# Fall Course 2022

„Interdisciplinary Perspectives on Self-Control and Self-Regulation“

## Course Schedule

### Thursday, 1st of December | Room C 301, vonRoll, Fabrikstrasse 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speaker</th>
<th>Location</th>
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<tbody>
<tr>
<td>10:30 – 12:00</td>
<td>Talk 1 + Discussion</td>
<td>Prof. Dr. Lionel Alvarez, University of Teacher Education Fribourg</td>
<td>Room C 301, vonRoll, Fabrikstrasse 8</td>
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<td>Empowering Teachers: two projects that implement self-regulation support</td>
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<td>12:15 – 13:15</td>
<td>“Lunch with the Experts” (for registered PhD students only)</td>
<td>Prof. Dr. Marie Hennecke, University of Siegen, Germany</td>
<td>Room C 301, vonRoll, Fabrikstrasse 8</td>
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<td>Many roads lead to Rome: The role of regulatory flexibility for self-control in daily life</td>
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<td>13:30 – 15:00</td>
<td>Talk 2 + Discussion</td>
<td>Prof. Dr. Alexandra Freund, University of Zurich</td>
<td>Room C 301, vonRoll, Fabrikstrasse 8</td>
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<td>A Motivational Approach to Exhaustion and Recovery</td>
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<tr>
<td>15:30 – 17:00</td>
<td>Talk 3 + Discussion</td>
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<td>17:00 – 18:00</td>
<td>Apéro</td>
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This course is organized for PhD students who are members of the Doctoral Program Brain & Behavioral Sciences. For attendance of the full day program (including preparing by reading the listed references), they are awarded with 1 ECTS. PhD students can register by filling out the Qualtrics form until November 20th, 2022. They can then also indicate if they like to have lunch with one of the invited experts.

If other interested attendants like to join for the talks, please contact our Doctoral Program Assistant Hannah Gysi (hannah.gysi@unibe.ch)
### Abstracts

#### Prof. Dr. Lionel Alvarez, University of Teacher Education Fribourg

**Empowering Teachers: two projects that implement self-regulation support**

Teachers are constantly making decisions in a complex environment where human relations are at stake. To support these decision processes, several skills, knowledge or data could be helpful. For instance, embedding evidence-based interventions in a problem-solving process could direct the actions. Another current example is by generating teaching analytics to better understand the learning situation and describe the perceptions of learning experience. The presentation will focus on two projects that aim to support teacher self-regulation within decision-making and the endeavor of a perpetual quality improvement.

References:


#### Prof. Dr. Marie Hennecke, University of Siegen

**Many roads lead to Rome: The role of regulatory flexibility for self-control in daily life**

Recent work suggests that the effortful inhibition of goal-incongruent impulses may just be one, and potentially not even a very useful means to achieve self-control in daily life. I will present work that speaks to alternative ways by which individuals may successfully regulate their behavior in everyday life. It suggests that (1) people use a great variety of different self-regulatory strategies besides effortful inhibition, that (2) characteristics of self-regulatory challenges moderate the effectiveness of self-regulatory strategies, and that (3) being flexible in the use of self-regulatory strategies is a key to successful self-control in daily life.

References:


A Motivational Approach to Exhaustion and Recovery

How can the same activity, such as one hour of jogging, feel exhausting to some people while it recovers others? Although interindividual differences likely play a role, they cannot explain that reading even within one person, the same activity such as browsing the internet for pictures can be exhausting at some times but relaxing at different times. In this talk, I will present a motivational approach to exhaustion and recovery. At the core of this approach is the assumption that subjective expectations about how exhausting or recovering an activity is strongly affects the subsequent experience. Moreover, I posit that exhaustion fulfills primarily the function of signaling to the person that their current behavior does not yield sufficient progress on a given goal, prompting them to disengage from it. In the case of relaxation, the goal of the activity is often to relax and starting to think of what else to do with one’s time, feeling time to slow down and a decline in mood might motivate people to engage in different activities. I will present first empirical studies investigating the usefulness of this approach for understanding exhaustion and recovery processes.

References:
