



Dr. SELMA KORLAT IKANOVIC

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EDUCATION

2018 – 2021	University of Vienna – Ph.D. in Psychology
April 2016	Regional Research Promotion Programme (RRPP) – Research Academy
2014 – 2016	University in Sarajevo – Faculty of Philosophy – Master of Psychology
2011 – 2014	University in Sarajevo – Faculty of Philosophy – Bachelor of Psychology

PROFESSIONAL EXPERIENCE

Okt 2021 – present	Faculty of Psychology, University of Vienna <i>University Assistant (PostDoc)</i>
Sep 2018 – Sep 2021	Faculty of Psychology, University of Vienna <i>University Assistant (PraeDoc)</i>
Sept 2017 – Aug 2018	Geneva Motivation Lab, University of Geneva <i>Research Fellow</i> <ul style="list-style-type: none">• Developing experimental designs and conducting experimental psychological studies• Collecting, preparing and analyzing behavioral and cardiovascular data
Feb 2018 – March 2018	HELVETAS Swiss Intercooperation - MarketMakers <i>Data Analyst Consultant</i> <ul style="list-style-type: none">• Manipulating, analyzing and interpreting data sets relating to the labor market in Bosnia and Herzegovina• Creating data dashboards, graphs and visualizations• Writing a book chapter based on the results
Sept 2016 – July 2017	Analitika – Center for Social Research <i>Junior researcher and Project Coordinator</i> <ul style="list-style-type: none">• Coordinator of the projects, funded by Friedrich-Ebert-Stiftung and Regional Research Promotion Program Western Balkans• Creating and managing integrative database and supported syntax files for data from seven countries in the South-East Europe (SEE)• Conducting comprehensive data analysis, interpretation and draw of the inferences from output using the SPSS syntax, Excel, Statistica and Stata• Creating easily comprehensible visual representations of data using MS• Archiving the data and establishing open access to research data in SEE• Development, standardization and validation of research instruments (questionnaires, surveys, interview guides)

- Developing national quality index of the judicial response to corruption in Bosnia and Herzegovina

Jan 2014 – Dec 2014

Analitika – Center for Social Research

Research and Project Assistant

- Coordinator of the projects funded by Swiss Agency for Development and Cooperation B&H and Think Tank Fund of the Open Society Foundations
- Conducting desk and secondary research: collecting, recording, and entering all socio-economic indicators of Bosnia and Herzegovina

PUBLICATIONS (peer-reviewed)

SCIENTIFIC ARTICLES – PEER REVIEWED

- **Korlat, S.**, Kollmayer, M., Haider, C., Hlavacs, H., Martinek, D., Pazour, P., & Spiel, C. (2024). PhyLab – A Virtual Reality Laboratory for Experiments in Physics: Intervention Effectiveness and Gender Differences. *Frontiers in psychology*, 15, 1284597. <https://doi.org/10.3389/fpsyg.2024.1284597>
- **Korlat, S.**, Schultes, M.-T., Schober, B., Spiel, C., & Kollmayer, M. (2023). Gender Typicality and Prestige of Occupational Aspirations in Adolescents: The Relevance of Agency and Communion. *Journal of Career Development*, 50(2), 405–424. <https://doi.org/10.1177/08948453221100744>
- **Korlat, S.**, Reiter, J., Kollmayer, M., Julia, H., Pelikan, E. R., 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>
- Holzer, J., **Korlat, S.**, Pelikan, E., Schober, B., Spiel, C., & Lüftenegger, M. (2023). The Role of Parental Self-Efficacy Regarding Parental Support for Early Adolescents' Coping, Self-Regulated Learning, Learning Self-Efficacy and Positive Emotions. *The Journal of Early Adolescence*, 44(2), 171-197. <https://doi.org/10.1177/02724316231162306>
- Pelikan, E., Grützmaier, L, Hager, K., Holzer, J., **Korlat, S.**, Mayerhofer, M., Schober, B., Spiel, C., & Lüftenegger, M. (2023). The Role of Basic Need Satisfaction for Motivation and Self-Regulated Learning During COVID-19: A Longitudinal Study. *Zeitschrift für Psychologie* 231:3, 228-238. <https://doi.org/10.1027/2151-2604/a000531>
- **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.**, Holzer, J., Schultes, M.-T., Bürger, S., Schober, B., Spiel, C., & Kollmayer, M. (2022). Psychological Androgyny in School: Associations Between Adolescents' Gender Role Self-Concept and School-Related Well-Being. *Front. Psychol.* 13:856758. <https://doi.org/10.3389/fpsyg.2022.856758>
- Holzer, J., **Korlat, S.**, Buerger, S., Spiel, C., & Schober, B. (2022). Profiles of School-related Well-being and their Links to Self-esteem and Academic Achievement. *Zeitschrift Für Psychologie*, 230(3), 189–200. <https://doi.org/10.1027/2151-2604/a000498>

- **Korlat, S.**, Foerst, N., Schultes, M.-T., Schober, B., Spiel, C., & Kollmayer, M. (2021). Gender role identity and gender intensification: Agency and communion in adolescents' spontaneous self-descriptions. *European Journal of Developmental Psychology*. *European Journal of Developmental Psychology*, 19(1), 64-88. <https://doi.org/10.1080/17405629.2020.1865143>
- **Korlat, S.**, Kollmayer, M., Holzer, J., Lüftenegger, M., Pelikan, E., Schober, B., & Spiel, C. (2021). Gender Differences in Digital Learning During COVID-19: Competence Beliefs, Intrinsic Value, Learning Engagement, and Perceived Teacher Support. *Front. Psychol.* <https://doi.org/10.3389/fpsyg.2021.637776>
- Holzer, J., Lüftenegger, **Korlat, S.**, M., Pelikan, E.R., 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*. <https://doi.org/10.1177/23328584211003164>
- 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*. <https://www.doi.org/10.1007/s11618-021-01002-x>
- Holzer, J., **Korlat, S.**, Mayerhofer, M., Pelikan, E.R., 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., Michałek-Kwiecień, J., Lewandowska-Walter, A., Wright, M.F., & 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 Role of Well-being. *PLoS ONE* 16(5): e0251352. <https://doi.org/10.1371/journal.pone.0251352>
- Holzer, J., Lüftenegger, Käser, U., **Korlat, S.**, M., Pelikan, E.R., Schultze-Krumbholz, A., Wachs, S., Spiel, C., & Schober, B. (2021). Students' Basic Need Satisfaction and Well-Being During the COVID-19 Pandemic. *International Journal of Psychology*. <https://doi-org/10.1002/ijop.12763>
- 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., Zabrodskaja, 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>
- Drace, S., **Korlat, S.**, Dokic, R. (2019). When stereotype threat makes me more intelligent: The informative role of threat related emotions in effort mobilization and task performance. *British Journal of Social Psychology*, 59(1), 137-156. <https://doi-org.uaccess.univie.ac.at/10.1111/bjso.12327>

BOOK CHAPTERS

- Kollmayer, M. **Korlat, S.**, Holzer, J., Lüftenegger, M., Pelikan, E., Spiel, C., & Schober, B. (2023). Digital Learning During Covid-19: An Intersectional Perspective on Secondary Students' Motivation and Perceived Teacher Support. In L. Keller, G. Michelsen, M. Dür, S. Bachri, and M. Zint (Eds.), *Digitalization, New Media, and Education for Sustainable Development*. IGI Global. <https://doi.org/10.4018/978-1-7998-5033-5>

- Holzer, J., Pelikan, E., **Korlat, S.**, Lüftenegger, M., Schober, B., & Spiel, C. (2023). *Lernen unter COVID-19- Bedingungen*. In C. Reintjes, R. Porsch, & G. im Brahm (Eds.), *Das Bildungssystem in Zeiten der Krise – Empirische Befunde, Konsequenzen und Potentiale für das Lehren und Lernen*. Waxmann.
- Pelikan, E. R., Reiter, J., Bergen, K., Holzer, J., **Korlat, S.**, Lüftenegger, M., Spiel, C., & Schober, B. (2022). *Lernen unter COVID-19 Bedingungen – Zur Situation der Studierenden in Österreich*. In Angenent, H., Jörg, P., Zimenkova, T. (Hg.), *Lehre und Hochschulentwicklung in Zeiten der Corona-Pandemie*. Transcript. <https://doi.org/10.14361/9783839459843-013>

CONFERENCES

Oral presentations

- **Korlat, S.**, Först, N.M., Spiel, C., & Kollmayer, M. (2021, July). *Occupational Aspirations in Adolescents: The Role of Gender and Gender Self-Stereotyping*. The 32nd International Congress of Psychology in Prague, Czech Republic.
- **Korlat, S.**, Holzer, J., Pelikan, E., Lüftenegger, M., Schober, B., & Spiel, C. (2021, April). *Schooling in COVID-19 - Challenges and Opportunities*. Invited speaker at PHERECLOS Online Consortium Meeting: Lectures from external Experts. Online Event.
- **Korlat, S.**, Holzer, J., Pelikan, E., Lüftenegger, M., Schober, B., & Spiel, C. (2021, February). *Learning under COVID-19: Challenges for Self-regulation*. Keynote speech at World Education Leadership Symposium (Online Conferences; Zug, Switzerland)
- **Korlat, S.**, Först, N. M., Schultes, M.-T., Schober, B., Spiel, C., & Kollmayer, M. (2019, September). *Gender stereotypes in secondary-school students: Adolescents' spontaneous self-descriptions*. 19th European Conference on Developmental Psychology in Athens, Greece.
- **Korlat, S.**, & Drace, S. (2017). *The Positive Impact of Stereotype Threat: Preliminary Evidence for the Informative Role of Fear in Effort Mobilization*. XX Days of Psychology in Zadar, Croatia.

Poster presentations

- **Korlat, S.**, Först, N. M., Schultes, M.-T., Schober, B., Spiel, C., & Kollmayer, M. (2019, September). *A New Perspective on Gender Self-Stereotyping: Results of Adolescents' Spontaneous Self-Descriptions*. paEpsy - Joint Conference of the Sections Developmental Psychology & Educational Psychology in Leipzig, Germany.
- **Korlat, S.**, & Drace, S. (2017). *The Positive Impact of Stereotype Threat: Preliminary Evidence for the Informative Role of Fear in Effort Mobilization*. 11th anniversary meeting of the Society for the Science of Motivation in San Francisco, US.

TEACHING EXPERIENCE

2021 – present	Theory and Empirical Research; Vertiefungsseminare, continuous assessment of course work seminars at University of Vienna
2020-2021	Presentation and Moderation Techniques, continuous assessment of course work seminar at University of Vienna

