

Dr. Mirjam Weis – Publications & Presentations

April 08, 2024

Publications

- Jaramillo, J. M., **Weis, M.** & Rendón, M. I. (in press). Colombian mothers' intuitive theories regarding their children's self-regulation. In J. Tapia & M. Rosabal (Hrsg.), *Family as a context for development: Continuity and change in Latin America*. Oxford: Oxford University Press.
- Weis, M.**, Cardona, R. A. & Trommsdorff, G. (2023). Children's emotion regulation, behavior regulation, and mathematics achievement: A longitudinal mediation model. *International Journal of School & Educational Psychology*, 1-14. <https://doi.org/10.1080/21683603.2023.2271410>
- Weis, M.**, Trommsdorff, G., Muñoz, L. & Gonzalez, R. (2022). Maternal education and children's school achievement: The roles of values, parenting, and behavior regulation. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-022-02405-y>
- Weis, M.**, Mang, J., Diedrich, J. & Schiepe-Tiska, A. (2022). Global Competence in der PISA-Studie: Konzeption des Konstrukts und ausgewählte Ergebnisse in PISA 2018 [Global Competence in PISA: Conception of the construct and selected results in PISA 2018]. In P. Genkova (Ed.), *Handbuch Globale Kompetenz*. Springer, Wiesbaden.
- Deffaa, M., **Weis, M.**, Muñoz, L. & Trommsdorff, G. (2022). The role of culture and contextual risk for maternal parenting and children's behavior regulation in Chile and Germany. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-022-02343-9>
- Mang, J., Seidl, L., Schiepe-Tiska, A., Tupac-Yupanqui, A., Ziernwald, L., Doroganova, A., **Weis, M.**, Diedrich, J., Heine, J.-H., González Rodríguez, E. & Reiss, K. (2021). *PISA 2018 Skalenhandbuch. Dokumentation der Erhebungsinstrumente [PISA 2018 Scale Manual. Documentation of instruments]*. Münster: Waxmann.
- Rendón, M. I, Muñoz, L., Jaramillo, J. M., & **Weis, M.** (2021). Estructura factorial de la Brief Self-Control Scale en español [Factor structure of the Brief Self-Control Scale in Spanish]. *Diversitas*, 17. <https://doi.org/10.15332/22563067.6519>
- Deffaa, M., **Weis, M.**, & Trommsdorff, G. (2020). The role of maternal parenting for children's behavior regulation in environments of risk. *Frontiers in Psychology*, 11. <http://dx.doi.org/10.3389/fpsyg.2020.02159>
- Diedrich, J., Schiepe-Tiska, A., Ziernwald, L., Tupac-Yupanqui, A., **Weis, M.**, McElvany, N., & Reiss, K. (2020). Lesebezogene Merkmale von Schülerinnen und Schülern [Reading related characteristics of students]. In K. Reiss, M. Weis & A. Schiepe-Tiska (Eds.), *PISA 2018. Ergebnisse der aktuellen Erhebungsrunde mit dem Schwerpunkt Lesen [PISA 2018. Results of the current study with the focus on reading]* (pp. 51-57). Munich: Cornelsen.
- Reiss, K., **Weis, M.**, & Schiepe-Tiska, A. (2020). *PISA 2018. Ergebnisse der aktuellen Erhebungsrunde mit dem Schwerpunkt Lesen [PISA 2018. Results of the current study with the focus on reading]*. Schulmanagement-Handbuch (Volume 173). Munich: Cornelsen.
- Weis, M.**, Doroganova, A., Hahnel, C., Becker-Mrotzek, M., Lindauer, T., Artelt, C., & Reiss, K. (2020). Aktueller Stand der Lesekompetenz in PISA 2018 [Current status of reading competence in PISA 2018]. In K. Reiss, M. Weis & A. Schiepe-Tiska (Eds.), *PISA 2018. Ergebnisse der aktuellen Erhebungsrunde mit dem Schwerpunkt Lesen [PISA 2018. Results of the current study with the focus on reading]* (pp. 9-19). Munich: Cornelsen.
- Weis, M.**, Müller, K., Mang, J., Heine, J.-H., Mahler, N., & Reiss, K. (2020). Soziale Herkunft, Zuwanderungshintergrund und Lesekompetenz in PISA 2018 [Social background, migration background, and reading competence]. In K. Reiss, M. Weis & A. Schiepe-Tiska (Eds.), *PISA 2018. Ergebnisse der aktuellen Erhebungsrunde mit dem Schwerpunkt Lesen [PISA 2018. Results of the current study with the focus on reading]* (pp. 39-48). Munich: Cornelsen.

- Weis, M.** & Reiss, K. (2020). Die Anlage der PISA-Erhebung [The design of the PISA study]. In K. Reiss, M. Weis & A. Schiepe-Tiska (Eds.), *PISA 2018. Ergebnisse der aktuellen Erhebungsrunde mit dem Schwerpunkt Lesen [PISA 2018. Results of the current study with the focus on reading]* (pp. 6-8). Munich: Cornelsen.
- Weis, M.**, & Heine, J.-H. (2020). Assessing emotion regulation strategies in Chile: A Spanish language adaptation of the German SSKJ 3-8 scales. *Frontiers in Psychology*, 10. <http://dx.doi.org/10.3389/fpsyg.2019.02870>
- Becker-Mrotzek, M., Lindauer, T., Pfost, M., **Weis, M.**, Strohmaier, A., & Reiss, K. (2019). Lesekompetenz heute – eine Schlüsselqualifikation im Wandel [Reading competence today: A key competence in the course of time]. In K. Reiss, M. Weis, E. Klieme & O. Köller (Eds.), *PISA 2018. Grundbildung im internationalen Vergleich [PISA 2018: Literacy in international comparison]* (pp. 21-46). Münster: Waxmann.
- Diedrich, J., Schiepe-Tiska, A., Ziernwald, L., Tupac-Yupanqui, A., **Weis, M.**, McElvany, N., & Reiss, K. (2019). Lesebezogene Schülermerkmale in PISA 2018 – Motivation, Leseverhalten, Selbstkonzept und Lesestrategiewissen [Reading related students' characteristics in PISA 2018: Motivation, reading behavior, self-concept, and knowledge of reading strategies]. In K. Reiss, M. Weis, E. Klieme & O. Köller (Eds.), *PISA 2018. Grundbildung im internationalen Vergleich [PISA 2018: Literacy in international comparison]* (pp. 81-109). Münster: Waxmann.
- Hofer, S., Holzberger, D., Heine, J.-H., Reinhold, F., Schiepe-Tiska, A., **Weis, M.**, & Reiss, K. (2019). Schulische Lerngelegenheiten zur Sprach- und Leseförderung im Kontext der Digitalisierung [Scholastic learning opportunities for language and reading in the context of digitization]. In K. Reiss, M. Weis, E. Klieme & O. Köller (Eds.), *PISA 2018. Grundbildung im internationalen Vergleich [PISA 2018: Literacy in international comparison]* (pp. 111-128). Münster: Waxmann.
- Reiss, K., **Weis, M.**, Klieme, E., & Köller, O. (2019). *PISA 2018. Grundbildung im internationalen Vergleich [PISA 2018: Literacy in international comparison]*. Münster: Waxmann. <https://doi.org/10.31244/9783830991007>
- Weis, M.**, Doroganova, A., Hahnel, C., Becker-Mrotzek, M., Lindauer, T., Artelt, C., & Reiss, K. (2019). Lesekompetenz in PISA 2018 – Ergebnisse in einer digitalen Welt [Reading competence in PISA 2018: Results in a digital world]. In K. Reiss, M. Weis, E. Klieme & O. Köller (Eds.), *PISA 2018. Grundbildung im internationalen Vergleich [PISA 2018: Literacy in international comparison]* (pp. 47-80). Münster: Waxmann.
- Weis, M.**, Müller, K., Mang, J., Heine, J.-H., Mahler, N., & Reiss, K. (2019). Soziale Herkunft, Zuwanderungshintergrund und Lesekompetenz [Social background, migration background, and reading competence]. In K. Reiss, M. Weis, E. Klieme & O. Köller (Eds.), *PISA 2018. Grundbildung im internationalen Vergleich [PISA 2018: Literacy in international comparison]* (pp. 129-162). Münster: Waxmann.
- Weis, M.** & Reiss, K. (2019). PISA 2018 – Ziele und Inhalte der Studie [PISA 2018: Aims and contents of the study]. In K. Reiss, M. Weis, E. Klieme & O. Köller (Eds.), *PISA 2018. Grundbildung im internationalen Vergleich [PISA 2018: Literacy in international comparison]* (pp. 13-20). Münster: Waxmann.
- Zehner, F., **Weis, M.**, Vogel, F., Leutner, D., & Reiss, K. (2019). Kollaboratives Problemlösen in PISA 2015: Deutschland im Fokus [Collaborative Problem Solving in PISA 2015: Focusing on Germany]. *Zeitschrift für Erziehungswissenschaft*. <https://doi.org/10.1007/s11618-019-00874-4>
- Weis, M.**, Mang, J. & Baumann, B., & Reiss, K. (2018). Zuwanderung und Erfolg aus Sicht der PISA-Studie: Ein Gesamtüberblick von 2000 bis 2015 [Migration and success from the perspective of the PISA study: An overview from 2000 to 2015]. In P. Genkova & A. Riecken (Eds.), *Handbuch Migration und Erfolg*. Springer, Wiesbaden, Germany. https://doi.org/10.1007/978-3-658-18403-2_27-1
- Jaramillo, J. M., Rendón, M. I., Muñoz, L., **Weis, M.**, & Trommsdorff, G. (2017). Children's self-regulation in cultural contexts: The role of parental socialization theories, goals, and practices. *Frontiers in Psychology*, 8. <http://dx.doi.org/10.3389/fpsyg.2017.00923>

- Weis, M., Trommsdorff, G., & Muñoz, L.** (2016). Children's self-regulation and school achievement in cultural contexts: The role of maternal restrictive control. *Frontiers in Psychology*, 7. <http://dx.doi.org/10.3389/fpsyg.2016.00722>
- Weis, M., Trommsdorff, G., Heikamp, T., Redondo, J., & Muñoz, L.** (2016). Developmental aspects of self-regulation in Germany and Chile: Links among maternal warmth, children's self-regulation, and social competence. In C. Roland-Lévy, P. Denoux, B. Voyer, P. Boski & W. K. Gabrenya Jr. (Eds.), *Unity, diversity and culture: Research and scholarship selected from the 22nd Congress of the International Association for Cross-Cultural Psychology* (pp. 340-344). Melbourne, Florida USA: International Association for Cross-Cultural Psychology. Retrieved from https://www.iaccp.org/iaccp_publications/unity-diversity-and-culture/
- Weis, M., Zehner, F., Sälzer, C., Strohmaier, A., Artelt, C., & Pfof, M.** (2016). Lesekompetenz in PISA 2015: Ergebnisse, Veränderungen und Perspektiven [Reading ability in PISA 2015: Results, changes, and perspectives]. In K. Reiss, C. Sälzer, A. Schiepe-Tiska, E. Klieme & O. Köller (Eds.), *PISA 2015. Eine Studie zwischen Kontinuität und Innovation [PISA 2015: A study between continuity and innovation]* (pp. 249–283). Münster: Waxmann.
- Weis, M., Heikamp, T., & Trommsdorff, G.** (2013). Gender differences in school achievement: The role of self-regulation. *Frontiers in Psychology*, 4. <http://dx.doi.org/10.3389/fpsyg.2013.00442>

Publications in Preparation

- Deffaa, M., **Weis, M.**, Muñoz, L., & Trommsdorff, G. (2024). *Relations among environmental risk, maternal warmth, behavior regulation, and children's prosocial behavior in Chile and Germany*. Manuscript submitted for publication.
- Fekrazad, S. S., Zarean, M., & **Weis, M.** (2021). *Associations of parental attitudes, goals, and values with infants' smartphone and tablet use*. Manuscript submitted for publication.
- Weis, M.**, Mang, J., & Reiss, K. (2024). *An integrative model on migration background, socioeconomic status, and reading competence*. Manuscript in preparation.

Publication of Practice Materials

- Weis, M.**, Reiss, K., Mang, J., Schiepe-Tiska, A., Diedrich, J., Roczen, N., & Jude, N. (2020). Global Competence in PISA 2018. Einstellungen von Fünfzehnjährigen in Deutschland zu globalen und interkulturellen Themen [Global Competence in PISA 2018. Attitudes of fifteen year olds in Germany on global and intercultural topics]. In D. Holzberger & K. Reiss (Eds.), *Wissenschaft macht Schule [Science makes school]* (Volume 2). Münster: Waxmann. <http://dx.doi.org/10.31244/9783830993001>
- Reiss, K. & **Weis, M.** (2020). PISA 2018: Überblick über die Ergebnisse der PISA-Studie 2018 [PISA 2018: Overview of the results of the PISA study 2018]. *Schulverwaltung Bayern*, 43(6), 171-174.

Publication of Data Sets

- Mang, J., Heine, J.-H., **Weis, M.**, Diedrich, J., Schiepe-Tiska, A., Ziernwald, L., Tupac-Yupanqui, A., Doroganova, A., González Rodríguez, E., Reiss, K., Klieme, E. & Köller O. (2021). *Programme for International Student Assessment 2018 (PISA 2018)*. (Version 1) [Datensatz]. Berlin: IQB – Institut zur Qualitätsentwicklung im Bildungswesen. http://doi.org/10.5159/IQB_PISA_2018_v1
- Reiss, K., Sälzer, C., Schiepe-Tiska, A., Mang, J., Heine, J.-H., **Weis, M.**, Klieme, E. & Köller O. (2019): *Programme for International Student Assessment 2015 (PISA 2015)*. (Version 1) [Datensatz]. Berlin: IQB – Institut zur Qualitätsentwicklung im Bildungswesen. http://doi.org/10.5159/IQB_PISA_2015_v1

Presentations

- Todtenhöfer, P., Schiepe-Tiska, A., Heinle, A., **Weis, M.** & Lewalter, D. (2024, März). Zwischen Prüfungsaufgaben und Leistung: Kompetenzorientierter Mathematikunterricht und mehrdimensionale Bildungsziele in PISA 2022 [*Between examination tasks and performance: Competence-oriented mathematics teaching and multidimensional educational goals in PISA 2022*]. Presentation at the 11th Congress of the Society for Empirical Educational Research (GEBF), University of Potsdam, Germany.
- Weis, M.**, Mang, J., & Reiss, K. (2022, Juli). *An integrative model on migration background, socioeconomic status, and reading competence*. Presentation at the 26th Congress of the International Association for Cross-Cultural, IACCP Online Conference 2022.
- Diedrich, J., Schiepe-Tiska, A., Ziernwald, L., Tupac-Yupanqui, **Weis, M.**, McElvany, N., & Reiss, K. (2020, March). *Lesebezogene Schülermerkmale in PISA 2018: Motivation, Verhalten und Strategiewissen [Reading related student characteristics in PISA 2018: Motivation, behavior, and knowledge of strategies]*. In M. Weis & K. Reiss (Chairs), *Lesen bei PISA 2018 – Kompetenzen, Motivation und Aspekte der sozialen Herkunft sowie des Zuwanderungshintergrunds*. 8th Congress of the Society for Empirical Educational Research (GEBF), University of Potsdam, Germany. (Conference canceled)
- Doroganova, A., **Weis, M.**, Hahnel, C., Becker-Mrotzek, M., Lindauer, T., Artelt, C., & Reiss, K. (2020, March). *Lesekompetenz von Fünfzehnjährigen in Deutschland und im internationalen Vergleich: Ergebnisse der PISA-Studie 2018 [Reading competence of fifteen-year-olds in Germany and in international comparison: Results of the PISA-study 2018]*. In M. Weis & K. Reiss (Chairs), *Lesen bei PISA 2018 – Kompetenzen, Motivation und Aspekte der sozialen Herkunft sowie des Zuwanderungshintergrunds*. 8th Congress of the Society for Empirical Educational Research (GEBF), University of Potsdam, Germany. (Conference canceled)
- Weis, M.**, Müller, K., Mang, J.-H., Heine, J.-H., Mahler, N. & Reiss, K. (2020, March). *Soziale Herkunft, Zuwanderungshintergrund und Lesekompetenz bei der PISA-Studie 2018 [Social background, migration background, and reading competence in the PISA-study 2018]*. In M. Weis & K. Reiss (Chairs), *Lesen bei PISA 2018 – Kompetenzen, Motivation und Aspekte der sozialen Herkunft sowie des Zuwanderungshintergrunds*. 8th Congress of the Society for Empirical Educational Research (GEBF), University of Potsdam, Germany. (Conference canceled)
- Diedrich, J., Schiepe-Tiska, A., Ziernwald, L., Tupac-Yupanqui, A., **Weis, M.**, McElvany, N., & Reiss, K. (2019, December). *Lesemotivation, Leseverhalten, lesebezogenes Selbstkonzept und Lesestrategiewissen [Reading motivation, reading behavior, reading related self-concept, and knowledge of reading strategies]*. Presentation at the 5th National Conference, PISA 2018, Vertretung des Freistaates Bayern, Berlin, Germany.
- Weis, M.**, Müller, K., Mang, J., Heine, J.-H., Mahler, N., & Reiss, K. (2019, December). *Soziale Herkunft, Zuwanderungshintergrund und Lesekompetenz bei PISA 2018 [Social background, migration background, and reading competence in PISA 2018]*. Presentation at the 5th National Conference, PISA 2018, Vertretung des Freistaates Bayern, Berlin, Germany.
- Weis, M.**, Mang, J., Thiel, B., & Reiss, K. (2019, July). *Migration and School Achievement in Germany: Results of the Programme for International Student Assessment (PISA) from 2000 to 2015*. In M. Weis (Chair), *Migration in Europe and Latin America: Challenges for Education and Health*. Presentation at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), University of Costa Rica, San José, Costa Rica.
- Weis, M.** & Reiss, K. (2019, July). *PISA en Alemania: Experiencias, resultados y retos*. In V. Smith-Castro & M. Weis (Chairs), *Academic Competencies of 15-Years-Old in Germany and Costa Rica: Binational Encounter of PISA Teams*. Presentation at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), University of Costa Rica, San José, Costa Rica.
- Weis, M.**, Jaramillo, J. M., & Rendón, M. I. (2019, July). *Parental goals and practices of Colombian Mothers: A culturally sensitive assessment*. Poster presented at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), University of Costa Rica, San José, Costa Rica.

- Weis, M., Schäfer, A.-S., Homann, P., & Reips, U.-D.** (2019, July). *Attitudes of parents on children's use of portable smart devices: The roles of emotion regulation and backup-Plans*. In M. Weis (Chair), *Parental attitudes on children's use of smartphones and tablets in Chile, Costa Rica, Germany and Nigeria*. Presentation at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), University of Costa Rica, San José, Costa Rica.
- Weis, M. & Reiss, K.** (2019, July). *Lesekompetenz bei PISA [Reading competence in PISA]*. Presentation at the ZIB Academy 2019, Bildungshaus St. Martin, Bernried, Germany.
- Weis, M.** (2018, July). *Parental attitudes on the use of portable smart devices in children aged 0 to 3 years*. Poster presented at the 24th Congress of the International Association for Cross-Cultural Psychology (IACCP), University of Guelph, Canada.
- Weis, M.** (2018, April). *Erziehungsziele und Einstellungen von Eltern zur Nutzung von Smartphones und Tablets bei Kindern im Alter von null bis drei Jahren [Parenting goals and attitudes on the use of smart phones and tablets in children aged zero to three years]*. Presentation at the Congress of the Leibniz education research network LERN 2018, Leibniz-Institut für Wissensmedien, Tübingen, Germany.
- Weis, M., Zehner, F., Vogel, F., Leutner, D., & Reiss, K.** (2018, February). *Kollaboratives Problemlösen in PISA 2015: Deutschland im Fokus [Collaborative problem solving in PISA 2015: Focusing on Germany]*. Presentation at the 6th Congress of the Society for Empirical Educational Research (GEBF), University of Basel, Switzerland.
- Weis, M. & Heine, J.-H.** (2017, September). *Erfassung von Emotionsregulationsstrategien in Chile: Eine spanischsprachige Adaptation des SSKJ 3-8 [Assessment of emotion regulation strategies in Chile: A Spanish adaptation of the SSKJ 3-8]*. Presentation at the 82nd Congress of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), University of Tübingen, Germany.
- Weis, M., Mang, J., & Zehner, F.** (2017, September). *Lesekompetenz von Fünfzehnjährigen mit und ohne Zuwanderungshintergrund bei PISA 2015 [Reading ability of fifteen-year-olds with and without migration background in PISA 2015]*. In M. Weis & M. Köster (Chairs), *Aspekte kultureller Diversität im schulischen Kontext. [Aspects of cultural diversity in the school context.]* Presentation at the Conference of the Sections for Developmental and Pedagogical Psychology (PAEPSY), University of Münster, Germany.
- Deffaa, M., **Weis, M.**, & Trommsdorff, G. (2017, August). *Sociocultural influences on parenting and children's behavior regulation in Chile and Germany*. In D. Miconi (Chair), *Parental and socio-cultural influences on self-regulation across childhood and adolescence*. Presentation at the 18th European Conference on Developmental Psychology, Utrecht, Netherlands.
- Weis, M., Zehner, F., Sälzer, C., Strohmaier, A., Artelt, C., & Pfof, M.** (2017, March). *Lesekompetenz von Fünfzehnjährigen in Deutschland und im internationalen Vergleich [Reading ability of 15-year-olds in Germany and in international comparison]*. In C. Sälzer (Chair), *Bildungsvergleichsstudien 2015 in Deutschland: Internationaler Vergleich mit PISA [Student assessment 2015 in Germany: International comparison with PISA]*. Presentation at the 5th Congress of the Society for Empirical Educational Research (GEBF), University of Heidelberg, Germany.
- Weis, M., Trommsdorff, G., & Muñoz, L.** (2016, September). *Mütterliche Erziehung, Selbstregulation und Schulleistungen bei deutschen und chilenischen Grundschulkindern [Maternal education, self-regulation, and school achievement in German and Chilean primary children]*. In M. Köster (Chair), *Der Einfluss von Kultur auf die Entwicklung in der frühen und mittleren Kindheit [The influence of culture on the development in early and middle childhood]*. Presentation at the 50th Congress of the German Society for Psychology (DGPs), University of Leipzig, Germany.
- Deffaa, M., **Weis, M.**, & Trommsdorff, G. (2016, September). *Selbstregulation in Risikolagen: Die Rolle mütterlicher Erziehung [Self-Regulation in Risk Settings: The Role of Maternal Parenting]*. Poster presented at the 50th Congress of the German Society for Psychology (DGPs), University of Leipzig, Germany.
- Weis, M., Trommsdorff, G., & Muñoz, L.** (2016, July). *Maternal restrictive control, German and Chilean children's self-regulation, and school achievement*. Presentation at the 23rd Congress of the International Association for Cross-Cultural Psychology (IACCP), Nagoya, Japan.

- Weis, M., Trommsdorff, G., & Muñoz, L.** (2015, September). *How are mothers' level of education, values, and restrictive control related to children's behavior regulation and prosocial behavior? – An intra-cultural study in Chile.* Poster presented at the 17th European Conference on Developmental Psychology (ECDP), University of Minho, Braga, Portugal.
- Weis, M., Trommsdorff, G., & Muñoz, L.** (2015, September). *Mütterliches Bildungsniveau und Schulleistungen von Kindern in Chile: Die Rolle mütterlicher Werte, restriktiver Kontrolle und Verhaltensregulation des Kindes.* Presentation at the 22nd Conference of the Section Developmental Psychology of the German Society for Psychology (DGPs), Goethe-Universität, Frankfurt am Main, Germany.
- Weis, M., Trommsdorff, G., & Muñoz, L.** (2015, July). *Mothers' level of education and children's school achievement in Chile: The role of maternal values, restrictive control, and children's behavior regulation.* Presentation at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), San Cristóbal de las Casas, Chiapas, Mexico.
- Weis, M., Trommsdorff, G., & Muñoz, L.** (2015, July). *Educación de la madre y rendimiento académico de niños y niñas en Chile: La importancia de los valores maternos, el control restrictivo, y la autorregulación conductual de niños.* In M. Rosabal-Coto (Chair), *Theoretical and methodological issues concerning the cultural specificity of Latin American groups.* Invited symposium conducted at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), San Cristóbal de las Casas, Chiapas, Mexico.
- Muñoz, L., **Weis, M., Trommsdorff, G., Heikamp, T., & Redondo, J.** (2014, September). *The role of children's self-regulation for positive developmental outcomes in Germany and Chile.* In *Psychological Sciences in Latin America.* Symposium conducted at the 49th Congress of the German Society for Psychology (DGPs), Bochum, Germany. doi: 10.13140/2.1.4251.7440
- Weis, M., Trommsdorff, G., Heikamp, T., Redondo, J., & Muñoz, L.** (2014, September). *Entwicklung von Selbstregulation und sozialen Kompetenzen in Deutschland und Chile: Zusammenhänge zwischen mütterlicher Wärme, Emotions- und Verhaltensregulation und prosozialem Verhalten.* In J. Kärtner & M. Holodynski (Chairs), *Emotionale und soziale Entwicklung im Kulturvergleich.* Presentation at the 49th Congress of the German Society for Psychology (DGPs), Ruhr-Universität Bochum, Germany.
- Weis, M., Trommsdorff, G., Heikamp, T., Redondo, J., & Muñoz, L.** (2014, July). *Developmental aspects of self-regulation in Germany and Chile: Links between maternal warmth, children's self-regulation and social competences.* In M. Weis & G. Trommsdorff (Chairs), *Socialization of self-regulation in cross-cultural perspective.* Presentation at the 22nd Congress of the International Association for Cross-Cultural Psychology (IACCP), Reims, France. doi: 10.13140/2.1.2961.5040
- Weis, M., Trommsdorff, G., & Heikamp, T.** (2012, September). *Geschlechtsunterschiede in den Schulleistungen: Welche Rolle spielt Selbstregulation [Gender differences in school achievement: Which role does self-regulation play]?* Poster presented at the 77th Congress of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF), University of Bielefeld, Germany.

Invited Presentations

- Weis, M.** (2018, May). *Was denken Eltern über die Nutzung von Smartphones und Tablets bei Kindern im Alter von null bis drei Jahren? [What do parents think about the use of smart phones and tablets in children aged zero to three years?]* Invited presentation at the Caritas, Referat Kindertageseinrichtungen, Augsburg, Germany.
- Weis, M.** (2017, August). *Socioeconomic Status and Reading Competence in Latin America and Germany: Influences of Socialization and Self-Regulation.* Invited presentation at the Conference "Literacy and Cognition in School Learning. Theoretical, Didactic, and Empirical Perspectives" Monte Verità, Ascona, Switzerland.
- Weis, M.** (2015, November). *Autonomy and Self-Regulation in School Contexts in Germany and Chile.* Invited presentation at the interdisciplinary Conference "Autonomy: Theories and Practice", University St. Gallen, Switzerland.

- Weis, M., Trommsdorff, G., & Muñoz, L.** (2015, August). *Educación de la madre y rendimiento académico de niños y niñas en Chile: La importancia de los valores maternos, el control restrictivo, y la autorregulación conductual*. Invited presentation at the *Pánel Prácticas Parentales y Autorregulación en la Infancia*, Universidad Santo Tomás, Bogotá, Colombia.
- Weis, M.** (2015, January). *Entwicklung von Selbstregulation bei deutschen und chilenischen Kindern [Development of Self-Regulation in German and Chilean Children]*. Invited presentation. Wissenschaftliches Kolloquium, Fachbereich Psychologie, University of Konstanz, Germany.
- Weis, M.** (2014, May). *Development and Consequences of Self-Regulation in Germany and Chile*. Invited presentation at the *Information Day of the Graduate School of Decision Sciences*, University of Konstanz, Germany.
- Weis, M.** (2012, October). *Geschlechtsunterschiede in den Schulleistungen: Welche Rolle spielt Selbstregulation [Gender differences in school achievement: Which role does self-regulation play]?* Invited presentation. Department of Educational Psychology, University of Gießen, Germany.

Organization of Symposia

- Weis, M. & Reiss, K.** (2020, March). *Lesen bei PISA 2018 – Kompetenzen, Motivation und Aspekte der sozialen Herkunft sowie des Zuwanderungshintergrunds [Reading in PISA 2018 – Competences, motivation, and aspects of social background and migration background]* [Symposium]. 8th Congress of the Society for Empirical Educational Research (GEBF), University of Potsdam, Germany. (Conference canceled)
- Weis, M.** (2019, July). *Migration in Europe and Latin America: Challenges for Education and Health*. Invited Symposium conducted at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), University of Costa Rica, San José, Costa Rica.
- Weis, M.** (2019, July), *Parental Attitudes on Children's Use of Smartphones and Tablets in Chile, Costa Rica, Germany and Nigeria*. Symposium conducted at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), University of Costa Rica, San José, Costa Rica.
- Weis, M., & Köster, M.** (2017, September). *Aspekte kultureller Diversität im schulischen Kontext. [Aspects of cultural diversity in the school context.]* Symposium conducted at the Conference of the Sections for Developmental and Pedagogical Psychology (PAEPSY), University of Münster, Germany.
- Weis, M., & Trommsdorff, G.** (2014, July). *Socialization of self-regulation in cross-cultural perspective*. Symposium conducted at the 22nd Congress of the International Association for Cross-Cultural Psychology (IACCP), Reims, France.

Organization of International Meetings

- Smith-Castro, V. & **Weis, M.** (2019, July). *Academic Competencies of 15-Years-Old in Germany and Costa Rica: Binational Encounter of PISA Teams*. International Meeting at the Regional Conference of the International Association for Cross-Cultural Psychology (IACCP), University of Costa Rica, San José, Costa Rica.
- Weis, M.** (2016, July). *International Meeting on the planning of the research project "Relations between Maternal Socialization Goals and Practices and Children's Self-Regulation in different Cultural Contexts"*. Participants: J. Jaramillo, M. Weis, G. Trommsdorff, K. Reiss, K. Nagel; Technical University of Munich, School of Education, Munich, Germany.