
Editor and Author profiles

The handbook is edited by prolific early-career researchers and collaborators, namely Dr. Hall (McGill University; focus: motivational strategies and interventions) and Dr. Goetz (Chair of Empirical Educational Research Department, University of Munich; focus: academic emotions and self-regulation). Further, the specific handbook chapters are authored by internationally recognized experts in the domains of academic motivation, emotions, and self-regulation including Dr. Reinhard Pekrun (Chair of Personality and Educational Psychology Department, University of Munich; focus: theoretical development and assessment, academic emotions and motivation), Dr. Anne Frenzel (University of Munich; focus: teachers emotions), and Dr. Markus Dresel (University of Augsburg; focus: self-regulation and motivational programs). In addition to editing the handbook, Drs. Hall and Goetz also contribute as authors to selected chapters as per their respective domains of expertise. The handbook authors have collectively published several books, chapters, and hundreds of empirical articles in leading peer-reviewed journals on topics involving learning-related emotions and motivation, as well as self-regulation, learning, and achievement in the classroom (e.g., Journal of Educational Psychology; Learning and Instruction; Learning and Individual Differences; Journal of Personality and Social Psychology; British Journal of Educational Psychology; Motivation and Emotion; Emotion; Psychological Science; Cognition and Emotion; etc.).

The chapter authors are internationally recognized leaders in research on emotions and motivation in students and teachers (e.g., Dr. Reinhard Pekrun, Chair of Personality and Educational Psychology, University of Munich; Dr. Thomas Goetz, Chair of Department of Empirical Education Research, University of Konstanz), and have published consistently in these fields in top peer-reviewed educational psychology journals (e.g., Journal of Educational Psychology: reciprocal feedback loops between student and teacher emotions in the classroom, Dr. Anne Frenzel; cross-domain relations between students’ academic emotions, Dr. Goetz; students’ achievement goal expression as moderated by target audience, Dr. Markus Dresel) and education more generally (e.g., Journal of Experimental Education: motivational interventions for students, Dr. Nathan Hall; Contemporary Educational Psychology: causal attributions and boredom-related coping in students, Drs. Hall and Goetz). The first editor, Dr. Nathan Hall, is an award-winning professor at McGill University in Canada (e.g., Canadian Psychological Association, American Educational Research Association, Alexander von Humboldt Foundation) having received international funding to pursue research on achievement motivation and emotions (e.g., Spencer Foundation (U.S.), Social Sciences and Humanities Research Council of Canada (SSHRC)). The second editor, Dr. Thomas Goetz, has completed over 180 empirical articles, books, book chapters, and conference papers, holds an honorary adjunct status at McGill University (Canada) and two professorial positions at the University of Konstanz (Germany) and the Thurgau University of Teacher Education (Switzerland), and has been funded by multiple international agencies for his research on emotions in the classroom (e.g., Swiss National Science Foundation, German Research Foundation, SSHRC).