebuch/Lernjournal* zusammen mit Clarissa Janousch (FHNW) innerhalb eines Weiterbildungstages der PH Zug für eine Schule zum Thema *Lernen dokumentieren und Gespräche führen* (Verantwortung: Daniel Keller)
- 09/2017 Abschlussworkshop SelMa-Studie mit den teilnehmenden Schulen und diverser Vertreter*innen aus dem Bildungsbereich