

Table of contents:

	Summary
1	Introduction
2	Interest
2.1	Historical framework of pedagogical-psychological theories of interest
2.2	The construct of interest as a specific person-object-relationship
2.3	Situational and individual interest
2.4	Subject- and topic-related interest
2.5	Development and differentiation of interest – theoretical assumptions
2.6	Empirical findings on the development of interest at secondary level
3	Academic self-concept
3.1	Theoretical assumptions
3.2	Structure of the self-concept
3.3	The effects of comparison on the development of self-concept
3.4	Empirical findings on the development of self-concept at secondary level
4	Expectancy-Value Theory
4.1	Theoretical assumptions
4.2	Empirical findings on the relation among the expectancy- and value-component
5	Schools and classes with a special emphasis
5.1	Schools and classes with a special emphasis in the context of increased school autonomy
5.2	Popularity of schools and classes with a special emphasis
5.3	Decision for schools and classes with a special emphasis
5.4	Legal framework for teaching in classes with a special emphasis
5.5	Music and STEM classes – structure and quality of teaching
5.6	Empirical findings on the potentials of classes with a special emphasis
5.7	Development of interest and academic self-concept in classes with a special emphasis
6	Interim summary and research desiderata
7	Research questions and hypotheses
8	Data and methods
8.1	The study ProBiNi
8.2	Ordinal variables – methodological assumptions
8.3	Missing values
8.4	Methodological approach
9	Empirical analyses
9.1	Operationalization: subject- and topic-related interest and academic self-concept
9.2	Descriptive findings
9.3	Cross-Lagged-Panel-Models
10	Summary and discussion
10.1	Construct validity and measurement invariance
10.2	Development of interest and academic self-concept in classes with a special emphasis
10.3	Longitudinal relations among interest and academic self-concept
10.4	Implications for the education system
10.5	Research desiderata
11	Appendices
11.1	Literature
11.2	Figures
11.3	Tables

Summary:

Classes with a special emphasis (so-called profile classes) represent a central element of current school development processes and are considered as one of the most prominent ways of practical implementation of school autonomy. At the secondary level, profile classes in music and science (music and STEM classes) are becoming increasingly popular. Specific features of profile classes (including additional lessons, innovative and practice-based teaching and learning formats, and the involvement of student labs) are associated with various pedagogical potentials – especially in terms of fostering students' interest and their self-concept. However, there is a research gap regarding the development of students' subject-related interests and their self-concept in profile classes at the secondary level.

The findings of the present study indicate differences in the development of the interest in music and science as well as the domain-specific self-concept between music classes, STEM classes and classes without a specific profile. Using cross-lagged-panel-models, the longitudinal relations among interest and self-concept are estimated in addition to the correlations of the constructs within each wave and the autoregressive effects within each construct over time. In this regard, differences in the cross-lagged-panel-models between profile classes and classes without a specific profile are examined. The results allow an evaluation of the potential of profile classes in order to promote students' interest and self-concept and offer a variety of implications for pedagogical practice.