

ELISABETH R. PELIKAN, B.Sc. M.Sc.

Curriculum Vitae

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In my Ph.D. I have researched self-regulation and motivation (based on self-determination theory) in learning contexts during COVID-19. Going forward, I would like to explore how the insights I have gained can be applied in other contexts such as in higher education research, teacher-student interaction and in sport psychology.

EDUCATION

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|-------------------|---|
| 02/2019 | Doctoral Student in Psychology
Faculty of Psychology – University of Vienna
<i>Thesis title:</i> “Learning in Times of Crisis - The Role of Basic Psychological Need Satisfaction, Intrinsic Motivation, and Self-Regulation” |
| 10/2016 - 01/2019 | M.Sc. in Psychology (passed with distinction)
Faculty of Psychology – University of Vienna
<i>Thesis title:</i> “Language development in very and extremely preterm infants - A retrospective study”
<i>Thesis supervisor:</i> Ass.-Prof. Mag. Dr. Harald Werneck |
| 10/2014 -07/2016 | B.Sc. in Psychology
Faculty of Psychology – University of Vienna
<i>Thesis title:</i> “Nutritional behavior and quality of life in relation to the residential situation among students”
<i>Thesis supervisor:</i> Mag. Dr. Laura Brandt |
| 10/2000 - 04/2002 | University of Vienna – Faculty of Philosophy and Education –
Pedagogy and philosophy (prematurely terminated) |
| 09/2004 - 06/2006 | Educational Institute for Kindergarten Pedagogy (BAKIP) – Certified kindergarten teacher |

ACADEMIC EXPERIENCE

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|-------------------|---|
| 10/2020 - ongoing | Lecturer – Faculty of Psychology – University of Vienna |
| 02/2019 - ongoing | University assistant (prae doc) – Faculty of Psychology – University of Vienna |
| 09/2017 – 02/2020 | Tutor – Faculty of Psychology – University of Vienna |
| 09.2016 - 01.2019 | Student Assistant – Faculty of Psychology – University of Vienna |

NON-ACADEMIC EXPERIENCE

08.2011 - 08.2016	Kindergarten teacher – St. Nikolausstiftung – Vienna
11.2010 - 07.2011	Private daycare – Verein Hotzenplotz – Vienna
03.2010 - 10.2010	Private daycare – Self-employed – Vienna
08.2006 - 10.2010	Kindergarten teacher – Kinder in Wien – Vienna

PARTICIPATION IN FUNDED SCIENTIFIC PROJECTS

2022 - 2023	Scientific project staff in the project “Zukunft der Bildung im Kontext von Digitalisierung und Chancengerechtigkeit“ [„The future of education in the context of digitization and equal opportunities“] funded by the Austrian Council for Research and Technology Development
2020 - 2022	Scientific project staff in the project “PRO-SRL-TRANSFER - Transfervorhaben zur produkt- und prozessorientierten Modellierung und Erfassung von Kompetenzen zum Selbstregulierten Lernen im Studium“ [„PRO-SRL-TRANSFER - Transfer project for product- and process-oriented modeling and recording of competencies for self-regulated learning in studies“] funded by Federal Ministry of Education and Research Germany
2020 - 2021	Scientific project staff in the project “Lernen unter COVID-19” [“Learning under COVID-19”] at the Faculty of Psychology, University of Vienna – funded by Vienna Science and Technology Fund, the University of Vienna, the City of Vienna and the MEGA Bildungsstiftung
2019 - 2020	Scientific project staff in the project “Aktives Studieren” [“Active Studying”] at the Faculty of Psychology, University of Vienna
2019 - 2022	Scientific project staff in the project “Studierende zum Abschluss motivieren (SAM)” [“Motivate students to graduate”] at the Faculty of Psychology, University of Vienna

AWARDS

06/2022	Teaching Award – University of Vienna
10/2018 – 09/2019	Performance Scholarship – University of Vienna
10/2016 – 09/2017	Performance Scholarship – University of Vienna
10/2014 – 09/2015	Performance Scholarship – University of Vienna

ANCILLIARY ACTIVITIES

- 05/2021 – ongoing Member of the early career researcher team of the Austrian Network for Higher Education (Junge Hochschulforschung – JuHoFo)
- Participating in meet-ups
 - Co-managing slack space
 - Topic talks
- 06/2021 - ongoing Member of the early career researcher team of the Austrian Psychological Association (Österreichische Gesellschaft für Psychologie; ÖGP)
- Co-organizing the pre-conference day of the 14th Conference of the Austrian Society of Psychology
 - Co-organizing of the COVID-19 fund for early career researchers

CONFERENCE CONTRIBUTIONS & PRESENTATIONS

Oral Presentations & Workshops

- Finsterwald, M. & **Pelikan, E. R.** (2022, November 9). Keeping up the good work – Motivation, self-regulation and self-care during the PhD [Workshop]. Vienna Doctoral School of Social Sciences.
- Pelikan, E.** & Finsterwald, M. (2022, October 7). Lernen während COVID-19: Motivation und Selbstregulation unterstützen [Workshop]. 69. Tagung der österreichischen Kinder- und Jugendhilfepsycholog*innen
- Finsterwald, M. & **Pelikan, E. R.** (2022, June 14). How can we best support doctoral candidates? [Workshop]. Supervisors' Day 2022 of the Vienna Doctoral School of Social Sciences.
- Finsterwald, M. & **Pelikan, E.** (2022, June 4). *How can we best support doctoral candidates?* [Workshop] Supervisors' Day 2022 of the Vienna Doctoral School of Social Sciences.
- Pelikan, E.** (2021, November 3). *Impulsvortrag zum Forum „Neue Lehr- und Lernformen“*. 25. OeAD-Hochschultagung, online.
- Pelikan, E.**, Holzer, J., Schober, B., Lüftenegger, M. (2021, September, 15). *Welche Rolle spielen Implizite Fähigkeitstheorien für schulisches Wohlbefinden?* [Which role do Implicit ability theories play in school well-being?]. PAEPSY, 2021, online.
- Pelikan, E.**, Fasching, M., Hager, K., Holzer, J., Korlat, S., Lüftenegger, M., Spiel, C., Schober, B. (2021, June 25). *Lernen unter COVID-19 Bedingungen* [Learning under COVID-19 conditions]. Vernetzungskonferenz des deutschsprachigen Netzwerks für innovative Lernumgebungen, online.
- Pelikan, E.**, Fasching, M., Hager, K., Holzer, J., Korlat, S., Lüftenegger, M., Reiter, J., Schober, B., Spiel, C. (2021, May 21). *Lernen unter COVID-19 Bedingungen* [Learning under COVID-19 conditions]. Kinderrechte Monitoring Board, Bundeskanzleramt, Sektion Familie und Jugend, online.
- Schober, B., **Pelikan, E.** (2021, April 23). *Selbstreguliertes Lernen und Arbeiten im Studium – Voraussetzungen für einen erfolgreichen Abschluss?* [Self-regulated learning and working in studies – Prerequisites for successful graduation?] Workshop der Österreichischen Forschungsgemeinschaft: Studierende zum Abschluss motivieren, online.
- Holzer, J., Korlat, S., Lüftenegger, M., **Pelikan, E.**, Spiel, C., Schober, B., & Devaney, C. (2020, October 28 - 30). *Protective factors for adolescent well-being in times of COVID-19*. 8th International Congress of Educational Sciences and Development, Pontevedra, Spain.
- Korlat, S., Holzer, J., Lüftenegger, M., **Pelikan, E.**, Schober, B., Spiel, C. (2021, April 15).

Schooling in COVID-19 – Challenges and Opportunities. PHERECLOS Online Consortium Meeting: Lectures from external experts, online.

Korlat, S., Holzer, J., Lüftenegger, M., **Pelikan, E.**, Schober, B., Spiel, C. (2021, February 1). *Learning under COVID-19: Challenges for self-regulation*. Word Education Leadership Online Conference, online.

Spiel, C., **Pelikan, E.** (2020, December 2). *Lernen unter COVID-19 – Herausforderungen für die Selbstregulation*. [Learning under COVID-19 - Challenges for self-regulation.] Online-Vernetzungskonferenz 2021 Nationale Strategie zur sozialen Dimension in der Hochschulbildung, online.

Schober, B., **Pelikan, E.** (2020, October 29). *Selbstreguliertes Lernen als Schlüsselkompetenz und Ziel universitärer Lehre*. [Self-regulated learning as a key competence and goal of university teaching.] Teaching Vets-Symposium 6, online.

Poster presentations

Pelikan, E.R., Korlat, S., Holzer, J., Schober, B., Spiel, C., Lüftenegger, M. (2021, December 1). Challenges in Learning under COVID-19 among Adolescents: Gender and Age Differences. digjGEBF2021, online. <https://www.doi.org/10.13140/RG.2.2.17362.89280>

MEDIA

- Interview at the Ars Boni Podcast (24.06.21)
<https://www.youtube.com/watch?v=yDquGceUaeE>
- Contribution for the Vienna Children's University (co-author)
<https://kinderuni.online/kurs/tipps-und-tricks-fuer-den-schulalltag/>

REVIEWING

- British Journal of Educational Technology
- Computers & Education
- European Journal of Developmental Psychology
- Leykam Verlag
- Psychology Research and Behavior Management
- Zeitschrift für Evaluation der DeGEval
- Zeitschrift für Psychologie

TEACHING EXPERIENCE

10/2022 – 01/2023	Übung: “Wissenschaftsvermittlung und Kommunikation in der Psychologie“ [Exercise: „Scientific transfer and communication in psychology“] – University of Vienna
03/2021 – 06/2022	Übung: “Präsentations- und Moderationstechniken” [Exercise: „Presentation- and Moderationstechniques“] – University of Vienna
10/2021 - 01/2022	Anwendungsseminar: „Wissenschaftskommunikation: Wissenschaftliche Befunde und Fachwissen erfolgreich vermitteln - von Schule bis Parlament“ [Application Seminar: “Science Communication: Successfully Communicating Scientific Findings and Expertise - from School to Parliament”] – University of Vienna
10/2021 – 01/2022	Übung: “Präsentations- und Moderationstechniken” [Exercise: „Presentation- and Moderationstechniques“] – University of Vienna

03/2021 – 06/2021	Übung: “Präsentations- und Moderationstechniken” [Exercise: „Presentation- and Moderationstechniques“] – University of Vienna
10/2020 – 01/2021	Übung: “Präsentations- und Moderationstechniken” [Exercise: „Presentation- and Moderationstechniques“] – University of Vienna

COURSES AND FURTHER EDUCATION

03/2023	Introduction to writing functions in R (Data Scientist Career Track)
03/2023	Working with dates and times in R (Data Scientist Career Track)
02/2023	Cleaning data in R (Data Scientist Career Track)
02/2023	Intermediate importing data in R (Data Scientist Career Track)
01/2023	Introduction to importing data in R (Data Scientist Career Track)
01/2023	Data communication concepts (Data Scientist Career Track)
01/2023	Reporting with R Markdown (Data Scientist Career Track)
01/2023	Intermediate data visualization with ggplot 2 (Data Scientist Career Track)
01/2023	Introduction to data visualization with ggplot2 (Data Scientist Career Track)
01/2023	Introduction to statistics in R (Data Scientist Career Track)
05/2022 – 11/2022	u:start Program on self-employment and start-up for university graduates and students – Alumni Association of the University of Vienna
04/2022	Joining data with dplyr – Datacamp (Data Scientist Career Track)
12/2021	Data manipulation with dplyr – Datacamp (Data Scientist Career Track)
12/2021	Introduction to the Tidyverse – Datacamp (Data Scientist Career Track)
12/2021	Intermediate R – Datacamp (Data Scientist Career Track)
12/2021	Introduction to R – Datacamp (Data Scientist Career Track)
09/2021	Negotiation and conflict – University of Vienna
06/2021	Conversation in English: Conference & Meeting Situations – University of Vienna
06/2021	COIL (Collaborative Online International Learning) – University of Vienna
05/2021	Present better - Appear confident in online meetings – University of Vienna
04/2021	Publication Strategies in the Academic "Publish or Perish" Competition – University of Vienna
WS 2020/21	Latent Variable Modeling in Mplus – University of Vienna
09/2020	E-Moderation: Design and communicate online tasks – University of Vienna
SS 2020	Scientific Writing – University of Vienna
WS 2019/21	Doing Open Science – University of Vienna
WS 2019/21	Multilevel Modeling for Experimental and Longitudinal Data in R – University of Vienna

06/2019	“R” for advanced users – University of Vienna
04/2019	Introduction to “R” – University of Vienna
04/2019	The Master Seminar: Supervising during the Semester
03/2019	Basic Qualification for Junior Staff - Teaching in Higher Education – University of Vienna
04/2017	Getting and Cleaning Data – Coursera (Johns Hopkins University)
11/2016	R Programming – Coursera (Johns Hopkins University)
10/2016	The Data Scientist’s Toolbox – Coursera (Johns Hopkins University)

LIST OF PUBLICATIONS

First author publications

- Pelikan, E. R.**, Grützmacher, L., Hager, K., Holzer, J., Korlat, S., Mayerhofer, M., Schober, B., Spiel, C., & Lüftenegger, M. (2022). *The role of basic need satisfaction for intrinsic motivation and self-regulated learning during COVID-19: A longitudinal study*. [Manuscript under review]
- Pelikan, E. R.**, Lüftenegger, M., Fasching, M., Fassl, F., Hager, K., Holzer, J., Korlat, S., Mayerhofer, M., Reiter, J., Schober, B., & Spiel, C. (2022). Lernen während der Pandemie – Erfahrungen und Implikationen. *Psychologie in Österreich*, 42(3&4), 373-381.
- Pelikan, E. R.**, Finsterwald, M., Dresel, M., Rinas, R., Schober, B., Lüftenegger, M., (2022). Selbstreguliertes Lernen und Metakognition in der Erwachsenenbildung. Theoretische Grundlagen und praktische Anwendung. *Psychologie in Österreich*, 43(2).
- 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.
<https://doi.org/10.25365/phaidra.332>
- Pelikan, E.**, Reiter, J., Bergen, K., Lüftenegger, M., Holzer, J., Korlat, S., Schober, B., & Spiel, C. (2022). Lernen unter COVID-19 Bedingungen: Zur Situation der Studierenden in Österreich. In H. Angenent, J. Petri, & T. Zimenkova (Eds.), *Bildungsforschung: Hochschulen in der Pandemie* (1st ed., Vol. 9, pp. 200–215). transcript Verlag. <https://doi.org/10.14361/97838339459843-013>
- Pelikan, E. R.**, Korlat, S., Reiter, J., Holzer, J., Mayerhofer, M., Schober, B., Spiel, C., Hamzallari, O., Uka, A., Chen, J., Välimäki, M., Puharić, Z., Anusionwu, K. E., Okocha, A. N., Zabrodszkaja, A., Salmela-Aro, K., Käser, U., Schultze-Krumbholz, A., Wachs, S., ... Lüftenegger, M. (2021). Distance learning in higher education during COVID-19: The role of basic psychological needs and intrinsic motivation for persistence and procrastination—a multi-country study. *PLOS ONE*, 16(10), e0257346. <https://doi.org/10.1371/journal.pone.0257346>
- Pelikan, E.**, Hager, K., Holzer, J., Korlat, S., Spiel, C., Schober, B., & Lüftenegger, M. (2021). Emergency Distance Learning in Austria during COVID-19: Selected Findings and Implications. *Digital Psychology*, 2(2), 19–22. <https://doi.org/10.24989/dp.v2i2.2018>
- Pelikan, E. R.**, Lüftenegger, M., Holzer, J., Korlat, S., Spiel, C., & Schober, B. (2021). Learning during COVID-19: The role of self-regulated learning, motivation, and procrastination for perceived competence. *Zeitschrift Für Erziehungswissenschaft*, 24(2), 393–418.
<https://doi.org/10.1007/s11618-021-01002-x>

Co-author publications

- Hager, K., **Pelikan, E.**, Spiel, C. (2021, October) Learning under Covid-19 Conditions in Austria. EADP Newsletter #6, 23 – 24.
<https://www.eadp.info/app/download/16594184324/Newsletter+%235.pdf?t=1671707738>

- Holzer, J., Korlat, S., **Pelikan, E.**, Schober, B., Spiel, C., & Lüftenegger, M., (2022). *The role of parental self-efficacy regarding parental support for adolescents' coping, self-regulated learning, learning self-efficacy and positive emotions*. [Manuscript accepted for publication].
- Holzer, J., Korlat, S., Haider, C., Mayerhofer, M., **Pelikan, E.**, Schober, B., Spiel, C., Toumazi, T., Salmela-Aro, K., Käser, U., Schultze-Krumbholz, A., Wachs, S., Dabas, M., Verma, S., Iliev, D., Andonovska-Trajkovska, D., Plichta, P., Pyżalski, J., Walter, N., ... Lüftenegger, M. (2021). Adolescent well-being and learning in times of COVID-19 - A multi-country study of basic psychological need satisfaction, learning behavior, and the mediating roles of positive emotion and intrinsic motivation. *PLOS ONE*, 16(5), e0251352. <https://doi.org/10.1371/journal.pone.0251352>
- Holzer, J., Lüftenegger, M., Käser, U., Korlat, S., **Pelikan, E.**, Schultze-Krumbholz, A., Spiel, C., Wachs, S., & Schober, B. (2021). Students' basic needs and well-being during the COVID-19 pandemic: A two-country study of basic psychological need satisfaction, intrinsic learning motivation, positive emotion and the moderating role of self-regulated learning. *International Journal of Psychology*, ijop.12763. <https://doi.org/10.1002/ijop.12763>
- Holzer, J., Lüftenegger, M., Korlat, S., **Pelikan, E.**, Salmela-Aro, K., Spiel, C., & Schober, B. (2021). Higher Education in Times of COVID-19: University Students' Basic Need Satisfaction, Self-Regulated Learning, and Well-Being. *AERA Open*, 7, 233285842110031. <https://doi.org/10.1177/23328584211003164>
- Kollmayer, M., Korlat, S., Holzer, J., Lüftenegger, M., **Pelikan, E. R.**, Spiel, C., & Schober, B. (2022). *Digital learning during COVID-19: An intersectional perspective on secondary students' motivation and perceived teacher support*. [Manuscript accepted for publication].
- Korlat, S., Reiter, J., Yanagida, T., Holzer, J., **Pelikan, E.**, Schober, B., Spiel, C., Lüftenegger, M. (2022). *Congruent or Conflicted During the COVID-19 Pandemic: The Role of Social Norms and Norm Conflict in Adolescents' Rule Adherence and Well-being*. [Manuscript submitted].
- Korlat, S., Reiter, J., Kollmayer, M., Holzer, J., **Pelikan, E.**, Schober, B., Spiel, C., & Lüftenegger, M. (2023). Basic Psychological Needs and Agency and Communion During the COVID-19 Pandemic: Gender Differentials and the Role of Well-Being in Adolescence and Early Adulthood. *Journal of Individual Differences*, 44(1), 18–35. <https://doi.org/10.1027/1614-0001/a000378>
- Korlat, S., Holzer, J., Reiter, J., **Pelikan, E. R.**, Schober, B., Spiel, C., & Lüftenegger, M. (2022). *The role of the Big Two in socially responsible behavior during the COVID-19 pandemic: Agency and communion in adolescents' personal norm and behavioral adherence to instituted measures*. *PLOS ONE*, 17(6), e0269018. <https://doi.org/10.1371/journal.pone.0269018>
- Korlat, S., Kollmayer, M., Holzer, J., Lüftenegger, M., **Pelikan, E. R.**, Schober, B., & Spiel, C. (2021). Gender Differences in Digital Learning During COVID-19: Competence Beliefs, Intrinsic Value, Learning Engagement, and Perceived Teacher Support. *Frontiers in Psychology*, 12, 637776. <https://doi.org/10.3389/fpsyg.2021.637776>
- Rinas, R., Pelikan, E., Finsterwald, M., Dresel, M., Eckerlein, N., Schober, B. & Lüftenegger, M. (2022). *Selbstreguliertes Lernen im Studium: Ein Leitfaden für die Studienberatung*. <https://nbn-resolving.org/urn:nbn:de:bvb:384-opus4-984008>